

ESS 360 Physical Education Lesson Plan

Student Teacher: Sarah Purdy

Grades: K-1

Teaching Date: February 26, 2009

Instructional Theme: Fundamental Skills Using Parachute

Lesson Sequence # 2 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

Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard #6

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Psychomotor:

K.1.1

The student will demonstrate locomotor skills by using correct technique while holding a parachute with 90% accuracy.

The student will demonstrate two animal movements by using the correct performance indicators with 95% accuracy.

Cognitive:

1.2.3

The student will distinguish the differences between right and left by performing the activity the correct way with 100% accuracy.

Affective:

K.6.1

The student will show respect for classmates by sharing and taking turns with peers 100% of the time.

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

Standard # 3 for Science

Students investigate, describe, and discuss their natural surroundings. They begin to question why things move.

Standard #1 for Math

Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.

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

Subject Area #1

K.3.2.

The student will demonstrate the differences between fast and slow by performing the correct speed when instructed with 100% accuracy.

Subject Area #2

1.1.1

The student will understand how to count by ones by counting out loud to eight with 100% accuracy.

The student will understand numbers one through ten by recognizing and performing a specific locomotor skill the requested amount of times with 90% accuracy.

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

Parachute, CD Player with Remote, CD (I will pick one out before Thursday), 10 foam balls, 10 small yarn balls

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

Assessment sheet and clipboard. I will assess the students during the instant activity and fitness activity, assessing them on their locomotor skills and animal movements.

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
Observational Checklist	This type of assessment will assess the students locomotor skills and animal movements. There will be a list of the skills they should be able to perform with specific performance indicators. For each skill, the students will receive a 1-3 (3 being the best). I will assess during the instant and fitness activity.

ADAPTATIONS

Type of Adaptations (Describe special needs of any students and how you will adapt instruction to their needs)	If I have a student with an auditory or visual impairment I will be sure to place them at the front of the classroom or try to stand close to them while giving instructions or feedback. Also, with a student with a behavioral problem, I will be sure never to go too far away from him/her.
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LESSON FOCUS

Introduction/Set Induction (You may use bullet points rather than full sentences)	<ul style="list-style-type: none"> * Learn different relationships your body can have with an object * Helps improve our muscle strength and endurance (I will explain what this is) in our arms and legs * Helps improve our counting skills * Helps use improve our cardiorespiratory health (I will also explain)
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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)		

12:45-12:48		Again, I will go over the students' names because I am new with this class. It will be much easier for me once I learn the students' names. I will go over the key points in the lesson and explain my today's activities are so important for us.	The students will be at home base.
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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)
12:48-12:58	General/Personal Space, Qualities of Movement, Body Awareness (shapes the body can make, and transferring body weight)	Instant Activity - We will review our animal and tumbling movements we learned from last week. The students will be given a specific movement and perform it for 30 seconds. Then they will stop and do a stretch for 20 seconds. This is a quick review to get the students mind and body moving.	The students will be scattered around the general area, in their own personal space.
12:58 – 1:05	General/Personal Space	The students will have time to show me new animals and ways they move. I challenged the students to think of this over the week so this will be the time for them to show their new animal.	The students will be in their personal space.
1:05 – 1:22	General/Personal Space, Qualities of Movement (speed)	Fitness Activity - I will hold up a number (1-10) and give the students a locomotor skill. They will do the skill, however many times the card I am holding says. So if I hold up number eight, the students will hop eight times. I will also incorporate different speeds by having the students go slow like a turtle or fast like a cheetah. Before this activity starts, I will count to ten together with the class a few times to review their numbers.	The students will be in the general area, in their own personal space. Just like in the instant activity.
1:22 – 1:37	Qualities of Movement (speed, force, flow), Relationship (body to the parachute), Space Awareness (direction and level), Body Awareness (transfer of body weight and flight)	Lesson Focus - Before I start with the parachute, I will go over a few main rules. The rules being: No one is allowed to stand on it, no pulling or tugging unless instructed, and you will have to share with classmates. I will have the girls grab the parachute first, and tell them that each of them needs to be holding a different color/triangle. Then the boys can grab the chute, and some of them may have to pair with another peer. The first activity with the parachute is: 1. Holding the parachute in left/right hand and walking in a circle. I will then ask the students to hold the parachute at different levels (above the knees, at their nose, as high as they can reach, to their feet, at their waist).	I will have the parachute in the corner for easy access. When it's time I will get it and have the girls grab on first, and then the boys. The parachute will be in the center of the room during the activity. After the activity, I will have the students help me fold it up and put back into the bag.

1:37-1:40		<p>2. Going around in a circle using locomotor skills. We will switch directions after each skill. (walk, run, hop, jump, skip, slide) Each skill will be done with an 8 count, then we will stop. I will explain to the kids that we will count together to eight and then stop.</p> <p>We will lay the parachute down where they are standing and take a break.</p>	Students will line up single file, go to the bathroom/get water.
1:40-1:55		<p>3. Then we will shake the chute hard, fast, slow, easy, soft, and gently to make small and big waves.</p> <p>4. The students will make a dome with the chute by raising in high into the air and bringing it back down to the ground. Only putting their hands on top of the chute.</p> <p>5. Next, the students will make a mushroom. It's almost like a dome but the students take a few steps in. We will also do the mushroom release, when the chute is in the air, the students will let go of it.</p> <p>6. We will use balls with the parachute. First, we will use small balls like we are popping pop corn. Second, we will use big beach balls. The balls will go onto the chute and the students will shake it, while keeping the balls on top.</p> <p>7. The students will play tug of war with the chute. We will see which side is the strongest and can pull the other side the furthest.</p>	The students will return to where they were standing when we left for the break.
1:55-2:05	Culminating Project or Activity	The students will get in a circle and hold hands like they are going to play ring-around-a-Rosie. They will do locomotor skills around in a circle, eight counts to the right and then eight counts to the left.	The students will be in the center of the floor, in a circle, and holding hands.

<p>2:05 - 2:10</p>	<p>Closure</p>	<p><u>List two questions that explore the concepts covered in the lesson.</u> I will ask the students to give me examples of where they can hold the parachute when they are holding it.</p> <p>I will ask the students what are two things we need to remember when playing with parachutes, and how many times we count for each skill when going in circles with the parachute.</p> <p><u>Describe one activity, movement pattern, etc. students can practice for the next week.</u> The students can get with brothers, sisters, or friends and use a blanket or towel and act like it were a parachute. They can do the same things as we did in class (maybe not the dome or mushroom) or they can think of new things to do with a parachute. I will also tell them they can practice their animal movements, and come up with other animal movements we have not gone over in class.</p> <p><u>Suggest how the next lesson will build on what the students practiced in this lesson.</u> What we learned today is important because next week we will be doing an activity with parachutes. We will also be using the locomotor skills we have been learning all year to put them to music. We also learned how to much fast, slow, softly, hard, and that is important for next week as we start rhythmic movements.</p>
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