

Physical Education Lesson Plan									
Lesson plan 1 of 5	Teacher candidate: Kevin Hernandez			School: SUNY Cortland			Date: 3/3/22		
	Title of learning segment/unit: Dancing with shapes			Length of class: 20 min			Grade: 2		
	Central focus: Practice locomotor skills using different levels and pathways to gain more body awareness and motor control. Students will learn to Identify and form different shapes with their bodies. Students will achieve and maintain proper behavior throughout the lesson as they engage with classmates in a polite and respectful manner. Examples of proper behavior include not speaking when the teacher does and respecting classmates space.						Number in class: 15		
	Lesson focus: Students will explore different locomotor movement such as walking, galloping, and skipping. They will transition using these locomotor movements between dances they create on their own. Dances will incorporate different movement pathways such as zigzags, curves, and lines. As students form shapes they will do so on different levels; low, medium, and high. For the final assessment students will work with partners to create a positive learning environment								
	State standards	State Standards: National Outcomes (# and description) S1.E11.3 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. S2.E1.2 Combines locomotors kills in general space to a rhythm. S4.E2.2 Accepts responsibility for class protocols with behavior and performance actions. State Outcomes (# and description) NY.S2.1.3 Demonstrates movement concepts in a variety of physical activities.				x	1	Motor Competency	
						x	2	Motor Knowledge	
						3	HR Fitness Skills & Knowledge		
x						4	Affective Skills - PSR		
						5	Physical Activity Value		
						6	Resource Management		

From R.A. Johnson and N. Brummitt, Physical Education edTPA Online Preparation Guide (Champaign, IL: Human Kinetics, 2021). Adapted with permission from SUNY Cortland Physical Education Department.

		NY.S4.1.2 Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings. NY.S5.2.1 Recognizes and attempts challenging skills in physical activities.			
	Objectives Task/criteria/condition		Assessment tool	Safety considerations (Emotional and physical)	
Psychomotor domain	Each student will be able to transition between dance stations while demonstrating the three locomotor movements galloping, hopping, and walking. Students will be able to form shapes and travel using the three different level (low, medium & high). Students will perform dances in three different pathways (zigzag, straight, and curved) all while maintaining body and special awareness.		Checklist: A checklist will be used to identify students' ability to perform locomotor movements from a scale of 1-4	Students will be encouraged to keep their eyes up as they make transitions and move during the lesson. Bumpers up will help maintain proper distance between students. Students will be reminded to tie their shows at the beginning of the lesson.	
Affective domain	Students will be respectful of everyone's space when transitioning from station to station. Students will attempt to avoid contact with other students to help foster a safe learning environment for all. Students will cooperatively work in pairs to come up with other shapes they can turn into movements.		Informal/Teachers observation: good behavior will be reinforced with positive feedback. Bad behavior will be corrected with prompts and examples of good behavior. Students good and bad behavior will be documented at the end of class.		
	Students will work in pairs as they brainstorm other shapes, they can turn into body movements. Students will be able to correctly name the three pathways and levels they learned about throughout the lesson.		Pair and share: Students will work asked to create other shapes as they work in pairs. Students will share what shapes they think of with the class.	Equipment (# included)	

Cognitive domain

	Academic language	Function (verb): Students will identify the levels and pathways from a poster with drawing of each. (Zig zag, Curved, Straight) & (Low, Medium, & High). In addition, each transition will have a key word. For example, students will listen to a series of fruits and wait until they hear the name of a yellow fruit. When the hear the yellow fruit “Banana” they will transition to a yellow poly spots. Vocabulary: Gallop, hop, walk, zig zag, curved, straight, low, medium, high, personal space, eyes up and aware. Syntax (words, sentences): Students will say in what context they used a pathway or level. For example (I used a curved pathway when I danced like a puppy). Discourse (conversations): Students will name pathways and levels from a poster at the end of the lesson.	Ways students use language: CFU: Students will recite the levels and pathways they used throughout the lesson from a poster.	4 cones 20 poly spots -5 red -5 blue -5 green -5 yellow
Prior knowledge, skills, and assets	Students should be familiar with locomotor movements walk, gallop, and hop. Students should know how to safety travel in confined spaces. Students should understand what low, medium, and high looks like. Knowledge of fruits and vegetables from prior lessons.	References <i>Bloom’s revised taxonomy: Cognitive, affective, and ...</i> (n.d.). Retrieved February 28, 2022, from https://www.astate.edu/dotAsset/7a3b152c-b73a-45d6-b8a3-7ecf7f786f6a.pdf <i>Grade level outcomes for K-12 Physical Education.</i> (n.d.).Retrieved February 23, 2022, from https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf		

From R.A. Johnson and N. Brummitt, Physical Education edTPA Online Preparation Guide (Champaign, IL: Human Kinetics, 2021). Adapted with permission from SUNY Cortland Physical Education Department.

		(2013, July 17). <i>Teaching artist project: Dance, grade 2, Lesson 2, segment A, warm-up [2D2A]</i> . YouTube. Retrieved February 28, 2022, from https://www.youtube.com/watch?v=TG5iuN25_i0
Variety of learners	Characteristics:	Accommodations: Allow students with mobility issues to move at their own pace. Recommend regressed movements such as semi low level if a student can't achieve a low-level during dance.
Language supports and instructional materials	Visual aids will be provided to teach students about different pathways, levels and shapes they can create with their own bodies. Visual aids for safety will be provided as well.	
Theory used	Blooms revised taxonomy: Students will be encouraged to copy and take on shapes given by teacher as they understand them during dance.	

Lesson Component	Time (min)	Organization	Description
Instant activity	3 minutes	Students will spread out and stand over a yellow poly spot.	After the introduction, objective, safety statement students will be asked to transition to yellow poly spots with the use of the key word "Banana". (Yellow poly spots) Warm up*** - Find yellow poly spot - Form shapes: Child's pose= Circle, Supine knee hugs= Oval, Bear Crawl= Square, Downward dog= Triangle, Static Crab= Rectangle
Transition			When the music stops, students will transition with Gallop to begin activity 1 on (Blue Poly spots) .
Introduction, activation of prior knowledge, and expectations	3 minutes	Students will sit on a line facing a white board and other visual aids.	Intro: Good morning class I am Mr. Hernandez, Today we will be combining locomotive skills we learned last week with dancing. Safety Statement: For safety purposes we will do the following, (A printed visual will be attached to the white board for clarity). Eyes up and aware

From R.A. Johnson and N. Brummitt, Physical Education edTPA Online Preparation Guide (Champaign, IL: Human Kinetics, 2021). Adapted with permission from SUNY Cortland Physical Education Department.

			- Shoes tied - Bumpers distance apart Objectives: Our objectives are (Will be written on white board and they will repeat). - Form different shapes with our bodies - Move in different directions/ Pathways & levels - Maintain body control and awareness - Name and create body shapes
Transition			When the music stops, students will transition with Gallop to begin activity 1 on (Blue Poly spots).
Fitness activity	Include d in warm up and through out the lesson	x	x
Transition			x

Body of lesson	Time (min)	Organization	Learning tasks			Assessments and feedback
			Demonstration/questions: The teacher will demo each movement in front of class to ensure they can see everyone and correct as needed.			Teacher observation: Students who are struggling will be given cues and regressions. If they
		Task 1	Description of learning task:	Cues	Modifications	

From R.A. Johnson and N. Brummitt, Physical Education edTPA Online Preparation Guide (Champaign, IL: Human Kinetics, 2021). Adapted with permission from SUNY Cortland Physical Education Department.

(lesson focus)	2 minutes	Students will reach in different levels	Activity 1: (Blue Poly spots) Reach in different levels 1. Start prone & Reach Low** 2. Stand up & Reach High** 3. Squat & Reach out in front Medium**	1. Laydown and reach 2. Reach 3. Bend knees	Easier: Get low instead of laying down Harder: Reacher higher or lower	are making mistakes they will be corrected politely.
	Transition		Students will transition with Hop to red poly spots			Assessments and feedback
	4 minutes		Demonstration/questions: The teacher will demo each movement in front of class to ensure they can see everyone and correct as needed.			Teacher observation: Check for students who are struggling with the pathways and give them other words to help them such as “look left and look right” for the zig zag nose activity.
		Task 2	Description of learning task:	Cues	Modifications	
		Dances using different pathways	Activity 2: (Red Poly Spots) Dance in different pathways 1. Wiggle nose zig zag side to side pathway then elbows 2. Circle head in curved pathway then hips 3. Tip toes in curves pathway like an S on the floor 4. Crawl in a curved pathway 5. Back to red poly spot	1. Side to side 2. Around the world (Hips circles) 3. Bend knees	Easier: Move slower Harder: Move faster	
	Transition		Students will transition with Walk to green poly spots.			Assessments and feedback
	4 minutes		Demonstration/questions: The teacher will demo each movement in front of class to ensure they can see everyone and correct as needed.			Teacher observation: Prompt students to move faster or slower as needed. Make sure students are moving
		Task 3	Description of learning task: Activity 3: (Green Poly spot) Free style	Cues 1. Knees up 2. Knees bent	Modifications Easier: Move faster	

From R.A. Johnson and N. Brummitt, Physical Education edTPA Online Preparation Guide (Champaign, IL: Human Kinetics, 2021). Adapted with permission from SUNY Cortland Physical Education Department.

		Free style movements using different levels & pathways	1. March in place dance 2. Circle hips and clap dance 3. Step to the left and reach Step to the Right and reach 4. Repeat	3. Eyes up	Harder: Move slower	in their own space and being safe.
	Transition		Transition back to line in front of white board for assessment.			Assessments and feedback
	4 min		Demonstration/questions: x			Informal: Students will write down some shapes they can make next class and turn it into the teacher.
		Task 4	Description of learning task:	Cues	Modifications	
		Final Assessment	Students will split up into pairs. They will be provided with pencil and paper. “With a partner come up with other shapes we can do next class”	1. x 2. x 3. x	Easier: x Harder: x	
Lesson closure and review	Great job friends next time we will learn the dougie. We will also learn other forms of locomotion like sliding.					
Teacher reflection and future Modifications	In the future I will teach different pathways and locomotion.					
Attachments	(Should include instructional materials, vocabulary words and assessments, etc...)					

From R.A. Johnson and N. Brummitt, Physical Education edTPA Online Preparation Guide (Champaign, IL: Human Kinetics, 2021). Adapted with permission from SUNY Cortland Physical Education Department.

--	--