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Lesson Plan #2

PED 305

# Supplies needed:

Bowling pins, whiffle balls, soft balls, and bean bags, hula hoops.

# Standard

First Grade:

 Physical Education:

1.1.3 Demonstrate the underhand throw as a basic object control skill (i.e., swing arm back, step with opposition, and follow through).

Math:

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Second Grade:

 Physical Education:

2.1.2 Use basic object control skills (e.g., chest pass, bouncing a ball, tossing a bean bag).

 Math:

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

# Objective

First Grade:

* The student will be able to demonstrate the correct underhand throw to knock down bowling pins.
* The student will be able to model adding within 20.

Second Grade:

* The student will be able to demonstrate a variety of control skills to include tossing a bean bag or bouncing a ball to knock down bowling pins.
* Students will model to adding two one-digit numbers together fluently.

# Learning Activities:

1. Students will begin with a warmup that consists of running laps for 2 songs.
2. Once warmup is complete, students will be asked to gather at the base of the cart in a seated position.
3. Lesson will be addressed by asking the students if they know what Angry Birds is and how it is played.
4. Teacher will explain how the game will be modified for the class period and will call upon a student to demonstrate the correct throwing technique.
5. Teacher will explain the points value awarded to the team when they successfully knock over a bowling pin in one of the color-coded hula-hoops.
6. Students will be informed of the balls that will be used in the game and how each one is a little different to throw.
7. Students will be asked to line up on the black line and numbered off into groups of 3 and assigned a station in the gym.
8. Each team of three will be competing against all the other teams.

# Assessment:

Will walk around and be sure students are performing the correct ball throw and solving the math problems correctly.

# Reflection:

Overall, I thought that the lesson went over pretty well. The students seemed to be engaged in the activity and did not seem to be bored with the activity. As a matter of fact, they were excited to move on to the next type of ball. I would change a couple of things: first, I would be sure everyone was within hearing distance and focused on me before starting the instructions. Then, I would be sure that they knew what the bounce pass looked like and be clear that they were to use the bounce pass with the large balls (not just throwing the ball at the pins). I would also have the students use different math techniques when playing the game such as subtracting to get to zero or figuring out greater than, less than, or equal to within their rounds (I first would be sure that they understood the math component before changing the technique).

It appears that the students are feeling a little more comfortable with me in class. I had a few second graders approach me and ask to do high fives on the way out of class. I believe this to be only established once they feel they can trust you.

Again, I felt that the activity was a lot of fun and really enjoyed the time with the classes today. Thank you for allowing us to take part in your PE classes.