

## *Solar Lesson Plan Format*

**Age Level:** 1<sup>st</sup> & 3<sup>rd</sup> grade

**Subject(s) Area:** PE and Math

**Materials Needed:** Foam balls, numbers on paper, tape, hula hoops, dry erase marker and white board.

### *Standards:*

#### **Code and description:**

- 1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10,
- S1.E1.K: Performs locomotor skills (walking, hopping, galloping, running, sliding, skipping) while maintaining balance.
- S1.E1.1: Hops, gallops, jogs and slides using a mature pattern

### *Objectives:*

#### **What will the students know or be able to do?:**

- The student will calculate numbers to add up to or get close to the total of 21 without going over.
- The student will demonstrate mature patterns of locomotor skills.

#### **Cognitive Level of Lesson (Bloom's Taxonomy):**

- Apply

### *Learning Activities:*

**Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)**

- For warm up:
  - Laps:  $8-5=3$  laps
  - Pushups:  $5+3=8+2=10$  pushups
  - Sit ups:  $6+4=10+2=12$  sit ups
  - Squats:  $10+5=15$  squats

**Required Vocabulary:** Mental Math

### **Instructional Methods:**

1. Scatter the balls all around the gym. Each ball will have a different number on it from 1-10.
2. Divide the students into 4 groups of 5.
3. One at a time a student will run out and grab a ball, bring it back to their hula hoop.
4. The second person will run and grab another ball and add that number to the previous one.
5. Keep going until each group gets to 21 or gets close enough so they don't go over.
6. They can lock in their scores at any time by all sitting down.
7. Once all teams have sat down, go over what each team has. The one with the highest number wins.
8. Keep tally marks for each team.
9. While playing, switch up the locomotor skills from running to skipping to shuffle, etc.

### **Guided Practice Strategies:**

- Demonstrate the game.
- Go over all rules and procedures of the game.

### **Independent Concrete Practice/Application: practice of skills in practical ways**

- The students will play the game.
- After each team has sat down, figure out who has the most points. That team will get a tally mark. Repeat.

### **Wrap-Up:**

- With a few minutes left of class, wrap things up and figure out who has the most tally marks. Join in the middle of the gym in a big circle and do a variety of stretches. Legs, arms, etc.

## *Assessment:*

**Formative:** I will be looking for the ability of students to add up their numbers.

**Individual Measurability:** Looking for ability to move in mature patterns for locomotor skills.

**Summative:** A day will be picked to do a full assessment for a grade on the addition of numbers and locomotor skills.

## *Reflection:*

For this week's class, I taught an individual PE lesson integrated with math. For the lesson, I implemented addition into a relay race/game. In each team, one person at a time ran out and grabbed a ball from the gym floor. Each ball had a number taped on it. Once they grabbed the ball, the next person ran and grabbed another one. The team had to add those two numbers up. They continued this

until their score either added up to 21 or got close. The team could also lock in their number if they got close, so they didn't bust. The students understood the directions very well when I first introduced it to them. It was kind of a lot to get right off the bat, but they did great. Looking back, I realized that my lesson plan should have been more detailed because as I was planning the game with the students, I added things into it. I realized that I didn't have anything for the winners or losers of the round to do, so while we were playing, I added the 5 pushups, 5 sit-ups, etc. If I would teach this again, I would definitely go back and add all the little details I forgot about right away. Overall I thought this PE lesson went really well. The students were super engaged throughout the whole class time. The thirty minutes they were there went by so fast, and they were all not wanting it to be done. I liked the feedback I got on my lesson plans from both you and the other students. If I were to play this again in PE class, I liked your suggestions to have a number written down and the team closest to my number is the winner. There are so many variations you could add to this game. I am really pleased with how it went.