Here are three sample lesson plans for the PE classroom:

#1

PRE-PLANNING THE DAILY LESSON

Name: Kendall Blaine Smith Lesson Topic: Hopping, Jumping, galloping, and sliding Content Area Focus: Physical Education

Step 1: Gather Facts about the Learners (Choose three areas from which to gather facts. Explain the reasoning for each choice.)

Interest Inventory: I will do a chart of how many students want to learn about hopping, jumping, galloping, and sliding.

Multiple Intelligences: Three types of intelligences will be addressed including verbal/linguistic (computer– video)/interpersonal (cooperative learning)/spatial ( completing hopping, jumping, galloping, and sliding activities/math activities).

Data-based observation – I will observe my students as they completing hopping, jumping, galloping, and sliding activities. This will give me information about the level of comprehension that the students possess about the physical activities.

Step 2: Content

Alabama Course of Study Standard (s): 2nd Grade Alabama Course of Study – Physical Education # 4 Demonstrate correct form while hopping, galloping, jumping, and sliding.

Instructional Objective (Daily Outcome): The students will identify and demonstrate hopping, jumping, galloping, and sliding.

Step 3: Assessment: Groups create an activity chart by labeling hopping, jumping, galloping, and sliding. Individuals will demonstrate a hop, gallop, jump, and slide.

Step 4: Processes of Instruction (This in an abbreviated version of the implementation of the lesson.)

Resources Needed: (Textbooks, trade books, articles, hands-on supplies etc.) Projector, computer with Internet access, chart paper, masking tape, poster board, markers, pictures of children jumping, hopping, sliding, and galloping, whistle, index/flash card, and grading rubric.

Technology Utilized: YouTube

Instructional Formats

Group viewing of video/mini-lectures/Computer use for introduction

Instructional Arrangements

Cooperative learning/individual learning

Instructional Strategies

Grouping/Integration of physical education and math

Social/Physical Environments

Interactive grouping/gymnasium

Scaffolding – Chunking of Text

I Do –Introduction

We Do – Warm up video/practice hopping, jumping, galloping, and sliding

Y’all Do – charts/activity math game

You Do – Activity/ relay race Grouping

Partners – Math game addition/subtraction

Small Groups –activity chart

Whole Group –video

Individual – demonstrate movement Structure

Before: Interest chart

During: Reciprocal teaching

After:Labeling chart/rubric

Extend: Question/answer cool down activity Active Engagement

Read – “Subtraction/addition while Moving”

Write – Labeling activity types

Talk –Communication with peers

Listen – Video observation

Investigate –Math game

View –View activities to learn

STEP 5: IMPLEMENTING THE DAILY LESSON PLAN

BEFORE ENGAGE

How will you open your lesson and quickly engage your students in the lesson? Include how you will make connections between past and present learning and focus students’ thinking on the learning outcomes of current activities. http://youtu.be/NwT5oX\_mqS0

Strategy (What)

Interest inventory chart

Purpose (Why)

To learn what the students know and what to learn about hopping, jumping, galloping, and sliding.

Procedures (How) Day 1: Jumping/Day 2: Hopping/Day 3: Sliding/Day 4: Galloping

1.Explain that I know that most students know how to jump but many do not know the difference in a hop and a jump.

2. Ask students to get into groups of four and decide what they think a gallop is.

3. Allow the students to discuss what they think a gallop is. Also, ask what a slide is.

4. Write down what the child know and want to know about hopping, jumping, galloping, and sliding.

5. Explain that they will be learning math while learning those things this week.

DURING EXPLAIN (I DO, WE DO)

Strategy (What) Reciprocal Teaching

Purpose (Why)

Engage with warm-up exercises using a YouTube video to get them moving; review vocabulary (sliding, galloping, jumping, and hopping), review skill of the day, and summarize what should be learned

Procedures (How)

1. Warm up daily by viewing http://youtu.be/NwT5oX\_mqS0 “Brain Breaks: Action Songs for Children”. Exercise with the students allowing special needs students to complete the exercises that are possible for completion with fewer number to complete.

2. Review the vocabulary of the day and skill of the day: Day 1: Jumping/Day 2: Hopping/Day 3: Sliding/Day 4: Galloping

3. Place math flash cards in groups around the room.

4. Model the activity of the day. On Friday, review all skills taught this week.

5. Guide the group in completing the activity while moving around the gym.

EXPLORE (Y’all Do, You Do)

How will you provide scaffolded(explicit) instruction in moving students to independent activities? Include how you will incorporate practice in groups (y’all do) and independent practice (you do).

Strategy (What): Reciprocal Teaching

Purpose (Why) Review vocabulary (sliding, galloping, jumping, and hopping), practice skill of the day, and summarize what was learned

Procedures (How) 1. Students will be placed in differentiated groups that work together to solve addition and subtraction problems after reviewing the topic of the day.

2. Students must complete five math problems (on flash cards) correctly to move on to next math area.

3. When five correct answers are completed, the students must demonstrate the activity of the day to move to the next station (Day 1: Jumping/Day 2: Hopping/Day 3: Sliding/Day 4: Galloping).

4. When the students have completed each station and jumped, hopped, galloped, or slid (at least one time), they move back to their group area.

5. The students from the group that gets the activities completed first, are the leaders-of-the-day when returning to class.

AFTER EVALUATE

How will students demonstrate their learning of this lesson? Evaluation will be based upon products designated in Step #3 of your lesson plan. How will you wrap up the lesson?

Strategy (What)

Labeling activity/relay race/cool-down activity

Purpose (Why)

Evaluate knowledge gained/calm students down before returning to class.

Procedures (How) 1. Explain that you want the students to label the activity of the day on the sheet at their group area.

2. Students must raise their hand for me to check their work.

3. Each day, there will be pictures from the activity of the day and the previous activities learned this week.

4. On Friday, line students up and complete the rubric by allowing the student to demonstrate each type of activity.

5. On Friday, ask questions about the entire week.

EXTEND

How you will connect this lesson to the next lesson?

Allow the leaders of the day to make a line at the front of the gym. Ask questions about what was learned today. Explain what will be taught tomorrow. On Friday, discuss the entire unit. Explain that next we will learn about connection these activity movements to music.

PAUSE AND REFLECT

REFLECTION

Think about the lesson you have just written. Reflect on the following questions.

1. How is the lesson differentiated? The lesson was differentiated with different types of groups, different learning styles, and different expectations for students with disabilities.

2. Is the instructional objective (daily outcome) observable and stated in student friendly terms? The objective would be written on the board.

3. What daily instructional processes are embedded in the lesson? Cooperative groups were used in the lessons. Reciprocal teaching was used as well. I also completed mini lessons by reviewing the previous lessons taught.

4. How does the lesson structure include before, during, and after strategies that are connected to the outcome? The outcome that students would be able to demonstrate each activity was developed from the daily before (warm-up/teacher modeling), during (children completed math activities/activity of the day), and after (demonstration of knowledge of skill).

5. How will you know if you met the instructional objective (daily outcome)? Students will be able to complete and repeat each activity.

6. How is explicit instruction applied in the lesson? I modeled information given. I used reciprocal teaching by allowing the students to repeat instructed activities.

7. How did the strategies promote active engagement through reading, writing, talking, listening, investigating, and/or viewing?

Students were required to read the math questions, write and label activity pictures, talk about math problems, listen to the video, and investigate to check math problems.

Resources:

http://youtu.be/NwT5oX\_mqS0

Pangrazi, R. P., & Beighle, A. (2013). Dynamic Physical Education for Elementary School Children (17th

ed.). Gleenview, IL: Pearson Education, chapter 17, pg.48.

#2

“HOW TO THROW” THROWING SKILLS FOR 4TH GRADERS BY: KENDALL BLAINE SMITH

This lesson plan is designed to last for four days.

Developmental Level: II (Level two)

Lesson Focus: Developing throwing skills including form, accuracy, and distance

Alabama Course of Study Standards: PE

PE 4 (2) Demonstrate throwing, striking, and kicking skills by throwing overhand for distance and accuracy, striking with short and long implements, and kicking while approaching a moving object.

PE 4 (7) Create appropriate physical education activities, including cooperative tasks, group challenges, and games.

Objectives:

1. Students will learn to throw with proper form in a stationary position

2. Students will learn to throw while moving to a stationary target

3. Students will learn to throw while moving at a moving target

Equipment:

Baseball

Practice Baseball (Foam)

Glove

Cleats

Introductory Activity (2-3 minutes daily):

Name of activity: Static Stretching

Description:

Warm Up: Students will begin by performing light aerobic activity. For 2-3 minutes, students will jog at ½ speed.

Stretches: Once the students have finished and their heart rates have increased, they will stretch. Students will do stretches while walking 10 yards, then coming back. Stretches include knee pulls, standing thigh stretches, roman walks, forward leans, bunny hops, frog hops, lateral arm pulls, shoulder pulls, arm circles. This period should last about 5 minutes at the most. After the students stretch, they will then begin the fitness development.

Fitness Development (5-7 minutes daily):

Activity Name: Form Throws

Preparation: Students will be asked if they are completely stretched and ready to begin

Rules: Students will be asked to get a partner. Everyone will need a glove and one baseball will be required per group. Students will stand 10 feet away from each other. The teacher will describe the proper form in throwing a baseball. The teacher will talk about having a lead foot, a plant foot, and proper follow through.

Lesson Focus (15-20 daily): Choose a few tasks from each skill set daily. Music can be played during these activities. Each task should be preceded with “While traveling in general space”. Update this statement to fit your lesson

Skill Set 1: Kneeling Throws

Organization: The students will kneel on one knee and face one another about 10 feet apart. The student with the ball will turn his upper body, holding good form, and have his non-throwing elbow facing the target. With his throwing arm, his arm should rotate up and come over at a 90 degree angle. When the ball is released, the throwers arm should end in his opposite pants pocket and the throwers shoulders should rotate through the throw. When the ball is caught by the partner, it will be returned back and forth until the instructor says to stop. Students will focus on the details.

Skill Set 2: Moving Throws

Organization: The students will now stand up and face on another. The teacher will tell both partners to take 3 large steps backwards. The player with the ball will take two large one leg hops and then take a gather step and throw to their partner. This is working on improving accuracy while moving. When the student throws the ball he/she will assume his/her first position and the drill will continue until the teacher says to stop.

Skill Set 3: Target Throws

Organization: The students will get into two lines about 10 feet apart with each partner in different lines facing straight ahead. The two partners in the front of the line will jog at ½ speed. After two steps, the partner will throw across his body to his partner who is also jogging staying even with his partner. After two steps the ball will be returned. After both partners have thrown 4 times then turn and jog back towards the line. After they return to the lines the next group will go.

Culminating activity (5-7 minutes daily for advanced classes): fun activity/game to enhance daily instruction or reward appropriate behavior. If the students become bored with this game an alternate activity can be substituted.

Name of activity: Star Drill

Supplies: Students will need one practice baseball (foam) for safety reasons and a glove for every student.

Description: The students will form one line. Four of the students will form a box, 10 feet apart from one another in front of the line. The student in the front of the line will throw diagonal to the student furthest away. He will then replace the person he threw it to. After the ball is caught, the student who caught the ball should throw diagonal to the student furthest away from him and then replace him. The ball will now be thrown straight across to the closest player, then diagonally to the last student in the box. The student in the box will then throw to the next person in the line and go to the back of the line. This is a continuity drill that has a few rules. Rule #1 is you always replace the person you throw to. Rule #2 is you never run in front of the person throwing.

Resources:

https://youtu.be/1n7reOeGCvg

https://youtu.be/ytZptzqTQ\_E

Pangrazi, R. P., & Beighle, A. (2013). Dynamic Physical Education for Elementary School Children (17th ed.). Gleenview, IL: Pearson Education, chapter 17, pg.48.

#3

CAN YOU THROW? LEARNING THROWING SKILLS FOR KINDERGARTEN BY: KENDALL BLAINE SMITH

This lesson plan is designed to last for: Four Days

Developmental Level : I (Level one)

Lesson Focus: Learning to properly throw objects.

Alabama Course of Study Standards: PE

PEK (3) Demonstrate the nonlocomotor skills of bending, stretching, twisting, turning, rocking, and s swaying.

PE K (4) Demonstrate throwing and catching skills by throwing a ball overhand and underhand

and catching a tossed ball before it bounces twice.

PE K (8) Combine fundamental movement skills and concepts in simple games.

Examples: walking, marching, galloping in personal and general space

PE K (9) Apply movement vocabulary to fundamental skills upon teacher direction.

Examples: personal space, general space, hop, jump, march, walk

PE K (10) Apply physical education class rules and procedures for starting and stopping,

adhering to safety requirements, using equipment, and entering and exiting an activity.

PE K (11) Demonstrate willingness to play with a diverse range of students using sharing skills

with equipment and working cooperatively with peers.

PE K (12) Demonstrate respect for classmates by playing without interfering with others and

interacting appropriately with peers.

Objectives:

1. The students will throw using different objects.

2. The students will throw using correct form.

3. The students will throw at a large target.

4. The students will throw while standing still and moving.

Equipment:

• Beanbags, wiffle ball, rubber balls, balloons, scarves

• Large targets: life saver rings, hula hoops, large bucket, or an X on the walls

• Audio Player (ipod/CD player)

• Music (Teacher’s choice) Music can help students relax and focus)

• Digital projector

• Large screen for viewing video or computer to watch YouTube video

Introductory activity Activity (2-3 minutes daily): If students become bored with the introductory activity an alternate activity can be substituted.

Name of activity: Scarf Fanfare

Description: Each child will find a colored scarf on the floor as they entered the room. As the music is playing students will march around room in a line. When the music stops the children will throw their scarf up in the air and catch it. As the children are moving around the room, they will be free to dance with the music as they are waving their scarfs. Each time the music stops, each child will throw their scarf in the air and catch it. As the week progress, the students may use two scarfs and throw them up in the air. Later in the week, the students might be asked that when the music has stopped, throw their scarf to another person.

Fitness Development (5-7 minutes daily):

Activity Name: Get Your Throwing Groove On!

Preparation: Teacher will have an array of different music (country, pop, jazz, and classical)

Rules: Each day as the children are coming in music will be playing. Students will be doing simple exercises which will include jumping, twisting their bodies, moving their arms in several different directions, and moving their bodies by stepping up, stepping back, moving to the left side, and moving to the right side. These exercises will vary from day to day.

Lesson Focus (15-20 daily): Choose a few tasks from each skill set daily. Music can be played during these activities. Each task should be preceded with “While traveling in general space”. Update this statement to fit your lesson

Skill set 1: Wrist Flick Drills

1. Student will watch short YouTube Video on Wrist Flick Drill to Help Kids learn to throw

2. Watch and move your wrist

3. While standing in a line, students will practice holding arm in right position and flicking

wrist.

4. Students will hold ball and flick wrist causing the ball to be thrown for a few feet.

Skill Set 2: Throwing Beanbag at X mark

1. Standing in a line, students will review the form for wrist flick drill, using cue word move your wrist. Picking up beanbags, students will prepare to watch student demonstrate proper technique.

2. Teacher will instruct students to: hold beanbag, arm back , step forward, move (rotate hips, bend arm, throw, follow through. This will be practice several times without beanbag before actually throwing beanbag.

3. Step will be repeated several times.

4. Students will then be allowed to throw their beanbag at a large hula hoop.

Organization: Complete if necessary and/or appropriate

1. Wrist Flick Drill

2. Beanbag Drills

Skill Set 3: Students will throw at large targets

1. Standing in a circle, students will review the correct form for throwing

2. Students will move close to the four large hula hoops in the middle of the circle

3. Students will throw beanbag into one of the hula hoops

4. Students will pick up beanbag, step back five steps, and throw again.

5. Each student will continue throwing, stepping back, until they miss the target

6. The teacher is monitoring the form that the students are using.

Skill Set 4: Throwing at a Large Target while Moving

1. Students will be working at different stations and moving from station to station.

2. Students will be working with foam balls and using their throwing and running skills

3. At first station, students will zigzag around several cones, caring their ball, they will then throw at a hanging hula hoop several feet off the ground

4. At the second station, the students will throw at a large round tub sitting on the floor.

5. At the third station, the students will throw at a hula hoop that is hanging from the ceiling but is moving.

6. At the fourth station, the students will throw the ball into a small basketball goal (just their size)

Culminating activity (5-7 minutes daily for advanced classes): fun activity/game to enhance daily instruction or reward appropriate behavior. If the students become bored with this game an alternate activity can be substituted.

Name of activity: Beanbag Throw

Supplies: Beanbags, tape or string, bucket or basket

Description: Use the tape or string to mark two lines about 6 feet apart. If you are using a basket, place it on one line, and then have your child or the group stand at the other. The goal is to see how many times each child can hit the basket with a beanbag.

Resources:

http://www.bing.com/videos/search?q=video+on+how+toteach+young+children+to+throw&view=detail&mid=DB64C1F812195B1C2A39DB64C1F812195B1C2A39&FORM=VIRE

http://www.livestrong.com/article/345579-throwing-games-for-children/

Pangrazi, R. P., & Beighle, A. (2013). Dynamic Physical Education for Elementary School Children (17th

ed.). Gleenview, IL: Pearson Education, chapter 17, pg.357-359.