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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Emily Hanson** |

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| **Grade** | K | **Topic** | Physical and Health Education |  |
| **Date** | Feb 16, 2021 | **Allotted Time** | 30 mins |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Curriculum  https://fitkidshealthykids.ca/node/651 | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students in Kindergarten have so much energy that needs to be burned off with daily physical activity. This lesson incorporates a high intensity level of play that will allow the students to run around with each other, have fun, and get that much needed physical activity. This lesson also incorporates an indigenous game called Tatanka, Tatanka which allows the students to learn about Canadian indigenous culture. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
| **In familiar situations, I can participate with others.**   * **Students will be participating with their classmates in the game.** |  |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors | **This main purpose of this lesson is to have the students participate in daily physical activity. Participating in physical activity is a way that students are supporting their own personal well-being. This is therefore how this FPPL is embedded into this lesson.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.  *Essential or Guiding Question(s):*  How do we play fairly?  How do we play safely? |
| ***Do***  Curricular Competencies (Learning Standards):  Participate daily in physical activity at moderate to vigorous intensity levels. |
| ***Know***  Content (Learning Standards):  How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games. |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Student participation in the game.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can participate in the game.  I can play fairly and safely with others. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning by playing the game with their friends. |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students need to play the game in a fair and safe way, making sure they are following the rules and being gentle while playing. |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Students need to run from one side of the gym to the other while playing the game.  With modifications made by the teacher (consider S), students must participate in stretches.  Access/All | Students can do  Students can run from one side of the gym to the other, trying not to get tagged/tagging their friends.  Students can do the stretches suggested by the V.I.P.  Most | Students could do/try to  Students could try to strategize in order to tag/dodge more people.  Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| Gymnasium  Whistle  Choosing 3 students to be the “herd leaders”. (Usually the VIP is 1) |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| Hallway song.  Making sure everyone is participating.  If students are not playing safely/appropriately, or students don’t follow instructions after 1 reminder, students will be sent to the bench.  I spy with my teacher eye “\_\_\_\_\_\_\_\_\_ is ready…etc.”  Using both verbal and visual cues when necessary.  Making sure students are being STAR students (Safe, Teachable, Accountable, Respectful) and handing out STAR tickets when STAR behaviour is noticed.  NEW behaviour chart for the class. Green is STAR behaviour. Yellow is not following one of the class rules – if I have to tell you more than once. Orange is if I have to tell you again. Red is time off of centres. Students can get back into the “green zone” when they show STAR behaviour. At the end of the day, every student who is on green will get a STAR ticket (unless they made it to red).  N is on an IEP with goals for self-regulation and focus. Strategies that are being used are sign language, verbal cues and EA support when necessary.  N has a sticker chart for her hearing aids, making sure they stay in all day   * We are integrating using an FM system with N. If she takes her hearing aids out because the FM system is too loud, we just pause the FM system and the EA will put her hearing aids back in.   J has a behaviour chart where he is trying to earn stickers for STAR behaviour. After the lesson, teacher will talk to J about whether or not he was being a STAR student and give a sticker or an X. (6 stickers = STAR ticket, 9 stickers = prize). |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**  Teacher will introduce the Indigenous people (Dakoda people – from the Plaines of Saskatchewan) as well as the buffalo.   * Showing a map of Canada, showing pictures of buffalo (cartoon and real life).   Teacher will get the students to sanitize their hands and line up by the door for gym.  Teacher will suggest that students go to the washroom if needed.  Teacher will wait until everyone is ready.  Teacher will sing “my eyes are right infront of me….”  Teacher will walk the line of students into the hallway, to the gym (making sure students are walking quietly and safely).  Teacher will tell students to run around the gym as a warmup.  Teacher will also walk around the gym as the students run. | **Students will**  Students will listen to the teacher and look at the pictures.  Students will walk to the door, sanitize their hands and line up.  Students will go to the washroom if needed.  Students will stand quietly and patiently, waiting to leave the classtoom.  Students will sing “my eyes are right infront of me…”  Students will walk to the gym safely and quietly.  Students will run around the gym (walking if they get tired). | 5 mins  4 mins |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**  Teacher will blow the whistle and have students walk to the centre circle.  Teacher will ask the V.I.P. to lead us in some stretches.  Teacher will vocalize what the student is doing as a stretch and make sure that the “stretch” is safe.  Teacher will tell the student to switch to a new stretch.  Teacher will allow the student to do 5 or so stretches (depending on what they are).  Teacher will tell the students to sit down and have their eyes on me.  Teacher will tell the students that we are going to be playing a game similar to the catching stars game we played last week.  Teacher will say that this game is a traditional indigenous game of the Dakoda people, who are indigenous to the Saskatchewan area, and give the game instructions.   * In this game we normally have 1 Tatanka (leader of the buffalo) and the rest of the players are the buffalo. (we will be playing with 3 Tatanka so it is easier for the students). The Tatanka will start in the center circle and all of the buffalo will line up along the far wall. The buffalo are trying to get across to the other side without being tagged by the Tatanka. Once a buffalo is tagged by the Tatanka, they will join in and try and catch other buffalo. * The Tatanka start in the center but are free to run anywhere in the gym. * To start the game, the Tatanka in the circle yell “Tatanka!” * The last buffalo to get tagged wins.   Teacher will ask students if they understand.  Teacher will pick the V.I.P. to be the Tatanka and 2 other students to start. | **Students will**  Students will walk to the circle and sit down.  Students will follow along in stretches, watching the V.I.P. and listening to the teacher.  Students will switch to the new stretch.  Students will sit down and practice full body listening.  Students will listen to the teacher as instructions are given.  Students will respond by saying that they understand or by giving a thumbs up. | 6 mins |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**  Teacher will have the buffalo line up along the wall and the Tatanka in the middle circle.  Teacher will remind the students to say Tatanka to start the same.  Teacher will watch as the game is played, instructing students to line up by the wall and get ready, making sure that the Tatanka are starting off in the circle, etc.  Teacher will announce the winner.  Teacher will change the 3 Tatankas and repeat the steps above.  Teacher will change the Tatankas a number of times depending on how much time we have. | **Students will**  The 3 Tatankas will stand in the center circle and the rest of the buffalos will stand against the far wall.  Students will say Tatanka to start the game.  Students will start the game, running from one side of the gym to the other while the Tatankas are trying to tag the buffalos.  Students will go to the circle if they are tagged and get ready to tag more buffalos.  3 new Tatankas will join the center circle.  Students will play the game again. | 12 mins |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**  Teacher will blow the whistle and have everyone freeze in spot.  Teacher will ask the students to walk and line up by the door on the red line.  Teacher will wait until everyone is ready and then sing the hallway song.  Teacher will say when we get back to class, wash your hands and take out your lunch.  Teacher will walk the students back to the classroom. | **Students will**  Students will freeze in their spot.  Students will walk to the line and line up.  Students will wait quietly and patiently for everyone else.  Students will sing the hallway song.  Students will walk in the hallway, back to the class. | 3 mins |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**