**ESS 360 Physical Education Lesson Plan**

**Student Teacher** \_Mr. Totheroh, Hollingsworth, DeGolyer, Minnich and Ms. Bush **Grades \_\_\_**2-3**\_\_\_\_\_\_ Teacher #1 \_\_\_\_\_ #2 \_\_\_\_\_**

**Teaching Date \_\_\_**2/17/11**\_\_\_\_ Instructional Theme \_\_**Animal Walk, and Forward Roll **Lesson Sequence # \_\_\_ of \_\_\_**

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| **Physical Education Standards (A minimum of two standards):**    **Standard #1- Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**  2.1 Students are practicing, developing, and refining fundamental movement skills to achieve maturity. In second grade, students are able to combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Students practice and develop these combinations of fundamental skills. Standard #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.2.2 Students learn to utilize cognitive information to achieve mature (proficient) fundamental motor skills. Knowledge and application of movement concepts (body, spatial, directional, and temporal awareness), relationships, and strategies enhance independent learning and effective participation in physical activity. Standard #3- Physical Activity: Students participate regularly in physical activity. 2.3 Second grade students enjoy learning new skills and they recognize their developing competence in movement abilities. Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. They observe positive attitudes of athletes and family members engaged in physical activity.Standard #5- Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.2.5 Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students continue to learn and apply safety practices in an active class. |
| **Physical Education Performance Objectives/Indicators: (2-3 psychomotor, 1 cognitive, 1 affective):**  Psychomotor: Student will demonstrate an understanding of the worm crawl by inching the one half of the body forward followed by the other half 3 out of 5 times. (2.1.1, 2.1.2)  Student will demonstrate an understanding of the log roll by laying their bodies flat on the ground and rolling side to side, while keeping their bodies stretched out 3 out of 5 times. (2.1.1, 2.1.2)  Cognitive: Student will demonstrate an understanding of various animal movements by knowing the different sounds and putting the animal and its movement to the sound 70% of the time. (2.2.3)  Affective: Student will respect the teacher and other students in the classroom by being on their best behavior 100% of the time. (2.3.1, 2.5.1, 2.5.4) |
| **Subject Area Standards (A minimum of one standard for each subject area included):** Science #2- The Living Environment2.4 Students ask questions about a variety of living things and everyday events that can be answered through observations. They consider things and processes that plants and animals need to stay alive. Students begin to understand plant and animal interaction.Fine Arts: Dance- INTEGRATION2.7 Students integrate dance with the other arts and disciplines outside the arts |
| **Subject Area Performance Objectives/Indicators: (One to two for cognitive domain):**  Science #1-  Cognitive: The students will be able to identify the different living environments using various pictures of animals displayed around the gym by the end of the lesson. (2.4.1)  Music #1-  Cognitive: The students will be able to recognize and follow the beat of various songs while using locomotor skills to move from one place to another throughout the warm-up activity. (2.7.1) |
| **Equipment Needs** (List all equipment, specific records, tapes, CD’s, etc.):  Music- 100 greatest Kid’s songs CD (warm-up activity)  Habitat Posters relating to the animal movements  Wrestling Mats  **Assessment Needs** (List all task sheets, assessment forms to be used that the student will supply)  Individual student journal entries explaining the skills that were taught and what the students learned. They can also talk about what they liked and disliked about each lesson. (This will be done at the end of each class session during our debriefing time with our assigned students.) |

**ASSESSMENT ACTIVITIES**

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| **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)  Three different resources must be used for your assessment choices  \*\*\*Two best may be submitted for the Applied Assessment: Skills, Attitude, Knowledge assignment |
| Daily journal entries- having the students describe what they learned and how they applied it to the activity | Example:  Journal Entry #1    Today we learned how to do the forward roll. To perform the forward roll we had to tuck our chins to our chest and roll over keeping our bodies low. It was a challenge to start off, but after a few tries I finally did it. |
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**ADAPTATIONS**

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| **Type of Adaptations**  (Describe special needs of any students and how you will adapt instruction to their needs) | Hearing Impairment: Provide lots of visuals and demonstrations or stand closer to the student who has trouble hearing.  Visual Impairment: Make the print larger on the posters so that it is easier for all to see.  ADHD: Provide students with a specific cue to help them regain their focus and attention. Example- Count down from five with hands in the air and have students follow by example. |

**LESSON FOCUS**

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| **Introduction/Set Induction**  (You may use bullet points rather than full sentences) | * Introduction of teachers: Hi students my name is Mr. DeGolyer, this is Mr. Minnich, Mr. Toteroh, Mr. Hollingsworth, and Ms. Bush. We will be your teachers for the next few weeks and are really excited about having the chance to work with you. * Introduction of classroom rules:  1. Mentally and physically prepared for class 2. Stay on task 3. Be willing to help other classmates 4. Use time wisely 5. Follow directions the first time 6. Practice and play to the best of your ability 7. Respect others personal space  * Introduction of animal walks and the forward roll   Set Induction: Can the class bark like a dog for us? How about meow like a cat? Now can the class walk like a dog for us? How about bark and walk like a dog at the same time? This is an example of what we are going to be doing today. We will also be learning different animals living environments. We will also be learning the proper techniques of the forward roll. Whose ready? Let’s get to it! |
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**INSTRUCTIONAL PLAN & SCHEDULE**

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| **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) |
| 12:50-12:55 | **Introduction/Set Induction**: (Text noted above) | |  |
| 12:55-1:05  1:05-1:30  1:30-1:35  1:35-1:40  1:40-1:55  1:55-2:05 | Introduction Activity:  Animal Movements:  Break  Introduce forward roll  Tumbling  Closure/Journal Entries | **Music Warm-up:** Help students find a beat to music and perform a locomotor skill to the music.  **Cricket Walk**- *squat, spread knees, arms between knees, grasp ankles*  **Frog Jump**- *squatting position, hands on floor in front of feet, jump forward*  **Seal Crawl**- *push up position, walk forward on hands, drag feet*  **Measuring Worm**- *front leaning position, keeping knees stiff, inch feet up as close as possible to hands, inching hands forward, keep knees straight*  **Mule Kick**- *stoop down, hands on floor in front of feet, kick out legs, support weight on arms*  **Walrus Walk**- *front leaning rest position, fingers pointed outward, move hands forward at the same time, clap hands with each step*  **Turtle**- *wide push up position, hands widely spread, move hands and feet in small increments*  **Walrus Slap**- *front leaning rest position, push body up in air quickly by force of arms, clap hands together, recover to position*  **Rest/Water Break**  **Egg Roll-** students sit back with their legs tucked into their chest. They must rock back and forth, while legs are still tucked, like an egg would rock.  **Log Roll-** students will lie on the mat, stretched out like a log. They must roll side to side.  **Rocking Chair-** Students sit on the mat with their legs tucked into their chest. They must rock back and forth, like a rocking chair would.  **Forward roll-** face forward, with feet apart, squat and place hands on mat, shoulder width apart, with elbows against the inner thighs, push off with hands and feet to provide force for the roll, carry weight on the hands by keeping the elbows against the thighs, then the force of the roll will transfer forward as you duck your head and roll  **Forward roll to walkout-** use the same technique as the forward roll except do the roll a little more forcefully and use your legs and legs to push off the ground at the end of the roll to propel your body into a walking position | We will use a back to the wall teaching approach so we can watch and evaluate the students at all times, as well as monitoring behavior. The CD player will be situated along the wall in order to prevent any students tripping over it or bothering it in any way. We want to maintain a suitable distance with the students that allows us to maintain their attention by also allowing enough spacing between students that no accidents occur. |
|  | **Culminating Project or Activity** | **Animal Walk-** Posters will be set up around the gym with different habitats. The students must identify the different animals that live in that habitat and walk like that animal to another poster with a different animal habitat. This process will continue until the students have been to each animal habitat. |  |
|  | **Closure** | List two questions that explore the concepts covered in the lesson.   1. Why is it important to keep your chin tucked during the forward roll? 2. Which animal walk activities were your favorites to perform? Why?   Describe one activity, movement pattern, etc. students can practice for the next week.  For next week practice hopping on your left and right foot until you perform the activity without falling.  Suggest how the next lesson will build on what the students practiced in this lesson.  In today’s lesson we worked on various animal walking activities many of which required good coordination and core stability, both of which will aid the student for next week’s lesson when we work on balance. | |

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