

**Teacher Candidate:** Bahara Baghkhaniah

**Date:** December 18, 2017

**PHYSICAL EDUCATION UCI LESSON PLANNER**

**Part 1: Classroom Information**

**Grade:** Kindergarten

**Content Area:** Physical Education

**School Name:** Cypress Village Elementary School

**Mentor Teacher:** Carrie Pearson

**Group Size:** 31

**Lesson Length:** 25 minutes

**Student Context:**

	Identified Student Needs	Accommodations During Instruction to Support Student Needs
Students with Special Needs (IEP and/or 504)	N/A	N/A
Students with Specific Language Needs (ELL)	There are sixteen students that are classified as ELL. Fourteen children are at the bridging level of ELD proficiency, and two students are at the emerging level of ELD proficiency.	Support students by modeling the task prior to having them engage in the learning activity. Pre-teach students key vocabulary words. Repeat instructions, remodel, and clarify as necessary.

Students with Other Learning Needs (Behavior, Struggling Reader, Struggling Math)	N/A	N/A (My Mentor Teacher stated that there are currently no students who she perceives to have specific behavioral/learning needs. As the year progresses, she will have a better understanding of which students require additional support or accommodations to enhance learning).
---	-----	--

### **Part 1: Planning for the Lesson**

#### **A: Key Content Standards:**

##### **Standard 1**

###### *Movement Concepts:*

1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.

##### **Standard 2**

###### *Movement Concepts:*

2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

##### **Standard 3**

###### *Fitness Concepts:*

3.3 Participate in physical activities that are enjoyable and challenging.

##### **Standard 4**

###### *Aerobic Capacity:*

4.5 Explain that physical activity increases the heart rate.

##### **Standard 5**

###### *Self-Responsibility:*

5.2 Participate willingly in physical activities.

## **B. Objectives**

- i. **Learning Objective/Goal:** The students will (**DO** \_\_) to (**LEARN** \_\_).

The students will demonstrate various locomotor movements (walking, jumping, and sliding) to learn the motor skills and movement patterns needed to perform a variety of physical activities. As students perform locomotor movements, they will demonstrate STORM (Safety First, Take Responsibility, On Time and Ready, Respect, Make a Difference) behavior when interacting with fellow classmates.

- ii. **Language Objective** (Note: JJ simplified this section from UCI planner):

<b>Key Vocabulary words you'll teach/use</b>	<b>Strategies to teach or use these vocabulary words</b>
Locomotor Movements Heart Rate Walk Jump Slide Boundaries	<p>Each of the locomotor movements will be integrated into the warm-up. I will model and describe how each movement works prior to having the children practice. These locomotor movements will then be applied during the body of the lesson.</p> <p>In terms of heart rate, I will scaffold the children in explaining that physical activity increases heart rate by asking "What happens to our hearts when we work hard during physical activities?" After receiving a reply along the lines of "It beats faster!," I will reinforce that the heart does beat faster during physical activity, and that the heart rate, is the speed at which the heart beats per minute.</p> <p>I will physically walk by each of the boundaries during my explanation of the activity to demonstrate what they are as well as where they are.</p>

## **C. Assessments:**

i. *Prior Experience* (Determine prior to teaching what you think your students can do, by observing them beforehand; asking them; asking Master Teacher)....What do you know about them as it relates to your activity?

In terms of prior experience, I know that the children are capable of performing the walking and jumping locomotor movements that will be covered during my lesson. I have observed them walk on a consistent basis within the classroom as well as to and from locations within school boundaries (ex: walking from recess to the classroom and walking from the classroom to the front of the school for dismissal). In addition, I have observed them participate in GoNoodle activities that require jumping. All of the children were capable of performing the movement and were aware of the name of the locomotor movement. I know that the children have not been provided with formal instruction on how to slide, and I have not personally observed them complete the movement, so I am unaware of their prior experiences with sliding. Further, in relation to the activity, I know that the children are very eager to learn, yet often competitive. For that reason, I chose to omit running as one of the locomotor movements for safety purposes. The activity will allow for the children to feel challenged, yet capable of performing, so it will successfully lie within the proper zone of proximal development.

ii. *Informal assessment strategies you will use as you teach* (What informal assessment strategies will you use, what specific evidence will you see and/or hear and how will you note it?)

Assessment Strategy	Evidence of Student Learning
I will primarily utilize visual monitoring as a strategy of assessment. As the children perform the activities and movements, I will walk along the outer boundary to observe what areas the children are succeeding in as well as areas in which additional support should be provided.	I will witness the children performing the specific locomotor movement that they have been instructed to engage in during the lesson. In particular, this involves observing children walking (during the first half of the game) and sliding (during the second half of the game. Students within the “web” will be properly jumping in place five times before joining the game again. I will specifically take written notes of children who are not performing the movements correctly so that a review of movement patterns can be discussed following the lesson.

**D. Lesson Resources/Materials:** List all needed equipment and how many of each item. Also, what facility space you will use (e.g. grass; asphalt) and size (e.g basketball court; 30 x 50 yards).

Equipment:

- Five sport pinnies
- Four medium cones to mark the outer boundaries of the activity
- Four hula hoops to represent the “web”

This lesson will take place on the grass field of the elementary school. The space that will be utilized must be 20 x 20 yards.

## **Part 2: Instructional Sequence - Engaging Students in the Learning Process**

**Warm-Up/Introduction (5-7 minutes.):** If relevant, make connections to prior knowledge. How will you let students know what the focus of the lesson is, and have some MOVEMENT!

### **Within the Classroom**

#### **A. Introduction:**

- “Good morning, class! Today we will be completing a physical education activity! Before we begin, I want to talk to all of you a little bit about what we will be doing. A word that I will be using today is ‘locomotor.’ Can everyone repeat that word with me?”
- Choral Response: “Locomotor!”
  
- “Great! A locomotor movement means that a person can move from one place to another. That could be by moving forward and backward, up and down, or side-to-side. Today we will be practicing three different locomotor movements together.”
  
- “Can someone quietly raise their hand and tell me what happens to our hearts when we work really hard during physical activities?”

#### **Standard 4 Aerobic Capacity: 4.5 Explain that physical activity increases the heart rate.**

- Possible student reply: “It beats faster!”

“Yes, our hearts beat faster when we work hard during physical activities. Our heart rates will increase.”

- “A heart rate is the number of times that the heart beats per minute. So right now, our hearts are beating, but they are not working very hard. After we practice our locomotor movements, you will notice your heart rate go up!”

#### **B. Discipline:**

- “Before going outside, I want to go over what behavior is acceptable and what will happen if directions are not followed. I want everyone to participate the entire time and learn from the lesson, so let’s make sure that we show STORM behavior outside.
- Who can raise their hand and tell me an example of what STORM behavior would look like?
- We all need to be supportive and respectful of one another so that everyone can learn about locomotor movements.
- If you choose to not follow directions, I will give you one warning. If you continue to not follow directions, I will have to ask you to step out of the game and walk around with me as you think about why the behavior was disruptive.
- When you feel that you can show STORM behavior and can explain how you will follow instructions, I will allow you to join the game again.
- Unfortunately, if you do not listen to directions again, I will have to take you out of the game and you will not be able to participate in it for the rest of the day.”

**C. Lining Up:**

- “Okay, friends, when I call your row, you may quietly stand up and line up at the door.” I will dismiss the rows based on which ones are sitting as “whole body listeners.”

**Outside on the Field**

**A. Organize Students in rows:** “Let’s line up in our color rows the way we do in the classroom. Purple row, please line up in a straight line with a ‘hula hoop space’ between you and your classmates. Okay, blue row, please line up behind the purple row in a straight line and leave a ‘hula hoop space” between you and your classmates. Green row, please line up behind the purple row in a straight line and leave a ‘hula hoop space’ between you and your classmates. Orange row, please line up behind the purple row in a straight line and leave a ‘hula hoop space’ between you and your classmates. Red row, please line up behind the purple row in a straight line and leave a ‘hula hoop space’ between you and your classmates.”

**B. Model and Have Children Practice Locomotor Skills:**

- “First, I will tell you about the locomotor movement we will be practicing and show you how to do it, then I will ask you to practice. We are going to start off with a locomotor movement that all of you perform everyday; we will practice walking.”

- “However, I want everyone to practice walking in-place, just like this (demonstrate how to walk in-place). Make sure that the heel of your foot first touches the floor and then your toes touch the floor. Okay everyone, let’s all practice walking in-place.”

- “Now, we are going to practice jumping in-place. As I jump, watch how I push up and use my arms to help me move. Notice that my toes leave the floor last and are the first to touch the floor when I land (demonstrate how to jump in-place). Okay everyone, let’s all practice jumping in-place.”

- “Finally, we are going to practice sliding. We will be moving as we perform this locomotor movement, so please pay attention to how I move (Turn so the children can visualize how to perform the task based on their perspectives).”

- “First, you will make sure that you are standing up straight. Then, you will take a step to the side with your right foot, and will then move your left foot to bring both feet together. Again, you will take a step with your right foot and move your left foot to bring both feet together.”

- “When going the opposite direction, you will do the same movements, but you will first take a step to the left with your left foot and will then move your right foot to meet your left foot (demonstrate this process for them).”

- “Make sure to not cross your legs or turn your body, you want to move from side-to-side and have one foot meet the next.”

- “Okay everyone, let’s practice sliding to the right (point which direction is right). Make sure you are aware of your surroundings and are leaving enough space between you and the person next to you. Remember, we are practicing and it is not a competition.”

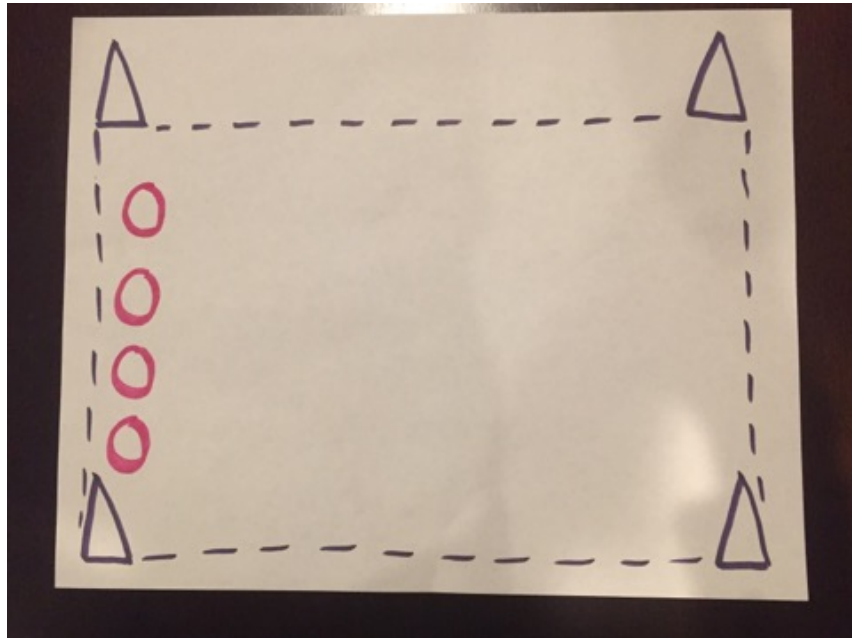
- “After practicing five slides to the right, say, “Okay, friends, now we are going to practice sliding to the left” (complete five slides to the left).”

### **C. Check for Understanding:**

- “Okay everyone, let’s review the locomotor movements one more time. Everyone please walk in-place with me (complete task with children)”.

- “Great, now let’s practice jumping in-place (complete task with children)”.

- “Wonderful, now let’s practice sliding to the right one more time (turn body around). Everyone, step, together, step, together, step, together.”



**Body of the Lesson (12 minutes)**: Describe step-by-step what the teacher **and** the students will be doing during the lesson. Include the total time the body of the lesson will take as well as the amount of time needed for each step.

**A. Explanation and Demonstration of the Walking Activity:**

-“We will be playing a game called Bats and Spiders. We have learned so much about bats and spiders, so I thought it would be great to incorporate an activity with them!

-There will be two groups, called the “bats” and the “spiders.” I will first assign a group to be the “bats” for the first round of the game. This will be randomly based on your color group in the classroom. We will play two rounds of the game, so two different groups will be randomly chosen to be the “bats.”

-The “bats” will be wearing these pinnies so everyone will be able to tell who they are. Everyone else in the class will be called the “spiders.”

-If you are a “bat,” you will do your best to tag any of the “spiders” lightly on the upper arm (show exactly where), which will send them to the “spider web.”

Walk over to the “spider web” boundary:

- “This is the area that will represent the “spider web.””



-Walk around to each of the four cones and say, "This is called a boundary. That means that when you are sent to the spider web, you must come within this section. Be sure that you are in between the four cones."

"During our first round, all of the "bats" and "spiders" will spread out within the large boundary I have set. Please look around and see that there are four large cones (go to one of the cones and walk straight until the second cone is reached)."

-As you can see, there is an imaginary line that exists between one cone and another. Boundaries exist to keep everyone within the space and allow for fair opportunities to play the game. That means that everyone needs to be sure to stay within those imaginary line boundaries."

**Standard 2 Movement Concepts: Identify and independently use personal space, general space, and boundaries and discuss why they are important.**

-“Once everyone is spread out and ready, I will say the word “STORM.” That will be your signal to begin walking.

-Remember, both the “bats” and the “spiders” must walk. The “bats” will be doing their best to tap “spiders” on the arm, and “spiders” will be doing their best to stay away from the “bats.” If you are “spider” and are tapped on the arm by a “bat,” you will walk to the “spider web” boundary (walk over to it), and will jump in-place five times (jump in-place five times and count aloud in the web boundary).

-Make sure you count aloud as you jump. After jumping five times, you may return to the game as a “spider” again.

-If you are a “bat,” you cannot stand by the “web” and tap someone when they come out, because that won’t give them a fair chance to play. So always be moving around trying to tap “spiders,” but please do not stand right by the “web.”

- “When you hear the chime ring, I want all of you to freeze, put your hands on your heads, and catch a bubble. This will mean that we will be switching our “bats” and will be working on a different locomotor movement.”

### **B. Assign the “Bat” Group:**

- “Red markers, please come forward and get a pinnie to wear. You will be the “bats” for this round. Everyone else will be the “spiders.”

### **C. Check for Understanding:**

- "Okay everyone, what locomotor movement will we be practicing?"

Choral Response: "Walking!"

- "If a "bat" tags you, where do you go and what do you do?"

Choral Response: "Web to do jumps!"

- "Great. We are going to do a short practice round to make sure that everyone knows what to do."

\* Complete a practice round for 30 seconds to ensure that the children are following directions and performing the correct locomotor movement.

#### **D. Have Children Engage in the Activity:**

As students participate in the activity, walk along the outer boundaries to ensure that the children are properly walking and jumping depending on whether they are within the "web" or not.

**Standard 1 *Movement Concepts*: 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.**

**Standard 3 *Fitness Concepts*: 3.3 Participate in physical activities that are enjoyable and challenging.**

**Standard 5 *Self-Responsibility*: 5.2 Participate willingly in physical activities.**

#### **E. Assign a New "Bat" Group:**

- "Okay, red markers, please take your pinnies off and hand them to me. Blue crayons, you will be the "bats" during our second round. Please come forward, select a pinnie, and put it on."

#### **F. Explanation and Demonstration of the Sliding Activity:**

- "For this round, everyone will be sliding."

This means that both the "bats" and the "spiders" will be sliding. Once again, the "bats" will do their best to tap the upper arm of "spiders," which will send them to the "web."

- If you are tapped, please perform the sliding movement to the "web," do five jumps in-place while counting aloud, and then slide back into the game. Everyone will be sliding from side-to-side. Remember to stand up straight and not cross your legs while sliding."

### **G. Check for Understanding:**

- "Okay everyone, what locomotor movement will we be practicing for this round?"

Choral Response: "Sliding!"

- "If a "bat" tags you, where do you go and what do you do?"

Choral Response: "Web to do jumps!"

- "Great. We are going to do a short practice round to make sure that everyone knows what to do."

\* Complete a practice round for 30 seconds to ensure that the children are following directions and performing the correct locomotor movement.

### **H. Have Children Engage in the Activity:**

As students participate in the activity, walk along the outer boundaries to ensure that the children are properly sliding and jumping depending on whether they are within the "web" or not.

**Closure ( 5 minutes):** Describe how you will prompt the students to evaluate the lesson and restate the learning objective. If you include stretches, be specific on what they are doing.

### **A. Stretch and Debrief:**

Gather the children together and have them sit on the floor.

- "We are going to finish this activity with a stretch (reverse hurdle stretch). Place one foot forward and bend the other one to form a triangle shape (demonstrate this).

- Make sure that your bent foot is touching your leg. Then do your best to reach forward with your arms toward your foot that is extended (demonstrate this)." Have the children complete the reverse movement as well.

Ask the children what they learned from the activity by providing them with the following questions:

- "What are the names of the movements we used today?"

- "What is something new that you learned today?"

- "Can someone tell me an example of STORM behavior that they noticed during the activity?"

-“Wonderful job, everyone! All of you showed great STORM behavior, and were supportive of one another as we learned and practiced each of the locomotor skills.”