

SAMPLE LESSON PLAN

FOCUS OUTCOMES

Physical Education Priority Outcomes:

- ✔ (K) Performs locomotor skills with balance.
- ✔ (1) Travels with balance using a variety of locomotor skills in dynamic environments.
- ✔ (2) Performs locomotor skills using a mature pattern and in rhythm.

FOCUS TARGETS

- ✔ **Skill:** I will practice a variety of locomotor skills using the cues my teacher gives me in class.
- ✔ **Cognitive:** I will demonstrate at least 3 different pathways while I move throughout the activity area.
- ✔ **Fitness:** I will work to stay actively engaged during all of the scarf activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

ACADEMIC LANGUAGE

- ✔ Self-Space
- ✔ General Space
- ✔ Locomotor Skill (Along with cards for individual skills)
- ✔ Pathways

SELECTED ASSESSMENT

- ✔ Student Self Assessment (Locomotor Skills)

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Scarves are set out inside 4 large hoops that are scattered around the perimeter. Music is playing as students enter. They collect 1 or 2 scarves and begin to experiment with scarves while scattered self-space.</p>	<p>Juggling Scarf Free Play</p>	<p>What does self-space mean? How is that different from general space?</p>
<p>2 LEARNING TASK</p>	<p>While in self-space, "Freeze" to stop student movement and focus attention on teacher. Begin activities listed on Activity Card starting with Shapes and Directions. "Freeze" to stop and debrief after Shapes and Directions.</p>	<p>Shapes and Directions</p>	<p>Point to your right. Point to your left. Use your scarf to draw a circle using a clockwise motion.</p> <p>Why is it important to know and understand directions like right and left, clockwise and counter clockwise?</p>
<p>3 LEARNING TASK</p>	<p>K & 1: Begin by reviewing locomotor skills (see cue posters and teach sheets) 2: Review Scarf Activities, add skipping to the progression, and then progress to Tail Tag.</p>	<p>Locomotor Moves, Levels, Pathways</p>	<p>What is a locomotor skill? What are the different locomotor skills that you've learned?</p> <p>How is walking different than galloping? How are they the same?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Complete the Student Self Assessment (Locomotor Skills) as a class. Project the assessment document via the LCD projector.</p>		