

**Georgia Southern University
Health & Physical Education Program
Unit Plan Format**

Name: Parker Gordon
Grade Level: Kth-2nd

Unit Topic: Movements

Terminal Objectives State and NASPE Standards	Scope & Sequence	Assessment	Equipment/Resources / Facilities
<p>List the number and write out the State and NASPE. Pick no more than 5-10 of each type of standard.</p> <p>NASPE: Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and</p>	<p>List the lesson topics: . These topics should correspond to your block plan.</p> <p>1.Animal Walks with levels 2.Locomotor movement: Skipping 3.Locomotor Movement (Gallop) 4.Locomotor movements with pathway 5.Simon says Locomotor movements</p>	<p>Number by the lesson topics. Should correspond to your block plan.</p> <p>1.Students will circle the different animals by the levels that are being asked. (C) 2. Rubric: Teacher will assess students on the appropriate cues for the skip. (P) 3. Affective Rubric: The teacher will assess student's ability to show responsibility during the task. . (A)</p>	<p>1. Cones 2. Noodles 3. Flags 4. Checklist</p>

<p>tactics related to movement and performance.</p> <p>Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>GA Standards:</p> <p>6-8.1: Demonstrates competency in motor skills and patterns needed to perform a variety of activities</p> <p>6-8.5: Exhibits responsible personal and social behavior that respects self and others in physical activity.</p>		<p>4. Exit slip: Students will identify 3 directions on the exit slip. (C)</p>	
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Block Plan for:
(projected unit plan breakdown into lessons – you may need to add more blocks)

<p>Day 1</p> <p>Topic: Animal Walks with levels</p> <p>Objective and domain: SWBAT: Demonstrate the ability to perform a variety of animal walks using different levels 100% of the time. (P) SWBAT: Students will be able identify the three types of levels on the exit slip. (C) SWBAT: Demonstrate the ability to show responsibility 100% of the time (A) Assessment and domain: Students will circle the different animals by the levels that are being asked. (C)</p>	<p>Day 2</p> <p>Topic: Locomotor movement: Skipping and jogging</p> <p>Objective and domain: SWBAT: Demonstrate the ability to skip during the task 100% of the time. (P) SWBAT: Identify 3 out of 3 cues for the skip when asked 100% of the time. (C) SWBAT: Demonstrate the ability to show responsibility 100% of the time (A) Assessment and domain: Rubric: Teacher will assess students on the appropriate cues for the skip. (P)</p>
<p>Day 3</p> <p>Topic: Locomotor Movement (Gallop, walking, jumping)</p> <p>Objective and domain: SWBAT: Demonstrate the ability to perform the gallop during the task 100% of the time. SWBAT: Identify the cues for the gallop during the lesson 100% of the time.</p>	<p>Day 4</p> <p>Topic: Locomotor movements with pathway</p> <p>Objective and domain: SWBAT: Demonstrate the ability to perform a variety of pathways during lesson 100% of the time. SWBAT: Identify 3 directions on the exit slip)</p>

<p>SWBAT: Demonstrate the ability to show responsibility 100% of the time. (A)</p> <p>Assessment and domain: Affective Rubric: The teacher will assess student's ability to show responsibility during the task. . (A)</p>	<p>SWBAT: Demonstrate the ability to show responsibility 100% of the time (A)</p> <p>Assessment and domain: Exit slip: Students will identify 3 directions on the exit slip. (C)</p>
<p>Day 5</p> <p>Topic: Simon says Locomotor movements</p> <p>Objective and domain:</p> <p>SWBAT: Demonstrate the ability to perform all locomotor skills with correct cues 100% of the time.(P)</p> <p>SWBAT: Identify movements on command when teacher says them 100% of the time. (C)</p> <p>SWBAT: Demonstrate the ability to show responsibility 100% of the time (A)</p> <p>Assessment and domain: Teacher Observation: Teacher will ask students what all the locomotor movements are during the lesson closure. (C)</p>	

Teacher: Parker Gordon Date: 7/7/17

Grade(s): K-2nd Number of students: 30

Lesson content: Levels Lesson # 1 of 5

Concepts/levels learned by students: Some previous knowledge of movement skills.

Concepts/levels learned during the last lesson: None. This is the first lesson in the unit.

Lesson objective(s):

	Cognitive level	Performance	Situation	Criteria
1	Psychomotor	Demonstrate the ability to use animal walks and levels	During task	100% of the time.
2	Cognitive	Identify the levels	Lesson closure	3 types
3	Affective	Show responsibility	During lesson	100%

NASPE or state standard targeted. Indicate standard(s) and number(s), and write out standard(s):

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Assessment for measuring lesson objectives: Exit slip.

My goal for improving my teaching in this lesson: Positive and corrective feedback.

Equipment and resources needed: Music, cones

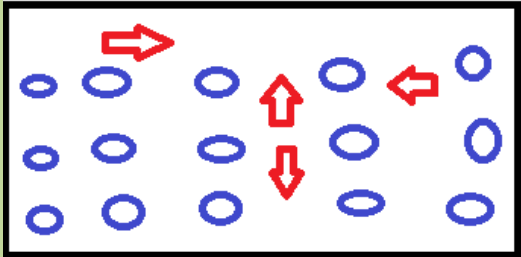
Inclusion or alternate activities for students with special needs: none

Review and closure: Today we learned levels through animal walks.
walks for low, medium, and high levels

Q: Name different animal

A: Snake, Bear, Elephant.

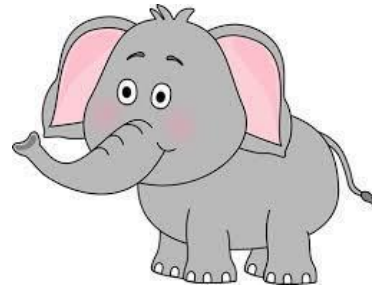
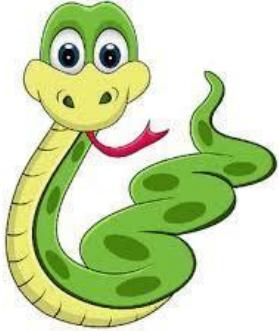
Time	Lesson Segment (add more if needed—start typing below the first line)	Notes
0-7	<p><u>Instant Activity (if planned):</u> Warm-up: Students will come into class and find their personal spot then begin the warm-up Stretches:</p> <ol style="list-style-type: none"> 1. Jumping Jacks 2. Feet together 3. Feet apart 4. Butterfly 5. Push-up 6. Curl-up 7. Push-up plank 8. Body squats 9. Side to side jumps 30 seconds <p>All stretches will be 10 seconds long.</p>	
8-9	<p><u>Opening Management:</u> Students will be in the gym in their personal spot. I will go over stop and signals. And explain procedures for moving around the gym during any task.</p>	
10-13	<p><u>Set Induction:</u> Today students I will be asking a lot of questions. I will need you to have your listening ears turned on and be problem-solvers. Today we are going to use critical thinking skills to demonstrate our 3 types of levels. “What are our 3 types of levels?” A: High, medium, and low. Today we will use animal walks to demonstrate our three types of levels. You will have to show me what animals walk at each of the 3 levels.</p>	
14-19	<p><u>Framing Learning Task 1: Questions, Prompts, and CFU</u> Students will be in their personal space. The teacher will start with some questions for the students “What kinds of animals do you think walk at a high level?” “Show me some animals that walk at a high level.” Teacher will then go over high level animal walks.</p>	<p>Low Animals</p> <ol style="list-style-type: none"> 1. Snake 2. Frog 3. Alligator 4. Crab <p>Medium animals</p>

	<p>“What kinds of animals walk at a medium level” Students will answer by moving with animal walks “Show me animals that walk at a high level.” Teacher will then go over medium level animal walks “What kinds of animals walk at a high level?” Students will answer by moving with animal walks “Show me animals that walk at a high level.” Teacher will then go over High level walks.</p>	<ol style="list-style-type: none"> 1. Bear 2. Dog 3. Monkey <p>High level animals</p> <ol style="list-style-type: none"> 1. Elephant 2. Giraffe 3. Bird
20-25	<p><u>Learning Task 1: Structure (w/diagram) and CFU</u> Students will practice each walk through personal space with music teacher will then switch walks form low, medium, high.</p>	<p style="text-align: center;">Diagram</p>  <p style="text-align: center;">Students Will be in persnal space and move through the gym when told to move.</p>
26-27	<p><u>Transition</u> Teacher will have students come back to their personal spot Teacher will ask students “Walk back to personal spot with a high level exercise.”</p>	
28-29	<p><u>Framing Learning Task 2: Questions, Prompts, and CFU</u> Teacher Will now tell students: It is your turn to come up with animal walks as I call out each level. I have placed cones and noodles on the court that you must avoid. I have also placed equipment that you will have to go under think of it like a bridge. Because of these obstacles I have questions that you will need to use problem solving to figure out. “If you have to go under an obstacle what should you do?” Show me when the music starts. “When you approach a cone what level should you be at to jump over it?” Show me when the activity begins “When you come to a noodle what level should you be at?”</p>	

	<p>Show me when the activity begins</p> <p>Students will need to think about these questions because the teacher will call out levels at different times and the student will use the animal walks that they have learned to day to avoid the obstacles. If the students hits an obstacle the student has 5 jumping jacks.</p>	
30-34	<p><u>Learning Task 2: Structure (w/diagram) and CFU</u></p> <p>Teacher will call out levels for different animal walks. Students will move throughout the gym to avoid obstacles. IF the students hit a obstacles students will have 5 jumping jacks. Teacher will need to remind students to listen and us critical thinking skills.</p>	Same as task 2
34-45	<p><u>Lesson Closure:</u></p> <p>Today we learned levels through animal walks.</p> <p>Q: Name different animal walks for low, medium, and high levels</p> <p>A: Snake, Bear, Elephant.</p>	Student will also perform the exit slip for levels.

Exit Slip

Instructions: Circle the Low level, Draw a square around the medium level and Draw a triangle around the high level.



Inquiry Teaching Lesson Plan

Teacher: Parker Gordon Date: 7/7/17
Grade(s): K-2nd Number of students: 30
Lesson content: Locomotor skill (Skipping and jogging) Lesson # 2 of 5

Concepts/levels learned by students: Some previous knowledge of movement skills.

Concepts/levels learned during the last lesson: Students learned the 3 types of levels and animal walks.

Lesson objective(s):

	Cognitive level	Performance	Situation	Criteria
1	Psychomotor	Demonstrate the ability to skip	During task	100% of the time.
2	Cognitive	Identify the cues for the skip	Lesson closure	3 out of 3
3	Affective	Show responsibility	During lesson	100%

NASPE or state standard targeted. Indicate standard(s) and number(s), and write out standard(s):

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Assessment for measuring lesson objectives: Teacher rubric.

My goal for improving my teaching in this lesson: Positive and corrective feedback.

Equipment and resources needed: Music, cones, noodles.

Inclusion or alternate activities for students with special needs: none

Review and closure: Today we learned how to skip .

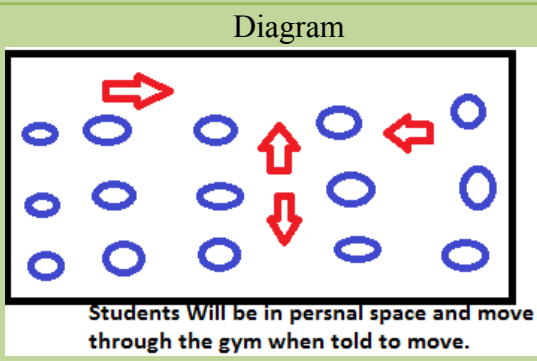
Q: What are the cues for the skip? _____

A: 1. Step 2. Hop _____

Time	Lesson Segment (add more if needed—start typing below the first line)	Notes
0-7	<p><u>Instant Activity (if planned):</u> Warm-up: Students will come into class and find their personal spot then begin the warm-up Stretches: 10. Jumping Jacks 11. Feet together 12. Feet apart 13. Butterfly 14. Push-up 15. Curl-up 16. Push-up plank 17. Body squats 18. Side to side jumps 30 seconds All stretches will be 10 seconds long.</p>	
8-9	<p><u>Opening Management:</u> Students will be in the gym in their personal spot. I will go over stop and signals. And explain procedures for moving around the gym during any task.</p>	
10-13	<p><u>Set Induction:</u> Today students I will be asking a lot of questions. I will need you to have your listening ears turned on and be problem-solvers. Today we are going to use critical thinking skills to perform a skip. “Has anyone ever skipped before?” “Does anyone know what kind of movement the skip is?” The teacher will explain what a locomotor movements. The teacher will then ask “What are the cues for the skip?” The teacher will then give the cues. The teacher will then find a student to demonstrate the skip. The teacher will also explain that jogging is also a locomotor skill and tell students that they will also perform this skill.</p>	
14-19	<p><u>Framing Learning Task 1: Questions, Prompts, and CFU</u> Students will be in their personal space. The teacher will start with some questions for the students “What kind of movement is a skip?”</p>	<p>Teacher will play different speeds of music for the students to hear.</p>

“What should we do first to perform the skip?”
 I will play music during the task.
 “When I play a slow song, what should you do with your speed?”
 The teacher will then explain to students that speed of the song will determine how fast or slow they will perform the skip or the jog. The teacher will have two signs one will say track the other will say park. The student will see the sign and decide whether to jog or skip. Students will decide this when moving to the music.
 Park: Skip
 Track: Jog

20-25 Learning Task 1: Structure (w/diagram) and CFU
 Students will be in personal space. Teacher will play music the students will go by the speed of music to perform their skip or jog based on the sign the teacher holds up. After a few min. the teacher will pinpoint a student’s skip. The teacher will also ask: “When performing the skip slow is it harder or easier and Why?”



26-27 Transition
 Teacher will have students come back to their personal spot
 Teacher will ask students
 “Walk back to personal by performing a skip.”

28-29 Framing Learning Task 2: Questions, Prompts, and CFU
 Teacher Will now tell students: That it is your turn to use the speed that will need to avoid the obstacles in the gym. The teacher will also hand out flags for everyone to put on. The teacher will then pick a few students to be flag pullers. Every student will have to skip or jog depending on the sign the teacher holds up. If a flag gets pulled each student will have 5 jumping jacks. The teacher will ask these question for students to use critical thinking skills.
 “What speed should you go when avoiding a flag puller?”

30-34	<u>Learning Task 2: Structure (w/diagram) and CFU</u> Teacher will have the task set up and will play music to begin and stop. Teacher will let each round go 1 min.	Same as task 2
34-45	<u>Lesson Closure:</u> Review and closure: Today we learned how to skip and jog . Q: What are the cues for the skip? A: 1. Step 2. Hop	.

Teacher Rubric

Names	1. Step	2. hop	Teacher will ask students the cues for the skip. Students will answer when teacher ask.	total
				___/3
				___/3
				___/3
				___/3
				___/3
				___/3
				___/3

Teacher will check off each cue that is demonstrated correctly

Teacher: Parker Gordon Date: 7/7/17

Grade(s): K-2nd Number of students: 30

Lesson content: Pathways with Locomotor skills Lesson # 4 of 5

Concepts/levels learned by students: Some previous knowledge of movement skills.

Concepts/levels learned during the last lesson: Students learned locomotor movements.

Lesson objective(s):

	Cognitive level	Performance	Situation	Criteria
1	Psychomotor	Demonstrate the ability to perform pathways	During task	100% of the time.
2	Cognitive	Identify pathways	Lesson closure	3 out of 3
3	Affective	Show responsibility	During lesson	100%

NASPE or state standard targeted. Indicate standard(s) and number(s), and write out standard(s):

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Assessment for measuring lesson objectives: exit slip.

My goal for improving my teaching in this lesson: Positive and corrective feedback.

Equipment and resources needed: Music, cones, noodles, jump-ropes

Inclusion or alternate activities for students with special needs: none

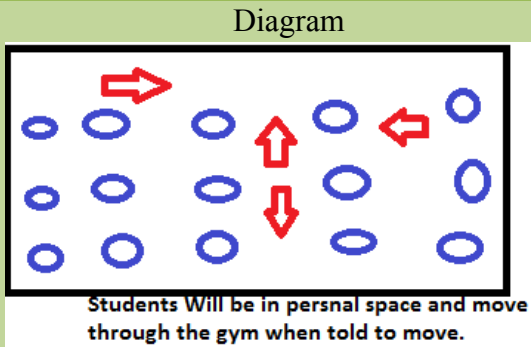
Review and closure: Today we learned pathways .

Q: What are the pathways?

Time	Lesson Segment (add more if needed—start typing below the first line)	Notes
0-7	<p><u>Instant Activity (if planned):</u> Warm-up: Students will come into class and find their personal spot then begin the warm-up Stretches:</p> <ol style="list-style-type: none"> 1. Jumping Jacks 2. Feet together 3. Feet apart 4. Butterfly 5. Push-up 6. Curl-up 7. Push-up plank 8. Body squats 9. Side to side jumps 30 seconds <p>All stretches will be 10 seconds long.</p>	
8-9	<p><u>Opening Management:</u> Students will be in the gym in their personal spot. I will go over stop and signals. And explain procedures for moving around the gym during any task.</p>	
10-13	<p><u>Set Induction:</u> Today students I will be asking a lot of questions. I will need you to have your listening ears turned on and be problem-solvers. Today we are going to use critical thinking skills to learn our different pathways to move around the gym. The teacher will then go over the different pathways.</p>	
14-19	<p><u>Framing Learning Task 1: Questions, Prompts, and CFU</u> Students will be in their personal space with their own jump-ropes. The teacher will start with some questions for the students “Make your jump-rope in a straight line.” “How do you make your jump-rope into a zig zag?” “How do you make your jump-rope into a circle?” “Can you make your jump-rope into any other pathway?”</p>	Teacher will pin point students jump-ropes

The students will work on making pathways.

20-25 Learning Task 1: Structure (w/diagram) and CFU
Students will be in personal space. The teacher will ask students to make a variety of pathways and will ask students to use locomotor movements that the teacher will call out to perform their pathways near their jump-rope.
Teacher will give students question based on their movement of the pathways.
1. If you are running a race what pathway should you take?
2. If you are trying to avoid getting tagged or caught what pathway should you take?
3. If you are running a track what pathway should you take?
4. If you have to back track what pathway should you take?
Students will answer question during the activity. Teacher will ask questions during the activity
Pathways:
1. Straight line
2. Backwards
3. Zig zag
4. Circle
Locomotor movements:
1. Jog
2. Jump
3. Skip
4. Gallop
5. Walk



26-27 Transition
Teacher will have students come back to their personal spot
Teacher will ask students
“Walk back to personal by performing a gallop in a zig zag pathway.”

28-29 Framing Learning Task 2: Questions, Prompts, and CFU
Teacher Will now tell students: “What are locomotor movements?” “Can we use pathways when using locomotor movements?” The teacher will play music during the task the students will have to listen because if the song is slow students will perform a circle pathway. Song is

	medium speed students will perform straight pathway. Song is fast student will perform a zig zag pathway. The teacher will give out the locomotor movement. Students will have to listen to respond.	
30-34	<u>Learning Task 2: Structure (w/diagram) and CFU</u> Teacher will have the task set up and will play music to begin and stop.	Same as task 2
34-45	<u>Lesson Closure:</u> Review and closure: Today we learned pathways . Q: What are the pathways? A: 1. Straight 2. Backwards 3. Zig-zag 4. Circle 5	Students will perform the exit slip.

Exit Slip

Instruction: Students will draw the pathway. Students will also draw a smiley face if they liked the class or a frown if they did not care for the class.

1. Straight:

2. Zig Zag

3. Circle

4.

