

ESS 360 Physical Education Lesson Plan

Student Teacher Tyler Smith

Grades 2-3

Teaching Date 2/19/08

Instructional Theme Gymnastics Skills (1)

Lesson Sequence # 1 of 3

Physical Education Standards (A minimum of two 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.

Physical Education Performance Objectives/Indicators: (2-3 psychomotor, 1 cognitive, 1 affective):

Psychomotor:

The student will perform two animal movements with correct technique and form for 90% accuracy.

The student will perform two tumbling balance movements with correct technique and form for 90% accuracy.

The student will perform one stunt movement with correct technique and form for 90% accuracy.

Cognitive:

The students will be able to list and identify the correct steps for animal, tumbling and stunt movements and being able to demonstrate the movements with 90% accuracy.

Affective:

The students will participate and encourage their classmates during activity for 100% of the time.

Subject Area Standards (A minimum of one standard for each subject area included):

Standard # 4 Science

Students ask questions about a variety of living things and everyday events that can be answered through observations. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction.

Standard# 4 Mathematics

Students identify and describe the attributes of common shapes in the plane and of common objects in space.

Subject Area Performance Objectives/Indicators: (One to two for cognitive domain):

Subject Area #1

2.4.6 Observe and describe the different external features of people, such as their size, shape, and color of hair, skin, and eyes.

2.4.7 Recognize and discuss that people are more like one another than they are like other humans.

Subject Area #2

2.4.1 Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials.

Equipment Needs (List all equipment, specific records, tapes, CD's, etc.):

Tambourine, circuit training music and signs (which I will bring), 9 tumbling mats

Assessment Needs (List all task sheets, assessment forms to be used that the student will supply)

Skill Observation Checklist and Clipboard

ASSESSMENT ACTIVITIES

| | |
|---|--|
| Type of Assessment (How will you know what the student has learned in the lesson) | Description and Example Form to be Used (i.e., skill observation checklist, rubric, cognitive) <u>Three different resources must be used for your assessment choices</u> ***Two best may be submitted for the Applied Assessment: Skills, Attitude, Knowledge assignment |
| Skill Observation Checklist <i>Share with your...</i> | For the assessment I will assess the students based off of a skill observation checklist. I will assess each of them on an two animal skills (the frog hop and cricket walk), a tumbling balance (climb-up), a balance stunt(tummy balance) and a individual stunt (coffee grinder). With each of these exercises I will make sure they perform the correct learning cues that I give them during class and that they demonstrate the correct steps to performing the skill. I chose the skills that I thought were easier and easier to test the students on for the first day. |

ADAPTATIONS

| | |
|--|---|
| Type of Adaptations (Describe special needs of any students and how you will adapt instruction to their needs) | In the fall semester, I had a lot of trouble with students causing trouble and their overall behavior was not acceptable. For behavior issues, I will make sure to separate the students, so that they don't interrupt the class or the student they are bothering. For kids that have auditory or visual impairments, I will make sure to place them at the front of the class and make sure to include diagrams, that will in turn make it easier on them to comprehend. For the stud |
|--|---|

LESSON FOCUS

| | |
|---|---|
| Introduction/Set Induction (You may use bullet points rather than full sentences) | Good afternoon class, welcome to PEP for this spring. My name is Mr. Smith and this semester we are going to be doing gymnastic and rhythmic activities with you guys. I want you throughout the whole semester to keep an open mind and have fun with the lessons, the more you participate the better the lessons will go and you will learn more than you ever thought you could. In today's lesson I will be introducing various basic gymnastic skills such as animal movements, tumbling, individual and partner stunts, tumbling and inverted balances. <ul style="list-style-type: none"> - I am going to explain to them that they will use their bodies to perform certain exercises that they never thought they could do. - That we will reinforce our fundamental movements, but add twists and turns that will challenge them, on their strength of their own body and overall their core - The exercises will increase our overall coordination and balance |
|---|---|

INSTRUCTIONAL PLAN & SCHEDULE

| TIME (Real clock time) | Movement/Gymnastic Concepts to be Explored | Instructional Activities (Detailed) Guiding Questions (Sequentially developed questions to explore the concept or concepts for the lesson) AND/OR Key Teaching Points/Learning Cues | Organizational Plan (How will students and equipment be organized? There must be clear descriptions for movement patterns) |
|-------------------------------|--|--|---|
| | Introduction/Set Induction (Text noted above) | | |
| 12:45-12:50 | | In the introduction, I will introduce myself to the class because it will be my first time working with PEP grades 2-3. I will explain the main overview of the lesson and focus on the general main points of emphasis that I will place on them. I will explain to them that we will be performing various exercises that will work on their overall balance and abdominal strength. | The students will be sitting down together close, in front of me, so that I have their full and upmost attention. I want this way, so that they are being attentive and understand exactly what they will be trying to accomplish in class. |

INSTRUCTIONAL PLAN & SCHEDULE Continued

| TIME | Movement/Gymnastic Concepts to be Explored | Instructional Activities (Detailed) Guiding Questions (Sequentially developed questions to explore the concept or concepts for the lesson) AND/OR Key Teaching Points/Learning Cues | Organizational Plan (How will students and equipment be organized? There must be clear descriptions for movement patterns) |
|-------------|---|--|--|
| 12:50-1:00 | General Space, rhythmic practice, Qualities of movement (to rhythm) | Instant Activity- To introduce a group of children to Rhythmic Running, have them clap to the beat of the drum. Next, as they clap, have them walk in place, keeping time. Following this, I will have them run in place, omitting the clapping. Finally, the class will run in single-file formation, develop the ability to follow a leader, maintain proper spacing and move to the rhythm of the tom-tom. | The students will be spread out throughout the general space of the room. The main goal will be to maintain rhythm to me hitting the tom-tom. |
| 1:00-1:20 | General/Personal space, qualities of movement(to rhythm), body awareness, locomotor movements. | Fitness Activity- For the fitness activity, I am going to have them do the Rhythms Circuit (yellow card). The goal of the activity is for the students to have an opportunity to learn activities that will help them develop and achieve total fitness, and to learn and reinforce a variety of locomotor skills to rhythm. There will be 6 stations, and the cards will be place on the wall. They are in order from the first to the last; skipping, galloping, sliding, polka, schottische and running. I will instruct students to go to the activity area of their choice and start walking, jogging or practicing their steps. On my cue, students are go to the station of their choice and perform that activity back and forth to the rhythm. At 90 seconds they will switch and go to the next station. | The students will go to a station of their choice. There will be no more than 3 people at each station. The middle of the room will be open for me to observe everyone and make sure they are performing the movements correctly. The emphasis will be place on general space and body awareness, so that they won't run into another student. After everyone is finished the students will bring the cards off the walls to me. |
| 1:20-1:24 | | BREAK TIME | |
| 1:24-1:37 | | Lesson Focus- The students will scatter throughout the general space and I will name specific movements. I will demonstrate each movement, identify the learning cues and steps for the students to do them on their own and then succeed. The students will then perform the movements on their own with a partner and on their own mat. The movements are the frog hop, cricket walk, climb-up, tummy balance and the coffee grinder. For the tumbling and balance movements they will use their mat. | The students will be placed through the general space with a partner and a mat. Emphasis will be placed on body awareness and body movement. The students will find their own general space with the mat. At the |

| | | | |
|-----------|--|---|---|
| 1:37-1:40 | | BREAK TIME | end of the activity. The students will then pick up their mat and put it away. |
| 1:40-1:51 | Culminating Project or Activity | The students and I will review the overall - movements that we had accomplished for the lesson focus. The students will grab a mat with their partner and scatter the mats around the room in a big circle. I will have a mat in the center of the circle. I will perform one of the movements that had just maneuvered, the students will then have to perform the movement. When done, they will switch and their partner will go. Near the end, I will give a student a chance to come to the middle and lead the class. At the end of the activity, I will introduce three new movements, that will challenge them and it will give them something to practice over the weekend | The students will grab a mat and partner. They will lay their mat in the general space of the room forming a circle. At the end of the activity the students will put away their mat. |
| | Closure | <p><u>List two questions that explore the concepts covered in the lesson.</u> -Why is it important to practice locomotor movements to a beat of a tom-tom? Answer: It is important because helps work on your overall rhythm.</p> <p>-What two areas of the body improve by performing balance movements, stunts and animal movements? Answer: Overall abdominal strength(core) and balance (coordination)</p> <p><u>Describe one activity, movement pattern, etc. students can practice for the next week.</u></p> <p>I am going to challenge the students to practice and master the three movements that I give to them at the end of the group activity. The movements are sea crawl, forward roll to a walkout and scooter.</p> <p><u>Suggest how the next lesson will build on what the students practiced in this lesson.</u></p> <p>Today's lesson was a building block to the movements that we will be learning over the next few weeks. So the more you master these movements, each week you will continue to get better and do more advanced movements. d</p> | |