|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Plan** | **4ESO** | **Teacher Candidate(s):** | **Grade: 4ESOC** | **Equipment:**  **Fisical education equipament** |
| **1.Sara Barril** | |
| **2.Noelia Gonzalez** | |
| **Name Activity: Yoga** | |
|  | **Students:** | **References:** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson Components** | **Time (mins)** | **Organization** | **Description** | | | | | **Observations** |
| **Instant Activity** | 20 min | T T  sssssssss  sssssssss  sssssssss | To stretch we will make the typical stretchings | | | | |  |
|  |  | Transition |  | | | | |  |
| **Introduction** |  | the students will not move from the place | In our activity we will do yoga, first we will do individual yoga, and finally we will do some positions with couples. Depending of your ability, you can increase the intensity of each position. | | | | |  |
|  |  | Transition |  | | | | |  |
| **Fitness Activity** |  | the students will not move from the place | Yoga is a discipline, more than a sport, because it is not just about cultivating the body, but also the mind, and the soul. | | | | |  |
|  |  | Transition |  | | | | |  |
| Body of Lesson  (Lesson Focus) | **Body of Lesson (Lesson Focus)** | | | | | | | |
|  |  | Cues | | Challenges | Modifications | |  |
|  | Task #1 | a. | | | | |  |
|  |  | b. |  | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
|  | Task #2 | a. | | | | |  |
|  |  | b. |  | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
|  | Task #3 | a. | | | | |  |
|  |  | b. |  | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
|  | Task #4 | a. | | | | |  |
|  |  | b. |  | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
|  | Task #5 | a. | | | | |  |
|  |  | b. |  | | | Easier –  Harder - |  |
|  |  | Transition |  | | | | |  |
| **Lesson Closure** |  |  |  | | | | |  |
| **Evaluation of Lesson** | *Post-planning: “Teaching Assessment”*  *Teacher Reflection: Personal* | | | | | | | |
| **Instructional Supports** | *(Include any assessment, task cards, etc.): Describe and number* | | | | | | | |

**Lesson Plan Instructions**

**Section 1: Contextual Information**

|  |  |
| --- | --- |
| **Lesson Plan Component** | **Directions** |
| Teacher Candidate/s | Write name of teachers (students who do the class) |
| Grade | A, B or C |
| Name Activity | The name of the Activity that you are explaining |
| Equipment | List all the equipment and number used in the lesson. |
| References | Full internet URL |

**Section 2: Lesson Activities**

|  |  |
| --- | --- |
| **Lesson Plan Component** | **Directions** |
| Column: time | Provide a range of estimated time for each task presented |
| Column: organization | A “map” of Student and Teacher placement, if space is limited, attach supplement |
| Column: observations | If you have any specific observation. |
|
| Instant Activity | Plan and describe a task that students will participate in upon arriving to the learning environment. May be used as a 5 minute fitness or warm-up activity |
| Transition | Explain how the students will move from one space to another. Example: When I say “go”, when the music stops, when you hear the signal for attention…Place the equipment in the hula-hoop/ basket and meet in the circle. |
| Introduction | Transcribe an introduction to the day’s lesson. |
| Fitness Activity | Explain the fitness activity here and be sure it is aligned to your fitness objective. |
| **Body of Lesson** | |
| * Tasks | Describe the task with enough detail so someone else could teach it.  In the first row of the task (a), explain how you will get the students engaged in the activity  In the second row (b) you will describe the task in detail. |
| * Cues | List cues used for the task. |
| * Variations | Add modifications to make the tasks easier and harder according to the skill level of the students (examples: change the time, distance, challenges, 3 of people, etc.). |
| Lesson closure | How you end the lesson |
| **Evaluation of lesson** | |
| * Post-planning | Analysis of student performance. What did the students learn in this lesson? |
| * Teacher reflection | Teacher reflection includes what worked, what didn’t, why, and what to change. |