

## **LESSON PLAN #1**

**Grade Level:** 1st Grade

**Skill Level:** Movement

**# of Meetings per Week:** Twice a Week, 30 minutes each

**Number of Students:** 20

**Focus:** Jumping

**Sub-focus:** Balance

**Equipment:** Hula Hoops, Jump Ropes, Round Discs Markers

**Location:** Blacktop

### **Lesson plan objectives:**

At the end of this lesson, students will be able to...

1. Bend their knees, wave their arms, and watch the area in front of them when jumping from place to place.
2. Describe and identify the three key components of jumping from place to place when observing others around them.
3. Work with a partner or group to help encourage each other's strengths and give constructive feedback on certain components that need a little extra help.

### **Organization/arrangement of stations:**

1. Station 1: Jumping in place, hopping on one foot
2. Station 2: Jumping from hula hoop to hula hoop
3. Station 3: Jumping from round disc marker to another round disc marker
4. Station 4: Learning how to Jump Rope OR jumping over flat jump ropes

**Introduction:** Today we are going to be focusing on motor skills for primary aged children. Our main focus for motor skills today is going to be jumping. Students will be learning how to bend their knees, extend their arms, and pay attention to where and how far they are jumping. (Check for understanding to make sure that all students understand the three main cues of the lesson). We will be working with hula hoops, jump ropes, and colored disc markers to help understand more about jumping and how it helps improve your motor skills.

**\*\*\*LESSON PLAN SHOWN ON NEXT PAGE\*\*\***

**Conclusion:** During today's lesson, we practiced how to jump and be more aware of our surroundings when doing so. Can someone please give me an example of the first step of jumping. \*Kids will show how their first step is bending down\*. Next can someone give me an example of what helps them jump more? \*Kids will show how swinging their arms help them gain momentum\* Lastly, can the entire class show me how high you can jump? \*Class demonstrates understanding by putting the three cues together\* Before our next lesson, practicing jumping at home or outside for at least 100 jumps. A good place may be a flat ground or a park that has hopscotch set up at it.

**Reflection:** Use the space below to talk about what went well during the lesson, what could have been changed, and different feedback you heard from the children during the lesson.

## Lesson Plan #1:

<p><b>Station 1:</b> <i>Jumping in place, hopping on one foot</i></p> <p><b>Tasks:</b> Within your own space, practice jumping up and down</p> <p><b>Cues:</b> <i>(no cues introduced yet as this is their initial reaction to the material)</i></p> <p><b>Challenges:</b> Once you are comfortable with jumping up and down, try to do some different variations of jumping, such as jumping jacks, or try jumping up and down on one foot while keeping your balance in check.</p> <p><b>Organization and Safety:</b> Be sure to be at least an arms length away from your peers to ensure nobody gets hit.</p>	<p><b>Station 2:</b> <i>Jumping from hula hoop to hula hoop</i></p> <p><b>Tasks:</b> Create two single file lines in front of the line of hula hoops. The goal of this is to jump from hula hoop to hula hoop without jumping outside of the rings.</p> <p><b>Cues:</b> Bending knees, extending arms, watching the area</p> <p><b>Challenges:</b> Once you are comfortable with jumping from hula hoop to hula hoop, try some different variations. For example, you can remove one hula hoop from the path and see if you can jump further, or you can try jumping on one leg from hoop to hoop.</p> <p><b>Organization and Safety:</b> Allow others room throughout the course, do not go until the person in front of you is halfway done.</p>
<p><b>Station 3:</b> <i>Jumping from round disc marker to another round disc marker</i></p> <p><b>Tasks:</b> Create two single file lines in front of the round disc marker course. The goal of this is to jump from marker to marker without touching the cement on the ground.</p> <p><b>Cues:</b> Bending knees, extending arms, watching the area</p> <p><b>Challenges:</b> Once you are comfortable with jumping from marker to marker, you can remove one marker from the path and see if you can jump further, or you can try speeding up on the course.</p> <p><b>Organization and Safety:</b> Allow others room throughout the course, do not go until the person in front of you is halfway done.</p>	<p><b>Station 4:</b> <i>Jumping over Flat Ropes</i></p> <p><b>Tasks:</b> Split into two different groups based on level of comfortability. Group 1 will be playing “Jump the River”, in which two jump ropes will be spread apart and it is the student’s goal to jump over the entire ‘river’. Ropes will become further apart as time goes on.</p> <p><b>Cues:</b> Bending knees, extending arms, watching the area</p> <p><b>Challenges:</b> Once comfortable with jumping far distances, you can practice jump roping.</p> <p><b>Organization and Safety:</b> Allow others room throughout the activity, do not go until the person in front of you is fully done.</p>

## **LESSON PLAN #1 TASK SHEET**

### **What grades did you choose for your lesson plans?**

For my first lesson plan, I chose to design it for first graders.

### **Include in your discussion why you developed and designed your lesson plans in this particular manner.**

I chose to develop and design my lesson plan in a 4 square table format to display the four stations with multiple tasks spread out during the lesson. I feel that this will be the most helpful because it will allow whichever instructor that is teaching it to see what the four stations are, along with the necessary information under it to see the order of progression for each of the activities.

### **Why do you think it will create a positive learning environment?**

I think that a lesson plan like this will create a positive learning environment because it focuses a lot on the order of progression. This will hopefully allow students to start with small tasks and feel accomplished with those so they are not afraid to try bigger tasks that have to do with the same focus later in the lesson. Along with this, the tasks do not have anything to do with getting something right or wrong or doing something correctly, they all have to do with learning new skills and being safe at the same time.

### **Task Sheet:**

1. I can jump on up and down 20 times in a row
2. I can jump up and down on my right foot 10 times in a row.
3. I can jump up and down on my left foot 10 times in a row.
4. I can balance on my left foot for 10 seconds.
5. I can balance on my right foot for 10 seconds.
6. I can demonstrate bending my knees before jumping.
7. I can demonstrate swinging my arms for more momentum before jumping.
8. I can demonstrate jumping up from a squat.
9. I can demonstrate jumping forwards.
10. I can demonstrate jumping backwards.

## **LESSON PLAN #2**

**Grade Level:** 3rd Grade

**Skill Level:** Movement

**# of Meetings per Week:** Twice a Week, 45 minutes each

**Number of Students:** 20

**Focus:** Kicking

**Sub-focus:** Hand-Eye Coordination

**Equipment:** Soccer Ball, Rubber Ball

**Location:** Field

### **Lesson plan objectives:**

At the end of this lesson, students will be able to...

1. Kick a moving ball, identify how hard to kick the ball, and when to kick the ball if it is coming their way.
2. Describe and identify the key components of when to kick the ball, and how strong they should kick it.
3. Work with a partner or group to help encourage each other's strengths and give constructive feedback on certain components that need a little extra help.

### **Organization/arrangement of stations:**

1. Station 1: Practice kicking motions
2. Station 2: Practice kicking a soccer ball that is rolled to them.
3. Station 3: Practice kicking a soccer ball back and forth between one another
4. Station 4: Kick Ball

**Introduction:** Today we are going to be focusing on motor skills for 3rd-grade aged children. Our main focus for motor skills today is going to be kicking. Students will be learning how to kick a moving ball and utilize this skill in a game of kickball. (Check for understanding to make sure that all students understand the three main cues of the lesson). We will be working with a soccer ball and rubber ball through different activities to help understand more about kicking and how it helps improve your motor skills.

### **\*\*\*LESSON PLAN SHOWN ON NEXT PAGE\*\*\***

**Conclusion:** During today's lesson, we practiced how to kick and be more aware of our surroundings when doing so. Can someone please give me an example of the first step of kicking. \*Kids will show how their first step is extending their leg to kick\*. Next can someone give me an example of what helps them kick harder? \*Kids will show how running up to the ball to kick it will allow them more momentum\* Lastly, can the entire class spread out to show me what a good kicking motion looks like? \*Class demonstrates understanding by putting the three cues together\* Before our next lesson, practice kicking any type of ball in an outdoor environment at least 50 times so you become more comfortable with it for our next activity.

**Reflection:** Use the space below to talk about what went well during the lesson, what could have been changed, and different feedback you heard from the children during the lesson.

**Lesson Plan #2:**

<p><b>Station 1:</b> <i>Practice kicking motions</i></p> <p><b>Tasks:</b> Students will be learning how to practice kicking motions by extending their legs at different speeds to understand how kicking works.</p> <p><b>Cues:</b> <i>(no cues introduced yet as this is their initial reaction to the material)</i></p> <p><b>Challenges:</b> Once students feel comfortable with practicing the motion. They can try and run then kick and start doing a fluid motion which will help in later activities.</p> <p><b>Organization and Safety:</b> Make sure that you do not stand too close to one another.</p>	<p><b>Station 3:</b> <i>Practice kicking a soccer ball back and forth between one another</i></p> <p><b>Tasks:</b> Students will be learning how to kick in a straight line back and forth between one another and understand how hard they should be kicking to their peers.</p> <p><b>Cues:</b> Kick a moving ball, Identify how hard to kick, Know when to kick it (timing)</p> <p><b>Challenges:</b></p> <p><b>Organization and Safety:</b> Make sure that you do not stand too close to the kicker</p>
<p><b>Station 2:</b> <i>Practice kicking a soccer ball that is rolled to them.</i></p> <p><b>Tasks:</b> Students will be learning how to kick a ball that is rolled to them at steady pace/speed.</p> <p><b>Cues:</b> Kick a moving ball, Identify how hard to kick, Know when to kick it (timing)</p> <p><b>Challenges:</b> To challenge the students more, students can switch off on rolling the balls to each other at different speeds so students can learn more about timing/effort of kicking.</p> <p><b>Organization and Safety:</b> Allow space in between one another and do not kick too hard.</p>	<p><b>Station 4:</b> <i>Kick Ball</i></p> <p><b>Tasks:</b> Students will be combining their knowledge of catching from previous years along with their new knowledge of kicking in a game of kickball.</p> <p><b>Cues:</b> Kick a moving ball, Identify how hard to kick, Know when to kick it (timing)</p> <p><b>Challenges:</b> To challenge the students, have them try and kick it as hard as they can to see if it goes out of the base area.</p> <p><b>Organization and Safety:</b> Make sure that you do not stand too close to the kicker</p>

## **LESSON PLAN #2 TASK SHEET**

### **What grades did you choose for your lesson plans?**

For my first lesson plan, I chose to design it for first graders.

### **Include in your discussion why you developed and designed your lesson plans in this particular manner.**

I chose to develop and design my lesson plan in a 4 square table format to display the four stations with multiple tasks spread out during the lesson. I feel that this will be the most helpful because it will allow whichever instructor that is teaching it to see what the four stations are, along with the necessary information under it to see the order of progression for each of the activities.

### **Why do you think it will create a positive learning environment?**

I think that a lesson plan like this will create a positive learning environment because it focuses a lot on the order of progression. This will hopefully allow students to start with small tasks and feel accomplished with those so they are not afraid to try bigger tasks that have to do with the same focus later in the lesson. Along with this, the tasks do not have anything to do with getting something right or wrong or doing something correctly, they all have to do with learning new skills and being safe at the same time.

### **Task Sheet:**

1. I can kick a ball that is in front of me.
2. I can kick a ball that is being rolled to me.
3. I can kick a ball that is being passed to me by someone else
4. I can kick a ball coming my way at multiple speeds
5. I can follow directions when learning how to play kickball
6. I can kick the ball at an appropriate speed/time.
7. I can keep myself safe by not standing too close to the kicker.
8. I can kick the ball in a straight line
9. I can kick the ball at an angle.
10. I can pass the ball back to someone who passed it to me.

## **LESSON PLAN #3**

**Grade Level:** 2nd Grade

**Skill Level:** Movement

**# of Meetings per Week:** Twice a Week, 30 minutes each

**Number of Students:** 20

**Focus:** Balance

**Sub-focus:** Hand-Eye Coordination

**Equipment:** Balance Beam/Balance Board, Ball, Mats

**Location:** Gymnasium

### **Lesson plan objectives:**

At the end of this lesson, students will be able to...

1. Balance on one foot, stay in an upright position, and learn more about posture.
2. Describe how their body moves and identify different methods based on task cues to help them understand what helps them balance best.
3. Work with a partner or group to help encourage each other's strengths and give constructive feedback on certain components that need a little extra help.

### **Organization/arrangement of stations:**

5. Station 1: Practice balancing on one foot.
6. Station 2: Practice balancing on one foot while catching a ball.
7. Station 3: Practice balancing on a balance beam or balance board.
8. Station 4: Practicing jumping on a balance beam or balance board.

**Introduction:** Today we are going to be focusing on motor skills for 2nd-grade aged children. Our main focus for motor skills today is going to be balance. Students will be learning how to balance using only one foot while staying upright, and also will be learning to complete other tasks while balancing on one foot. Along with this, students will learn how to balance on an elevated surface. (Check for understanding to make sure that all students understand the three main cues of the lesson). We will be working with a balance beam through different activities to help understand more about balance and how it helps improve your everyday life skills.

**\*\*\*LESSON PLAN SHOWN ON NEXT PAGE\*\*\***

**Conclusion:** During today's lesson, we practiced how to balance and be more aware of our bodies. Can someone please give me an example of what helped them learn how to balance better. \*Kids will show what helps them balance better\*. Next can someone tell me one challenge they faced and overcame today when it came to balancing on the beam. \*Kids will explain what made them nervous or what challenge they overcame in today's lesson\* Lastly, can the entire class spread out to show me what standing on one foot looks like for 10 seconds? \*Class demonstrates balancing on one foot.\* Before our next lesson, practice balancing on one leg for as long as you can at home or in the park!

**Reflection:** Use the space below to talk about what went well during the lesson, what could have been changed, and different feedback you heard from the children during the lesson.

### Lesson Plan #3

<p><b>Station 1:</b> <i>Balancing on one foot</i></p> <p><b>Tasks:</b> Students will spread out and practice balancing on each foot (right and left) and see how long they can balance upright.</p> <p><b>Cues:</b> Balance, stay upright, posture</p> <p><b>Challenges:</b> Students can try hopping on one foot to make it more difficult to balance</p> <p><b>Organization and Safety:</b> Students will be spread apart and there will be a soft surface (such as mats) in case students lose their balance and fall over.</p>	<p><b>Station 3:</b> <i>Practice balancing on a balance beam or balance board.</i></p> <p><b>Tasks:</b> Students will take turns (one at a time), walking across the balance beam and jumping off safely (similar to what they learned in 1st grade). They will be learning how to maintain balance on a slim ledge</p> <p><b>Cues:</b> Balance, stay upright, posture</p> <p><b>Challenges:</b> Students can try walking up and down the balance beam faster for a new challenge, or they can also try walking backwards.</p> <p><b>Organization and Safety:</b> There will be students on either side of the student on the balance beam holding their hand until they feel comfortable walking on their own.</p>
<p><b>Station 2:</b> <i>Practice balancing on one foot while catching a ball.</i></p> <p><b>Tasks:</b> Students will split into partners and each partner will take turns either throwing the ball, or being the partner who stands on one foot while catching the ball.</p> <p><b>Cues:</b> Balance, stay upright, posture</p> <p><b>Challenges:</b></p> <p><b>Organization and Safety:</b> Students will be spread apart and there will be a soft surface (such as mats) in case students lose their balance and fall over.</p>	<p><b>Station 4:</b> <i>Practicing jumping on a balance beam or balance board.</i></p> <p><b>Tasks:</b> Students will practice jumping up and down on the balance beam with partners on either side of them. They will be able to identify how slow and focused they need to be to complete this task.</p> <p><b>Cues:</b> Balance, stay upright, posture</p> <p><b>Challenges:</b> After feeling comfortable with jumping on a balance beam, students can try jumping with one foot</p> <p><b>Organization and Safety:</b> There will be students on either side of the student on the balance beam holding their hand until they feel comfortable jumping on their own.</p>



## **LESSON PLAN #3 TASK SHEET**

### **What grades did you choose for your lesson plans?**

For my first lesson plan, I chose to design it for first graders.

### **Include in your discussion why you developed and designed your lesson plans in this particular manner.**

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### **Why do you think it will create a positive learning environment?**

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### **Task Sheet:**

1. I can balance on my left foot for 30 seconds.
2. I can balance on my right foot for 30 seconds.
3. I can jump up and down on my left foot.
4. I can jump up and down on my right foot.
5. I can balance on a balance beam
6. I can walk forward on a balance beam.
7. I can walk backwards on a balance beam.
8. I can catch a ball while balancing on one foot
9. I can jump on a balance beam
10. I can jump on one foot on a balance beam.