

**JSU-TPS Teaching with Primary Sources  
(Lesson Plan Template)**

<p><b><u>Teacher:</u></b> Coach Terrance Robinson and Coach Kimberly Williams</p>	<p><b><u>School:</u></b> East Flora Elementary School</p>
<p><b><u>Date:</u></b> 3/17-3/28</p>	<p><b><u>Unit Title/Theme:</u></b> Track and Field</p>
<p><b><u>Grade Level:</u></b> PreK- 5<sup>th</sup> Grade</p>	<p><b><u>Lesson Title:</u></b> Impact/Influence of the Olympics for African Americans</p>
<p><b>Time Required:</b> two 30-minute class sessions</p>	
<p><b><u>Student "I Can" statement</u></b></p> <p>I can participate in this activity with proper form and attention to safety.  I can explain how to demonstrate safe participation.  I can pace myself so that my heart rate and my muscles warm up.  I can work independently.  I can be an Olympian in Track &amp; Field</p>	
<p><b><u>Standards:</u></b></p> <p><b>Common Core Standard 1:</b> Explore manipulative accuracy skills at introductory level. Demonstrate manipulative accuracy skills at beginner, intermediate, expert level.</p> <p><b>Common Core Standard 2:</b> Apply manipulative skills to enhance participation in physical activity setting. Enhance gross motor skills, fine motor skills, locomotor, and spatial awareness skills.</p> <p><b><u>Objectives</u></b></p> <p>Demonstrate movements and abilities by using manipulative skills.</p> <p>Develop cardiovascular endurance by participating in class activities.</p> <p>Demonstrate proper form for the standing start.</p> <p>Demonstrate, either verbally through explanation or actions, their understanding of start and sprint techniques.</p> <p>Participate in conditioning activities involving running, jumping, and leaping</p>	
<p><b><u>Materials/Resources Needed:</u></b> Promethean board</p> <p><b>EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• 4 batons for every 4 students</li> </ul>	

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- 20 cones
- 3-5 pinnies of 1 color
- 3-5 pinnies of another color

Prior to activity: Set up 3 cones per group per game instructions.

**Anticipatory Set**

**TTW briefly introduces** the competency, learning goals to include lesson vocabulary: mirroring, enhancing, fitness, competition, Olympics, teamwork.

TTW will begin with telling scholars that we are going to warm up our bodies by training like

Olympic athletes and showing the exercises to scholars via link.   
 i.e. jumping jacks, planks, half jacks, side jacks, jump, plank shoulder taps, up/down planks, squats.

The type of training we are going to endure was created by a Japanese scientist named Dr. Izumi Tabata. For the sake of time, we will adjust the intensity and number of repetitions. When I (teacher) say's GO! begin following the routine card displayed on the promethean board. When I say, "Freeze", we'll take a few seconds to rest and prepare for the next exercise on the routine card. This warm-up will take approximately five (5) minutes.

**Differentiation**

**3rd Grade TSW** will perform the warm-ups as described above.

**4th Grade TSW** will choose the Olympic sport they'd like to train for and perform the corresponding Tabata exercise.

**5th grade TSW** can research through the Library of Congress website African American Olympians and develop their own warmups.

**Input**

All scholars should know the most safe and appropriate ways to participate in a successful fitness instruction. The Olympics lesson was started with communication on safe participation, and scholars will understand baseline expectations for their behavior and performance. Scholars will be designated in sets of 4-5 as "Olympians" each with an Olympic Fun Fact question. Each question should also be placed in each corner of the activity area.

All scholars should have some prior knowledge of the exercises listed above.

**Model**

**TTW** begins by showing scholars images of the African Americans at the Olympics (all Images taken from the Library of Congress website)

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TTW and the TSW will read and review the history of the Olympics with the students.

## Modern Olympics

Though the Ancient Olympics ended over 1,600 years ago, you are probably most familiar with the Modern Olympics. 1,500 years passed until the start of the Modern Olympics in 1896, though there were a few unsuccessful attempts of similar games during that time-period.

The birth of the Modern Olympics is credited to a French nobleman, **Pierre Fredy**, born in 1863. He believed sports could encourage peace throughout the world, plus bring people from all over the world together. He was inspired by the Ancient Olympics and travelled everywhere trying to bring people together. Finally, in 1894, representatives from many countries convened in Paris and the planning for the first Modern Olympic Games began.

TSW will discuss each image as it relates to background, appearance, perception, conditioning.

Images



**Check for Understanding**

TTW the Olympic rings and the meaning behind the symbol with students to activate prior knowledge..

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world together.



TTW will ask students: What do these rings mean? What do the Olympics mean to you?  
 TTW will give students a brief description of the purpose for the Olympics and discuss some African American track athletes who attained either a gold, silver, or bronze medal.  
 TTW will allow time for responses and discussion, encouraging students to share what they already know about the games and how much effort each athlete put towards being a part of an Olympics team.  
 TSW “pick” an Olympic event and then select team members that will participate in those events from the class.  
 TSW will conduct research during guided practice to go along with the sport they chose and record their information on a K-W-L chart. Paying close attention to the posture and style of the Olympic event.  
 TTW reviewed the African American Olympian that were discussed.

**Guided Practice**

TTW will discuss with students the different sports that are showcased at the Olympics.

**Summer Olympic Events**

Archery – Badminton – Baseball - Basketball – Beach Volleyball – Boxing – Canoeing – Cycling – Diving – Equestrian – Fencing – Golf – Gymnastics – Handball – Hockey – Judo – Pentathlon – Rowing – Rugby – Sailing – Shooting – Soccer – Softball – Swimming – Table Tennis – Taekwondo – Tennis – Track & Field – Trampoline – Volleyball – Water Polo – Weightlifting – Wrestling



TSW will demonstrate the correct stance for any or all the summer sports listed.  
 TSW will participate in a mock relay race with batons.

**Closure**

Pre-Test  
 Daily Review

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Performance Task

Post-Test

**Independent Practice**

TTW will allow time for students to review the video on track and field running.

<https://youtu.be/e7m205ZIxBE>

TSW will begin with a warm-up of running 5 laps around the gym without stopping.

TSW will place themselves in lines of 4 and participate in relay races to the wall and back.

TTW will observe and monitor students for correct running form.

TTW will provide feedback to students about their performance and allot time to questions about the running mechanics.

Running Form:

- Upright posture with torso, head, shoulders, and pelvis aligned
- Arms carried low, shoulders relaxed
- Hands relaxed, cupped loosely, passing body at about waist level
- Arms moving in sync with your legs, driving forward, rather than from side to side
- Feet landing gently under your center of gravity

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**Tier Instruction (what provisions have you made for Tier II & Tier III students?)**

**Tier II Differentiated Instruction**

**Lesson**

While the students are running, those who show a lack of physical skill, will be allotted more time to complete the relay race.

**Day's Per Week**

1 day

**Minutes Per Day**

Entire class 30 minutes/ tier 2 students 10 minutes

**Tier III Differentiated Instruction**

**Lesson**

While the students are running, those who show a lack of physical skill, will be allotted more time to complete the relay race.

**Day's Per Week**

1 day

**Minutes Per Day**

Entire class 30 minutes/ tier 3 students 15 minutes

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**Small Group Instruction**

**Monday**

TSW students demonstrate proper movements:

- 10 jumping jacks
- 10 push ups
- 10 curl ups
- 10 mountain climbers
- 10 crab dips
- 5 crab walks, all directions

**Tuesday**

TSW students demonstrate proper movements:

- 10 jumping jacks
- 10 push ups
- 10 curl ups
- 10 mountain climbers
- 10 crab dips
- 5 crab walks, all directions

**Wednesday**

TSW students demonstrate proper movements:

- 10 jumping jacks
- 10 push ups
- 10 curl ups
- 10 mountain climbers
- 10 crab dips
- 5 crab walks, all directions

**Thursday**

TSW students demonstrate proper movements:

- 10 jumping jacks
- 10 push ups
- 10 curl ups
- 10 mountain climbers
- 10 crab dips
- 5 crab walks, all directions

**Friday**

TSW students demonstrate proper movements:

- 10 jumping jacks
- 10 push ups
- 10 curl ups
- 10 mountain climbers
- 10 crab dips
- 5 crab walks, all directions

**This Lesson Plan Includes**

Pre-Test

Post- Test

Activities

Worksheets

Quiz