

ESS 360 Physical Education Lesson Plan

Student Teacher: Sarah Purdy

Grades: K-1

Teaching Date: March 5, 2009

Instructional Theme: Rhythmic Movement Skills

Lesson Sequence # 3 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.

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

Psychomotor:

K.1.4 The student will perform locomotor movements to a certain rhythm by using the correct technique to the music with 85% accuracy.

1.1.1 The student will perform locomotor movements with various objects for challenge by using the correct technique 85% of the time.

Cognitive:

K.2.1 The student will understand and recognize teaching cues by putting together the cues with a skill with 90% accuracy.

Affective:

1.5.3 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 question why things move and change.

Standard# 5 for Music

Students read iconic notation and interpret pitch and rhythm relationships kinesthetically.

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

Science

1.3.4 The student will learn and recognize new ways the body parts can move through space by experimenting and demonstrating two or three new ways the body can move.

Music

K.5.3. The student will demonstrate motor movements to a beat by using the correct rhythm and technique of 3 out of 4 skills.

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

Parachute, Cymbal and Striker, CD and CD player, 12 hula hoops

Assessment Needs (List all task sheets, assessment forms to be used that the student will supply)
Assessment sheets and clipboard. I will assess during the main part of the lesson, fitness activity, and an affective assessment will be given at the end of class.

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
<i>Rating Scale</i>	<p><i>I will assess the students on a rating scale. I will have a list of skills that are at the top of the sheet, in order that they should know them. Their names will be at the side of the sheet. The students can receive a plus, check/plus, or minus. I will assess during the fitness activity and lesson focus. I will also be doing an affective assessment at the end of class with questions and the students fill in the smiley face about how they feel towards the specific question.</i></p> <p>Pangrazi, R. (2007). <i>Dynamic physical education for elementary school children</i>. San Francisco, CA: Pearson Education.</p>

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. I will try and separate the two boys that always talk during instructions.
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LESSON FOCUS

Introduction/Set Induction (You may use bullet points rather than full sentences)	<ul style="list-style-type: none"> * <i>Learn how to move to a beat</i> * <i>Learn different ways parts of our bodies can move</i> * <i>Make us stronger and healthier</i>
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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)		
12:45-12:48		<i>I will go over today's key points in the lesson and explain why today's lesson is important for us.</i>	<i>The students will be at home base</i>

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)
12:48-1:00	<i>Body Awareness (shapes the body can make, balance), General & Personal space, Qualities of Movement (speed, force)</i>	<i>Instant Activity - We are going to focus and work on body parts. We will focus on the head/neck, shoulders, arms, and legs (going in this order). For each body part, I will ask a series of questions or give instructions about how to move that specific part. Before we focus on the each specific part, I will ask the students if they can shake, twist, bend, sway, and swing the WHOLE body. For the neck (bend, turn it, roll, shake slowly/fast, big/small circles), shoulders (lift, roll them, push them back/down, how fast/slow, ask what else they can do with them), arms (bend, twist, swing, lift high, sway, big/small circles), and legs (swing, big/small circles, bend, shake fast/slow, lay on backs and wave to friends). At the end, we will do the song head, shoulders, knees, and toes.</i>	<i>The students will be scattered throughout the general area in their own personal space.</i>
1:00 - 1:20	<i>Personal & General Space, Body Awareness (transfer of body weight), Space Awareness (levels, pathways, direction), Qualities of Movement (speed, force), and Relationship to parachute</i>	<i>Fitness Activity - We are going to work with the parachute doing the following:</i> <ul style="list-style-type: none"> <i>* Jog while holding chute it left hand (music)</i> <i>* Shake the chute</i> <i>* Jog while holding chute in right hand (music)</i> <i>* Shake the chute</i> <i>* Slide while holding chute with both hands (music)</i> <i>* Sit and do curl ups</i> <i>* Gallop (music)</i> <i>* Face center and stretch chute tightly (5-6 times)</i> <i>* Sit with feet under chute and lie on backs and sit up with told (5-6 times)</i> <i>* In push up position, hold chute with one hand and shake, then do the other hand</i> <i>* Lie on back with feet under chute, shake with feet</i> <i>* Put body under chute (up to shoulders) and pretend to be sleeping</i> 	<i>The boys will grab on to their own color/triangle on the chute. Then the girls will join, maybe having to share a triangle. The chute will be in the middle of the room. The students will bring me the chute when done and I will leave in corner of room for later.</i>
1:20 -		<i>Break Time</i>	<i>The students will line up at the door and go</i>

1: 23			get a drink and use restroom.
1:23 - 1:48	<p><i>General & Personal Space, Body Awareness (balance), Space Awareness (direction, level, pathway), Qualities of Movement (speed, force, flow)</i></p> <p><i>General & Personal Space, Body Awareness (balance), Space Awareness (direction, level, pathway), Qualities of Movement (speed, force, flow), Relationships</i></p>	<p><i>Lesson Focus - I will instruct that students that they are only to start an activity when the music starts and must freeze when the music stops. The students will do the following to the beat of a cymbal:</i></p> <ul style="list-style-type: none"> <i>* Clap hands (fast/slow/medium)</i> <i>* March in place (fast/slow/medium)</i> <i>* March around the general area (fast/slow)</i> <i>* March as BIG/small as you can</i> <i>* March backwards (fast/slow)</i> <i>* March loudly/softly</i> <i>* March while pretending to play an instrument</i> <p><i>Now we will be doing activities with hula hoops now. The students will lay the hula hoop on the ground and do the following to the beat of a cymbal;</i></p> <ul style="list-style-type: none"> <i>* Put one foot in and one foot out</i> <i>* March to the right around the circle</i> <i>* Switch directions</i> <i>* Stand in hoop</i> <i>* Jump outside the hoop to right/left</i> <i>* March inside the hoop</i> <i>* March outside the hoop</i> <i>* Given a locomotor movement the students will find another hoop and stand in it</i> <i>* March in place</i> <i>* New locomotor movement</i> 	<p><i>The students will be scattered around the general space and in their own personal space. When marching they will be instructed to keep head up and not to run into anyone. As the students are doing their last marching activity I will get the parachute.</i></p> <p><i>The hula hoops will be sitting outside the room so I will grab them and hand them out to the students and they will go find their own personal space.</i></p>
1:48 - 1: 58	<p>Culminating Project or Activity</p> <p><i>Body Awareness (balance, transfer of weight), Qualities of Movement (flow)</i></p>	<p><i>The students will be performing the hooky pooky in a circle with the music. I will explain that the students need to listen to the music and do what it tells us (I will give an example). Then I will let them listen to a portion of the music before we actually do the dance.</i></p>	<p><i>The students will form a circle and the music will begin.</i></p>
1:58 - 2:05	<p><i>General & Personal Space</i></p>	<p><i>Now the students will do a sort of assessment. I will have a sheet of paper with questions on them and half drawn in smiley faces. I will read the question and tell the student to put a happy or sad face down depending on what they think.</i></p>	<p><i>Students will be scattered around the general space.</i></p>

<p>2:05 - 2:10</p>	<p>Closure</p>	<p><u>List two questions that explore the concepts covered in the lesson.</u> <i>What are new ways you learned to move your body today (neck, shoulder, arms, legs)?</i> <i>What were different paces of beats we used today?</i> <i>What is difficult to march or do skills at a slow or fast pace?</i></p> <p><u>Describe one activity, movement pattern, etc. students can practice for the next week.</u> <i>One activity the students can do to practice these movements over the next week is to try and discover new/different ways that we did not talk about in class that our bodies can move.</i></p> <p><u>Suggest how the next lesson will build on what the students practiced in this lesson.</u> <i>The things we did today are important for next weeks because we will be putting a lot of the things we learned over the past three weeks into rhythmic movements next week.</i></p>
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