

Grade Level: K-2

Unit: Traveling

Lesson 1: Pathways, Levels, and Speeds

Objectives

- Student will be able to share and appropriately take turns while participating in physical activity.
- Student will be able to move safely in personal and general space.
- Students will understand and follow class rules.
- Students will show self-control during skill practice time.

Standards

- Demonstrates safe movement through general space. MOSHAPE GLE S2.E1.Kc
- Travels safely in straight, curved and zigzag pathways. MOSHAPE GLE S2.E2.Ka
- Travels demonstrating low, middle and high levels. MOSHAPE GLE S2.E2.1a
- Combines shapes, levels, extensions and pathways into simple travel, dance and gymnastics sequences. MOSHAPE GLE S2.E2.2
- Travels safely in general space with different speeds, force and directions. MOSHAPE GLE S2.E3.K
- Differentiates between fast and slow speeds. MOSHAPE GLE S2.E3.1a

Key Vocabulary

- pathways: straight, curved, zigzag
- levels: low, middle, high
- speed: slow, medium, fast

Equipment Needs

- floor tape for creating pathways- straight, curved, zigzag; anchor chart
- Noodles for tagging
- 4 cones

Set-up

- Mark floor with tape
- Cone in each corner of the activity area

Safety

- Check activity area for obstacles or holes
- Stay in a personal space

Warm Up

- Dance fitness. Have students find a personal space. Choose one student to demonstrate a dance move of their choice, then all students perform it together. Next the teacher calls out a fitness activity (ex. jumping jacks, plank jacks, etc.) Continue rotating between dance moves and fitness moves for 1-2 songs or designated amount of time.

Description: Pathways Explore

1. Have students sit near floor tape of pathways.
2. Introduce exploring movement in different pathways. A movement pathway may be straight, curved, zigzag (have a student walk the different pathways).
3. Challenges...students walk each pathway named by teacher, start with straight. Have each student name the pathway before taking their turn.
4. Continue with each pathway; student chooses a pathway naming the locomotor skill and type of pathway.
5. Continue backwards for each pathway; student chooses a pathway naming the locomotor skill and type of pathway.
6. Continue sideways for each pathway; student chooses a names pathway forward, backward and sideways.

Description: Tunnel Tag - Levels exploration

1. Choose 1-2 taggers and have them go to the center of the gym. All other students spread out in personal space. Game begins when music starts or on teacher signal.
2. 1st round, have students freeze in a HIGH level standing with their legs spread when they are tagged. Any student may crawl under their legs to free them.
3. 2nd round, have students freeze in a LOW/MIDDLE level in a plank or downward dog.
4. 3rd round or any additional rounds, students may choose the level and create their own body position in a high or medium for friends to crawl under. Have students demonstrate their tunnel creations before playing.

Description: Cross Fire - Speeds (Spatial Awareness)

1. Students line up at 4 cones in the 4 corners of the gym, same amount of students at each line.
2. Students travel across the gym and travel around the cone across from them creating an X shape pattern.
3. Students start walking slowly, keeping their eyes on their surroundings and not bumping into each other. When students have mastered walking, upgrade to jogging, skipping, and then running.
4. Students will change speeds and directions to find the safest way across to other cone. Students do not need to stay in a straight line.
5. Students should watch for openings and possible changes in their path. The safest way to travel may change depending on their surroundings.

More Challenging

- Choose planks instead of downward dogs to engage more muscle groups.
- Increase speeds and change locomotor skills.
- How many times can you get through in the designated time?

Less Challenging

- Choose downward dog instead of plank

Assessment

- Self-reflection (Think, Pair, Share)
- Teacher Observation

Cool Down/Review/Closure

- Have students find a partner and choose seated stretches while they participate in a think-pair-share.
 - Can I perform all the movements?
 - Was I safe?
 - What do I still need to practice?