

ESS 360 Physical Education Lesson Plan

Student Teacher Miss Bush Grades 2-3 Teacher #1 Miss Bush #2 Miss Bush

Teaching Date 3-17-11 Instructional Theme Long-Rope Jumping Skills and Creativity

Lesson Sequence # 2 of 3

**Physical Education Standards (A minimum of two standards):**

**Standard # 2.1** Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard # 2.2** Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard # 2.5** Responsible Personal and Social Behavior: Students exhibit 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: TSWBAT perform a series of motions successfully by timing up their jumps in accordance to the speed of the long rope at least 7 out of 10 times. (2.1.1, 2.2.3)

TSWBAT perform a combination of movements while long jump-roping by timing up each motion in accordance to their jump at least 5 out of 10 times. (2.1.1, 2.2.3)

Cognitive: TSWBAT demonstrate an understanding of the importance of time by timing up their jumps in order to successfully clear the rope 80% of the time. (2.2.)

TSWBAT use their creativity to develop their own jump-rope routine as a group by coming up with a short rhyme that flows and incorporates various jumps, turns, and twists for their classmates to perform while jump-roping at least 8 out 10 times. (2.2)

Affective: TSWBAT work together to develop a group routine by listening to each other's ideas and being respectful to one another showing a positive attitude 100% of the time. (2.5.3)

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

**Standard # 2.1-** READING: Word Recognition, Fluency, and Vocabulary Development

**Standard# 2.4-** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

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

Subject Area #1 TSWBAT apply basic reading and rhyming skills to this lesson by reading familiar jump rope rhymes and creating their own rhyme 90% of the time. (2.1)

Subject Area #2 TSWBAT demonstrate the ability to use interpersonal communication skills by working together in groups to create a routine 100% of the time. (2.4)

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

- 16 individual jump ropes
- 6 long jump ropes
- Thick colored tape (for balancing lines in warm-up)
- CD Player
- Music CD: One with Jump Rope Rhymes??

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

- Each group (5 groups) of students will need 3-4 sheets of paper to use in order to come up with their routine and rhyme
- 3 pencils per group (one for each student = 16 pencils)

**ASSESSMENT ACTIVITIES**

<b>Type of Assessment</b> (How will you know what the student has learned in the lesson)	<b>Description and Example Form to be Used</b> (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
Group Long-rope Jumping Routine	<p>I will assess the students' interpersonal skills and rhythmic creativity by having them work together in small groups to create a unique jump-rope routine and rhyme.</p> <p>The students must write down the each motion involved and the rhyme in which they come up with on a piece of paper. Once their routine is fully developed they must share and perform it in front of the class.</p> <p>Source: PE Central Assessment Sheet is Attached</p>

**ADAPTATIONS**

<b>Type of Adaptations</b> (Describe special needs of any students and how you will adapt instruction to their needs)	<p>In a wheelchair- If a student is in a wheelchair they can still be involved in this activity by being the jump rope turner.</p> <p>If a student is missing a lower limb- I could still allow the student to participate by jumping over the rope using one leg. If the child is unable to support him/herself independently then maybe they could practice jumping over a solid line on the ground.</p> <p>Vision Impaired- If a student is visually impaired and cannot see the jump rope as it is turning, the turners could use a specific code word to signal that the rope is coming and that the student should prepare to jump. Example as the rope spins the turners could call out JUMP whenever the jumper needs to jump.</p>
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**LESSON FOCUS**

<b>Introduction/Set Induction</b> (You may use bullet points rather than full sentences)	<ul style="list-style-type: none"> <li>- Start the lesson off by reviewing what they learned last week about the heart:               <ol style="list-style-type: none"> <li>1. What does the heart do? (pumps blood throughout our bodies)</li> <li>2. What kinds of activities make our hearts beat faster? (aerobic activities, running, jumping)</li> <li>3. Who can remember what the four chambers of the heart are? (right/left atrium, right/left ventricle)</li> </ol> </li> <li>- Introduce jump-roping and how jump-roping affects the heart. (makes it beat faster, forces blood to flow quicker throughout the body)</li> <li>- Provide demonstration on the fundamentals of jump-roping               <ol style="list-style-type: none"> <li>1. Start with individual (allow 5-10 minute practice time; have students see how many consecutive jumps they can complete in a row)</li> <li>2. Transition to Long-Jump roping (Main Focus)</li> </ol> </li> </ul>
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	<ul style="list-style-type: none"> <li>- Demonstrate various long-jump roping approaches               <ul style="list-style-type: none"> <li>a. Front door approach</li> <li>b. Back door approach</li> <li>c. Run in front door, out back door</li> <li>d. Run in front door and out front door</li> <li>e. Run in back door, out front door</li> <li>f. Run in back door and out back door</li> <li>g. Run in front or back door, jump and do a quarter, half, and full turn</li> </ul> </li> </ul>

**INSTRUCTIONAL PLAN & SCHEDULE**

<b>TIME (Real clock time)</b>	<b>Movement/Gymnastic Concepts to be Explored</b>	<b>Instructional Activities (Detailed) Guiding Questions</b> (Sequentially developed questions to explore the concept or concepts for the lesson) <b>AND/OR</b> <b>Key Teaching Points/Learning Cues</b>	<b>Organizational Plan</b> (How will students and equipment be organized? There must be clear descriptions for movement patterns)
	<b>Introduction/Set Induction</b> (Text noted above)		
12:55-1:05	Introductory Activity	<p>Sneak Attack:</p> <p>The students will line up along one baseline and there will be jump ropes laid out along the opposite baseline. The students are secret agents on a mission to retrieve their Super Space Jump Ropes. These ropes are not like any normal jump rope; these ropes will give the students the power to jump as high as the moon. The students' mission is to retrieve their own Super Space Jump Rope by hopping on two feet all the way to the other baseline. The challenge, however is that the students must be very quiet while hopping and landing being light on their feet that way they don't get caught by the Jump Rope police. If the police officer (me) is able to hear them land or catches them trying to cheat then they must return to the starting position and try again. Once they retrieve their jump rope they must put it around their shoulders and quietly try to complete their mission by heading back to the starting spot. In order to get back they have to tip-toe on the edge of a "tall building" (tape line) while trying to maintain their balance. If they fall off they must return to the beginning of the "building" and try again. When their mission is complete they must sit quietly and wait for everyone to finish.</p>	The students will start on one baseline and have to move to the other and back again.
1:05-1:15	Introduction	(See Above)	The students will be sitting in a circle facing me so that they can see the demonstration.
1:15-1:30	Transition to Long-Rope	Split students up into 5 groups with 3 people in each group. Have each person in the group exchange their single jump rope for one long jump rope. Have	Students will move throughout the gym; spacing themselves out from other

1:30-1:35	Break	the students spread out using the whole gym space. Have them place their ropes on the floor. Provide brief instruction and have the students practice long rope approaches. (see intro) <b>5minutes</b>	groups.
1:35-1:55	Main Activity	Then introduce some familiar jump rope rhymes and have the class practice 1 or 2 in groups together. For example the whole class will say the rhyme but they will still be split up into their groups and one person from each group will be jumping while we all say the rhyme. <b>10 minutes</b>	
1:55-2:00	Group Presentations	Group Jump Rope Routine: <ul style="list-style-type: none"> <li>- Students will work together in groups of 3 to develop their own creative jump rope routine.</li> <li>- They must work together to create a routine by combining various motions as they jump and a rhyme that flows as they go through each motion.</li> </ul>	Students will be with their groups spread out throughout the gym.
2:00-2:05	Closure	Each group must present their routine along with the rhyme to the class. If we have enough time each group can try to perform one another's routine.	Students will be with their groups spread out throughout the gym.
		During this activity were you able to notice a change in your heart beat from when you were jumping to when you were a turner? (when did it speed up, when did it slow down) Do you think jump roping is a good way to maintain a healthy heart? While long jump roping what are some of the ways you can approach a jump? (see lesson focus)	Students will meet back at the circle.

**INSTRUCTIONAL PLAN & SCHEDULE Continued**

<b>TIME</b>	<b>Movement/Gymnastic Concepts to be Explored</b>	<b>Instructional Activities (Detailed) Guiding Questions</b> (Sequentially developed questions to explore the concept or concepts for the lesson) <b>AND/OR</b> <b>Key Teaching Points/Learning Cues</b>	<b>Organizational Plan</b> (How will students and equipment be organized? There must be clear descriptions for movement patterns)
	<b>Culminating Project or Activity</b>	The Group Jump Rope Routine	Students will be with their groups spread out throughout the gym.
	<b>Closure</b>	<u>List two questions that explore the concepts covered in the lesson.</u> During this activity were you able to notice a change in your heart beat from	

		<p>when you were jumping to when you were a turner? (when did it speed up, when did it slow down)</p> <p>Do you think jump roping is a good way to maintain a healthy heart?</p> <p>While long jump roping what are some of the ways you can approach a jump?</p> <p><u>Describe one activity, movement pattern, etc. students can practice for the next week.</u></p> <p>The students can practice their gymnastics skills for next week.</p> <p><u>Suggest how the next lesson will build on what the students practiced in this lesson.</u></p> <p>The next lesson will build off this lesson by focusing more on balance and coordination just like in our warm-up today. What was it that you had to balance on in order to make it back to your starting position safely during your mission? (tall building or tape)</p>
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