Physical Education Standards (A minimum of two standards):
Standard # K.1 Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard # K.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 # K.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 simple parachute activities at a proficient level. (K.1.2)

TSWBAT successfully complete a routine with the parachute to music. (K.1.4)

Cognitive:
TSWBAT recognize 2 out of three parachute commands when shown or asked. (K.2.3)

Affective:
TSWBAT cooperate with peers during parachute activities 100% of the time. (K.5.3) (K.5.4)

Subject Area Standards (A minimum of one standard for each subject area included):
Standard # K.3 Algebra and Functions: Students sort and classify objects

Standard # K.1 LEARNING DANCE SKILLS AND THE CREATIVE PROCESS: Students demonstrate knowledge and skills of dance elements

Subject Area Performance Objectives/Indicators: (One to two for cognitive domain):
Subject Area #1
TSWBAT keep a beat by successfully completing a routine with a parachute to music. (K.3.2)

Subject Area #2 Fine Arts: Dance
TSWBAT perform simple parachute activities at a proficient level. (K.1.3)

Equipment Needs (List all equipment, specific records, tapes, CD’s, etc.):
Parachute, Music CD: “The Top 100 Kids Songs of All Time”, CD player, Drum, 7 yarn balls, 2 beach balls

Assessment Needs (List all task sheets, assessment forms to be used that the student will supply)
Written Exams, 16 pencils

ASSESSMENT ACTIVITIES

<table>
<thead>
<tr>
<th>Type of Assessment (How will you know what the student has learned in the lesson)</th>
<th>Description and Example Form to be Used (i.e., skill observation checklist, rubric, cognitive)</th>
</tr>
</thead>
</table>
| Written Exam | Three different resources must be used for your assessment choices
***Two best may be submitted for the Applied Assessment: Skills, Attitude, Knowledge assignment |

I have made a written exam that consists of three questions for the students to complete. It asks about levels, and following the rules of the parachutes.
**Adaptations**

| Type of Adaptations                        | Autism - Parachute activities deal a lot with sensory. If I have a student with autism they may not want to participate. If this happens then I will simply have them go with their aid and still work on sensory things that have to do with the parachute such as flicking a towel, holding things at different levels, maybe an adapted routine still. |

**Lesson Focus**

| Introduction/Set Induction                      | Can anyone tell me what we learned last week? We learned how to keep a beat also, what are some ways we kept a beat? (clap, count, jump, etc.) We also talked about the rules in this class, what are the rules that the teachers want you to remember? Alright today we’re going to be working with the parachute. Has anyone played with a parachute before? Well there are rules to follow, and I’m going to teach you some activities to do with the parachute and at the end we’re going to put them all together and learn another routine to music just like we did last week! Things to remember about the parachute: Don’t grab the parachute until you’re told to or that you can. Don’t move the parachute while I’m talking, and don’t sit or stand on it. |

**Instructioanal Plan & Schedule**

<table>
<thead>
<tr>
<th>Time (Real clock time)</th>
<th>Movement/Gymnastic Concepts to be Explored</th>
<th>Instructional Activities (Detailed) Guiding Questions (Sequentially developed questions to explore the concept or concepts for the lesson) AND/OR Key Teaching Points/Learning Cues</th>
<th>Organizational Plan (How will students and equipment be organized? There must be clear descriptions for movement patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:50-12:55</td>
<td>Introductory Activity</td>
<td>Students will spread out and do locomotor skills to music, trying to stay with the beat, that’s also provided by a drum and music. The locomotor skills will be determined by one student pulling it out of a large pile of locomotor skills</td>
<td>Students must be spread out throughout the racquetball court to do this activity.</td>
</tr>
<tr>
<td>12:55-1:00</td>
<td>Introduction</td>
<td>Introduction -review rules -review what we learned last week -talk about what we’ll be doing today and rules concerning the parachute</td>
<td>For the Introduction the students will be sitting in a semi circle facing me.</td>
</tr>
<tr>
<td>1:00-1:25</td>
<td>Parachute Activities</td>
<td>Parachute activities -Introducing the Parachute and the different commands: Don’t grab until told to Don’t move it while I’m talking Don’t sit/stand on it - Fitness activities: Toe Toucher Abdominal Curl Up Dorsal lift</td>
<td>Students must be spread out throughout the racquetball court surrounding the parachute to do this activity.</td>
</tr>
</tbody>
</table>
**INSTRUCTIONAL PLAN & SCHEDULE Continued**

<table>
<thead>
<tr>
<th>TIME</th>
<th>Movement/Gymnastic Concepts to be Explored</th>
<th>Instructional Activities (Detailed) Guiding Questions (Sequentially developed questions to explore the concept or concepts for the lesson) AND/OR Key Teaching Points/Learning Cues</th>
<th>Organizational Plan (How will students and equipment be organized? There must be clear descriptions for movement patterns)</th>
</tr>
</thead>
</table>
| 1:30-1:50   | Parachute Routine                        | - I will teach the students different movements to counts  
*"I’ll be sure to teach each movement individually and not continue until they have the movement down to the specific beat  
-Once I have taught them a routine that they can do without music, I will add a drum beat.  
-Once they have mastered the beat of the drum I will let them listen to the music that they will be using for their dance (during this I will have them sit down and I will say the cues out loud with the music)  
-The last step to learning the routine will be doing it to the music, maybe more than once  
Routine:  
- toes knees hips head; 4 counts; 3x  
- small waves; 4 counts  
- walk forwards; 4 counts/steps  
- walk backwards; 4 counts/steps  
- big waves; 8 counts  
*do this twice  
- dome:  
  1\textsuperscript{st} green will run underneath; 16 counts  
  2\textsuperscript{nd} blue  
  3\textsuperscript{rd} red  
  4\textsuperscript{th} yellow  
- mushroom; 8 counts | Students must be spread out throughout the racquetball court surrounding the parachute to do this activity. |
<p>| 1:50-1:55   | Closure                                  | Closure - This is when I will give the students their written assessments to complete | For the closure the students will be sitting in a semi circle facing me. Then I will have them spread out to take their written assessments |</p>
<table>
<thead>
<tr>
<th>Culminating Project or Activity</th>
<th>The culminating project of this lesson is the routine to music at the end of the lesson.</th>
<th>Students must be spread out throughout the racquetball court to do this activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closure</td>
<td>List two questions that explore the concepts covered in the lesson. Here are some of the things we did today with the parachute? Someone show me where the parachute is if you’re holding it at a high level? A low level? What were the rules of the parachute? Describe one activity, movement pattern, etc. students can practice for the next week. Next week we’re going to be learning animal movements. And I think Mr. Evans is going to be doing more with the parachute! Suggest how the next lesson will build on what the students practiced in this lesson. Why do you think we are learning that? Can we maybe do what we’re learning to music like we’ve been doing? **Alright, now you all are going to be taking a quiz. You’re all going to get a pencil and I’m going to help you by reading the words out loud, but it’s up to you to answer the questions what you think is the correct answer. If you need help raise your hand and a teacher will come and help.</td>
<td></td>
</tr>
</tbody>
</table>

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