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| Class/Grade/PeriodPhysical Education/1st grade | Lesson Focus: Mechanics and use of technology Lesson Number: 1 Date: 2/20/2019 |
| # of students: 16 | Safety considerations:Ensure that gym floor is clean and free of any liabilities. Ensure that students have plenty of space to perform skill safely.  |
| Context of teaching: Galloping  |
| Equipment/Materials: Primary teaching method: Direct & visualAthletic attire, appropriate tennis shoes, open gym floor, recording device, and cones.  |
| Objectives: (What will your students know and be able to do by the end of the lesson?) (3.c and 3.b)**The student will be able to: (SWAT)**Psychomotor: SWAT successfully gallop with 80% proficiency as observed by the teacher and during a playback video.Cognitive: SWAT demonstrate and understand the critical elements of galloping with 80% proficiency as observed by the teacher and during a playback video. Affective: SWAT demonstrate proper sportsmanship and cooperation with teammates 100% of the time as observed by the teacher. |
| Summative assessment of one objective (5.a, 5.b):Relay Race in between cones in zigzag pathway with partners. Watch video playback.  |

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| How are you teaching biomechanics in this lesson? (1.c) | How are you teaching physiology in this lesson? (1.c) | What motor learning technique are you using in this lesson? (1.d) | What aspects of motor development are addressed in this lesson? (1.e) | What forms of communication are you including? (Task sheets, visuals, etc.) (4.a) |
| Locomotor movement | Movement of legs that never pass each other and increased blood flow when doing the relay race obstacle course | open environment, practice, and tips before relay race | Locomotor movement, space awareness, pathways zigzag, and effort fast | Visual demonstration, Auditory instructions and video playback. |

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| **National Content Standards (SHAPE, 2017) The physically literate individual**1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
 | **Virginia Standards of Learning (2015)**1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)**
2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)**
3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)**
4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)**
5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)**
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| 1. Hops, gallops, jogs, and slides using a mature pattern (S1.E1.1)
 | 1.1 a: demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding. |
| 2. Works independently with others in a variety of class involvements (e.g., small and large groups). (S4.E4.1) | 1.4 a: with cooperatively, and demonstrate safe equipment with peers. |

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| **Time** | **Learning Activities/Tasks/Transition** | **Organization** | **Skill & Behavior Cues (extensions (3.c), refinements (3.b) applications)** | **Assessment – 5.b** |
|  | Anticipatory set:“What I’m going to do”“What I am going to learn”“How am I going to be a good citizen” |  | Cues (1.c, 4.b)Extensions (3.c)Applications |  |
| 1 min | Anticipatory setExplain to the students what today’s lesson is about and what they will learn from the lesson | o o xoo xoo xo | Cues (1.c, 4.b) N/AExtensions (3.c) N/AApplications N/A |  |
| 2 min | Have the students practice what we discussed and demonstrate it. Video students and have them watch play back. |  xoo xo o x | Cues (1.c, 4.b) Step catch upExtensions (3.c) N/AApplications N/A |  |
| 1 min  | After the students have had a chance to to practice, will tell them what activity we have planned for them and break them into groups while doing the activity display good sportsmanship by tagging team member's hand and saying good job | oo xoo xoo xo | Cues (1.c, 4.b) Extensions (3.c)Applications |  |
| 4 min | Have them do the relay race that is set up and each team has do go through twice while properly demonstrating the objective we went over. Video record students during this process and have them watch the play back video. |  o o o o o o o o x x x | Cues (1.c, 4.b) Step catch upExtensions (3.c)Go through cones but cones space between gets shorterApplications N/A |  |
| 1 Min | Closure: Ask questions like, “What are some of the critical elements of galloping?” “Could you teach this skill to future students of all ages?” “How did watching yourself help you to learn and gallop better?”  | o xoo xoo x | Summative assessment What the correct form of a gallop and things you shouldn’t do when galloping |  |