

Old Dominion University
Physical Education Lesson Plan

Name: Megan David Date: 11/19/19 Grade Level: 9th

Unit: Nutrition Lesson Focus: Macronutrients & Nutrition Labels # 2 /5

Lesson Duration: 80 min Instructional Model: Direct Instruction
(Cooperative Learning, Personalized Systems of Instruction (PSI), and Direct Instruction)

PART I – STANDARDS, OBJECTIVES, AND ASSESSMENTS

Lesson Goal(s):

Learning Targets-

- I can name the three macronutrients that supply my body with energy.
- I can actively listen and watch an educational video, while taking notes.
- I can use context clues to figure out the correct vocabulary terms that belongs within the paragraph.

Objective: Students will be able to name the three macronutrients that supply us with energy by the end of class

Domain: Cognitive

NASPE: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

VA SOL: 9.1.b. Identify guidelines for sleep, rest, nutrition, and physical activity.

Assessment: Exit tickets.

Objective: Students will be able to actively listen and watch a video while taking notes on new information during today's class.

Domain: psychomotor

NASPE: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

VA SOL: 9.1.g. Describe the importance of health habits that promote personal wellness.

Assessment: Teacher observation and note sheet.

Objective: Students will be able to examine their vocabulary terms and use them appropriately throughout todays worksheet.

Domain: cognitive/ psychomotor

NASPE: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

VA SOL: 9.2.d. Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.

Assessment: Worksheet/Handout.

PART II – REFERENCES AND EQUIPMENT

References:

Ms. Gause- PowerPoint and Worksheet.

Equipment:

Notecards
Learning target board
Laptop & Projector.
Ch. 10 notes worksheet
Ch. 10 vocabulary review worksheet.
9th grade health textbook.
Writing utensil.
Paper.

PART III – LESSON ACTIVITIES

INSTANT ACTIVITY

(Time: 5 min)

Organization/Transition:

Pass out notecards to each student and have them write their response to the questions written on the board.

Description:

The students will respond to the questions on the board. These questions will help review what was learned last class. “What are calories? How can you increase your metabolic rate?” Once the students are done, the class will discuss the answers.

Materials:

Notecards and writing utensils.

SET INDUCTION

(Time: 5 min)

Organization/Transition:

Have the students keep their notecards on their desk. We will reuse them at the end of class.

Description:

The teacher will review the outline and learning targets for today's class.

Materials:

Learning Targets.

Activity 1: Nutrition PowerPoint with Notes (Time: 50 min)**Organization/Transition:**

The teacher will project the powerpoint onto the wall, while the students pull out of their notes from last class.

Description:

The teacher will finish where the class had left off on the notes. There will be red words throughout the slides. These words must be written into the blanks on the worksheet, by the students. Brain breaks will be in the powerpoint. This is where the students will have a chance to get up and move around. There will be a 30 minute video at the end of the powerpoint. The students will write down 15 facts from the video.

Equipment:

Laptop
Worksheet
Writing Utensils

Cues:

Lips are closed.
Eyes on the board.
Write what's in red.
Questions? Raise your hand.
15 facts.

Modifications:

Create different note taking styles to use while going over the powerpoint.

Activity 2: Vocabulary Review Worksheet (Time: 10 min)**Organization/Transition:**

The teacher will hand out the worksheet, so each student has one. Once the teacher is finished going over the directions, the students may begin working.

Description:

The students may use their notes and book to help them through the worksheet. On one side, the students will match a word from the word bank to its definition. Once all the words are correctly placed, focus on the bottom of the page. Write the letter associated to the same number, shown under the line. A secret message will be created if the vocabulary terms were placed in the correct spots. On the back side, the students will read a paragraph. Using context clues, the students will plug in vocabulary terms listed from a word bank, throughout the paragraph.

Equipment:

Worksheet
Writing utensil.

Cues:

Context clues.
Look it up.
Ask for help.

Modifications:

Have the students work with a partner.

Activity 3: Ch. 10 Book Assignment (Time: 15 min)

Organization/Transition:

The teacher will have the students return their finished work to the front desk. Once the kids return to their seat, they must take out their textbooks and a piece of paper. The teacher will tell them to turn to page 256 and wait for further instruction.

Description:

The students will answer the questions associated with this lesson, individually. They don't have to be in depth, just short and simple answers. Once they finish the first lesson, have them move onto the next lesson. Allow the students to finish what they can, until 5 minutes before the end of class.

Equipment:

Textbook
Paper
Writing utensil.

Cues:

Lips together.
Short and simple.
Skim the chapter.
Questions? Raise your hand.

Modifications:

Have the students complete the chapter assessment instead.

CLOSURE (Time: 5 min)

Organization/Transition:

Students will return to their index cards and read the question written on the board.

Description:

Students will respond to the learning target question about the 3 macronutrients on the back side of their index card. Once answered, they may hand in their card on the front desk, along with their book work.

Equipment:

Notecard

Writing utensil

PART IV - REFLECTION

Did anything go wrong today?

The video did not work today. Instead, the students completed 2 lesson assessments in the book.

Were the students involved in todays lecture?

The students were actively involved in todays lecture. They would answer any questions I provided them, and they asked me questions about information in the powerpoint.

How could I make this lesson more enjoyable?

Instead of bookwork, an activity sheet could have been more enjoyable.