



Rio Grande Educational Collaborative Before and After School Program Lesson Plan



Guidelines:

Lessons should be at least (60) minutes, and **MUST** pertain to literacy.

Lesson Title:	Muscle Learning
School:	Gil Sanchez Elementary School (Belen)
Date:	2017-11-16
Instructor Name:	Tom Wasax
Class Size:	29

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<p>NM Common Core/State Standards: (Health and Fitness)</p> <p>K-4 Benchmark 1: Select and participate regularly in health-related physical activities for enjoyment: K-4 Benchmark III: Know the parts of the human body and their functions. 1. Know that the human body has many parts that interact to function as systems (e.g., skeletal, muscular) and describe the parts and their specific functions</p>	<p><i>For more information on NM Common Core/State Standards visit:</i> http://newmexicocommoncore.org/ http://www.mystandards.org/</p>
<p>Learning Objectives: Students will gain skills in physical fitness while learning about their body's ability to use muscle memory. Standard will be met as demonstrated by student's ability to complete certain physical fitness tasks and make observations in improvement in muscle learning.</p>	<p><i>[Instructional context:]</i> i.e. After listening to "If You Decide to Go to the Moon" by Faith McNulty and identifying relevant words during the readaloud <i>[what students will do:]</i> i.e. Students will write a list of words <i>[Standard was met as demonstrated by:]</i> i.e. Students can identify, spell and define sight words as demonstrated by post activity trivia</p>
<p>Lesson Materials & Equipment: Muscle Learning Chart (attached)</p>	<p>Please include all items and the quantity.</p>
<p>Special Requests for RGEC Equipment: None</p>	



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Instructional Sequence:

Please Note: This section should be written so that another Instructor could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.

Body of the Lesson

1. (What you will say/do to assess, connect to, or build, necessary background knowledge.
2. Describe step-by-step what the students will be doing during the lesson.
3. Opportunities to participate in small groups.
4. Activity to process daily participation

Instructional Sequence:

1. Ask students, 'what does it mean when we say that muscles can learn?' It means that when we do a certain thing many times, the action becomes easier, sometimes almost automatic. It is called Muscle Memory.
2. Tell students that they will participate in an experiment to test their muscle's ability to learn by completing the same tasks over again over a period of four days.
3. Over the next three days students will practice the exercises listed on the chart and on the fourth day they will test themselves again. They will record if they have made any improvements and record all of the results in the chart.
4. Ask students to think about their results and why they got them. Were the experiences easier to preform after practice? If they were to complete the activities for over a week, over a month, or over a year would it get even more easier? Why or why not?

Lesson Credits:

Where did you get your ideas for your lesson? (i.e. website, etc.)