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| **Lesson Plan** | **4ESO** | **Teacher Candidate(s):** | **Grade: 4 ESO B** | **Equipment:**  **mat** |
| 1. **Irene Sandín** | |
| **2. Paula Osorio** | |
| **Name Activity: Pilates** | |
|  | **Students:** | **References:** |

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| **Lesson Components** | **Time (mins)** | **Organization** | **Description** | | | | | **Observations** |
| **Instant Activity** |  |  | Calm music during the class | | | | |  |
|  |  | Transition |  | | | | |  |
| **Introduction** |  |  | Say the persons that made this, the origin of Pilates, and say how many exercises are we going to do. | | | | |  |
|  |  | Transition |  | | | | |  |
| **Fitness Activity** |  |  | Pilates easy exercises for all the persons. | | | | | All the exercices are draw in a different paper to us during the class. |
|  |  | Transition |  | | | | |  |
| Body of Lesson  (Lesson Focus) | **Body of Lesson (Lesson Focus)** | | | | | | | |
|  |  | Cues | | Challenges | Modifications | |  |
| 5min | Task #1 | 1. Heating (different exercices to prepare our body) | | | | |  |
|  |  | b. first show them the exercice and then, when they are doing it, revise how they do. | All in a paper with the times | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
| 15 min aprox | Task #2 | 1. “Normal” exercices (abdominals, legs etc) | | | | |  |
|  |  | 1. first show them the exercice and then, when they are doing it, revise how they do. | All in a paper | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
| 5 min | Task #3 | 1. pairs | | | | |  |
|  |  | 1. some exercices in pairs | You chose a partner and do this. We will be revising you. | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
| 3-2 minutes | Task #4 | a. Calm down | | | | |  |
|  |  | b. Stretching exercises | All in a paper | | | Easier –  Harder - |  |
|  | Transition |  | | | | |  |
|  | Task #5 | a. | | | | |  |
|  |  | b. |  | | | Easier –  Harder - |  |
|  |  | Transition |  | | | | |  |
| **Lesson Closure** |  |  |  | | | | |  |
| **Evaluation of Lesson** | *Post-planning: “Teaching Assessment”*  *Teacher Reflection: Personal* | | | | | | | |
| **Instructional Supports** | *(Include any assessment, task cards, etc.): Describe and number* | | | | | | | |



