

## PE 334 Sample Lesson Plan Using All Components

**Name of Lesson:** “21”

**Appropriate Grades:** 2<sup>nd</sup>-5<sup>th</sup>

**Equipment Needed:** Pedometers, Deck of Playing Cards, Stopwatch, Daniel Bagley Dollars, 4 Hula Hoops

### **Purpose/Objective of the Lesson:**

1. **Fitness Component:**
  - a. Cardio-Respiratory Endurance
2. **Academic Content:**
  - a. Reinforce basic addition and subtraction skills using numerals 1-11. WA State Math Standard 1.2
  - b. Further develop/ strengthen team building and cooperation among peers. WA State PE Standard 3.3
3. **Motor Skills:**
  - a. Running, skipping and galloping.

### **Plan/Procedure of the Lesson:**

1. **(3 Minutes: Anticipatory Set and Learning Goal(s)).** Teacher will start by quickly reviewing some basic addition problems with the class. Teacher will also talk about how important it is to be able to quickly find the sum of two numbers, and how students will use this skill (formal observational vs. concrete observational) for the rest of their lives. Today’s movement activity will help you to improve this skill.
2. **(5 Minutes: Activity Instruction and Modeling)** Students will be randomly selected to be one of the following: a banker (one person who hands out money upon receipt of cards totaling 21 points), a card dealer (4 people who hand out one playing card as each runner passes by), a runner (people who try to accumulate playing cards totaling a sum of 21 points by racing from dealer to dealer to collect or deposit a card). Runners will start on “Go” signal, and they will have five minutes to collect as many dollars as possible by redeeming their playing cards (totaling 21) with the banker.
3. **(5 Minutes: Activity Time and Teacher Engagement)** Teacher will monitor the lesson and engage students by randomly stopping a student to ask sum of cards in hand. Teacher will also frequently switch runners with dealers/bankers during this time.
4. **(2 Minutes: Closing)** Upon completion of the five-minute activity, the team will tally up their total number of dollars earned during play. Teacher will then talk about possible modifications and a take home idea.

### **Checks For Understanding:**

1. How many points do you need before you can collect a dollar from the banker?
2. How much is an Ace worth?
3. How much is a face card plus an eight card?

**Possible Modifications of Lesson:**

1. Increase/decrease distance between dealers
2. Change the way the students travel from one dealer to another (i.e. galloping)
3. Change dealers/banker every one-minute

**Take Home Idea(s):**

1. Have students go home and teach this game to a friend/family member
2. Make 20 basic addition and subtraction flash cards and test a friend. How quickly can they answer all 20?

**Source:**

1. PE workshop (West's Best) Feb 1, 2005

**Diagram:**

