



K-2 working with partner.

K-2

Equipment Needed for Lesson Plan:

None

One [playground ball](#) per student

None

1. INTRODUCTORY

2 4

Toe to Toe

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.

2. FITNESS DEVELOPMENT

3 4

Astronaut Exercises - Level 1

Outcomes:

I can demonstrate two activities that enhance flexibility.

I can list two reasons physical activity is good for health.

Instructions:

Walk, do arm circles - 30 seconds

Flexibility and trunk development challenges - 30 seconds

Skip forward, backwards, and sideways - 30 seconds

Upper body strength challenges - 30 seconds

Slide; change direction - 30 seconds

Abdominal development challenges - 30 seconds

Jump like a pogo stick - 30 seconds
Upper body strength challenges - 30 seconds
Trot lightly in different directions - 30 seconds
Flexibility and trunk development challenges - 30 seconds
Gallop backwards - 30 seconds
Cool down with stretching and walking.

Teaching Hints:

Use alternating segments (30 seconds in length) of silence and music to signal duration of exercise. Music segments indicate doing the locomotor movements; intervals of silence announce performing the strength and flexibility challenges.

Allows students to select the fitness challenge they feel capable of performing. This implies that not all youngsters are required to do the same workload. Children differ and their ability to perform fitness workloads differs. Make fitness a personal challenge.

Since the activities range from easy to more challenging, all youngsters can be successful. All youngsters should be able to do one of the fitness challenges.

Vary the locomotor movements as desired. Another alternative is to allow students to select the locomotor movement they would like to do.

3. LESSON FOCUS

1 4



Partner Manipulative Activities using Balls

Outcomes:

- I can dribble a ball and pass a ball to a partner.
- I can pass a ball to a partner using three of four cues.
- I participate responsibly during physical education.

Instructions:

1. Rolling a ball back and forth to a partner.
 - a. Practice different deliveries, i.e., two-handed, right and left.
 - b. Roll at targets such as bowling pins or through the legs of a partner.
2. Dribbling and Passing Skills.
 - a. One player guards and the other dribbles. Change on signal. Practice with both hands.
 - b. Practice passing back and forth to a partner. Use the chest pass.
 - c. Pass back and forth using bounce passes.
 - d. Combine passing and dribbling. Dribble the ball 3 times and pass to partner.
3. Rolling and Passing from different positions.
 - a. Try rolling and passing skills from different positions, i.e., kneeling, sitting.
4. Passing and Moving
 - a. One child remains in place and passes to the other child, who is moving. The moving child can trace different patterns, such as back and forth between two spots or in a circle around the stationary child.
 - b. Practice different kinds of throws and passes as both children move in different patterns.
 - c. Practice foot skills of dribbling and passing.
 - d. Partners hold the ball between their bodies without using the hands or arms. Experiment with different

ways to move together.

e. Carrying a ball, run in different directions while the partner follows. On signal, toss the ball upward so that the child following can catch it. Now change places and repeat the activity.

5. Try following activity; one partner leads a ball activity and the other follows.

6. Allow time for students to explore and create.

Teaching Hints:

Encourage proper skill performance by using instructional cues such as: "Keep your eyes on the ball." "Catch the ball with the fingertips." "Use opposition when passing the ball."

When catching, soft receipt of the ball is achieved by "giving" with the hands and arms. The hands should reach out somewhat to receive the ball and then cushion the impact by bringing the ball toward the body.

To catch a throw above the waist, the hands should be positioned so that the thumbs are together. To receive a throw below the waist, the little fingers should be pointing toward each other with the thumbs out.

When throwing to a partner, unless otherwise specified, the throw should reach the partner at about chest height. At times, different target points should be specified - high, low, right, left, etc.

4. CLOSING ACTIVITY

4

Midnight

Outcomes:

I can explain the importance of rules.

Instructions:

A safety line is established about 40 ft from a den in which two or three players, the foxes, are standing. The others stand behind the safety line and ask, "What time is it, Mr. Fox?" One of the foxes is designated to answer in various fashions, such as "one o' clock," "four o' clock," etc. When the fox says a certain time, the class walks forward that number of steps. For example, if the fox says "six o'clock," the class has to move forward six steps. The fox continues to draw the players toward him. At some point, the fox answers the question by saying "Midnight," and chases the others back to the safety line. Any player who is caught becomes a fox in the den and helps to catch others.
