



[K-2] Week 1

K-2

Equipment Needed for Lesson Plan:

[Whistle](#)

None

[Whistle](#)

1. INTRODUCTORY

1

Move and Freeze on Signals

Outcomes:

The primary objective is to teach students the importance of moving under control (without bumping others or falling down) and quickly freezing.

Instructions:

Have students move throughout the area using a variety of locomotor movements. On signal (whistle), they quickly freeze. Try to reduce the response latency by reinforcing students who stop quickly on signal.

2. FITNESS DEVELOPMENT

1 2

Fitness Challenges

Outcomes:

- I can jog in personal space.
- I engage in physical education on my own.
- I can follow the teacher's instructions.

Instructions:

1. Locomotor Movement: Walk for 30 seconds.
2. Flexibility and Trunk Development Challenges
 - a. Bend in different directions.
 - b. Stretch slowly and return quickly.
 - c. Combine bending and stretching movements.
 - d. Sway back and forth.
3. Locomotor Movement: Skip for 30 seconds.
4. Upper Body Strength Challenges
 - In a push-up position, do the following challenges:
 - a. Lift one foot; the other foot.

- b. Wave at a friend; wave with the other arm.
 - c. Scratch your back with one hand; use the other hand.
 - d. Walk your feet to your hands.
5. Locomotor Movement: Jog for 30 seconds.
6. Abdominal Development Challenges
- From a supine position:
- a. Lift your head and look at your toes.
 - b. Lift your knees to your chest.
 - c. Wave your legs at a friend.
- From a sitting position:
- a. Slowly lay down with hands on tummy.
 - b. Lift legs and touch toes.
7. Locomotor Movement: Run and leap for 30 seconds.

Teaching Hints:

The goal should be to move students through a number of movement challenges. Emphasis should be placed on starting the fitness activities at a level where all students can feel successful.

Alternate the locomotor movements with the strength and flexibility challenges. Repeat the challenges as necessary. Use alternating segments (30 seconds in length) of silence and music to signal duration of exercise. Music segments indicate locomotor movements while intervals of silence announce doing the movement challenges.

Teach youngsters the different challenges and then allow them to select a challenge they can successfully perform.

Encourage students to focus on effort and feeling successful.

3. LESSON FOCUS

4

Orientation and Class Management



Outcomes:

- I can name at least one of the established physical education procedures.
- I can follow directions in physical education.
- I can participate safely in physical education activities.
- I can tell a friend why rules are important in physical education.

Instructions:

1. Establish rules and expectations. Discuss your expectations with the class to assure students understand reasons for your guidelines. Explain what the consequences are when rules are not followed. Show where time-out boxes are located and how they will be used.
2. Practice entry and exit behaviors for students coming and leaving physical education classes. Have students enter the activity area on the move and continue moving until signaled to stop. Teach students not to touch any equipment that is placed in the teaching area.
3. Illustrate how you like to stop and start the class. In general, a whistle (or similar loud signal) and a raised hand is effective for stopping the class. A voice command should be used to start the class. Telling the class when before what (Chapter 6 of Dynamic Physical Education) will assure they do not begin before instructions are finished.
4. Manage students on the move. Have them move throughout the area, freeze, and quickly find a partner.

Practice various teaching formations such as open-squad formation and closed-squad formation. Practice moving into a circle while moving (fall-in). Transitions between formations should be done while moving, i.e., jogging from scatter formation into a circular formation.

5. Refer to Chapters 3, 5, and 6 in the Dynamic Physical Education text for detailed information about planning, enhancing instructional effectiveness, and class management and discipline strategies.

4. CLOSING ACTIVITY

1

Toe to Toe; Whistle Mixer

Outcomes:

I can follow the rules during physical education.

Instructions:

Toe to Toe

Youngsters perform a locomotor movement around the area. On signal, each child must find a partner and stand toe to toe (one foot only) with that person. An important skill is to take the nearest person for a partner without searching for a friend. Youngsters who can't find a partner within their immediate area must run quickly to the center of the area (use a marking spot or cone) to find a partner. The goal is to find a nearby partner as quickly as possible and avoid being the last pair formed. If the number of youngsters playing is uneven, the teacher can join in and play. Change locomotor movements often.

Whistle Mixer

Children are scattered throughout the area. To begin, they walk around in any direction they wish. A whistle is blown a number of times in succession with short, sharp blasts. Children then form small groups with the number in each group equal to the number of whistle blasts. If there are four blasts, children form groups of four, no more, no less. When players have the correct number, they sit down immediately to signal that no one may leave the group and no one may enter the group. The goal is not to be left out or caught in a circle with the incorrect number of students. Encourage players to move toward the center of the area and raise their hands to facilitate finding others without a group. After the circles are formed, the teacher calls "Walk," and the game continues. In walking, children should move in different directions.
