## McGill University Lesson Plan format

**Learning and Evaluation Situation Focus:** Manipulative Activities **LES Period Number:** \_\_\_\_\_\_\_\_\_

Class Name: Room 18 Cycle: 1.1 1.2 2.1 2.2 3.1 3.2 Date: March 29th, 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) Perform a variety of manipulation movements using beanbags and foam balls(Psychomotor Domain)

2) Identify and understand how to use different manipulate objects during a variety of activities (Cognitive Domain)

3) Use and demonstrate the safety precautions of using objects when interacting with others (Affective Domain)

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| **Essential Knowledges** | **Knowledge** | | **Motor Skills** | | |
| **Competency**  **1**  To perform movement skills in different physical activity contexts | **Concepts of time and space**   * Estimates distances (near, far, one step back, etc) * Identifies reference points (ex. On the poly-spot) * Distinguishes different directions (ex. Before, behind, ahead, to the right)   **Principles of Coordination**   * Explains a few different ways of coordinating movements (throwing motion, etc)   **Vocabulary related to equipment used**   * Names objects (beanbag, foam ball, poly-spot) | | **Manipulation Skills**   * Object manipulation  1. Handles a variety of objects in different ways  * Project objects without an implement  1. Throws a variety of objects overhand/underhand at a target (e.g. throwing a beanbag, passing to others, etc)  * Receiving objects with or without an implement  1. Catches a variety of objects using one or two hands   **Locomotor Skills**   * Moving about an area with and without obstacles | | |
| **Equipment Needed:**   * 15 dodge balls * 25 beanbags * 25 pinnies (blue, red, green, yellow,) * 20-25 hoops/poly-spots | | | **Major Safety Concerns:**   * Respect the equipment, e.g throwing equipment to others. * Students must be aware of their surroundings in order to avoid hitting other students * Use soft equipment to reduce injuries | | |
| **Activity** | | **Task Progressions** | | **Verbal Cues** | **Time (mins)** |
| 1. Introduction 2. Entering of Students 3. Introduction to class | | 1. Assemble all of the Grade 3 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”  “3, 2, 1, stop”  “Freeze” | ~3 mins. |
| 1. Warm-up   **Can You Catch?**  -Students will practice their passing and receiving skills | | 1) Students are each given a bean bag and are told to find their own spot in the gym away from others.  2) When the teacher says, “Go” students will throw their bean bags up in the air to themselves and catch it.  3) Students will then be asked to find new creative ways to throw and catch their bean bag. 4) Students will then get into pairs, and will now throw dodge balls back and forth. 5) Next, students need to find different ways to throw to their partner.  6) When the teacher says, 3, 2, 1, switch, students will change their partners and continue the activity.  7) To increase difficulty, students can get further and further away from each other every pass they complete. | | “3, 2, 1, switch”  “Right foot, left arm”  “Left foot, right arm”  “Overhand, underhand”  “Follow through on each throw”  “Step forward with foot opposite throwing hand” | 5-7 mins. |

Organization / Diagram(s):

Transitions:

Introduction: Warm-Up:

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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Main Activity   **Poly Passing**  -Students must attempt to get from one end of the gym to the other by making a minimum of 3 passes to their partner while having one foot on a poly spot at all times | 1) Poly spots will be placed all around the gym floor and ask students to line up in teams of two on the baseline. Teacher will then hand out pinnies and make teams of four.  2) In teams of two, students start at one end of the gym and need to get to the other end of the gym by making a minimum of 3 passes to each other.  3) A student can only pass the object forward, and to receive a pass from his\her teammate, a student has to have one foot on a poly spot placed on the floor.  4) Ask students to see how many times they can make it from one end of the gym to the other, without dropping the ball, if the ball is dropped they must return to the start line and begin again  5) Once students understand the game, the teacher will choose a team with the same color pinnies to act as defenders  **Defenders:** will be scattered around the gym in between poly-spots trying to intercept/block passes from all the teams of two. Every 30 secs. defending team switches.  6) If a defender intercepts/blocks a pass, the team of two must return to the start line and begin again  7) Make the teams bigger, students who are wearing the same color pinnie become a team. Teams must work together to complete 5 passes before reaching the end line | ‘When I say Go…”  “Keep you heads up”  “Look at who your passing to”  “Keep one foot on the poly spot”  “Freeze”  “3, 2, 1, Stop” | 7-10 mins. |

Organization / Diagram(s):

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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Cool Down / Culminating Discussion    1. Going on a trip/Sum-up    2. Exit | 1) Assemble all the students together in the centre circle and have them sit down. 2) Explain to the students, “I’m going on a trip” game. The teacher will start by providing one example, “I’m going on a trip and I’m going to bring a monkey”  3) Going around the circle, the students will say, “I’m going on a trip, and I’m going to bring…” If what they want to bring fits the pattern or theme the teacher decides, they will be allowed to come on the trip. If not, the teacher will say, “no you can’t come”, and then the next student will guess. 4) Once a student thinks they know the pattern, they will attempt to guess.  5) Go over the some of the cues and routines that the children have practiced today. | “I’m going on a trip and I’m going to bring…”  “Yes, you can come”  “No, you can’t come” | ~ 2-3 mins. |

Organization / Diagram(s):

Sum-Up: Exit:

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

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