

Health/Lifetime Wellness Lesson Plan Template

Prepared by:

Date:

Lesson Title:

Day of Lesson:

Unit/Learning Segment:

Grade/Level:

Curriculum Standards	Central Focus Question/Big Idea/Goal
<p><i>National or State Curriculum Standards Include the number and text of the TN standards for physical education. Each standard must directly link to at least one of the learning objectives</i></p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction? What is the point of the unit or learning segment? What is the end goal for student learning and WHY! This is for the entire unit or learning segment not just today's lesson. This should be the same on all daily plans in the unit.</i></p>
<p>Lesson Objective(s)</p>	
<p><i>Objectives are measurable. (Put the number of the corresponding standard at the end of the stated objective.) First word you put under each should be a verb. NEVER use the words "be able to" in your objectives section because if the students are "ABLE TO" do something, they should just do it. AND you cannot measure "be able to". Be sure to list as many objectives as you need for info you will cover in today's lesson.</i></p> <p>The Learner Will:</p>	
<p>Vocabulary/ Academic Language Function</p>	
<p><i>What opportunities will you provide for students to practice content language/vocabulary and develop fluency? 2 things! Vocabulary specific to your learning segment with definitions should go here. Also, what language function you might have students focusing on (examples include: compare, explain, describe, evaluate, analyze)</i></p>	
<p>Academic Language (Language Demands)</p>	
<p><i>AL is the oral and written language used for academic purposes. Discourse or Syntax. Make it relevant to the lesson. FYI: Syntax=how words are put together to make phrases and sentences in written language Discourse= interchange of ideas, mostly through conversation.</i></p>	
<p>Assessment/Evaluation</p>	
<p>Formative (Informal): <i>How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback? This could be discussion, answering questions, brainstorming, participating in planned activities and more.</i></p> <p>Summative (Formal): <i>What evidence will you collect and how will it document student learning/mastery of lesson objective(s)? This will typically be done through some sort of written (syntax) work – handout completed, quiz, something written in class or homework.</i></p>	
<p>Instruction</p>	
<p>Set/Motivator: <i>How to spark student interest in today's lesson? Use knowledge of students' academic, social, and cultural characteristics. (What will you say or do to get students interested and excited about today's lesson?)</i></p> <p>Instructional Procedures/Learning Tasks: <i>Provide specific details of lesson content and delivery.</i></p> <p><i>Put the number of the corresponding standard (and objective) in () as appropriate to 'link' practice to objectives and standards</i></p>	

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Objective and Vocabulary	Time (# min)	Content/Topic Discussion/Activity	HOT question/Check for understanding

Brief Narrative of how the lesson will progress: *(Be sure you know what narrative means and write in narrative form.) Provide enough information here so that anyone reading your lesson plan could potentially teach the lesson as you have it planned.*

Questions and/or activities for Higher Order Thinking: *These cannot be answered by yes or no. 3-5 questions directly related to the objectives and practice. AND THE ANSWERS IN () These questions will be used throughout the lesson (and included in column 3 above)*

Closure: *Summarizing the lesson/learning of the day. Main points revisited and stressed*

1. **Revisit the Objectives** *This is you asking questions directly related to the objectives for this lesson. Have students answer (discourse)*
2. **Check for Understanding** *(Ask higher order thinking questions here!) These questions are the ones you wrote out in the section above. The purpose of checking for understanding is to make students think past what you just said and what they just did. If they can put things together...they likely understand what's just happened and what they were suppose to have learned.*
3. **Set up the Next Lesson** *You always tell the students what to expect the next time they come to your class. Give them something to think about and look forward to! Perhaps assign homework related to today's lesson OR preparing for the next lesson.*

Material/Resources: *What do you need for this lesson? List **Everything** you will need to teach the lesson and be specific.*

Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students? **1 higher skilled, 1 lower skilled and 1 special needs UNLESS you know the specific needs, in which case you address the adaptations specific to those students.***

Examples include: *visual or hearing impaired have sit at front of the class, learning disabilities – accommodate with more time, printed notes or note taker*

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Management: *What things will you do to make sure the class is managed in a way that facilitates maximum student learning? All of it!!*

Safety Issues: *List **anything/everything** that might be a safety concern and how you will address it for this class. What will you tell students to keep them safe? At what point in the lesson will you mention/address safety concerns?*

References: *(written in **APA format** and should always include: TN Standards for Physical Education, 1 or more print or text sources and 2 credible sources from WWW) This is not negotiable. You should never make up everything in a lesson plan. You will not pass if you do not have references on this and every lesson plan. It is recommended that you use [scribbr.com/apa-citation-generator](https://www.scribbr.com/apa-citation-generator) to ensure your references are in proper APA format!*

Examples:

Brusseau, T. A., Erwin, H., P.W.D., & Pangrazi, R. A. (2021). *Dynamic Physical Education for Secondary School Students* (9th ed.). Human Kinetics.

First Responder. (2022). In *Webster*. <https://www.merriam-webster.com/>

Assessment. (2019, April 15). PE Central. Retrieved February 22, 2022, from

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133668#.YhaPBZNMG-o>

Everything above this line (except the word ‘references’) should be deleted from YOUR lesson plan before turning it in.

Reflections/Future Modifications: *You come back to this box after you teach the lesson and reflect. To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher? Other thoughts and/or comments as you see fit.*