

LEVEL	UNIT	LESSON Number 5	EQUIPMENT
First Grade	Fitness	Hop Scotch	Chalk, Bean Bags, Flags

### Objectives

1. Demonstrate the twelve exercises and twelve stretches learned in previous lessons.
2. Demonstrate a jump beginning on two feet and ending on two feet.
3. Demonstrate a jump beginning on two feet and landing on one foot.
4. Demonstrate a jump beginning on one foot and landing on two feet.
5. Demonstrate a jump beginning on one foot and landing on the same foot.
6. Travel using a combination of the three jumps done in class during a game of hopscotch.
7. Verbally discuss the basic points of throwing to a target.
8. Play a game of hopscotch cooperatively with a partner.
9. Have fun.
10. Play safely.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up Locomotor Review	10	<p>Seated review of the 8 Locomotor moves. Make sure to name the eighth moves. (Run, Walk, Jump, Hop, Skip, Gallop, Leap and slide) Sit back to back with a partner and then we will play Locomotor Follow the Leader. Afterwards we will play a quick game of Locomotor tag. Everybody is it and as they are playing I will call out different locomotor movements to use while traveling. If they do a great job, I will pick a color to be the taggers and let them choose the way everyone should travel!</p> <p><u>Locomotor Follow the Leader</u></p> <p>“When I say go, find a partner and sit on the ground back to back with your partner. You have five seconds to do this.” When everyone has a partner I will explain the game. One partner will choose a locomotor move and the other partner will follow them copying their partner and following them. Who will tell me one locomotor move? After we review the moves, I will ask one partner to stand and one to remain seated. The seated partner will choose first. During the game, stop the students and have them check their pulse.</p> <p><u>Fitness Concepts</u></p> <p>3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><u>Body Composition</u></p> <p>3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 2 Hop vs Jumping Review	5	<p>When I say go, get a hoop and find an own space. When you get to your own space, try some tricks with your hoop until I say freeze. Ready, go. Have your hoops spread out around the area you are working in, this will keep your students from all running to one spot and smashing into each other!</p> <p>Freeze, I want you to show me how you can stand in your hoop with two feet on the ground. Jump with both your feet leaving the ground at the same time so that you land outside the hoop on two feet. Ready, go. This is called a two foot jump, you start and land on two feet. Show me a two foot jump back into your hoop. Can you jump in and out of your hoop, using a two foot jump, backwards? What about sideways? Great job! Point out the students who are working safely. Call out the names of the students doing an excellent job.</p> <p>Now I want you to stand in your hoop on two feet, jump out of your hoop and land on one foot. Ready, go. This is called a two foot to one foot jump. Try it again, jumping back into your hoop. Try a two foot to one foot jump sideways, and the backwards. As your students are working, and you’re giving directions, be sure to walk around watching and complimenting individual students.</p> <p>This time I want you to start on one foot inside your hoop, jump out and land on two feet. This is a one foot to two foot jump! Try jumping in and out of your hoop using a one foot to two foot jump, in each of the three directions.</p>	

