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| Class/Grade/Period: 3rd | Lesson Focus: Locomotor Skills Lesson Number: 1 Date: 2/9/18 |
| # of students: 12 | Safety considerations: Bleachers; walls |
| Context of teaching: Motor skill development |
| Equipment/Materials: Primary teaching model or method: Direct6 hula hoops10 beanbags20 cones12 jerseys |
| 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: (SWBAT)**Psychomotor: TSWBAT properly skip continuously for 30 seconds during the lesson.Cognitive: TSWBAT list 3 skipping cues during the lesson closure.Affective: TSWBAT rate their skipping ability on a scale from 1-10 following the lesson. |
| Summative assessment of one objective (5.a, 5.b): TSWBAT list 3 skipping cues during the lesson closure. |

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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) |
| Flexion while hopping | Check heart rate before and after the Locomotor Capture the Bag activity | Skill retention | Basic locomotor skills | Student demonstrations |

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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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| **Time** | **Learning Activities/Tasks/Transition** | **Organization** | **Skill & Behavior Cues (extensions (3.c), refinements (3.b) applications)** | **Assessment – 5.b** |
| 1 min | Anticipatory set: Ask one student to demonstrate a skip and one to demonstrate a hop | Students in a line facing the teacher | Cues (1.c, 4.b): Skip: Eyes and body forward; step and hop on same foot; arms move in opposition; both feet go off the ground; body moves in smooth motion / Hop: ONE FOOT NOT TWOExtensions (3.c)Applications | Informal |
| 5 mins | Locomotor Capture the Bag: The basketball court will be split with cones at half court. In the far right corner of each half will be a green hula hoop. Each green hula hoop will contain five bean bags. On the far left corner of each half will be two yellow hula hoops. The yellow hula hoops are the “Hop Zones”. The goal of the game is to get as many bean bags in your hula hoop as possible. When playing, the only way you are allowed to move is by skipping. If a player is tagged on the opposing team’s side, they have to go to one of the “Hop Zones”. In the “Hop Zone” the player that was tagged must hop ten times before they can go back to their half. When they are traveling back to their half, they must go around the outside of the playing area. The game is played for five minutes or until one team collects all of the bean bags.\*The green hula hoops will be in coned-off “Safe Zones”. Students cannot be tagged in the “Safe Zones”, but they can only stay in them for five seconds. | Students split up into two equal teams | Cues (1.c, 4.b)Extensions (3.c): Add more bean bags; increase the amount of required hops in the “Hop Zones”; change up the locomotor skillsApplications: Offensive and defensive skills in team sports |  |
| 1 min | Closure: Ask the students if they feel confident in their ability to skip and hop. | Students in a semicircle around the teacher | Summative assessment: Student should be able to list three skipping cues |  |