

PHYSICAL EDUCATION LESSON PLAN

Educator: Dustin Lungo

Unit: Organized Teacher Activities

Grade: 2nd

	Lesson Title: Locomotor Turnover (with addition/subtraction)
Standard(s) BOLD all that apply 1. Motor Skills 2. Movement Concepts 3. Fitness 4. Responsible Behavior 5. Value Physical Activity	Physical Education Grade Level Outcomes: PE1.1.2a Locomotor Skills (gallop, skip); PE1.1.2b Locomotor – transition from one to another; PE1.8.2 Catching (self-tossed or by skilled thrower) PE2.1.2 Space – Safely moves in general space in a variety of increasing complex activities; PE2.4.2 Chasing/Fleeing Strategies PE3.1.2 Benefits of Physical Activity; PE3.2.2 Actively Participates in PE PE4.1.2 and 4.2.2 Exhibits Personal Responsibility and Following Rules; 4.5.2 Applies Safety Principles PE5.1.2 Perseverance Can Lead to Improvement; 5. 3.2 Physical Activity Can Foster Cooperation/Social Interaction
Other subject standards/ outcomes (Health, CCSS, etc.)	Fluently add and subtract within 20 using mental strategies. CCSS. Math, 2.OA.2 Model with Mathematics SMP 4
Success Criteria	<ul style="list-style-type: none"> - Transition from a gallop to a skip smoothly. - Move to open space safely among others. - Add and subtract numbers up to 20.
Essential Question	How can you move through your environment safely and what type of movements can you use? How can you use manipulatives in PE to practice addition and subtraction?

LESSON INSTRUCTIONAL STRATEGIES

Lesson Introduction: <ul style="list-style-type: none"> - Cardio Frisbee Catch Warm-up: review for students (3-5 minutes) ... jogging laps at medium speed while catching soft Frisbees. - Learning Targets for the Day: posted on the whiteboard and discussed as a class <ol style="list-style-type: none"> 1) I can transition from one locomotor skill to another – I can smoothly transition from a gallop to a skip. (Locomotor Turnover) 2) I can add and subtract objects in my area of play with mental strategies.
(circle all that apply): Motor Skills/ Movement Concepts/ Fitness/ Responsible Behavior/Value of Physical Activity

Content Focus:

Locomotor Turnover – Rules: today you will be divided into two teams – blue and yellow. The object of the activity is to turn over the Topple Tubes so your team color is on top. On the “go” signal, all participants will race to turnover as many Topple Tubes to their team color as possible. Objective: You and your teammates will work together to try and work faster than the other team.

Posing Questions: If every student begins with a Topple Tube, we will have how many in the game? If we divide that number in half, how many Topple Tubes will each have?

After we have played one round, we will count how many blue Topple Tubes are upright. Then you will think (do the math) and figure out how many the other team has (subtract the blue team’s score from the total amount of tubes, this will give you the answer for the yellow teams score). Then we’ll play again. However, this time you will gallop to a Topple Tube, turn it over, and then switch to skipping. You will repeat this sequence of transitioning smoothly from a gallop to a skip and skip to a gallop.

Closure:

What did we work on today? - When we did our warm-up, what speed did you go – why? When we did Locomotor Turnover, were you able to subtract one teams score from the total Topple Tubes to find the answer/score for the other team?

What did we learn today ... what were our learning targets? How did we show our learning of the targets? Were you successful for each?

When running in general space among others, where did you look when you were moving? Were you able to safely move to open space without colliding/contacting others?

(circle all that apply): **Motor Skills/ Movement Concepts/ Fitness/ Responsible Behavior/Value of Physical Activity**

LESSON SUPPORT

Equipment / Set-Up	Box full of foam Frisbees Class set of Topple Tubes (Turnover Tubes) Music/iPod
Safety Considerations	Student’s prior practice and reinforcement for “always look where you are going”. Student’s having practiced moving in general space using slower moving locomotor skills (i.e. practice speed walking before galloping before skipping before running). Student’s prior demonstration that they are able to move at faster speeds, being able to slow down or turn directions to prevent collisions, and also an awareness of seeing other coming into their path.
Assessment: bold below Formative Summative	Formative Teacher observation: student’s ability to pace themselves during warm-up. Teacher recognizes appropriate speed by throwing a Frisbee to the student. If someone is going too fast or has gone too fast and is now walking, he/she does not receive a thrown Frisbee at that time.

	<p>Teacher observation through questioning: raise your hand when you believe you know the answer to how many Topple Tubes the other team has/scored? Students are called upon or are asked to call-out the answers.</p> <p>Closure questions!</p>
Differentiating Instruction	Through teacher observation, give individuals feedback on observed success. Those needing more individual reinforcement (re-teaching) are provided one-on-one instruction. Visual learning aids are also utilized when students are struggling to learn. Those needing more challenging questions are given it (grade level above). Intentional choosing of teams or taggers.
Student Vocabulary	<p>Pacing (speed/intensity: slow, medium, fast)</p> <p>Cardio (heart happy)</p> <p>General Space</p> <p>Locomotor Skills (gallop, skip, etc.)</p> <p>Identify</p>
Helpful Hints?	<ul style="list-style-type: none"> - Use of demonstrations! - Do not frontload with too much information when introducing new activities. Establish the activity rules and then utilizing quick debriefings to check for understanding, provide new information, or challenge their knowledge. - Create games and activities where students are held accountable for learning content in order to be rewarded by getting back into game play (i.e. after being tagged). Use student's/peers to question other students and this gives the teacher a quick visual of students who know the content or not. For example, if a Food Group Rescuer has a red ball and attempts to save a tagged player, but the tagged player is unable to answer the question(s), the teacher will immediately know because they will not switch roles and the rescuer will be explaining the answers before moving on to rescue someone else. This helps the student(s) with lower knowledge to learn from peers, but it also reinforces learning by allowing peers the opportunity to share their knowledge. - Vary up activities often to keep students excited and engaged, but recycle those activities through the year so their learning is distributed (not mass learning) and retention of learning increases. Also, because activities are highly vigorous in nature, use rest periods as debriefings.
Resources	Common Core State Standards-Math version
Reflection	<p>Students were:</p> <ul style="list-style-type: none"> - Highly engaged and followed directions well. Activities were developmentally appropriate. <p>Notes:</p> <ul style="list-style-type: none"> - Students had good demonstration of galloping and skipping. Most students were able to transition from one to the other. - Many students were able to calculate the score of one team (during Locomotor Turnover) by subtracting the score of the other team from the total.