

Physical Education Lesson Plan

<p>Name: Alisha Keilers Fall 2013 – Student Teaching Date(s): A, B, C – 11/4, 11/5, 11/6 Grade(s): K Location: Sunset Valley Elementary CT: Meghan Powell</p>	<p>Skill Unit: Basketball</p>	<p>Academic Vocabulary: Dribble, follow through, guard the ball, self space, general space, spatial awareness, sportsmanship, effort, participation, perseverance</p>
	<p>Health Topic: Tobacco</p>	
<p>Lesson Objectives/TEKS:</p> <p>K.1 Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expect to: K.L dribble a ball in self-space using one hand. K.L push a variety of balls toward a target.</p> <p>K.4 Physical Activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to : K.L explain the negative effects of smoking on the lungs.</p> <p>K.6 Social Development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to: K.6B demonstrate the ability to play within boundaries during games and activities. K.L work independently and stay on task</p>	<p>Essential Questions:</p> <p>Hand Dribble</p> <ul style="list-style-type: none"> • How can you continuously bounce a ball with one hand? • What is the difference between dribbling and shooting? <p>Tobacco</p> <ul style="list-style-type: none"> • What happens to your lungs if you smoke tobacco products or you are around someone who smokes tobacco products? • If a person smokes, how will their body feel when they exercise or play? <p>Equipment Needed:</p> <ul style="list-style-type: none"> • Students: <ul style="list-style-type: none"> ○ 20-25 Basketballs ○ Proper Shoes • Teachers: <ul style="list-style-type: none"> ○ Roll sheets ○ Cue Posters ○ Computer ○ Projector ○ Whistle 	

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	Technology: Tobacco Powerpoint (attached)
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Start of Lesson

Activities	Time (min)	Transition and Organization
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<p>Instant Activity: 8-10 min.</p> <p>Perimeter Freeze Game</p> <p>Pedagogical Purpose:</p> <p>Guided Practice</p>	<p>Objectives:</p> <p>Students are practicing locomotor skills. Students are developing socially in order to show sportsmanship to other classmates. Students are building their muscular strength in their abdominals, biceps and triceps.</p> <p>Student Procedures:</p> <p>Students are waiting in the hallway for the teacher to come greet them. The students stand behind a purple taped line. While standing behind the line, each student has 2 foot in a square meaning only one square per person, students are facing forward, keep their hands to themselves, and are at level 0 which is silent in the hallway.</p> <p>Students will participate in the Perimeter Freeze game. Students will be lead into the gym by the first person in line, who will bring the students in by either galloping, skipping, or marching.</p> <p>When the teacher tells the students to freeze, the students stop moving, put hands on their knees and are in a squatting position. During this time, they are silent.</p> <p>The students will ask for personal space if they need more room. The students say, "Please, scoot down neighbor." This is building sportsmanship and respect for</p>	<p>Teacher Procedures:</p> <p>The teacher greets the students in the hallway.</p> <p>The teacher asks the students to "check your feet." This helps the students line up in squares and to face forward. The students are able to make sure they have enough room.</p> <p>The teacher will inform the students of what they should expect in gym today. "Students, you will be going into the gym and we will play the "Perimeter Freeze Game". "First, we will go in skipping. "</p> <p>The teacher makes sure everyone is in the gym then shuts the door. The students will perform the locomotor skill until they hear the teacher say, "Freeze. Hands on Knees, Square up, Please." The students are quiet and frozen during this time.</p> <p>The teacher will ask the students to make sure they have enough personal space. Students make sure they have enough room and if they need to ask their neighbor to move down the teacher reminds the students to use kind words.</p> <p>The teacher will call out the next move such as skipping, jogging, galloping, speed walking or marching. The students will do this for about 3-4 rounds. At the end, students will put their hands on their skull, take deep breaths in and out.</p> <p>The teacher will say, "Girls, repeat after me, Good Job Boys!" Girls will repeat this.</p>
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<p>Warm-Up</p> <p>Muscular Strengthening Activity</p>	<p>classmates during class.</p> <p>Students will continue with this game with the teacher calling out skipping, galloping, marching, jogging or speed walking. The students will do this about 4 times.</p> <p>To transition to the next activity, the teacher will ask the students to walk to their squares which are based on color and were assigned to the students at the beginning of the year. The students' squares are marked off by a thin piece of colored tape and on the wall are labeled pieces of paper that say yellow, green, blue, orange, and red. Having these squares make it easier for the students to identify their groups.</p> <p>Objective(s): Students will strengthen different muscles of their body.</p> <p>Student Procedures: Students are sitting crisscross applesauce in order to listen to the teacher say what day of the week it is. Listed on the wall are different muscular strengthening exercises for each day of the week. Monday: Push-Ups and Curl-Ups</p>	<p>Then "Boys, repeat after me, Good Job Girls." This is working on the students' sportsmanship to one another.</p> <p>The teacher will ask the students to go to their squares.</p> <p>The teacher will remind the students to sit crisscross applesauce once they get to their square.</p> <p>Teacher Procedures: The teacher will remind the students to sit crisscross applesauce in their squares until it is time to do the exercise. The teacher should wait for the students to be quiet before he/she begins to give instruction. The teacher should step back and wait. The teacher can also point out which students</p>
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<p>Pedagogical Purpose: 2-3 min.</p> <p>Independent Practice</p>	<p>(Fitnessgram) Tuesday: Burpee Push-Ups Wednesday: Plank Thursday: Up, Up, Down, Down Friday: Push – Up Hockey</p> <p>For Push-Ups and Curl-Ups, the students will listen to the CD and they will do 10 each. This is building their abdominals and biceps and triceps.</p> <p>For Burpee Push-Ups, the students will jump up, put their hands and feet into push up position and do a push-up, then they need to get back up that would be one. Students will do 7 of these.</p> <p>For Plank, the students will put their elbows on the floor and their feet in push-up position. The students are working on their abdominal muscles while they are holding their bodies up. The students will do the plank for at least 45 seconds.</p> <p>Objectives: The students will demonstrate a variety of relationships such as over, under, behind,</p>	<p>are following directions. The teacher is in charge of the Fitnessgram CD in order to start and stop the push-ups and curl-ups. The teacher for Burpee Push-Ups will call out what the students should be doing at each point in the push-up. The teacher will also do this with the students. During the plank, the teacher will call out plank and demonstrate it to the students. The teacher will have a stopwatch to time the plank for only 45 seconds. The teacher will then ask the students to stretch out their abdominals by demonstrating a cobra stretch or pectorals/biceps stretch. Cobra stretch in lay on their stomach lift torso up by straightening their arms and looking up at the ceiling. Pectorals/biceps stretch is performed by having the students interlock their hands behind their backs and pull up.</p> <p>The teacher is in charge of starting and stopping the students.</p> <p>The students will then transition into their next activity.</p> <p>Teacher Procedures: The teacher will ask the students to,</p>
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<p>Activity #1: 4 -5 min</p> <p>Just Dance – Monster Mash</p> <p>Pedagogical Purpose:</p> <p>Independent Practice</p>	<p>next to, through, right, left, up, down, forward, backward, and in front.</p> <p>Student Procedures: The students will stay in their square but turn to their left to face the projector screen. The students will look up at the projector screen after the teacher turns it on. The students will watch the video of <i>Just Dance – Monster Mash</i>. During this video, there will be a monster (electronic person) that is dancing to the song. The students will watch the “monster” and imitate the movements that he is doing. The students will do this dance for 1 minute and then repeat the movements from the beginning again.</p>	<p>“Please, turn to your left to face the projector screen.” The teacher will already have the projector set up in order to allow for a steady flow during the lesson.</p> <p>The teacher will have his/her computer out in the gym in order to pull up the video for the students.</p> <p>The teacher will explain how to do this activity. “Students, I will put on the <i>Monster Mash</i> video from the Wii game <i>Just Dance</i>. This activity will help with your rhythm. Everyone will watch the screen and the man on the screen dancing. We will play the song until it is a minute in. We would like for everyone to copy the monster and do what he/she is doing. Once we have danced for one minute, the teacher will restart the video so we can do this again.”</p> <p>The teacher will be doing the dance with the students since this will be the first time the students are performing this activity. Hopefully, everyone will enjoy this dance but it is going to be new and different for the students.</p>
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<p>Activity #2: 5 – 7 min</p> <p>Introduction to Dribbling</p> <p>Pedagogical Purpose:</p> <p>Independent Practice</p> <p>Whole Group Practice</p> <p>Review and Practice:</p> <p>Extend:</p>	<p>Objectives:</p> <p>The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</p> <p>The student is expected to dribble a ball in self-space using one hand.</p> <p>Student Procedures:</p> <p>After the Just Dance video, the students will remain in their squares.</p> <p>The students will sit in their squares and face the front of the class where the teacher will be standing.</p> <p>The students will sit criss-cross applesauce, hands in lap and silent while instruction is being given.</p> <p>The students will listen to the information about the new basketball unit and listen to the cues.</p> <p>The students will model the dribbling skill after the teacher gives instruction and asks the students to demonstrate.</p>	<p>Teacher Procedures:</p> <p>After the Just Dance video, the teacher will ask for the students to turn back towards the front of the class facing the chalkboard.</p> <p>The teacher will wait for the students to sit in silence, criss-cross applesauce, and their hands in their laps.</p> <p>The teacher will introduce the new unit.</p> <ul style="list-style-type: none">• “Today, we will be starting a new unit of basketball.”• “In basketball, you use a basketball that fits the size of you. For example, some of you guys will have the smaller basketballs because they are a better fit for you.” <p>The teacher will show the students the different sizes of the balls so they can see what a ball looks like.</p> <ul style="list-style-type: none">• “We will start today by going over hand dribbling.” “If you will look at the poster behind me, you can see the cues right next to me.”• The cues for hand dribbling are:<ul style="list-style-type: none">○ Eyes forward○ Finger pads○ Push the ball downward○ Ball below waist <p>The teacher will demonstrate how the students should hold the basketball and how they will dribble a ball.</p>
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		<p>The teacher will ask the students to stand up in order to practice this skill.</p> <p>The students will have an imaginary ball in their hand so they need to pretend while they perform the cues.</p> <p>The teacher will have the students quickly sit back down in order to give the instruction for the next activity.</p>
<p>Activity #3: 5 - 7min</p> <p>Dribble Patterns</p> <p>Pedagogical Purpose:</p> <p>Independent Practice</p> <p>Group Practice</p>	<p>Objectives:</p> <p>The students are expected to dribble a ball in self-space using one hand.</p> <p>The students will demonstrate how to follow instructions on a command.</p> <p>Student Procedures:</p> <p>The students will be sitting in their squares to listen to instruction.</p> <p>The students will then get a basketball to practice the dribbling patterns.</p> <p>The students will dribble with their right hand on 1 whistle.</p> <p>On 2 whistles, the students will switch the ball over to the left hand.</p> <p>On 3 whistles, the students will then switch to crossing over from one hand to the other hand.</p> <p>When the students hear a long whistle, they will stop what they are doing. The ball that the students have will either hug the ball or put the ball between their feet</p>	<p>Teacher Procedures:</p> <p>The teacher will introduce the dribbling patterns the students will be performing during this dribbling activity.</p> <p>The teacher will instruct the students on how one should dribble and demonstrate control of the ball. Students will be dribbling with one hand.</p> <p>The teacher will demonstrate how each dribbling pattern will be performed.</p> <p>The teacher will say, “When you go get a basketball, which you will go by the color of your squares. I will call out each line to go get a ball and return to their squares.”</p> <p>“Once you get a basketball, you will remain standing. You will either hug the basketball at your chest or sandwich the ball by putting the ball between your feet.”</p> <p>If you are not able to have self control and not bounce the ball while you are standing</p>

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	<p>(like a sandwich). Students will need to stand still and not drop the ball or kick it because if they do they receive an imaginary ball for the remainder of the activities.</p>	<p>to wait for further instruction, you will put your ball away and use an imaginary basketball for the remainder of the class period.”</p> <p>The teacher will give further instructions during the activity because they will be listening for whistle commands during this unit.</p> <p>“When you hear 1 whistle, everyone will dribble with their right hand. When you hear 2 whistles, switch the ball to the left hand. When you hear 3 whistles, you will be doing crossover dribbling. This means the ball will be going from one hand to the other hand.”</p> <p>The teacher will remind the students they will be working on control and their dribbling skills.</p> <p>The teacher will call out the colors for each team to go get a ball. All students will get a ball so this will be done quickly and efficiently.</p> <p>When all students have received a ball, the teacher will say on my signal of the whistle we will begin.</p> <p>The teacher will start with one whistle and give students enough time to practice dribbling the ball with only their right hand.</p> <p>The teacher will blow 2 whistles when</p>
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		<p>he/she believes students should move to the other hand.</p> <p>If the teacher believes the students are ready, the teacher will blow 3 whistles for crossover from the right to left hand and back and forth.</p> <p>In order to stop the activity, the teacher will work his/her way back down to one whistle. The teacher will then have students stop with one long whistle. The teacher will watch to make sure all students have followed directions and stopped moving the ball around.</p>
<p>Activity #4: 8 min</p> <p>Red Light, Green Light</p> <p>Pedagogical Purpose:</p> <p>Independent Practice</p>	<p>Objectives:</p> <p>The students will demonstrate how to dribble the ball with one hand.</p> <p>The students will demonstrate control of the ball.</p> <p>Student Procedures:</p> <p>The students will listen to instruction for the next activity after the teacher blows a long whistle.</p> <p>The students will be instructed to move to the red perimeter line on the length side. The students will be demonstrating their dribbling skills by dribbling width wise. The students will be walking while having the ball under control. When the students hear the words, “Red Light!” – they jump stop but will continue to dribble the ball under control with one hand. When</p>	<p>Teacher Procedures:</p> <p>The teacher will ask all students to move to the red perimeter line on the long side of the gym in front of the mats.</p> <p>The teacher will allow time for the students to get to the line after she gives the command word of “Go” for the students to get to the line.</p> <p>The students will stand on the line to wait for further instruction.</p> <p>The teacher will introduce the new activity of ‘Red Light, Green Light.’</p> <p>“I will be calling out the commands of either Red or Green Light. When I say, “Green Light”, you begin walking and dribbling the ball to the other end of the gym. When I say, “Red Light”, you will jump stop but will continue to dribble.”</p> <p>This is working on ball control, listening,</p>

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	<p>students hear the words, “Green Light!” – they will continue walking to the other side of the gym (other red line). All of the students will be moving or walking at the same time. At the end of the game, students will stop moving the ball around by either putting it on the floor between their feet or hugging the ball.</p>	<p>and hand dribbling.” “I just mentioned the jump stop and how you do that is if you are walking you are going to want to jump and land on two feet. This is very important in order to make a quick stop.” I will show you and then have just one student come up here to show us. “Are there questions?” “Let’s begin then, “Green Light!”.” Allow time for students to dribble the ball with whichever hand they would like to at first. “Red Light!” Student will do a jump stop. The teacher will signal for the students to stop the activity by saying STOP! This will be loud enough for all students to hear. The teacher will then give instruction for the students on how they will return the balls to the rack and then go back to their squares. The teacher will ask for the “Yellow Team to return their balls to the rack. Green Team, return your balls to the rack. Blue team, return your balls to the rack. Red team, return your balls to the rack.” Once everyone is back to their squares, the teacher will then be able to go to the closure activity.</p>
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<p>Closure: 2 – 3 min.</p> <p>Compliments: “Everyone nice job on dribbling with one hand.” “Thank you for listening to the whistle commands today.” “I liked how everyone was participating and trying to do their best.”</p> <p>Review: “How many hands are you supposed to use when you are dribbling a basketball?” “For hand dribbling, what are some things you need to remember?”</p> <ul style="list-style-type: none">○ Eyes forward○ Finger pads○ Push the ball downward○ Ball below waist <p>Next Time:</p> <ul style="list-style-type: none">○ Dribble Patterns○ Chest Pass○ Tobacco Lesson	<p>Objectives:</p> <p>Students will demonstrate how to hand dribble.</p> <p>Students will display social skills by showing one another good sportsmanship.</p> <p>Student Procedures:</p> <p>The students are able to sit criss-cross applesauce in their squares, hands in lap and are silent.</p> <p>When students answer a question, they will raise their hands before they answer and have to wait to be called on.</p>	<p>Teacher Procedures:</p> <p>The teacher will wait for all students to be sitting quietly in their squares and criss-cross applesauce.</p> <p>The teacher will ask students questions about hand dribbling.</p> <p>The teacher wants the students to raise their hands in order to be called upon.</p> <p>The teacher will ask questions about, “How many hands are you supposed to use when you are dribbling?”</p> <p>Ask students to repeat some of the cues to how one should dribble.</p> <p>“The next time we come we will be review how to hand dribble. We will introduce the chest pass and go over some part of the health lesson which is tobacco.”</p> <p>“Can someone tell me where our lungs are in the body? What do your lungs do in your body?”</p>
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Planned Modifications and Differentiation:

(ILL/504/SpEd accommodations)

If the students are not able to perform skills with a basketball they can dribble an imaginary ball in order to work on their dribbling skills.

Assessment(s): (attach copies of assessment documents, criteria and rubrics)

Attached you will find the proficiency tests on what the students will be graded on throughout this unit. Attached you will also find the rubric on how each student will be graded. For the health lesson, students will be given a test over tobacco and those tests will be attached as well.

Data collection and analysis:

Data will be collected throughout the unit on how the students are improving and what knowledge they have gathered throughout the lesson.

Resources: (Include coursework, internships, Internet resources, colleagues, textbooks, etc)

The resources I have used throughout this lesson plan are the AISD curriculum Powerpoint on tobacco, the curriculum for basketball as a general idea, and Coach Powell's personal Basketball binder.

Post-Lesson Reflection: