Lesson Plan

Practicum I: Physical Education

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**Grade Level:** 3

**Subject Area:** Physical Education with Social Studies

**Materials Needed:** Gym, tape, cardinal directions and symbols printed on sheets of paper, prompts and directions to read aloud

**Standards:**

Physical Education 3.1.4 Use locomotor skills to complete a task (e.g., moving in pathways, right/left directions).

Social Studies 3.1.2 Create a mental map that demonstrates understanding of the relative location, direction, size, and shape of the local community.

**Objectives:** Students will locate the cardinal directions in a given space.

Students will respond and follow directional movements when given prompts.

# Learning Activities:

**1.** Post the North poster and several map symbols around the gym.

**2.** Students will follow teacher to the gym. Have the students sit in the center.

**3.** Explain the game and discuss the cardinal directions of each wall and corner of the gym. Safety: Remind class that there will be lots of students running- watch out for each other.

**4.** Call out directions and have students run as a class to each direction.

**5.** Give prompts to students to move to different cardinal directions in the gym using different movements.

* **Locomotor skills**
	+ Hop on one foot
	+ Hop on both feet
	+ Shuffle
	+ Gallop
	+ Bear crawl
	+ Walk
	+ Jog
	+ Run
	+ Skip
	+ Karaoke/grapevine
	+ Follow lines on floor

**6.** When students arrive at each direction, have them do an exercise or collaborate with their peers.

* **Physical Exercises:**
* Jumping Jacks
* Sit-ups
* Push-ups
* Jog in place
* Stretches
* Lunges
* Ask students for idea
* **Collaborative Exercises:**
	+ Favorite seasons
	+ Holidays
	+ Favorite sports
	+ Girls/boys
	+ Age
	+ Eye/hair color
	+ Colors on clothes
	+ Opposite direction
	+ Pick a direction

**7.** Gather all students to the center of the gym.

Questions**:** Did anyone notice signs up on the wall?

 What are these called?

 What are they for?

**8.** Tell students that they will be participating in a short story (plane, gas station, sleep, bike, eat, trash.) Students will be told to go to the symbol that they think symbolizes each location in the story. Explain that many symbols work for the same location (students will each create their own during the next lesson).

**9.** Explain why some activities/locations can have two symbols.

Questions: What are these signs called again?

 Why is it important to learn about symbols and directions?

**10.** Ask the student helpers for the week to take down signs from the walls.

**11.** Students will follow teacher back to classroom.

**Assessment:** Teacher will check understanding of each student based on if he/she moves to the correct cardinal direction. Teacher will also pay attention to locomotive skills. Students will be completing a social studies assignment after the lesson which involves cardinal directions and symbols on a map which will reflect their understanding as well.

**Reflection:** What went well that I would keep the same when teaching this lesson again?

 *The students loved this lesson, especially because they got to run around in the gym. It worked well to post the North direction so that the students could figure out the other directions. The story for the symbols went very well too; the students really enjoyed this activity as well! I had the “teacher helper” pick a friend to help them take down all the signs when the activity was over. This was a good choice so that the students didn’t all ask to help out.*

If I were to teach this lesson again, what would I need to change?

I need to state clear expectations at the beginning of the lesson. The class got so into the routine of the activity that they didn’t wait to hear the entire direction before running. Next time I will give more ways of getting to a direction (ex. as quiet as a mouse) to slow them down a little bit. It would have worked better to split the students into groups so that students could rest while others are listening to directions. They seemed to get tired from running and exercising before the activity was over.



North



