

Lesson Cycle

Lesson Title/Topic: Prekindergarten/Physical Education

Concept: Jumping and landing activities

Standards: Texas Prekindergarten Guidelines Section IX.A.1 & IX.A.2, ELPS: PE. 2C, CCRS: 2A, 1&3D, 1E

Learning Objective: SWBAT perform jumping and landing techniques that will demonstrate physical awareness and movements of their body w/100% accuracy

Materials:

Rings

One Spot Marker per student

Technology Device that plays music: Cellphone, Laptop or Desktop w/music outlet (I-Tunes, YouTube, Pandora, Windows Media Player)-Teacher

Lesson Cycle:

The teacher will:	The student will:
<p>Focus (Hook, Mental Set): Have students perform “The Driving Game” The teacher will have the room set up like a city. Students will receive rings and will act like they are driving a car around the city trying to maneuver through the city.</p>	<p>Gather on floor in a circle and listen to the teacher explain how to perform “The Driving Game.” Then they will perform the game.</p>
<p>Instructional Delivery (Teacher Input): Introduce different practices of jumping and landing. The teacher will explain when the students leave the floor (or ground) they are jumping and when they return, they are landing.</p> <ul style="list-style-type: none"> • Ask students the following questions: Can you name the important parts of the body? • What body parts did they use in the “Driving Game?” • Do they use the same body parts in jumping and landing as they did in “Driving Game?” • Where do they sit and why? 	<p>Sit in their assigned spots on the gym or ground. Students will have a spot marker in their possession. They will listen and observe the teacher’s presentation of jumping and landing techniques</p> <ul style="list-style-type: none"> • Explain what body parts they used during the “Driving Game” and what was the importance of the rings that were given to them

<ul style="list-style-type: none"> • Guided Practice: Explain and demonstrate different jumping and landing techniques using spot markers. How to jump, jumping up in the air on two feet and landing on two feet, two feet and landing of one foot, one foot and landing on two feet, one foot and landing on the same foot, one foot & landing on the other. Have the students follow what the teacher is doing step by step. Correct technique will be used as examples and incorrect techniques will be reviewed and corrected. • Ask students the following questions: Could you jump laying down on your back or stomach? • Why or why not? and Why do you think being in a squatting position is important when you going to jump? • What happens if you do not land on two feet or one foot? • Demonstrate effective ways of jumping and landing • Students are not expected to talk, they show what they show what they know through: visually auditorily and body-kinetically • Key concepts-Demonstrate, Explode, Absorb, Explain, Perform, Visually, Auditorily and Body-Kinetically 	<p>Individually be on spot markers. Stand straight, bend knees, coil themselves down while fingers are touching the ground and explode in the air. When the students are landing, they will absorb shock landing with knees bent on two feet or one foot. Perform various jumping and landing techniques on two feet and one foot.</p> <ul style="list-style-type: none"> • Identify the usage of spot markers and why do they jump or land on them • Recognize how important body placement is when jumping and landing.
<p>Independent Practice: Verbal instruction/active monitoring of the students understanding how critical jumping and landing is in physical activity. This will be performed with age appropriate music playing for twenty minutes. The teacher will observe students seeing: Where do they jump from? Are they following the correct sequences of jumping with both feet or one foot? Last, are they following the correct sequences of landing on both feet or one foot as instructed</p>	<p>Individually perform proper mechanics of jumping and landing using both feet or one foot. Students can refer to the teacher’s kinesthetic demonstration, poster display in the gymnasium and proper jumping and landing mechanics clip as references.</p> <ul style="list-style-type: none"> • Refer back to examples and ask teacher of how to jump and land.
<p>Closure: Go over how to land. Show me how to bend your knees on the landing. Who can name a sport or activity where the players jump and land a lot.</p>	<p>Bend their knees landing and they will tell teacher what sports and activities where players jump a lot.</p>

Options:	
<p>Enrichment: The student can ask a parent or older sibling to draw a hopscotch court with chalk for you. Then ask them to teach you how to play.</p> <ul style="list-style-type: none"> • Students will practice jumping side to side using the same techniques • Students will play games using jumping and landing methods: Jack-in-the-Box, Frog Jump, Rabbit Jump and Kangaroo Jump 	<p>Reteach: Will only be necessary if more than five percent of the class does not understand the techniques of jumping and landing.</p> <ul style="list-style-type: none"> • Stay at this extension for the next class before moving on to the next jumping and landing techniques.

Modifications/Correctives:

<p>Accommodations-Special Needs Student (Visually Impairment): Student is visually impaired. He can conduct lesson with his inclusion teacher. Though student will not be able to perform jumping techniques due to the impairment of his vision, he can practice on landing techniques.</p> <p>Modifications-Behavior Management Support and Adjusted class schedule: Due to a student’s 504 plan, if his behavior is well he will be able to have an extra snack based upon his behavior during the lesson. Based on the unstable living conditions of three students, they are able to have extended sleeping time ten minutes before the lesson ends.</p>	
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English Language Proficiency Standard Student Expectation:

<p>ELPS Standard 2: Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language. In order for the ELL to meet grade-level learning expectations across the curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced and scaffolded). The student is expected to</p>	<ul style="list-style-type: none"> • Explain what body parts they used during the “Driving Game” and what was the importance of the rings that were given to them • Identify the usage of spot markers and why do they jump or land on them • Recognize how important body placement is when jumping and landing.
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ELPS 2C-Learn new language structures, expressions, and basic academic vocabulary heard during classroom instruction and interactions.	<ul style="list-style-type: none">• Refer back to examples and ask teacher of how to jump and land.
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References:

- British Gymnastics. “Fun Warm Up Ideas. The Driving Game.” Online video clip. YouTube., 24, Oct 2013. Web. 12 Sept 2019.
- Jenny, Seth. “Jumping and Landing lesson in Elementary PE.” Online video clip. YouTube., 20, Apr 2016. Web. 12 Sept 2019
- SPARK. *Jumping and Landing Patterns*. San Diego State University Press. 2017.