

LESSON PLAN
Department of Exercise and Sport Sciences
Manchester College

Teacher: Sarah Date: December 4, 2008 Time Period: 1:35-2:00
Students: 14 _ Grade/Developmental Level: 2-3/II_
Lesson Focus: Manipulative Skills Teaching Style: Command

Standard(s):

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 - Students will understand the proper technique of manipulative skills by demonstrating and explaining the correct form with 95% accuracy.

A - Students will be courteous and friendly to their classmates by taking turns and demonstrating team work with 100% accuracy.

P - Students will demonstrate the proper form for manipulative skills by participating in the activities with 95% accuracy.

Equipment/Materials:

14 playground balls (balls that can bounce), 14 dots (small or big ones, just as long as they stick to the ground)

Skill Development

Instant Activity:

The students will participate in the six stations: paddle ball, throw and catch, keep it up, rope jumping, hoopla, and switch-a-roo.

Fitness Activity:

We will be playing "Sarah Say's." It is just like "Simon Says" but since I am the teacher we are switching the name. There will be one difference though. If a student gets out, they have to do 5 push ups or 5 sit ups to reenter the game. The skills I will present will help to enhance the five components of physical fitness.

Introduction/Set Induction:

I will introduce the manipulative skills we will be using today in our

activity. I will stress the importance of practicing and doing each skill with the correct technique because it would be a waste of our time to learn them and not perform them correctly. I will also ask any of the students if they want to be athletes (basketball, football, baseball, etc) and explain to them it is important to know these skills to do well in those sports.

Review:

Since we will be working on the manipulative skills today, I am not going to review them because I will be explaining them during the activity. I will review the locomotor skills. I will have a student demonstrate and explain a specific skill. If any corrections need to be made, I will make them and explain in better detail.

Introduce New Skill

Explanation/Demonstration:

I will explain the correct technique for the manipulative skills we will be using today. They will include the bounce (contact with one hand at hip height, push ball with finger tips, ball contacts floor in front of foot), catch (elbows flexed with hands in front of body, arms extended, ball caught with hands, elbows bent to absorb catch), throw (downward arc of throwing arm, nondominant side faces target, weight transferred from back to front foot, follow through), kick (approach the ball, trunk inclined, forward swing of arm opposite kicking leg, follow through with kicking leg), and strike (dominate hand grips above nondominant, nondominant side faces thrower, hip rotation, weight transferred). While I am explaining the correct technique I will also be demonstrating the skill. I will call on a student for each skill so they can demonstrate to the class as well.

Guided Practice Activity:

1.) I will start off by explaining the activity. Each of the students will have a foam ball and be spread around the room facing me at the front. I will tell the students a specific task I want them to do with the ball using manipulative skills. They will perform the skills for 30 seconds to one minute depending if they have mastered the skill or if they need more practice.

2.) The tasks include:

Bounce and Catch - two hands then one hand, bounce at different levels, bounce between legs, close eyes and bounce, dribble ball moving around room, dribble ball while following commands (skipping, galloping, sideways, etc.)

Toss and Catch - toss and catch at various heights, toss and catch while during various challenges (clap hands, touch

floor, turn, etc.), toss and let bounce, toss up and catch behind back

Foot Skills - pick up ball with feet and catch, sitting position - toss ball from feet and catch or toss ball with hands and catch with feet

Striking - count how many times they hand hit ball in air with hand/arm without hitting the ground

3.) Now the students will partner up with the person next to them. They will perform specific tasks again, only this time it is with a partner.

4.) The tasks include:

- a.) throwing back and forth
- b.) bounce to partners
- c.) roll between legs
- d.) one partner dribbles, while other partner tries to take it away

Group Activity:

The students will get a partner and a foam ball. They will start off facing each other about 3 feet apart. The student with the ball will toss it to their partner. If the partner catches the ball, one of them will take a step backwards. Each time a student catches the ball, one of the partners will take one step backwards. If they do not catch the ball, the students will come back to the starting position and start all over. I will be assessing the students behavior today, especially during the group activity to see how they interact with each other.

Assessment (Form Attached):

I will be assessing the students behavior today with the anecdotal record sheet. I will be doing this mostly during the group activity because it allows me to see their interactions with one another.

Instructional Adjustments:

I will be sure to not partner some of the students together. Emily and Corey should not be partners because they never pay attention when they are grouped together. Mac and Caleb need to be separated as much as possible too because they tend to goof off and not pay attention as well. I will also make sure that none of the students sit on the aerobic steps while at home base because that seems to be a problem.

Closure:

I will bring the students back to home base. I will call on different students to demonstrate all the manipulative skills. Again, I will explain the importance of

knowing these skills if you want to play sports (knowing how to catch a football, hit a baseball, throw a basketball). I will tell them to have a great Christmas and that we all had a great time teaching them this year since it is our last time meeting with them.

References:

Pangranzi, R.P. (2007). Curriculum: Lesson plans for implementation. San Francisco, CA: Pearson Education.

Pangranzi, R.P. (2007). Dynamic physical education for elementary school children. San Francisco, CA: Pearson Education.