

ESS 360 Physical Education Lesson Plan

Student Teacher Mr. Smalley

Grades 2-3

Teacher #1 \_\_\_\_\_ #2 \_\_\_\_\_

Teaching Date April 17<sup>th</sup> Instructional Theme Rhythmic Movement Skills Lesson Sequence # 1 of 3

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

**Standard 1:** Demonstrates competency in many movement forms and proficiency in a few movement forms.

**Standard 2:** Applies movement concepts and principles to the learning and development of motor skills.

**Standard 5:** Demonstrates responsible personal and social behavior in physical activity settings.

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

Psychomotor:

2.1.1 Students will hold the parachute and do locomotor and non-locomotor skills in a circle without dropping or letting go of the parachute.

2.1.4 Students will be able to perform basic rhythmic skills with their partner using their own instrument while staying with the tempo or beat to the song.

Cognitive:

2.2.1 Students will be able to recognize when to go under, around, alongside or over the jump rope without having to let go of it.

Affective:

2.5.1 Students will obey all the rules and work together without fighting or complaining for the entire class period.

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

**Dance Standard 1:** Students demonstrate knowledge and skills of dance elements.

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

**Dance:**

2.2.1 Students when performing the parachute and jump rope fitness will be able to identify and move in various directions, levels and pathways without losing control of the parachute or jump rope.

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

1 parachute

11 mini colored plastic circles

11 musical instruments or anything that can make a sound

1 extra long jump rope at least 11 feet if possible

CD player

Sound track to the Hokey Pokey

7 blue mats

Random CD to play during certain activities, don't really care about the beat or tempo to the songs.

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

### 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
This assessment checklist will be used to see whether or not they are listening to the song and then doing the correct moves that the song is telling them to do.	Movements to the song, Seth Caleb Dawson Macallister Noah Jaslyn Aiden Ethan Kevin Devan Corey  See attached page.

### ADAPTATIONS

<b>Type of Adaptations</b> (Describe special needs of any students and how you will adapt instruction to their needs)	<ul style="list-style-type: none"> <li>-Use different instruments.</li> <li>-Use a smaller jump rope and put students in groups.</li> <li>-Any misbehavior will receive a 60 second time out.</li> <li>-Modify balancing stunts to meet whatever needs the student may have.</li> </ul>
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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>-Last week with Mr. Gordon you worked on different kinds of balances. Can anyone name for me a couple of the?</li> <li>-You also got to do some balance beam work and make up your own routine. Has anyone practiced their routine outside of class or possibly showed their routine to their parents. ---</li> <li>-Well I think that your parents would live it if you went home and showed them some of the new things that you guys are learning and working on in PEP. You could also teacher your parents your routine and then have them do it with you in their spare time.</li> <li>-Last week you also worked on some different gymnastic moves, can anyone name for me some of them? I also encourage you to show your parents some of them as well, just make sure that you are careful when doing them around the house so you don't break anything or hurt anyone or yourself.</li> <li>-Well today we are going to start out working with a jump rope, and then move on to a fitness activity to work on your upper body strength. After that we will be working with a parachute. Depending on the time we will either take a break or you guys will start to create your own song. Then after that you will all be doing the Hokey Pokey and finishing the day working on some gymnastic/balancing stunts.</li> <li>-Today it is real important that everyone listens to me so that you all know that is going on and so that no one gets hurt.</li> <li>-However if I have to warn you more than two times then you will be given a 60 second timeout where you must go over to the wall and sit there quietly for 60 seconds.</li> <li>-You all ready? Let's go and have some FUN today!!!!</li> </ul>
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### 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)
12:55-1:05	<b>Introduction/Set Induction</b> (Text noted above)		

### 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>Organization al Plan</b> (How will students and equipment be organized? There must be clear descriptions for movement patterns)
1:05-1:10	Warm-Up Activity	<b>Windshield Wipers</b> <ol style="list-style-type: none"> <li>Students will work in their own personal space.</li> <li>I will place a dot on the mat for each student.</li> <li>With their feet on the dot, students assume a front (push-up) position.</li> <li>They can either hop or walk on their hands in a semicircle back and forth like windshield wipers.</li> <li>They must keep their feet on the target at all times.</li> </ol>	Scattered on the gym floor.
1:10-1:20	Introductory Activity	<b>Long Jump Rope Routine</b> <ol style="list-style-type: none"> <li>On the first signal: Run in a column and hold a long jump in the right hand.</li> <li>Second signal: Shift the rope overhead from right hand to left hand without stopping.</li> <li>Third signal: Two inside children let go of rope, outside children begin turning the rope until the next signal.</li> <li>Fourth signal: The outside children move to the inside positions and vice-versa.</li> </ol>	I will have the jump I then will tell the students to stand up and I will then distribute the jump rope to the students.
1:20-1:30	Fitness Activity	<b>Parachute</b> <ol style="list-style-type: none"> <li>Jog in a circle with the chute held in left hand. Reverse direction and hold with right hand.</li> <li>Standing, raise the chute overhead, lower to waist, lower to toes, raise to waist.</li> <li>Slide to the right; return to the left.</li> <li>Sit and perform some abs.</li> <li>Skip in a clockwise circle.</li> <li>Freeze and shake the chute as hard and fast as you can.</li> <li>Run in place, hold the chute at waist level and hit the chute with lifted knees.</li> <li>Sit with legs under the chute. Do a seat walk toward the center. Return to the perimeter.</li> <li>Place the chute on the ground. Jog away from the chute and return on signal.</li> <li>On sides with legs under the chute, perform side flex</li> </ol>	I will take the jump rope away and have all the students run over to the parachute and grab a noose.

1:30-1:35	Break	<p>and lift the chute with legs.</p> <ol style="list-style-type: none"> <li>11. Hop to the center of the chute and return.</li> <li>12. Assume the push-up position with the legs aligned away from the center of the chute.</li> <li>13. Lie on back with legs under the chute. Shake the chute with the feet.</li> <li>14. Sit with feet under the chute. Stretch by touching the toes with the chute.</li> <li>15. Stand up and shake the chute as fast and as hard as you can.</li> </ol> <p>Rhythmic Movement Activities</p>	
(1:35 - 2:10)	Lesson Focus	<p>Create-A-Rhythm</p> <ol style="list-style-type: none"> <li>1. Students will work in partners.</li> <li>2. Each pair sits together, with each group spread out around the gym.</li> <li>3. Give each group a noise maker; challenge students to use it to duplicate the rhythm their partner first makes.</li> <li>4. Remind each student to take turns.</li> <li>5. During the activity, you may want to stop the class and pinpoint different students/groups who used different techniques and worked well together to create the same rhythm.</li> <li>6. Some ideas include: counting together and sitting sideways to hear each other better. Allow students to periodically change the type of noise maker they have.</li> </ol> <p>Reference:</p> <p>Bastasch, J. (2000). <i>Create-A-Rhythm</i> [On-Line] Available: <a href="http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=1434">http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=1434</a>.</p>	Once they get back from their break I will tell them who their partner is they will then get together and I will have some noise makers waiting for them.
1:47-2:00	<b>Culminating Project or Activity</b>	<p>Hokey Pokey</p> <ol style="list-style-type: none"> <li>1. While doing the dance I will be going around and assessing their ability to pay attention and their ability to do the correct movements.</li> </ol>	Have them place their noise makers on the ground and then stand up get into a circle

			and do the Hokey Pokey.
2:00-2:10	<b>Closure</b>	<p><u>List two questions that explore the concepts covered in the lesson.</u></p> <ul style="list-style-type: none"> <li>-When doing the windshield wiper how where you guys able to keep your balance so well?</li> <li>-What were some of the planes and pathways that you guys moved in while we were doing are jump rope activity?</li> <li>-What were some things that you guys learned today?</li> <li>-How well did you and your partner work together during the create a rhythm activity?</li> <li>-What activity with the parachute did you guys find the easiest? What movement did you find the hardest?</li> </ul> <p><u>Describe one activity, movement pattern, etc. students can practice for the next week.</u></p> <p>For next week I would like you guys to work on your locomotor skills, bouncing skills, and your forward and backward rolling skills.</p> <p><u>Suggest how the next lesson will build on what the students practiced in this lesson.</u></p> <p>Next week we will be working on locomotor skills, your upper body strength, your rhythmic skills, as well as your partner skills.</p>	