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| **Bean Bag Body: Adapted PE Class Lesson Plan K-2 ID Class Laura Cromwell** | |
| **Learning Objective:**  I can identify 5 body parts by touching them with a beanbag while moving. | **Lesson Notes/materials:**  Body Talk Song (by Greg and Steve), Bean Bags, bucket, poly spots, and posters with pictures of body and names of bones/muscles. |
| **SOL:**  Anatomical Basis of Movement 2.2 d. Identify major muscle quadriceps, biceps, abdominals, and heart.  Social Development 2.4d Demonstrate safe participation individually and with others |
| **Link to Background Knowledge** | |
| Warm up with Body Talk song, a movement directed song identifying body parts. This song has been practiced in other classes and is used as a warm up activity and to check for understanding to see if student can listen and respond to the directions to identify and move various body parts. Re-teaching or hand over hand assistance may be needed for the bean bag activity. | |
| **Engage and Explain** | |
| Warm up routine, Body Talk Song follow directions of the song to help point to body parts (move your eyebrows up and down...).  Students will pick up and count 5 bean bags, and place them on their polyspot. When directed by the teacher the student will pick up 1 beanbag and place it on their head using the rhyme to help reinforce concept (cranium-cranium helps me think) and walk across the room, and place it into the bucket. Go back to your polyspot pick up another bean bag place it on their biceps (biceps biceps bend my arm), repeat with body parts: heart (my heart beats to pump my blood), Tummy (abdominals) (Tummy muscles stand up tall), Thigh (quadriceps quadriceps help me kick). Repeat the phrase as you hold the bean bag and walk it to the bucket. Use hand over hand assistance to redirect and assist if needed. | |
| **Active Learning** | |
| How will students apply the new knowledge? By using the bean bag to reinforce/highlight the body part, along with the verbal cues, they will be able to identify the body parts and connect them to movement. | |
| What will you do for students who have early success? They can move with the bean bag balanced on the body part(without holding it with a hand) while moving and repeating the sound or cues (using the more difficult vocabulary) while moving. They can move at their own pace to identify body parts as they move them to the bucket. Extra bean bags can be supplied for students to go through again choosing their own body part, and describing motions. | What will you do for students who need additional support (special needs, EL, or more time/practice)? They would be able to participate from wheelchairs, modified words (in other languages) or signs can be used as cues if needed, and hand over hand assistance to identify parts or transport the bean bags. Students can be partnered with early success students to repeat the activity directed by student partners. |
| **Reflect** | |
| How will students connect new learning to previous learning? Depending on abilities it may take several class periods of repeating the same lesson to connect How will students make connections? The body parts will be reviewed using auditory, sensory, and visual cues while in motion. | Assessment: How will students know if they got it? Students are able to touch the bean bag to the body part, and verbalize the rhythmic verbal cues for reinforcement.  How will teacher know if students got it? Students will demonstrate knowledge by moving with the bean bag touching the body part, or identifying the body parts by teacher and the student responding. |
| **Next Steps** | |
| What is the real world application for this new learning? Students will gain an understanding of their large muscle groups and where they are located and will build each body part slowly building vocabulary.  How does it connect to future learning? All movement requires the use of large muscle groups, For early success students they can apply the movement content and body part identification to other activities (kick the ball, your muscle helps your leg to kick, throw the ball, your arm muscles help you throw the ball. | |