

1. Lesson Plan Information	
<b>Subject/Course:</b> Health and Physical Education	<b>Name:</b> Laura Abbott
<b>Grade Level:</b> 1	<b>Date:</b> February 12 2013 <b>Time:</b> 9:30-10:20am
<b>Topic:</b> Movement Competence	<b>Length of Period:</b> 50 minutes

2. Expectation(s)
<p><b>Expectation(s) (Directly from The Ontario Curriculum):</b></p> <p>B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p> <p>B1.2 demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them</p> <p>B1.3 perform a variety of locomotor movements, traveling in different directions and using different body parts</p> <p>B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts</p> <p><b>Learning Skills (Where applicable):</b></p> <p>Self Regulation- monitor own behaviour and use time efficiently and appropriately Initiative- take initiative, be a leader and motivate peers Collaboration- work effectively and positively as a group member</p>

3. Content
<p><b>What do I want the learners to know and/or be able to do?</b></p> <p><b>Today learners will:</b></p> <ul style="list-style-type: none"> <li>-send objects at different heights and levels using their hands</li> <li>-formulate simple tactics such as sending into an open space or creating clear passing lanes to increase chances of success</li> <li>-demonstrate behaviours, monitor their own progress and apply procedures that maximize participation</li> </ul>

4. Assessment (collect data) / Evaluation (interpret data)
<p><b>(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)</b></p> <p><b>Based on the application, how will I know students have learned what I intended?</b></p> <p>I will be observing and looking for verbal feedback of students' knowledge of the skills needed to throw a beanbag successfully into an open space</p>

5. Learning Context
<p><b>A. The Learners</b></p> <p><b>(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</b></p> <p>Students have been previously working on movement skills with a focus on moving safely in an open space and being aware of surroundings. They have been working on throwing objects into open space and sending and receiving objects safely and effectively.</p> <p><b>(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)</b> I will be putting tape on the walls at different heights as a visual aid for students who require extra help with their fine motor skills. I will be wearing a microphone to allow for better reception of aural direction.</p>

**B. Learning Environment**

Students will be learning in our enclosed stage using soft manipulatives.

**C. Resources/Materials**

- tape, beanbags, foam balls

**6. Teaching/Learning Strategies**

## **INTRODUCTION**

***How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)***

I will be playing a quick game of dead ant tag where when you are tagged you lay on the ground and wiggle your legs until a peer comes to tap your legs so you can return to the game. This will be a warm up.

I will then be asking my students to sit in their squads while I take attendance and introduce the lesson. What are some ways in which I could move from one end of the gym to the other?

## **MIDDLE:**

***Teaching: How does the lesson develop?***

***How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).***

I will be placing bean bags/balls all across the floor. I will model/ask them if I am to get across the gym without stepping on the bean bags/balls how would I do this? Would I step on them? Would I run? What would be the best way? The goal of this activity is to have the students safely move around the objects on the floor to get from one end of the gym to the other. They will aim to not come in contact with any of the bean bags or balls.

The students will then, on cue of music, begin to move around the gym. This will be timed for 30 seconds to 1 minute each segment.

When I stop the music and cue them, the students will stop, pick up a ball/bean bag and underhand throw it to another spot. We have been practicing underhand throwing. This will be a recap of their previous knowledge. When the music starts they will begin to move again.

I am going to take the level of difficulty up by asking the students to hop around the bean bags/balls, run, skip etc. I will model how to do this and allow them to try themselves. This activity will last about 10-15 minutes.

***Consolidation and/or Recapitulation Process: How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?***

To review our underhand throwing and receiving we will be playing a game of "wall ball". Students practice throwing a ball against a wall at different levels marked by tape (low, med, high).

-What force do students need to use to send the ball to the wall?

-What happens when force is too hard? Too little?

-What happens when you throw the ball backwards? Sideways? Is it hard when you can not see the ball? Try looking over your shoulder.

***Application: What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)***

Wandering Ball

-Students form a large circle with 2 – 3 students in the middle, who are the "defenders." I will most likely set up smaller circles with 1 – 2 students in the middle of each so that there is greater participation by all.

-Balls are thrown across the circle while the students in the middle try to receive (e.g., catch or trap) the ball with two hands.

-What type of a throw will be required to send the ball across the circle without it being intercepted (i.e., a high throw, a throw in a pathway across the circle in which the defenders are not standing).

-Students need to have their hands held high to catch the ball and communicate with other students when sending and receiving the ball.

-If the ball is intercepted (i.e., caught or trapped) by a student in the middle, he or she changes places with the student who threw the ball. Before changing places, the student who caught the ball calls out a physical activity and the entire class completes 8 – 10 repetitions of the activity.

***CONCLUSION: How will I conclude the lesson?***

What tactics did you use to increase your chances of not stepping on a bean bag or bumping into someone?

How did you ensure that your bean bag would land in an open space?

Did anything get in your way of throwing into an open space?

Why is it important that we throw into open space?

Did you try any new ways of throwing the ball? Receiving? What worked for you?

## 7. My Reflections on the Lesson

### ***What do I need to do to become more effective as a teacher in supporting student learning?***

Transitioning was the main issue I had with this class. I used the mic headset which helped as the students could all hear me clearly. Next time, to stop movement in order to give further direction, I will give them a task ex: step on your bean bag and freeze! This removes the responsibility from them and gives them a specific action to follow. I tried giving them freedom of choice but for my next class I will focus on very specific movement and action and when they have mastered that in a way where they remember all actions I will integrate freedom of choice movements.

With offense and defense strategies I am finding it helpful to physically demonstrate what that means. Students in a chosen squad will get up and model exactly what defense and offense look like and how to prepare/position yourself to try and intercept a pass. The visual is helpful along with the explanation because it caters to different learning styles. I am trying to incorporate all students in the demonstration by having them all stand up and physically show me what a “ready position” for receiving or sending a pass would look like.