

**LESSON PLAN**  
**Department of Exercise and Sport Sciences**  
**Manchester College**

Teacher: Sarah Purdy Date of Lesson: October 8, 2009

Time Period: 3:00-3:30

Grade Level: 1<sup>st</sup> Number of Students: 16

Lesson Focus: Locomotor Movements

Teaching Style : Command/Skills Testing (Authentic)

**Academic Standards**

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

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

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

**Performance Objectives**

C – The student will understand and recognize teaching cues by putting together the cues with a skill with 90% accuracy.

A – The students will show respect for classmates by cooperating with one another during activities with 100% accuracy.

P – The students will demonstrate locomotor movement skills by performing at least 85% of the skills criteria.

**Equipment/Materials**

Boom box, music, assessment sheet

**Skill Development (*Incorporate Gardner and Bloom references*)**

**Fitness Activity**

Students will sit in their learning stations and we will do the normal fitness activity. We will go through a series of stretches. Then the students will find a partner. One of the partners will run around the gym twice and switch. They will continually do this until the music stops.

*(Bloom: Knowledge, Application. Gardner: Intrapersonal, Interpersonal, Musical, Bodily-Kinesthetic)*

**Introduction/Set Induction**

I will ask the students if they know what cardio respiratory endurance is. Then I will explain what endurance is (being able to work for a long period of time). Next, I will explain the importance of cardio respiratory endurance and how it can make your heart stronger and healthier. I will then ask the students for examples of activities they can do to improve this fitness aspect.

*(Bloom: Knowledge, Comprehension. Gardner: Intrapersonal)*

**Introduce New Skill**

**Explanation/Demonstration**

We will be playing a game called the human pencil so that I can assess the students' locomotor skills. The students will be spread out all throughout the general area. I will give them a locomotor skill to perform (walking, running,

hopping, jumping, leaping, galloping, skipping, and sliding). Then I will tell them that I want them to spell out a specific word (what is your favorite color, name, favorite animal, numbers, etc.). They will spell the word on the gym floor, acting like a human pencil, using the locomotor skill I have requested. I will also review each locomotor skill briefly before going into the activity so that all the students can refresh their memory.

#### Guided Practice Activity

The students act like a human pencil. They will be given a locomotor skill and a specific word. When they are told to go, they will spell the word out on the floor pretending that they are a pencil. This can be an interdisciplinary lesson dealing with spelling. For certain words, I may ask a student to spell the word out loud before performing it so that others understand the spelling. During the guided practice activity, I will be assessing the students on all of the locomotor skills. *(Bloom: Knowledge, Comprehension, Application. Gardner: Bodily-Kinesthetic, Linguistic, Intrapersonal)*

#### Group Activity

This activity is called “I’m the man from mars, and I’m going to chase you to the stars if...” It is a simple and fun way that students can enhance fitness and work on locomotor skills. All the students will be lined up at one end of the gym. There will be one person in the middle of the gym who is the tagger (which will be me). I will say, for example, “I’m the woman from mars and I’m going to chase you to the stars if you are wearing red” (this will be different every time). All the students who are wearing red have to do the specified locomotor movement all the way to the other side of the gym without being caught. Once a student is caught, they are taggers as well. Each time down, the students will be given a different locomotor skill to perform. The taggers and the fleers have to do the skill. *(Bloom: Knowledge, Application, Comprehension. Gardner: Intrapersonal, Bodily-Kinesthetic)*

#### Assessment *(Form Attached)*

The students will be assessed on their locomotor skills of walking, running, jumping, hopping, leaping, and skipping. A form is attached with the skills and students names. A check is satisfactory and minus is unsatisfactory.

#### Instructional Adjustments

I have a student who has a hurt knee. An adjustment I could make for these activities for this student is encouraging her to do what she can since she is allowed to perform some physical activity. I could also have her perform the skill for half the amount of time that the other students are.

For students that have a higher skill level, I can challenge them to use bigger words during the human pencil activity. Or even perform the locomotor skill backwards if they have shown me they have mastered the skill.

#### Closure

I will review with the students what cardio respiratory endurance is and the importance of it. I will ask the students to come up with more ideas for ways to improve this fitness aspect as well. Then I am going to encourage the students to do something at home that can improve their respiratory endurance, and they can let me know what they did next week. *(Bloom: Knowledge, Evaluation. Gardner: Intrapersonal)*

## References

- Schmottlach, N., & McManama, J. (2006). *Physical education activity handbook*. San Francisco, CA: Pearson Education, Inc.
- Darst, P.W., & Pangrazi, R.P (2006). *Dynamic physical education for secondary school students*. San Francisco, CA: Pearson Education, Inc.

Elementary (First Grade)  
October 8, 2009

Names	Walking	Running	Jumping	Hopping	Leaping	Gallop	Skipping

**KEY:**  
+ = Satisfactory  
= Unsatisfactory