



Grade 3 Sample Lesson Plan: Unit 8 – Adapted- Fitness

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

complete the exercise. At the end of the turn, the next person goes. Continue until a student makes it all the way around.

EQUIPMENT

- 2 small fitness monopoly boards
- 10 colored markers (game pieces)
- 2 dice
- 10 dumbbell sets (2 x 2 lb, 2 x 3 lb, 4 x 4 lb, 2 x 5 lb)
- 10 step boxes
- 10 yoga mats
- 10 medicine balls (2k)
- 10 small hula hoops (for fast feet)

STUDENT IEP GOAL WORK

Student (down Syndrome, low muscle tone, limited attention span, requires frequent verbal prompting and positive feedback/encouragement, benefits from token system to earn scooter time.) *IEP Goal:* With verbal prompting, Student will perform 10 modified push-ups (flat on ground up to plank position and back down) within one minute, measured on 4 out of 5 data samples quarterly.

STO 1: With verbal and physical prompting (use of step box underneath belly), Student will perform 10 modified push-ups (belly flat on box step up to plank position and back down) within one minute, measured on 4 out of 5 data samples quarterly.

Integration into lesson – When Student’s group lands on “push-ups” during the game, she will utilize a step box placed under her belly in order to collect IEP goal data for her short-term objective #1.

VARIATIONS/MODIFICATIONS

SAFETY CONSIDERATIONS

EXERCISE MODIFY CHALLENGE

EXERCISE	MODIFY	CHALLENGE
Jumping Jacks	Arms only, legs only	Increase repetitions
Ski Jumps	Step over and back	Increase speed, line width
Frog Jumps	Touch ground only, bend only half way	Challenge to jump high, increase repetitions/speed
Lunges	Small step with 1 leg, alternating	Increase speed/repetition, lunge deeper

1 Instructional assistant will be stationed by the exit door inside the gymnasium in case D. or F. decide to try and elope.

Cones will be placed down the center of the gym to divide the 2 playing board areas so each group stays on their side in their own space.

When performing locomotor skills, students should ALL move in a counter-clockwise direction to avoid collisions.

When working with M. – Keep in mind that he likes to swing his arms and move in large gestures when he gets excited and be aware of other students around him.

Sit-Ups	Feet held, incline mat, hold hands	Decrease speed/repetition, no assistance
Bicep Curls	Lower weight, no weight	Increase weight/repetitions
Butterfly Stretch	Feet apart, physical assistance	Push knees lower to ground, pull feet towards body
Shoulder Stretch	Do across the chest shoulder stretch, physical assistance	Push stretch deeper, increase time

CHECKS FOR UNDERSTANDING/ASSESSMENT (Self-Check, Check for Understanding)

As students gather back at their spots to wait for choice time activities, group up to ask review questions.

What part of fitness helps are muscles get stronger?

When we make our heart beat faster, what part of our fitness are we working?

We work on our **what** before and after exercise to help our body get ready and recover?

What exercises can we do at home to help our cardio?

What exercises can we do at home to help our muscular strength?

What exercises can we do at home to help our flexibility?