



Grade K Lesson Plan: Unit 3 – Taking Turns

SOLs (Health Standards of Learning)

- K.1 o, K.2 p,
- 1.1 l, 1.2 o, 1.3 m, 1.3 n
- 2.1 k, 2.2 o, 2.2 q, 2.3 j, 2.3 k

SOLs (Physical Education Standards of Learning)

- K.4 a
- 1.4 a
- 1.4 b
- 2.4 c
- 2.4 d

Objectives/Goals

- Students will demonstrate the ability to work cooperatively with peers during learning activities by taking turns and being respectful.
- Students will observe their peers and help them improve their cooperative skills during learning activities.

Materials

- Music as start/stop signal
- Peer checklist
- 10 poly spots, 2 baskets, 2 foam balls, 1 playground ball, container of 20+ random objects, 2 bean bags

Procedure

Introduction: Taking turns in P.E. Why do we have to?

- Helps us be able to learn more.
- Allows everyone a fair chance.
- Helps us have more fun!

Teacher will introduce and demonstrate each station activity. Students will be in groups of 4 where they will need to either work on their own, with a partner, or with their whole group. At the end of each station, students will assess their group using the attached checklist.

Activity: Students will rotate every 3-4 minutes. Allow time for checklist before next station begins.

- **Station 1: Ball toss** Partner up with one other student and stand behind a poly spot. Take turns underhand tossing the ball to the basket. You get 3 tosses before your turn is complete.
- **Station 2: Playground Ball Bounce** Circle up with your group around the poly spot. Take turns bouncing the ball in the middle of your circle to a new person. The ball should only bounce once and everyone should get a fair amount of turns.
- **Station 3: Rolling to a target** Each student stands at their own poly spot. Using your own ball, practice rolling the ball from the spot to the bowling pin. Take as many turns as you want, but you have to retrieve your own ball and fix your own pin if you knock it down!
- **Station 4: Equipment spill!** One student gets to knock over the giant container of equipment. Your group must work together to see how quickly you can get all the objects back in the container.
- **Station 5: Push- up Hockey** Partner up with a DIFFERENT student in your group. In the push up position, slide the bean bag back and forth with your partner. You may also try to “score points” by sliding the bean back between their hands before they can stop it.

Closure: What was the hardest part about working with your group and taking turns?

- Allow students to share challenges and positives. When is it more fun? When we fight and argue or when we are kind and help each other complete activities?
- Collect peer assessments.

Assessment Idea

Student will complete peer assessment during activity. Observation should be ongoing to maintain an emotionally safe learning environment.

References

- Shape America: https://www.shapeamerica.org/advocacy/upload/A-in-A_Nov-Dec-14.pdf
- Edutopia: <https://www.edutopia.org/article/sel-skill-development-during-recess-and-pe>
- Education Development Center: <https://www.edc.org/why-does-social-emotional-learning-matter>

Handout

The next page includes a peer assessment accessible for students in K-2. The handout is designed for print use only. Read directions out loud for early learners who can then simply circle a face representing their answer after each station without having to read or write.

Peer Assessment – Taking Turns

Rate your group using the following scale after each station. Notice how good your group is at taking turns, being kind, and being helpful at each station!



= Awesome!



= Okay



= Lots of room to improve!

STATION 1:



= Awesome!



= Okay



= Lots of room to improve!

STATION 2:



= Awesome!



= Okay



= Lots of room to improve!

STATION 3:



= Awesome!



= Okay



= Lots of room to improve!

STATION 4:



= Awesome!



= Okay



= Lots of room to improve!

STATION 5:



= Awesome!



= Okay



= Lots of room to improve!