

ESS 360 Physical Education Lesson Plan

Student Teacher: Sarah Purdy

Grades: K-2

Teaching Date: February 19, 2009

Instructional Theme: Gymnastic Skills

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

Students demonstrate an 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.

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 Perform basic (fundamental) locomotor skills.

The student will demonstrate two animal movements by using the correct technique with 90% accuracy.

K.1.2 Perform basic nonlocomotor skills.

The student will demonstrate two tumbling movements by using the correct technique with 90% accuracy.

The student will demonstrate two balance movements by holding the position for 3 seconds straight.

Cognitive:

1.2.2 Identify and demonstrate the basic principles of age appropriate locomotor, nonlocomotor and manipulative skills.

The student will understand and identify the proper techniques for basic animal, tumbling, and balance movements by explaining the skill with 90% accuracy.

Affective:

K.5.4 Demonstrate respect for other children in physical education class.

1.5.3 Demonstrate cooperative play with children of varying abilities.

K.6.1 Express enjoyment and self-confidence when participating in movement experiences.

The student will show respect to their classmates by taking turns and encouraging each other 100% of the time.

Subject Area Standards (A minimum of one standard for each subject area included):**Standard # 4 for Science**

Students ask questions about a variety of living things and everyday events that can be answered through shared observations.

Standard# 5 for Math

Students understand the concept of time and units to measure it. They understand that objects have length, capacity, weight, and temperature, and that they can compare objects using these qualities.

Subject Area Performance Objectives/Indicators: (One to two for cognitive domain):**Subject Area #1****K.4.1. Give examples of plants and animals.**

The student will identify and demonstrate the ways two different animals move by naming and demonstrating with 90% accuracy.

K.4.2. Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.

The student will understand the different sizes of specific animals by explaining their size compared to a human figure with 95% accuracy.

Subject Area #2**K.5.1. Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more.**

The student will understand the differences among specific animals by distinguishing the differences between the two animals that are compared with 95% accuracy.

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

CD player with remote, CD, Big mats

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

Assessment sheet and clipboard. I will mainly assess throughout the instant and fitness activity. However, if something occurs with a student's behavior, I will record it then.

ASSESSMENT ACTIVITIES

| Type of Assessment | Description and Example Form to be Used (i.e., skill observation checklist, rubric, cognitive) |
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| (How will you know what the student has learned in the lesson) | <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 |

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| Anecdotal Record Sheet | This type of assessment assesses the students' behaviors. This will give me a taste of students who may have a behavior problem since I am not familiar with this class. I also think it's necessary to do this one because it's our first week with new skills and activities. It is too early to assess skills, and I will see how the students' attitudes are towards learning new things. I will mainly assess during the instant and fitness activity. However, if a behavior problem arises throughout the lesson, I will be sure to make note of it at the specific time. |
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ADAPTATIONS

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| 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

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| Introduction/Set Induction (You may use bullet points rather than full sentences) | <ul style="list-style-type: none"> * Teaches us new ways our body can move * Strengthens our balance through making our core muscles strong * If anyone ever wants to be a gymnast, it helps them become better * Learn about different types of animals |
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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) |
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| | Introduction/Set Induction (Text noted above) | | |

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| 12:45 - 12:50 | | I will go over the students name and tell them a little about myself since I'm a new teacher for them. I will go over the key points in today's lesson and explain why it is important to learn these skills. | The students will be at home base (place in the corner that we will designate). |
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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) |
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| 12:50-1:00 | General/Personal Space, Qualities of Move (speed) | Instant Activity - The students will spread out all around the general space. I will call out a locomotor skill, and the students will begin doing that around the area. Then I will say freeze, and then give them another skill to perform. This is just a review since they've been gone for awhile. | The students will be spread around the general space with emphasis on personal space and keeping head up. |
| 1:00 - 1:20 | General/Personal Space, Qualities of Move, Body Awareness (shapes the body can make, transfer of body weight) | Fitness Activity - The students will do a specific animal movement that I call out for 30 seconds (puppy dog run (hands on floor, arms/legs bent, keep head up), frog jump (bend knees, hands on ground, push off with toes), alligator crawl (lie face down on floor, elbows bent, hands close to body), crab walk (squat and reach back, both hands on floor behind you), bear walk (both hands on ground, bend forward, move same side together), lame dog walk (both hands on floor, raise one foot), monkey walk (bend knees, trunk forward, arms swing)). In between each animal movement will be a stretching activity. During the animal movements, I will explain different interesting facts about each animal. I will also give the animal's height and weight and ask the students if they think they are bigger or smaller than that animal. | The students will be spread around the general area with emphasis to keep their personal space. During the movements they can travel all throughout the area. |
| 1:20 - 1:23 | | Break Time | The students will line up at the door and only get a |

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| 1:23 - 1:33 | General/Personal Space, Qualities of Move, Body Awareness (shapes the body can make, transfer of body weight), Relationships | <p>The students will be scattered throughout the general area, and I will name a specific movement then explain and demonstrate its proper technique, Then the students will perform the movements throughout the area. The movements include: puppy dog run, elephant walk (bend forward, put hands together, swing arms), and bear walk. Then the students will move from the far racquetball court to the other one where the mats are set up for more movements.</p> <p>Transition from far racquetball court to other one.</p> | <p>drink this time. Again, the students will be spread around the general area with an emphasis on their personal space.</p> <p>The students, in a single file line, will go to the other court.</p> |
| 1:33- 1:42 | General/Personal Space, Qualities of Move, Body Awareness (shapes the body can make, transfer of body weight), Relationships | The movements will include: rolling log (lie on back, arms above head), forward roll squat, hands on mat, tuck chin to chest, push off with hands), one leg balance (hands off mat, lift one leg off mat), double knee balance (kneel on both knees, lift feet off mat). | Again, the students will be spread around the general area with an emphasis on their personal space. |
| 1:42 – 1:52 | Culminating Project or Activity | The students will play follow the leader. I will be the leader and we will go over the skills we have learned throughout the day. If the students seem to have a handle on it, I may split them into small groups and designate one person as the leader for each group. | The students will form a line behind the leader and travel throughout the general space imitating the leader. |

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| <p>1:52 - 2:00</p> | <p>Closure</p> | <p><u>List two questions that explore the concepts covered in the lesson.</u> Why is it important for us to learn and know animal movements, tumbles, and balances? (Learn ways the body can move, strengthens balance and core muscles, if anyone wants to be a gymnast)</p> <p>What is something important to remember while doing a forward roll? (Keep your head tucked under)</p> <p><u>Describe one activity, movement pattern, etc. students can practice for the next week.</u> I'm going to challenge the students to see if they can find an animal they can imitate and show us next week when they come. I will also encourage them to play around the house with their own pets or act like a certain pet.</p> <p><u>Suggest how the next lesson will build on what the students practiced in this lesson.</u> This lesson today has taught us different ways our body can move and that is important because over the next 2 weeks we will be trying, learning, and discovering new ways our bodies can move throughout space. We will also be incorporating some of these skills into rhythmic movements.</p> |
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