

Lesson Planning Matrix

Topic:	Grade Level:
Physical Education	Kindergarten & First Grade
Standards: Include Standard Identifier(s) for every standard.	
K. 1.2.A: Performs jumping and landing actions with balance (such as when you hear the color of your shirt, jump over a line on the floor). 1.1.2.A: Demonstrates two of the five critical elements for jumping and landing in a horizontal and vertical plane using 2-foot take-offs and landings. K.1.3.A: Performs dance (rhythmic) activities in response to teacher-led creative activities. 1.1.3.A: Combines locomotor and non-locomotor skills in a teacher-designed dance. (1.1.3.A) K.1.16.A: Executes a single jump with a self-turned rope. 1.1.16.A: Jumps forward or backward consecutively using a self-turned rope.	
Goal(s): This is a more general, larger picture statement which will then be supported by the objectives.	
• Jump from each foot pattern with balance. • Follow directions.	
Objectives: Write a SMART objective for each standard stated above.	
Students will individually be able to jump from each foot pattern until they reach the finish line. Students will follow the teacher for 10 minutes to learn a group dance and perform for 5 minutes. In small groups, students will have 5 minutes to attempt to jump rope and will be able to use a self-tamed rope.	

Student Opportunities for:	
Curiosity to be peaked	Relay Race/obstacle course and “Little Sally Walker” game
Self-Motivation	Students will race in a relay/obstacle course.
List questions you will ask that will create interest, curiosity, and motivation.	How many of you have gone through an obstacle course? Show me what a proper jump rope looks like. Why is exercise important?
Collaboration	During the “Little Sally Walker” game the students will replicate/repeat the dance move of the person that stops in front of them.
Creativity	The students will create their own dance moves to do when the song says “and she/he stopped in front of me”.
Critical thinking	The students will have to think of ways to get through the obstacle course in a timely fashion. During the “Little Sally Walker” game the students will think of what move they will do.

Communication	The students will be split up into teams for the relay race and they can give each other motivation.
Vocabulary Development	Obstacle course
Learner management of the learning process	The students will have to use their problem-solving skills and come up with their own ideas to get through the obstacle course.
Learner documentation of the learning process	Thumbs up or down telling me whether they did better on their second attempt.
Question development	The students may ask how to get through the obstacle course or why these activities are important. They will also wonder about what dance move they will do during the “Little Sally Walker” game.
Active exploration	The students have to figure out how to get through the obstacle course in a timely manner.
Differentiation for individual learners	The students are in teams for the obstacle course, however, they go through the obstacle course on their own. The students also get to choose their own dance move.
Safety Concerns	The students may run into each other. In order to prevent this we will make sure they take turns going through the relay race.

Teacher Opportunities for:	
Development of behavior management skills	If a student were to get off task to correct their behavior, we could use some attention grabbers to get their attention, make sure we set clear rules before starting, or have them sit out and collect themselves. A few rules: ● Stay in our area. ● Wait your turn to go through the course. ● Be kind to others. Some attention grabbers: ● Holy Moly: Guacamole ● To Infinity! : And Beyond! ● 1, 2, 3 all eyes on me
Use of open-ended questions. List at least <u>six</u> open-ended questions.	● Why do you think exercise is important? ● What are some ways you can be active at home? ● What are some ways you can eat healthy? ● What was your favorite part of today’s activity? Why? ● What are some ways we can be active in school? ● What does it mean to you to be healthy?
Teamwork	Motivating each other to get through the obstacle course. They will also create their own team name.
Skill development	Learning how to properly jump rope.

	Navigating through obstacles. Paying attention and repeating others' moves.
Leadership skill development	The students will motivate their teammates to get through the obstacle course.
Problem Solving	The students will figure out how to get through the obstacle course in a timely manner.

Content Resources for Teachers	
It is critical for teachers to have a strong command of the content knowledge related to any lesson covered. How will you gain the knowledge necessary to become fully competent in the content knowledge?	
I will read:	https://www.bethsnotesplus.com/2017/08/little-sally-walker-walkin.html
I will listen to:	
I will watch:	https://www.bethsnotesplus.com/2017/08/little-sally-walker-walkin.html
I will research:	Indiana Academic Standards
Additional:	
Content Resources for Students	
Simulations to use:	Demonstration of obstacle course
Games to play:	"Little Sally Walker" and the obstacle course
Online resources to use:	
Physical Resources to use:	Jump ropes
Additional:	

Assessment Strategies: Include activities and rubric(s)/grading guide(s).
We will observe how the students do on the jump ropes and how fast they get through the relay race.
Supplies/Materials/Equipment:

- Jump Ropes
- Hula Hoops
- Cut out numbers

Key Vocabulary:

Obstacle course, skip, sprint

Procedure and Dialogue:

After we do group stretches our group will follow us to our section of the gym. We will say, “Hello kindergarten and first graders, my name is Miss Lowe and this is Mr. Pollard, follow us to our station.” Once we get to our station we will hand out the name tags. (Unless this ends up happening during group stretches) We will already have the obstacle course relay set up before the students get there. Once we get to our station we will ask them, “Have any of you ever done an obstacle course?” Some students may say yes while others will say no. We then will explain how the obstacle course works and split the students into teams. We will also explain to the students the rules.

Rules:

- Stay in their own obstacle course.
- No running unless they are at the sprinting section.
- Be kind.
- Be patient and wait your turn.

We will also introduce a few call and response such as: “Holy Moly” - “Guacamole” and “1 2 3 All Eyes On Me”. We will tell them that when they hear “Holy Moly” they stop what they are doing, listen, and say “Guacamole”. If they are “1 2 3 All Eyes On Me” then they just stop what they are doing and listen to us.

The obstacle course relay will be set up like this: They start out jumping into 4 hula hoops that are placed flat on the ground. They will then try to jump rope once (or twice). We made cut-out prints of numbers from 1-10 that the students will hop to. While they jump from each number they have to say the number out loud. Lastly, we will place two pieces of tape about 5 feet apart that they have to sprint to.

There will be two relay races set up and the students will be split into two competing teams. I will count each student off by number. For example, I will just go “One, two, one, two...” The ones will be on one side and the twos on the other. We will ask them to think of a team name. If there is a lot of time left after both teams complete the obstacle course the teams can be switched and they can go through again. Here are a few questions we will ask the students after the obstacle course:

- “Why do you think being active is important?”
- “What are some ways that you guys are active at home?”
- “Why do you think it’s important to eat healthy?”

After the obstacle course we are going to introduce the “Little Sally Walker” game. For this game, we will have the students get into a circle. We will participate in the game and demonstrate how to play it for the students. There is one person in the middle of the circle skipping around while everyone else sings the song. Once everyone gets to the lyrics “and she stopped in front of me” the person in the middle stops and dances in front of whomever they stopped in front of. They dance until the lyrics say “and stop” or “and switch”. Then the person that was in front of them repeats the dance moves and they are then in the middle. Here are the lyrics: “Little Sally Walker walking down the street (clap clap). She didn’t know what to do so she stopped in front of me. She said ‘Hey girl, do your thing, do your thing and stop’ ‘Hey girl, do your thing, do your thing and stop.’ Then you just repeat for however long you want to play the game.

Modifications for Exceptional Needs:

If there was a student with a disability then we could modify the relay race to allow them to participate. For example, if there was a kid in a wheelchair we could do activities that involved your arms, such as passing a ball.

If some students can't jump rope we can have them hop in place twice or we can move the rope for them.