

The Farm

Subject: Physical Education

Grade: Kindergarten

Day: 1

Estimated Time: 45 mins.

Lesson Plan Title: Barn Yard Tag

Standards:

Movement Forms/Motor Skills and Movement Patterns

Grade Level Expectation: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Checks for Understanding: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- travel using body and spatial awareness, relationships and effort
- demonstrate a mature form of locomotor skills

Student Performance Indicators:

- 1.1.1 recognize and demonstrate basic locomotor skills
- 1.2.1 demonstrate skills of chasing, fleeing and dodging to avoid or catch others
- 1.2.2 perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)
- 1.3.2 use a combination of skills in a game context

Objectives:

- The student will be able to demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.
- The student will be able to perform correctly all locomotor skills using a variety of movement concepts.
- The students will be able to use a combination of skills in a game context.

Materials:

- Farmer hat (2)
- Farm animal name sign

*The template for the farm animal name sign is at the end of the lesson.

Instruction:

Set:

The teacher will begin the lesson by introducing barn yard tag to the students. The teacher will explain to the students that there is going to be two students who are “it” first, and that they get to wear the farmer hats. Then, the teacher will explain that the other students will be the farm animals, and that they will either be a horse, cow, pig, or sheep. If a student is “it,” they will start out in the middle of the gym, discuss with the other “its” which animal they will call out, call out the animal, and try to tag the other students. If a student is a farm animal, they will run across the gym to the other side when their animal name is called, and try not to get tagged. If a student’s animal doesn’t get called, they just remain on the end of the gym. If a student gets tagged, then they become an “it.”

Body:

The teacher will give the farmer hats to the student who are “it,” and move them to the middle of the gym. Then, the teacher will assign all the other students a farm animal. The teacher will also hang up a poster of all the animal choices, so the students who are “it” will know which animal names to call out. Next, the teacher will announce that they are going to do a practice round, and signal the start of the game. After the practice round, and the teacher is comfortable that the students know how to play the game, the teacher will tell the students that they are going to play the game for real.

Closure:

After playing several rounds of the game, the teacher will close the lesson by having the “its” turn in their farmer hats, and having all the students sit down in a circle. Then, the teacher will ask the students to share why they did or did not like the game.

Assessment:

To check for mastery of the objectives, the teacher will observe the students while they are playing the game, to see if they were able to successfully play the game of tag.

References:

<http://www.kidactivities.net/post/farm-and-harvest-theme.aspx>

****Teacher Notes:**

To prepare for today’s lesson the teacher will need to:

- Copy the farm animal sign template onto a big piece of chart paper and place on the wall facing the middle of the gym.



The Farm

Subject: Physical Education

Grade: Kindergarten

Day: 2

Estimated Time: 45 mins.

Lesson Plan Title: Wolf in the Chicken Coup

Standards:

Movement Forms/Motor Skills and Movement Patterns

Grade Level Expectation: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Checks for Understanding: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- demonstrate a mature form of locomotor skills
- throw a ball demonstrating an overhand or underhand technique
- catch a ball
- dribble a ball using the hands or feet

Student Performance Indicators:

- 1.1.1 recognize and demonstrate basic locomotor skills
- 1.1.2 receive or send an object with an implement or body part
- 1.2.2 perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)
- 1.2.12 throw a ball demonstrating an overhand technique, a side orientation, and opposition
- 1.2.13 catch a gently thrown ball using properly positioned hands
- 1.2.16 continuously dribble a ball using the hands or feet without losing control of the ball or body
- 1.3.2 use a combination of skills in a game context

Objectives:

- The student will be able to throw a ball demonstrating an overhand technique.
- The student will be able to catch a ball.
- The student will be able to dribble a ball using the hands.

Materials:

- White Basketballs (12)
- Chicken headbands
- Wolf ears
- Basketball goals (2)
- White hats (12)

*The templates for the chicken headbands and the wolf ears are located at the end of the lesson.

Instruction:

Set:

The teacher will introduce the game to the students by telling them that they are going to play a new version of the barn yard tag that they played yesterday. Then, the teacher will explain that

the students who are “it” will be wolves and wear wolf ears, and the other students will be chickens and wear chicken headbands. Next, the teacher will explain that the other students who are chickens will have an egg, basketball, and their mission is to dribble the ball down the gym, and deliver their egg to safety by making a basket in the basketball goal. Then, the teacher will explain that the students who are wolves will try to steal the egg away from the chickens. If the wolves steal a chicken’s egg, then the chicken will have to hold their egg, and sit down wherever they are.

Body:

The teacher will pass out the wolf ears, place the wolves in the middle of the gym, pass out the chicken headbands, pass out the eggs, and line up the chickens at the front of the gym. After the students are ready, the teacher will let the students play a practice round. After the practice round, the teacher will let the students play several rounds.

Closure:

To end the lesson, the teacher will have the students sit down in a circle, collect all the materials, and ask the student why they did or didn’t like the game, and if any part of the game was hard.

Assessment:

To check for mastery of the objectives, the teacher will observe the students during the game to see if they are able to dribble, throw, and catch a ball.

****Teacher Notes:**

To prepare for today’s lesson the teacher will need to:

- Make 8 copies of the wolf ears on gray paper
- Cut out the wolf ears and attach to a headband
- Make 12 copies of chicken head feathers onto red paper
- Cut out the chicken head feathers and attach to white hats
- Place a basketball goal at each end of the gym



The Farm

Subject: Physical Education

Grade: Kindergarten

Day: 3

Estimated Time: 30 mins.

Lesson Plan Title: Herd the Cattle

Standards:

Movement Forms/Motor Skills and Movement Patterns

Grade Level Expectation: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Checks for Understanding: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- travel using body and spatial awareness, relationships and effort
- demonstrate a mature form of locomotor skills
- strike/volley an object
- strike an object with short and long handled implements

Student Performance Indicators:

- 1.1.1 recognize and demonstrate basic locomotor skills
- 1.2.2 perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)
- 1.2.14 strike an object repeatedly with a paddle or body parts
- 1.3.2 use a combination of skills in a game context

Objectives:

- The student will be able to demonstrate locomotor skills
- The student will be able to strike an object with a paddle
- The students will be able to use a combination of skills to play Herd the Cattle

Materials:

- Backbitten Paddles
- White balloons with black spots
- Masking tape

Instruction:

Set:

The teacher will begin the lesson by introducing the game Herd the Cattle. The teacher will explain that the students task is to herd their cattle by striking their balloon with the paddle until it passes the finish line.

Body:

The teacher will give each student their balloon and paddle, and line the students across the starting line. Then, the teacher will place a piece of masking tape across the gym to mark the finish line. After everything is set up, the teacher will let the game begin. Once all of the majority of the students have herded their cattle, the teacher will move the finish line further down the gym, and the students will keep playing the game.

Closure:

To close the lesson, the teacher will collect all the materials, and have the students sit down in a circle. The teacher will then ask the students why they liked or disliked the game, and to name any skill they needed to successfully play the game.

Assessment:

To check for mastery of the objectives, the teacher will observe the students during the game to see how many of them can get their balloon past the finish line.

References:

<http://www.birthdayinabox.com/activity-guides/farm-barn-party-games-herd-the-cattle.html#>

****Teacher Notes:**

To prepare for today's lesson the teacher will need to:

- Blow up the balloons
- Draw black splotches on the balloons to resemble the spots on a cow



The Farm

Subject: Physical Education

Grade: Kindergarten

Day: 4

Estimated Time: 30 mins.

Lesson Plan Title: Duck, Duck, Goose

Standards:

Movement Forms/Motor Skills and Movement Patterns

Grade Level Expectation: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Checks for Understanding: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- travel using body and spatial awareness, relationships and effort
- demonstrate a mature form of locomotor skills

Student Performance Indicators:

- 1.1.1 recognize and demonstrate basic locomotor skills
- 1.2.1 demonstrate skills of chasing, fleeing and dodging to avoid or catch others
- 1.2.2 perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)
- 1.3.2 use a combination of skills in a game context

Objectives:

- The student will be able to demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.
- The student will be able to perform correctly all locomotor skills using a variety of movement concepts.
- The students will be able to use a combination of skills in a game context.

Materials:

No materials are needed for this lesson

Instruction:

Set:

The teacher will begin the lesson by explaining to the students how to play duck, duck, goose. Then, the teacher will choose one student to be “it” first, and have the other students sit in a circle.

Body:

The students will play the game duck, duck, goose.

Closure:

To close the lesson, the teacher will ask students why they liked or disliked the game, and ask them to name any skills they had to have to play the game.

Assessment:

To check for mastery of the objectives, the teacher will observe the student during duck, duck, goose, to see if they are able to demonstrate the skills needed to play the game.



The Farm

Subject: Physical Education

Grade: Kindergarten

Day: 5

Estimated Time: 45 mins.

Lesson Plan Title: My Beautiful Horse

Standards:

Movement Forms/Motor Skills and Movement Patterns

Grade Level Expectation: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Checks for Understanding: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- travel using body and spatial awareness, relationships and effort
- demonstrate a mature form of locomotor skills
- illustrate, through movement, a wide variety of rhythmic activities that involve locomotion and non-locomotion

Student Performance Indicators:

- 1.1.1 recognize and demonstrate basic locomotor skills
- 1.1.4 perform a simple movement pattern using rhythmic activities
- 1.2.6 demonstrate the role of body movement in the expression of feelings and ideas
- 1.2.9 participate in a wide variety of rhythmic activities that involve locomotion, non-locomotion, and the manipulation of various objects
- 1.2.10 demonstrate the relationship between body movement and rhythmic accompaniment

Objectives:

- The student will be able to travel using body and spatial awareness, relationships, and efforts.
- The student will be able to demonstrate the role of body movement in the expression of feelings and ideas.
- The student will be able to demonstrate the relationship between body movement and rhythmic accompaniment.

Materials:

- Different color streamers 2 ft. long
- A variety of songs with different rhythms
- CD player

Instruction:

Set:

The teacher will begin the lesson by asking the students what they know about horses. After the class discussion, the teacher will explain to the students that horses love to run and gallop, and that they are going to get to be horses today. The teacher will then explain to the students that a variety of songs are going to play, and that they will have to run, gallop, dance, and twirl streamers to the rhythm of the music.

Body:

The teacher will pass out one or two streamers to each student. Then, the teacher will instruct the students to spread out across the gym. Once all the students have their streamers and are spread out across the gym, the teacher will play the first song. After a few minutes, the teacher will change the song to a different song with a different rhythm, and the teacher will continue to change the song until gym is over.

Closure:

To close the lesson, the teacher will turn the music off, have the students sit back down in a circle, and collect the streamers. Then, the teacher will ask the students if it was easy or hard to change their movement with the changing rhythm, which song had the hardest rhythm to dance to, and if they liked the activity.

Assessment:

To check for mastery of the objectives, the teacher will observe the students during the movement activity, to see if they can change their movement to match the rhythm of each song.

References:

<http://www.educatall.com/page/29/Farm-animals.html>

