

LEVEL	UNIT	LESSON Number 5	EQUIPMENT
First Grade	Softball	Exploring Ranges: Space and body awareness	Whiffle Balls, One drum, Control cones, Flags

Objectives

1. Students will verbally describe the body parts they are using to create the shapes.
2. Students will verbally describe the anatomical names for the body parts used in the lesson.
3. Students will move safely.
4. Students will have fun.
5. Students will cooperate with their partner when they are working on the problems in part three.
6. Students will create at least one shape for each task given.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up	10	<p style="text-align: center;">Hot Potato Tag</p> <ul style="list-style-type: none"> • Have students pair up and get about 5-8 giant steps (depending on throwing and catching ability and space this number can increase or decrease) from one another. • When the music starts have the students throw and catch the ball you have provided them. • When the music stops, the person with the ball runs (or walks, grapevines, hops, etc.) carrying the ball and the other chases. If the flag is pulled before the music starts again, the student carrying the ball tosses it to their partner and then he/she becomes the tagger and chases his/her partner. • When the music starts again, the two go back to throwing and catching as they did before (they are in a different part of the playing area though). 	
Part 2	10	<p>EXPLORING RANGES</p> <p>Discuss the meaning of a 'Range: refers to how close one thing is to another. A range can be near to, far from; long, short; large, small; wide, narrow. Children explore using different ranges in personal and general space, noticing how their body shape also changes. Have children begin in their own space.</p> <ol style="list-style-type: none"> 1. In your own space, make a shape with your hands and feet far away from your body; near to your body. Is your new shape small or large? <ol style="list-style-type: none"> a. Make a shape with your knees and elbows close together. b. Make a shape with your Head and phalanges far apart. c. Make a shape with your stomach and your knees close together. 2. <ol style="list-style-type: none"> a. Make a shape so that your pectorals are close to your phalanges and your feet are far from your gluteus. b. Make a shape so that your cranium is close to your abdominal muscles and your Phalanges are far from your knees. c. Can you make a shape with two body parts far away from each other and two other body parts near to each other? 3. Travel in general space. Stay far from neighbors. As soon as you come close to someone, spring away. Now move about in general space with the biggest movements you can make. Show me how you can travel with small movements. Can you change your directions and levels and find another way to do this? 	As the students are making the shapes, I will walk around pointing out cool shapes and asking the students to name the parts they are using when they are given a choice.
Part 3	8	<ol style="list-style-type: none"> 1. Find a partner. One partner, try to follow the other partner, without touching. Leader, make it difficult for your partner to follow you. On my drum beat signal 'Freeze!' stop immediately. Follower, are you close enough to touch your partner? <i>If so, switch roles. (Repeat several times.)</i> 2. When drum is playing travel so your partner cannot follow you easily. When the drum stops, Freeze in a shape with your Head, Knee, and elbow far away from each other. Your partner should create his or her own shape. When the drum beats again, the other partner should be the leader. (Each time you start the drum again, call out different parts to help create the shape) 	
Closure	2	Tell me what body parts you used today. Who remembers the scientific name for the body parts we used today?	

