

EXSP395: Adapted Physical Education

Lab Schedule Fall 2006

Instructor: Susan Coates, M.Ed.
Email: scoates@iastate.edu (best way to contact me)
Office Phone: 294-2953
Office: Forker 283
Office Hours: M 10:00 –11:00am, W 11:00am – 12:00pm

Willson Beardshear School
920 Carroll Avenue
Ames, IA 50010
(515) 239 - 3735

Teaching Groups

A: Allie, Alex
B: Stew, Chris, Dustin

Teaching Schedule

Due to the fact that the five of you will be teaching four different classes each week, each individual will be highly involved in the instruction of all four classes. Lesson plans and reflections may be written about “your” classes, though I would certainly expect examples from the other classes to be discussed as well. Each group members is responsible for producing his/her own work, and groups should decide how to divide the classes so that everyone shares the responsibility for being the “lead” teacher equally.

Here is some additional information about the classes with which you will be working (subject to change, but correct as of August 24, 2006)!

	Room #	# of Students	PE Time	Teaching First 6 Lessons	Teaching Last 5 Lessons
Nan	6	13	8:45 – 9:10am	B	A
Kendra	7	5 or 6	9:15 – 9:35am	B	A
Joanne	1	13 or 14	9:40- 10:05am	A	B
Audra	3	14	10:10- 10:35am	A	B

Lesson Topics

Each of you will be responsible for the primary instruction of one class every week. General topics for these lessons are provided below (with references), but specific content is up to you! All referenced lessons may be found in:

Thomas, K.T., Lee, A. M., & Thomas, J. R. (2000). *Physical education for children: Daily lesson plans for elementary school* (2nd ed.). Champaign, IL: Human Kinetics.

Dates	Topic	Reference Lessons
September 15 September 22	Organization (names, lines, following directions, cues, etc.)	Organization Lessons 1-5 (6-18)
September 29 October 6	Locomotor Skills	Fitness Lessons 6-10 (35-49), 21-25 (76-85) Games and Sports Lessons 21-28 (147-162) Rhythmic Activities Lessons 1-6 (185-201) Classroom Activities Lessons 1-7 (347-361)
October 13 October 20	Manipulatives	Games and Sports Lessons 1-20 (90-146), 29-36 (164-181) Classroom Activities Lessons 8 (362-363)
October 27 November 3	Gymnastics & Dance (one day must be gymnastics, the other dance)	Rhythmic Activities Lessons 8-29 (204-242) Gymnastics Lessons 1-29 (246-322)
November 10	NO SCHOOL – TEACHER CONFERENCES	
November 17	Gymnastics & Dance (your choice!)	Rhythmic Activities Lessons 8-29 (204-242) Gymnastics Lessons 1-29 (246-322)
November 24	NO SCHOOL – THANKSGIVING HOLIDAY	
December 1 December 9	Low Organization Games	Games and Sports Warm-Ups (90-96) Fitness Lessons 16-20 (64-75) Classroom Activities Lesson 9 (364)

Lesson Plans

Each individual must submit his/her own lesson plan. It is acceptable (and excepted!) that students will collaborate in creating each week's lessons, so plans may be similar (though they should not be identical). There is no required format for lesson plans, but all plans should include the following elements:

- Teachers
- Date
- Grade Level
- Type of Lesson/Brief Synopsis
- Objectives
 - Psychomotor
 - Cognitive
 - Affective
- Warm-Ups/Introductory and Concluding Activities
- Specific Activities (lesson content)
 - Equipment
 - Cues
 - Formations
 - Transitions
 - Evaluation
- Safety Considerations

- **Modifications!**

Lesson plans must be typed (with limited exceptions, hand-drawing a formation, for example), and are due at the beginning of your lab period on Friday. A sample lesson plan format is attached, as is the rubric that will be used to assess your written plans.

You are responsible for creating an original lesson plan for each of the eleven weeks you teach. You may select activities and ideas from the lessons referenced in the table included in the "Lesson Topics" section, **but you must give credit to the original source for all "borrowed" material!** In the event that you are not sure whether or not a reference is required, err on the side of citing. Submitting a lesson plan comprised of another's ideas without acknowledging that individual's contribution is plagiarism; always give credit where it is due!

In addition, write your lesson plans with your students in mind! Leaving you with the same class for an extended period is done purposefully; demonstrate an understanding of this when designing your lessons.

Grading Rubric for Lesson Plans:

Component	Excellent 1.0	Adequate (passing) 0.7	Inadequate (failing) 0.4
Assignment	Lesson plans follow template given and are accurate and complete	Lesson plans follow template given, but may not be totally complete	Lesson plans do not follow template and are difficult to understand
Objectives	Objectives from all three domains Specific, observable, measurable	Includes objectives from all domains, but incomplete (Example: criteria for performance, measurement not included)	Missing objectives from one or more domain
Content: Introduction, Warm-ups, Concluding Activities	Enthusiastic introduction, warm-ups suited for lesson's activities. Concluding activity is a good cool-down to review objectives. Time schedule	Good introduction, warm-ups suited for lesson's activities. Concluding activity with time schedule.	Only two of the three are included in the lesson (intro., warm – ups, concluding act.)
Content: Equipment, Handling of Equipment	Equipment is specifically stated (e.g. specific music listed), and lesson states how equipment will be distributed, handled, and put away.	Equipment is specifically stated and lesson vaguely states how equipment will be distributed, handled, and put away	Most, but not all, equipment is listed, with little or no statement as to how it will be distributed, handled or put away
Content: Description of Activities	Thorough description of activities with source(s) cited. Activities allow for max. participation and students to experience some success. Time schedule	Decent description of activities with source(s) cited Activities allow for independent and assisted movement and sub-maximal participation. Time schedule	Little or no description of activities given. Activities) allow for only minimal success / movement by student. No time schedule.
Content: Transitions and Formations	Accurate drawing of transitions and formations for whole lesson	General drawing of transitions and formations	Transitions and formations do not fit with lesson presented
Content: Management, Cues	Consideration is given to management, cues are listed	Limited discussion of one of the two components	Components are either not addressed or are not related to the lesson
Safety	Safety concerns as they relate to activity, equipment, and students addressed	Mention of safety, but only in general terms	No mention of safety or not at all related to lesson
Organization	Clear, logical and interesting	Logical	Disorganized, difficult to follow
Writing	Interesting, clear and concise	3 or fewer errors; understandable	More than 3 errors, unclear

Equipment and Facilities

Physical education classes will be held in the gymnasium at Willson Beardshear School. The equipment at Willson Beardshear is available for your use, provided that it is returned to its rightful location and in its borrowed condition! Here is a rough inventory of the equipment available at the school:

Ball Pump	Box of Soft Soccer Balls
CD Player	Box of Whiffle Balls
Pull-Up Bar	Yellow Rag Balls (5)
Flat Hula Hoops (4)	Styrofoam Balls (7)
Hula-Hoops (32)	Big Styrofoam Disks (4)
8 Roller Racers (similar to a scooter)	Small Styrofoam Disks (4)
Scooters (17)	Box of Rhythm Equipment
Large Scooters (3)	Record Player/Miscellaneous Records
2 Sets of Dome Markers	Physio/Gymnastics Balls (5)
4 Sets of Colored Mini-Cones	Rubber (6) & Laminated (4) Feet
Mini Trampoline	Box of Hockey Pucks
Poly Dots	2 Parachutes
Belts & Flags	Box of Scoops
Jump Ropes (17)	Milk Jug Scoops
Racked Playground Balls (17)	Carpet Squares (25)
Bagged Playground Balls (13)	Curved Balance Beam
Small Orange Cones (20)	Darts/Horseshoes
Tennis Balls	10 Plastic Bats
Deck Tennis Rings	Beach Balls
5 Blocks	Juggling Scarves
20 Plastic Bowling Pins	Large (~16") Balls (5)
Styrofoam Bowling Pins	Basketballs (16 + 1 mini)
Box of Racquetball/Small Balls	Foam Yellow Balls in Red Bag (13)
Crate of Frisbees	Foam Balls (asst. colors) in Yellow Bag (15)
Box of Nerf Footballs	Wood Blocks
Streamers (4)	
17" Red Foam Balls (16)	

Inclusion on this list does not guarantee that a piece of equipment will be available for your use on any given day! Over the course of the semester, equipment may be lost or broken (though not by our class!); teachers may borrow items for use in their classrooms. **If it is essential that you have a piece of equipment for your lesson to run smoothly, it is your responsibility to bring that item from our equipment room here in the Forker Building!**

When using equipment from the Forker Building, you must submit a list of the items you will be borrowing (be specific!) by 5:00pm on the Wednesday prior to your teach. Equipment must be returned to the building immediately following lab, and the same rules of borrowing apply – put things back where you found them, and return them in good condition!

Journals

Reflections are to be written following every experience at Willson Beardshear, and are due at the beginning of the Monday lecture period following your lab period. Journals submitted late will be automatically assessed a 50% penalty, with no credit given after 24 hours. Journals should be submitted in hard copy during class, and electronically to kqund@iastate.edu AND scoates@iastate.edu. Please submit this as an attached Word document (subject to the same requirements of all other written work); do not simply type the content into the body of the email. If you do not receive an acknowledgement of your reflection within 24 hours, then it was not received. If your journal is not received, it is your responsibility to initiate contact with the instructors to find out what might have happened. For your own protection, please keep a hard copy for your records.

Journal entries will be graded out of 10 points in accordance with the following rubric:

Component	Excellent 2.0	Adequate (passing) 1.4	Inadequate (failing) .8
Lab entry	The link between objectives, instructions, cues, demonstrations, practice, feedback and evaluation is described in a rich, thoughtful, sequential and thorough manner.	Each of the teaching behaviors is covered: <ul style="list-style-type: none"> • instruction & cues • demonstrations • feedback • evaluation 	The teaching evaluated is done so in a superficial manner or is not discussed
Organization for Teaching	Planning, teaching and evaluating are discussed so that the relationship among them is evident.	Planning is evident in the teaching from the lesson. Evaluation of the lesson is presented in terms of student and teacher performance.	Little or no evidence of effort to plan for teaching or evaluation
Management	All management components/ techniques are described thoroughly and evaluated as to their effectiveness.	Described and evaluated most of the management components/ techniques in a clear and concise manner.	Superficial description of the management components / techniques used by the teacher; evaluation is unclear or not discussed.
Teaching Behaviors	Teaching behaviors addressed in a rich and thorough description. Commented on preparation and physical presence.	Teaching behaviors are listed, with few comments on preparation and physical presence.	Teaching behaviors are addressed, but in a way that is unclear or unrelated to the rest of the evaluation.
Organization/Writing	Rich, clear, concise, logical and interesting No writing errors	Logical 3 or fewer writing errors, understandable	Wanders, redundant, no evidence of planning journal More than 3 writing errors, unclear