



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

|                         |                 |  |                      |
|-------------------------|-----------------|--|----------------------|
| <b>Lesson Title:</b>    | Obstacle course | <b>School:</b> <b>Mission Ave</b>  | <b>Date:</b> 2/20/20 |
| <b>Instructor Name:</b> | Linda Herrera   |  |                      |
| <b>Class Size</b>       | 30              | <b>Lesson Credits: (Where did you get your ideas for you lesson ie: website)</b> |                      |

**Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.**

|   |  |                  |   |
|---|--|------------------|---|
| <b>NM State Standards:</b>              | <p><b>CCSS.ELA-Literacy:</b><br/>         SL.3.2-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br/>         SL.3.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.<br/>         SL.3.4- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.<br/>         L.3.4-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><b>NM Science Content Standards, Benchmarks, and Performance Standards:</b><br/> <b>Standard I:</b> Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.<br/> <b>K-4 Benchmark I:</b> Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.<br/> <b>5-8 Benchmark I:</b> Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.</p> <p><b>Visual Arts- Creating:</b><br/>         Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.<br/>         Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?<br/>         Cr1.2.3a- Apply knowledge of available resources, tools, and <b>technologies</b> to investigate personal ideas through the art-making process.</p> |                  |   |
|   | <p>Please Visit <a href="http://www.mystandards.org">www.mystandards.org</a></p>   |                  |   |
| <b>Learning Objectives:</b>             | <p><u>[Instructional context]</u> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <u>[what students will do]</u> students will write a list of words <u>[what students will learn]</u> that are content-specific vocabulary.</p> <p style="text-align: center;"><b>Students will be able to be active and learn to use their motor skills</b></p>  |                  |   |
| <b>Lesson Materials &amp; Equipment</b> | <b>Item:</b>   | <b>Quantity:</b> | <b>Special Requests for RGEC Equipment:</b> |
|   | Playground   | _____            |   |
|   | _____  | _____            |   |
|   | _____  | _____            |   |
|   | _____  | _____            |   |
|   | _____  | _____            |   |
|   | _____  | _____            |   |
|   | _____  | _____            |   |

**INSTRUCTIONAL SEQUENCE** Please note: *This section should be written so that a substitute teacher 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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by: \_\_\_\_\_ (School Site Supervisor) RGEC Approval: \_\_\_\_\_

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1. Explain to the students that they will use the playground equipment and field as an obstacle course
  2. Explain the rules, no pushing, no pulling, taking turns, use playground equipment as intended such as no climbing on top of the monkey bars or any bars, no jumping off the swings, no running up the slides.
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