

Lesson Plan

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| Teacher Name: | Anna Bernardo | Grade Level: | 5 th grade |
| Unit title: | Organizing | Students: | 32 |
| Length: | 35 minutes | Area: | Gym |

Materials: Badminton Racquets in crates and birdies in buckets
Basketballs on wheeled rack
Jump ropes
Tennis balls in canisters
Soccer balls in garbage can; cones
Activity cards (illustrative)

Arrange equipment into five stations, with equipment neatly packed into its containers (jump ropes on wall hooks in corner). Each is numbered, and on the wall is an illustrated activity card depicting a game or skill drill.

Objectives: The students will engage in time management and organizational tasks as part of a multi-station motor-skill rotation.

STRUCTURE:

1. Warm-up: 5 Min

PROCEDURE:

Walking warm-up: Students will enter the gym at the beginning of the class and be counted off into five groups. Five numbered stations are arranged around the perimeter of the gym. Each group goes to its numbered station and places their water bottles along the wall nearest their station.

On my signal, students will walk/jog around the for 4 minutes. At the second signal, they continue walking or jogging until they are back at their original station and organized back into their 5 groups. They may take a drink of water as the next instructions are given.

2. Motor Skill Stations: 5 Min Each. Total 25 minutes plus brief transitions.

PROCEDURE:

Students are already divided into five groups at five stations. Groups will rotate between stations at 5-minute intervals.

At the first signal, they will take out the equipment, observe the instructions on the poster/card, and begin their activity. At the second signal, they will place the equipment back where they found it and move to the next station. The games at each station can vary, but basic versions are:

- a. **Jump Rope:** Remove ropes for use. Follow instructions on skill posters will be posted so students can practice a variety of basic skills. Hang up ropes and rotate.
- b. **Basketball:** Move cart near free throw line and follow instructions on skill poster. Replace balls when done and move cart back along wall. Rotate.
- c. **Badminton:** Unpack racquets and retrieve birdies from bucket. Follow skill posters for passing and racquet control skill games. Replace items and rotate on signal.
- d. **Tennis balls:** Each student retrieves a canister and ball. Skill posters depict throw-and-catch game using canister. Can also work in juggling exercises for the older groups. Replace balls in canister and place back along wall and rotate on signal.
- e. **Soccer:** Remove balls from garbage can and place cones on tape marks. Follow skill poster instructions for dribbling and passing game.

On the final signal, students will rotate back to where they started, pick up their water bottles (which should be at their original station). At this point, they can drink water as we have a brief group discussion about whether having everything in one place made their tasks easier or harder, and about how keeping on task and on time affected their experience. By the end of our brief talk, the students should have their things and be ready to be dismissed, one group at a time.

CUES:

Whistle or music change indicates movement to the next station.

Teacher will walk the room providing encouragement and instruction. The goal is for the students to be as self-sufficient as possible, and to follow the organization structure and time cues.