## McGill University Lesson Plan format

**Learning and Evaluation Situation Focus / Topic:** Routines and Procedures **LES Period Number:** \_\_\_\_\_\_\_\_\_

Class Name: Room 5 Cycle: **1.1** 1.2 2.1 2.2 3.1 3.2 Date: March 8, 2011

Number of students: 20-25  Year: K **1** 2 3 4 5 6 Duration: 30 mins.

**Objectives:** The student will be able to …

1) Run around the gymnasium avoiding others (Psychomotor Domain)

2) Establish proper communication; receive and understand information related to the activity (Cognitive Domain)

3) Follow routines and procedures set up during class (Affective Domain)

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| **Essential Knowledges** | **Knowledge** | **Strategies** | | **Motor Skills** | **Behaviour** |
| **Competency**  **2**  To interact with others on different physical activity settings | **Principles of communication**  -Name a few ways of being understood by others  -Name a few ways of being receptive to other’s message  **Methods of Communication**  -Explains in his/her own words the main actions of a team captain or leader | N/A | | **Opposition Movements or actions**  -Opposition movements or actions in duelling activities in a common space:  1) gets away from opponent  2) reaches the opponent  3) dodges an attack by the  opponent  4) deceives the opponent using a  feint  **Cooperation:** collaborating, communicating, interpreting. | **Ethics related aspects:**  -Respects his/her peers  e)treats his/her opponent  with respect  -Demonstrates fairness  -Accepts victory and defeat  1) accepts defeat with  dignity  2) respects opponents  victory  -Demonstrates honesty in his/her behaviour |
| **Equipment Needed:**  - Red light, Green light and Yellow light sticks  - 10 round cones, 5 big cones  - 16 pinnies, 8 noodles | | | **Major Safety Concerns:**  -use round cones to create end lines, so that students avoid the walls  -students must be aware of their surroundings in order to avoid hitting other students | | |

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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Introduction 2. Entering of Students 3. Introduction to class | 1. Assemble all of the Grade 1 students in a circle in the middle of the gymnasium and have them sit down. 2. Introduce ourselves to the students and explain to them that we are from McGill University and will be teaching their class today. 3. Explain teaching cues. | “GO” – to start activity or to follow teacher’s instructions  “Three, two, one, stop” – to stop  “Freeze” – to stop where they are | ~3 mins. |
| 1. Warm-up   2.1 Red Light/Green Light  Students begin at the end line of the gymnasium and the teacher stands in the middle of the gymnasium. The teachers holds up different signs and yells out the proper command for that sign (Red Light = stop and freeze, Green Light = Go Fast, Yellow Light = Slow Down) while the students try to reach the other side of the gymnasium. When the students reach the other side of the gymnasium they can try to go back in the direction they came. | 1) Have the students find a spot anywhere on the gymnasium floor and begin to move around, pretending to be cars, while holding a poly-spot as a steering wheel. Have them practice the speed that the instructor calls out.  2) Have the children move to the end line of the gym each of them still holding a poly-spot in their hands. Stand in the middle of the gym and be ready to hold up the three different colored signs. Hold up one sign and yell the proper command while the students try and reach the other side of the gym.  3) Pair up the students in groups of two to form trucks and they must now try to get to the other side of the gymnasium as a team (holding onto the student’s shoulders in front of them).  4) Make each light color be a different locomotor movement (skipping, walking, jumping, hopping) that the children must do when they see that color. | *Questions:*   * *“Have you ever seen traffic lights before?”* * *“What colors are the lights?”* * *“What do each of the colors mean for the cars?”* * *“What speed do you do when I say yellow/red/green?”*     “When I say Green Light!”   * “Go!” * “Run!” * “Fast Speed!”   “When I say Red Light!”   * “Stop!” * “Freeze!”   “When I say Yellow Light!”   * “Go slow!” * “Slow speed!” | ~ 5 mins. |

Organization / Diagram(s):

Transitions:

Introduction: Warm-Up:

Green Light Go!

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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Main Activity   3.1 What Time is it Mr. Wolf?  - Students line up on end line. When teacher says Go, students walk towards other end of gym and ask What Time is it Mr. Wolf? Teacher replies # o’clock or Lunchtime. Student touched become wolves.    3.2 Run Sheep Run!  - Most students (sheep) are lined up on end line (farm) while a few other students (wolves) are scattered in gym behind cones (forest). When teacher says Go, sheep walk and run around the forest. When teacher says Run Sheep Run, wolves come out and chase sheep back to their farm. If touched, they become wolves. | 1) Rehearsal: Teacher goes through the rundown of the activity as the wolf.  2) Wolf Pack: 3 students are designated as wolves to make wolf pack. They must work together to tag as many other students in order to enlarge their pack.  3) Teams/groups: Students are placed into different colored groups of 3-4. Last team colour remaining is the winner.  1) Wolves vs. Sheep: Students as sheep move around the forest until teacher says Run Sheep Run. Wolves that tag sheep become wolves.  2) Sheep Teams: Students are placed in coloured teams representing different farms (blue, red, green farm). | “What Time is it Mr. Wolf?” – Walk towards other side of gymnasium.  “Lunchtime” – Run back to end line as Wolf/wolves chases.  “Keep head up, be aware of others”  *Question: Where do you slow down/stop running?*  “When I say Go” = students are safe to walk/run around throughout the forest.  “Run Sheep Run”= Wolf chases and sheep run back to farm.  *Question: What do you do when Run Sheep Run?* | 5-7 mins  5-7 mins |

Organization / Diagram(s):

3.1 3.2

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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Cool Down / Culminating Discussion    1. Sum-up    2. Exit | 1. Assemble all the children together in the centre and have them sit down in a circle. 2. Go over the some of the cues and routines that the children have practiced today. 3. Mention what we observed and liked/disliked. 4. Have the children form a line in front of the door to exit the gymnasium. | “Three, two, one, stop”  “Sit in a circle”  “Go” – to form a line | ~ 2-3 mins. |

Organization / Diagram(s):

4.1 4.2

Post-Lesson Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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