

## Greater-Than/ Less-Than Counting Lesson

### **I. General Information**

- a. Teacher's Name: Mr. David Wachob
- b. Grade Level: 2<sup>nd</sup>
- c. # Of Students: 20
- d. Class Length: 30 minutes
- e. Unit: Throwing Skills

### **II. Equipment and Supplies**

- a. 1 CD Player
- b. Chalk board and chalk
- c. 10 bean bags
- d. 10 numbered foam balls

### **III. NASPE National Content Standards**

2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings

### **IV. PA Academic Standards for Health, Safety, and Physical Education**

#### 10.5. Concepts, Principles and Strategies of Movement

##### A. Recognize and use basic movement skills and concepts.

- Locomotor movements (e.g., run)
- Manipulative movements (e.g. throw)

##### F. Recognize and describe game strategies using appropriate vocabulary.

- Following game rules.

### **National Academic Standards for Mathematics**

#### 2.1 Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

- Count with understanding and recognize "how many" in sets of objects.

#### 2.2 Understand meanings of operations and how they relate to one another.

- Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations.
- Understand the effects of adding and subtracting whole numbers.

## V. Student Objectives for Lesson

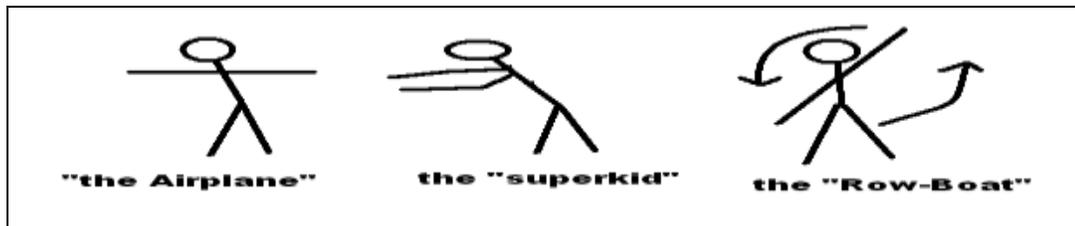
- A. **Psychomotor:** TSWBAT demonstrate proper overhand throwing techniques by successfully throwing an object across the area, while stepping in opposition to the throwing hand.
- B. **Cognitive:** TSWBAT demonstrate an understanding of proper throwing techniques by answering questions during the closure session, which will explain the proper throwing mechanics.
- C. **Affective:** TSWBAT demonstrate the importance of following rules while throwing objects around other students during the activity, by not hitting anyone with objects being thrown.
- D. **Health- Related Physical Fitness:** TSWBAT run safely around the area for 10 minutes at a time, only stopping to throw an object.

### Student Math Objectives for the Lesson

- A. **Psychomotor** TSWBAT demonstrate the ability to count objects in their play area during the activity, with no teacher assistance.
- B. **Cognitive:** TSWBAT demonstrate the understanding of adding numbers together, and deciding the greater-than/ less-than values for each group of numbers, during the activity.
- C. **Affective:** TSWBAT demonstrate the importance of using accuracy when adding numbers in order to get the correct results.

## VI. Lesson Description

- A. Warm-Up/ Introductory Activities
  1. Activity: Students enter gymnasium to playing music and jog around the play area. When the music stops (after about 1 minute), they all need to look at the teacher.
  2. Organization: Spread-out on half (not the whole) of the play area/ gymnasium.
  3. Activity: Start the music and have the students move around the area and perform the “airplane”, than after 30 seconds the “superkid”, and after 30 more seconds the “row boat”. Explain that when the music stops they need to watch how many fingers the teacher holds up. That number indicates how many students need to be in a group.



4. Organization: Spread-out on half (not the whole) of the play area/ gymnasium. No running in to one another.
5. length: approximately 2 minutes
6. Activity: Stop the music after the three arm exercises have been executed (about 1.5- 2 minutes). When you stop the music, hold up 2 fingers high

- above your head. Have any leftover students run up to the teacher ASAP.  
Have one of the partners sit down and one stand up.
7. Organization Spread-out on half (not the whole) of the play area/ gymnasium. Once the partners are together, and one is sitting and one is standing, start the class activity.
  8. Length: approximately 3 minutes

## **B. Lead-Up Game**

- a. Activity: Keep the students in partners. They are going to play partner tag. At the same time, the partners will clap their hands three times and then yell, “count”. When they yell, “count”, both partners need to hold up a certain amount of fingers. Next, the instructor will yell “greater” or “lower”. If “greater” is yelled, the partner who has the greater amount of fingers held up is “it” and must try and tag their partner. If “lower” is yelled, the partner that has the lower amount of fingers held up is “it”, and must try to tag their partner.
- b. Organization: Spread the students throughout the entire gymnasium. The class as a whole will count to three and yell “count” together (on the teachers cue). Only allow the partners tagging time to last about a minute.
- c. Length: approximately 5 minutes.

## **C. Culminating Activity (*Clean Your Room*)**

1. Activity: Keeping the class with their partners, have them lock elbows and move in close to the teacher. The partners should unlock their elbows and have one partner sit and one stand. The sitting partners stay on one side of the gym, and the other partner, who is standing, goes to the other side. Both teams will report to the center of the gymnasium, and sit on their side. The teacher explains that when the music starts, the teams will run to the walls of gym grab an object (bean bag, and nerf balls), and throw them to the other team’s side. At this time, the instructor should demonstrate proper throwing techniques (step with opposite foot and throw over hand). The object of the game is to have the fewest objects on your side of the gym. The students are not aloud to cross the centerline of the gymnasium, and are not aloud to throw objects at another student.
2. Organization: the teams must stay on their side of gymnasium. Before the students enter the gym at the beginning of the class, all the objects should be placed along the perimeter of the gym.
3. Length: approximately 5 minutes
4. Activity: after about 3-5 minutes of playing “Clean Your Room”, stop the music, and have the students come over to the chalkboard and have them sit on their team’s side (the chalkboard should be centered at the center court line on side of the gym). Make sure the teams sit with their team only. Have each team than stand up, and stay in that spot (they are going to want to move after the next instruction is given). Now, have each group stand there and count the amount of objects in the other teams area. After the

totals are received, have the students sit back down. Write the results on the chalk board.

5. Organization: the students will sit with their team on their side of the gym, using the half court line as the dividing line. They will be facing the chalkboard.
6. Length: approximately 5 minutes.
7. Activity: repeat “Clean Your Room” game 2 more times, stopping between rounds to tally up each sides object count. Place the results on the chalkboard.
8. Organization: the students might need reminded on the proper throwing technique. The teacher should be walking around the area to make corrections and make sure no one is throwing objects at another student.
9. Length: Both rounds together should last a total of about 7-10 minutes.

**D. Closure:**

1. Activity: bring the students in front of the chalkboard, and have them sit down in front of you. They do not have to sit with just their team, because the game is over. Tell the students that they are going to see who had the greater numbers. Start with round ones score.
  - Ask the students to figure out what number is greater than the other one. For example, round one score might be; team 1=10/ team 2= 20, the students should say that team 2 has a greater score. Continue to do this with all three rounds.
  - What foot would I step with if I throw with my right arm? (Demonstrate the movement while you ask.)
  - Which way do you point your foot when you step for throwing?
  - Where does your throwing arm start when throwing?
2. Organization: the students will stay seated in front of the chalk board.
3. length: approximately 5 minutes

**VII. References**

1. Blaydes, Jean. (2004). *Action Based Learning: Thinking On Your Feet*. 2<sup>nd</sup> Ed. Murphy, TX: Gail Dennison.

**VIII. Evaluation**

**See attached rubrics.**

## Lesson Rubrics

### Physical Education Evaluation

<b>Task</b>	<b>1(Poor)</b>	<b>2(Fair)</b>	<b>3(Good)</b>	<b>4(Great)</b>
TSWBAT demonstrate proper overhand throwing techniques by successfully throwing an object across the area, while stepping in opposition to the throwing hand.	Did not step at all while throwing.	Stepped with the same side as throwing arm.	Attempted to step in opposition.	Stepped in opposition to throwing arm with success.
TSWBAT demonstrate the importance of following rules while throwing objects around other students during the activity, by not hitting anyone with objects being thrown.	Did not follow safety rules and was removed from activity.	Needed reminded 2 or more times about safety rules.	Only needed reminded 1 time about safety rules.	Followed safety rules for 100% of the activity.
TSWBAT demonstrate an understanding of proper throwing techniques by answering questions during the closure session, which will explain the proper throwing mechanics.	Did not answer any closure questions correctly.	Answered 1 of the closure questions correctly.	Answered 2 of the closure questions correctly.	Answered all of the closure questions correctly.
TSWBAT run around the area for 10 minutes at a time, only stopping to throw an object.	Did not run around, only walked or stood still.	Ran around only when prompted, stopping shortly afterwards.	Ran around for the majority of the time, but needed prompted 1 or 2 times.	Ran around the entire activity, only stopping to throw objects.

### Mathematic Evaluation

<b>Task</b>	<b>1(Poor)</b>	<b>2(Fair)</b>	<b>3(Good)</b>	<b>4(Great)</b>
TSWBAT demonstrate the ability to count objects in their play area during the activity with no teacher assistance.	Did not count objects in each side of play area.	Attempted to count, but could not formulate a response.	Counted the objects within a + or - of two from the correct number.	Correctly counted all of the objects on both sides of the play area.
TSWBAT demonstrate the understanding of adding numbers together, and deciding the greater-than/ less-than values for each group of numbers, during the activity.	Showed no understanding of greater-than/ less-than values	Attempted to answer but could not determine why they chose an answer (guessing).	Attempted to answer and correctly answered one of the two questions.	Answered both addition and greater-than/ less-than values questions correctly with an explanation of why.
TSWBAT demonstrate the importance of using accuracy when adding numbers in order to get the correct results.	Could not demonstrate accuracy or why it is important.	Attempted to explain why knowing the correct amount was important but responses were incorrect.	Answered correctly but with assistance from the teacher.	Answered correctly without any assistance from the teacher.