

INTERDISCIPLINARY LESSON PLAN

Name: Mr. Forbes **Date of Lesson:** October 15, 2009 **Number of Students:** 16

Subject Area: Gallop **Grade/Development Level:** 2-3 Level II

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 gallop by performing proper technique.

A- The students will demonstrate individual learning by working individually.

P- Given a noodle, the students will perform the gallop by keeping the lead foot forward 100% of the time.

Equipment/Materials:

Roll of Tape, 8 cones, large/long jump rope, 16 noodles, CD Player/CD

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 the jump/hop. Can anyone show me how to jump properly? Hop properly? After we master the jump/hop, we are going to move on to the gallop. Has anyone been around horses? Have any of us galloped before? Can you show us how to gallop?

Review:

Last week we were taught how to jump. Ms. Jones emphasized to bend both knees, on our toes, and to force our arms upward to start out jump. She also taught us to land soft back on our toes. Ms. Jones also taught us the hop. When hopping remember it is just like the jump, only with one leg.

First have the students line up individually. Have to students volunteer to swing the large jump rope for each student. Students will line up and all take a turn and jump over the rope 3 times for completion. Have each student go through the line once.

For the hop review, have a large hop-scotch course taped down. Have students line up individually and go through the course twice. Those who are experienced may speed through the obstacle course at their own pace.

Introduce New Skill

Explanation/Demonstration:

For the gallop, one foot must always lead. The opposite foot follows and repeats the leading foot. Be sure not to cross your feet. Gallops should be high and in the forward direction. Arms can dangle at the side but the trunk must be leaning slightly forward.

Guided Practice Activity:

Set up 8 cones in a circle. Have the students start outside the circle and gallop around the circle as if it is a race track. Have students begin when the music starts. Periodically stop the music and have them switch the lead foot. (Gardner's: Visual-Spatial, Bodily Kinesthetics)

Group Activity:

16 noodles will be provided for the group activity. Each student will have his/her own noodle. The students will use the noodles as if they were riding on a horse. They will place the noodle between their legs and gallop like riding on a horse. They will use the space of the upstairs room and gallop about the room freely. When I say "gitty up" the students will begin galloping, when I say "whoa" the students will stop galloping. Have students alternate the leading foot between breaks.

Instructional Adjustments:

For the jump/hop, the students who have the ability may speed through the hop-scotch course as long as their form is still good.

Closure:

Can anyone tell me what we learned today? Can you demonstrate a good gallop? Remember, galloping is like a horse. When you think of galloping, think of riding a horse. Next week we will be back here to learn sliding and kicking. (Bloom's: Knowledge, Evaluation)

References:

- Pangrazi, R. P. (2007). *Dynamic physical education curriculum guide: Lesson plans for implementation* (15th ed.). San Francisco, CA: Pearson/Benjamin Cummings.
- Peck, D. (2005, July 2). *K-2 Lesson Plan Ideas*. Retrieved October 7, 2009, from PE Central: <http://www.pecentral.com/LessonIdeas/ViewLesson.asp?ID=5907>