

INTERDISCIPLINARY LESSON PLAN

Name: Mr. Forbes **Date of Lesson:** November, 2009 **Number of Students:** 16

Subject Area: PE/Math **Grade/Development Level:** 2-3 Level I

Lesson Focus: Shapes & Review of Locomotor Skills

Standards:

Standard 1- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Performance Objectives:

C- Given proper instruction, the students will demonstrate knowledge of the walk, run, leap, jump, hop, gallop, and slide by performing proper technique for all skills.

A- The students will demonstrate teamwork by working within small groups.

P- Given proper instruction, the students will perform the jump by jumping and landing with two feet 100% of the time.

Equipment/Materials:

CD Player, CD, 10 cones, Shape Cards (Pre-made), 4 Labeled Envelopes (pre-made), 4 poster boards (pre-made), 4 buckets,

Skill Development

Instant Activity:

(Refer to PEP Instant Activity Sheet for explanation of stations)

Station 1: Paddle Ball

Station 2: Throw and Catch

Station 3: Keep it Up

Station 4: Rope Jumping

Station 5: Hoopla

Station 6: Switch-a-Roo

Fitness Activity:

Animal Movements and Fitness Challenges

Play 30 second music intervals for the students to perform the given animal movement. Between animal movement segments, have students do pushups, situps, stretching activities, and relaxing activities. Give students a chance to name animals they would like to imitate.

Introduction/Set Induction:

Today we are going to review all of our locomotor skills that we have learned so far. Do we all remember walking, running, jumping, hopping, galloping, and sliding? Who can show me their best walk? Run? Jump? Hop? Gallop? Slide? Not only are we going to review all these skills, but we are also going to be using colors and shapes today. What are some of your favorite colors?

Review:

Set up 10 cones in a circle. On the walls there will be four common shapes (circle, square, rectangle, and triangle). Students will begin a locomotor skill around the outside of the cones when the music starts. I will choose which locomotor skill the students will perform. When the music stops I will shout out a shape, students will continue their locomotor skill to the shape that has been called. This will continue until all locomotor skills have been covered.

Introduce New Skill

Explanation/Demonstration:

For the walk, you should be standing upright. Head is forward and arms swing freely at your side. The feet alternate leading and the walk is under control.

For the run, you should be running on your toes. Your body should be leaning slightly forward and our arms are bent at 90 degree angles. Running is meant to be very fast, like a rabbit.

For the leap, you should be pushing off with the back foot to gain a lot of ground. The leap is like jumping over a hurdle in track. Arms should be the same as running.

For the jump, knees are bent and you are standing on your toes. As the knees bend, the arms come down, and the arms push upward as you jump up towards the sky. Jump as high as you can and land softly back on your toes.

For the hop, you should act like jumping but only on one leg. Everything is identical to jumping but with one leg.

For the gallop, remember horses. One foot always leads and the body is always going forward. You are on your toes and your head is up watching.

For the slide, this is like the gallop but sideways. Sliding is done a lot with basketball. One foot always leads and they never cross each other. Stay low with bent knees and the arms are out to the side for balance.

Guided Practice Activity:

Set up 10 cones in a circle. On the walls there will be four common shapes (circle, square, rectangle, and triangle). Students will begin a locomotor skill around the outside of the cones when the music starts. I will choose which locomotor skill the students will perform. When the music stops I will shout out a shape, students will continue their locomotor skill to the shape that has been called. This will continue until all locomotor skills have been covered.

Group Activity:

The group activity is going to be a relay race. The class will be split up into 4 groups. On one side of the room there will be a poster board taped up on the wall with four empty envelopes taped on it. Each envelope will have its own shape, one circle, one square, one rectangle, and one triangle. On the side opposite the poster boards, where the students will be located, there will be 12 objects printed out. These objects will be coordinated with the shapes posted on the envelopes. (Example: an orange will be printed out on a sheet of paper for the circle envelope taped on the poster board.)

Students will be carrying one object down and placing it in the proper envelope that is labeled. Ex. The orange will be placed in the circle envelope because an orange is circular shaped. The students are to perform a locomotor skill carrying the object down and as well on the way back. Only one student per group will be able to go at a time and only one object is to be taken at a time. The students will have the option of which locomotor skill they wish to travel but they can only do that locomotor skill once. The group that wins will have had all objects placed in the proper envelope and seated before any other group.

Instructional Adjustments:

During the relay race, students will be able to travel at their own pace. Those who can excel will have the opportunity to and those who cannot, can go at whatever pace they feel comfortable at.

Closure:

Today we worked on a variety of our locomotor skills and shapes. Can anyone name me some other objects that may be triangular, circular, rectangular, or square? All objects have their own individual shapes but these shapes are seen the most. Next, Mr. Knox is going to introduce an entire new skill of striking.

References:

Pangrazi, R. P. (2007). *Dynamic physical education curriculum guide: Lesson plans for implementation* (15th ed.). San Francisco, CA: Pearson/Benjamin Cummings.