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School of Education
Lesson Plan #3

Subject: Physical Education

Grade Level: 2nd Grade

Time Estimate: 55 mins

Unit: Locomotor Skills

Topic: Parachute

Goal(s): To teach the students the overhand grip while encouraging teamwork/cooperation.

Objective(s): TSWBAT listen to appropriate directional cues and perform the motions while working as a part of a team.

TEKS: §116.4b (2) b, (5) a, (7) a,b.

Materials/Resources/Technology needs:

Parachute, plastic chickens (etc.), whistle

Instructional Procedures

- **Focusing Event:**

After the students finish their warm-up exercises I will have them come sit around the parachute if appropriate behavior is displayed (level 0, sitting crisscross). When they get to the parachute, I will ask the students to chorally respond to the question “What is the name of this object (pointing to the parachute)?”. Then I will ask them to recall what it looks like to ride a bike (using the overhand grip) and establish our ready position for the remainder of the class period. Teach them the meaning of Teamwork and its importance!

- **Teaching/ Learning Procedures:**

1. Have the students come in and begin walking on the blue lines that define the basketball court (8 mins).
2. Have the students stop on the blue line and perform three warm up exercises.
3. Conduct the focusing event.
4. Ask the students the questions about grip strength: 1) Do you feel like you should grip harder to control the parachute when we make fast ripples? 2) Can you have a softer grip for the ripples? When do you grip harder on your bicycle?
5. Teach the overhand grip and establish the ready position.
6. Have the students learn the Ripple, Wave and side-to-side motions.
7. Practice the different motions.
8. Have students stop using stop signal “STOP” / the whistle, then have students return to their ready positions.
9. Ask the students questions like: “is the ripple fast or slow”? (to ensure they are learning the difference)
10. Add a few items to the parachute and have students describe the difference in movement patterns in their own words.
11. Next, have the students create a dome/volcano using the parachute following my verbal cues.
12. Return to ready position using the stop signals.
13. Teach the students the steps to making a tent and have students recite the steps back to me.
14. Perform the tent activity.
15. Close the class by asking them to recall all the motions we performed and ask them what they thought was the most important thing to remember from the lesson.

- **Formative Check** (ongoing or specific): The formative check will be conducted when the students are thinking and talking through the focusing event and during the practice portion of the activity.
- **Reteach (alternative used when needed)**: Model the proper way to grip the parachute or have neighbor students help each other to learn the grip through reciprocal teaching. I could also ask for metacognitive responses from the entire class.
- **Closure**: At the “STOP” signal given, students will be asked to return to their seated position. I will then have students verbally respond to the question: “Can anyone tell me the names to all the motions we did today?” I will then ask the question “what made these motions work or what is the most important thing to remember about the parachute?” to make sure that all the students understand both the names of the motions and their concept, but also the importance of teamwork.

Assessment/Summative Evaluation: The activity for the day will serve as the summative check, as the students will have multiple opportunities to perform each of the components being observed and will be receiving feedback to make corrections as they move through the sequences of the activity.

Modifications/Notes:

ELLs: I would have them pair up with a more English-proficient, native Spanish-speaking peer explain the given instructions to them or provide modeling for the student on a 1-on-1 basis.

Sp. Ed.: Have the students participate in the parachute activity with the rest of the class as the parachute itself will serve as a guide for their motions. Teach the overhand grip in a more intensive 1-on-1 setting if necessary.