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| **Subject/Grade:     Grades K, 1, 2 PE Lesson Title: Shipwreck!**  **Teacher: Kendra Guiliano & Laina Johnson** | |
| **Stage 1: Identify Desired Results** | |
| **Outcome(s)/Indicator(s):**  Kindergarten Outcomes  PEK.1 Fitness Participates in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.  a. Participate in moderate to vigorous locomotor movements (e.g., walking, running) and a variety of movement activities (e.g., individual activities, partner activities, rhythmic activities, low organizational and co-operative games, and alternate environment activities), progressing towards sustaining movement for four consecutive minutes  f. Participate in teacher-led movements that stretch or strengthen muscles (e.g., teacher-led yoga poses, teacher-led stretches).  PEK.7 Relationships Use respectful behaviours and safe practices while participating in cooperative games and physical movement activities.  a. Practice being both the leader and follower in a variety of physical movement activities.  e. Repeat and practice safety rules related to movement in a physical activity setting (e.g., make sure that balls are not left rolling around where someone else can step on them, do not throw balls at other people, keep head up and look around when moving).  g. Engage in play with a variety of classmates, including those who are friends or not friends. h. Persist in trying even when it gets hard to do so (as long as it does not hurt).  Grade 1 Outcomes  1.1 Health-related Fitness Build a repertoire of strategies, with guidance, for developing components of health related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength.  b. Engage in a variety of movement activities.  c. Sustain participation in moderate to vigorous locomotor activities (e.g., walking, snowshoeing, running, dancing, hiking, swimming, parachute play) and lead-up games (e.g., tag games, follow the leader) that increase heart rate and respiration rate, for five consecutive minutes on a consistent basis  1.6 Movement Variables Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in: • space (personal space, general space, levels, directions, pathways) • effort (force, time/speed) • relationships (individually and with objects)  e. Move in general space, changing directions, levels, and pathways purposefully avoiding others (e.g., slide sideways using proper footwork varying effort such as “slide like a tall dancer”, “slide like a low basketball player”).  h. Demonstrate skills for changing directions through chasing, fleeing, and dodging movement activities (e.g., tag games).  1.8 Play Strategies and Skills Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including: • low-organizational games involving travelling (e.g., tag games, follow-the leader, hopscotch, long-rope skipping) • target games (e.g., ring or hoop toss, bowling, bocce ball) • alternative environment activities and games (e.g., snowsnakes, hiking, skating, snowshoeing, aquatics, cycling, tobogganing, cross country skiing).  c. Demonstrate a willingness to try to apply discussed strategies  for playing a variety of games (e.g., take turns being the leader in  follow-the-leader).  e. Assume responsibility for various roles (e.g., leader, follower, “it”, “not it”) while participating in low-organizational games and activities.  1.9 Safety and Cooperation Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities.  a. Follow teacher-identified rules, routines, and safety procedures in a variety of movement activity settings  Grade 2 Outcomes  2.1 Health-related fitness Apply a repertoire of strategies, with guidance, for developing components of health related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength through participation in a variety of movement activities.  b. Sustain participation in moderate to vigorous locomotor activities (e.g., walking, running, dancing, snowshoeing, cross-country skiing, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, for six consecutive minutes on a consistent basis.  2.9 Safe Behaviours Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.  a. Apply general and specific safety guidelines for participating in movement activities (e.g., appropriate permitted height on the climbing apparatus, carrying heavy equipment such as mats, number of people on a piece of playground equipment at one time) and respectful behaviours (e.g., take turns, use polite and inclusive language) that are appropriate for own age and ability.  b. Recognize the importance of practising safe behaviours (e.g., follow directions, perform within person limits, accept the limits of space, understand safety rules related to the space and equipment) alone and with others. | |
| **Key Understandings: (‘I Can’ statements)**  I can follow instructions.  I can play Shipwreck!  I can move quickly to swab the deck.  I can run away quickly. | **Essential or Key Questions:**  What are the instructions?  Why are instructions important before starting a game?  How can I utilize being captain? |
| **Prerequisite Learning:**   None | |
| **Instructional Strategies:**  (What strategy(ies) will you use throughout the lesson to engage students in the learning process?) | |
| **Stage 2: Determine Evidence for Assessing Learning** | |
| *(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O’s and I’s above, towards the ‘I can’ statements, towards the Key Questions. ALL of these should all connect together and reflect each other!)*    Observe students to see that they are:   * Participating in the activity.   Listening to, and moving in accordance with, the movement prompts in the game.   * Following the rules of the game. * Moving safely throughout the space. | |
| **Stage 3: Build Learning Plan** | |
| **Set (Engagement):** Warm up  **Length of Time:** 7-10 minutes  *(Get their attention! And then tell them what you are going to learn through this lesson)*  We will begin with our five minutes of movement at the beginning of class. Students will either run, walk, gallop, etc around the track for five minutes. After this, we will call the students attention and bring them into a circle. We will explain we are playing shipwreck and to have everyone stay seated while we explain the rules. Ask if anyone has ever played shipwreck and explain you'll run over the rules quickly if a lot have played.    **Development                           Length of Time: 15 minutes**  We will explain the rules of Shipwrecked!  We will explain:   * We are the captains for the first round (practice round) * When we call out “Roll call!” students are to line up and salute us until we say “at ease” * When we say “Crow’s nest” students will begin to pretend to climb a ladder in their spot. * When we say “Swab the deck” students must carefully get on their hands and knees and pretend to scrub the floors. * When we say “Shark attack!!” We will begin attempting to tag students. We will give the captain 10 seconds to catch as many crew members as possible. If tagged, the crew must sit down so we know how many are left. * When we say “Drop the anchor” students must lay on their backs and put their legs up to resemble an anchor. * When we say “Pirates” students will close one eye, make a hook hand and pretend to be a pirate * When we say “Row to shore!” students will get into four lines, pretend to row, and sing row, row, row your boat across the gym until they get to the stage.   We will then begin playing the game and elect a new captain each round. Each person will be captain for around 4 minutes. Miss Johnson will keep track of who all has been voted captain so we can call on different people the weeks following. Ms Guiliano will time the rounds and decide when it is time to switch off.    **Learning Closure:                        Length of Time:** 5-7 mins  We will end the game and allow students to play freeze tag. We will play for five minutes then allow them to line up and quietly walk back to class. | **Materials/Resources:**  Reference sheet for names of movements in the game.    **Possible Adaptations/**  **Differentiation:**  For Kindergartners:   * We will have them do their “listen and move” break instead of the grade 1/ 2 warmup. * If 4 minutes per captain is too much time, we will cut it back to 3 minutes and allow more kids to have a turn being captain.       **Management Strategies:**   * Explaining students will remain seated until we fully explain the rules. * Explaining what not to do before students think of doing it.       **Safety Considerations:**   * Making sure students have room to run without crashing into each other * Making sure no one is hitting anyone or bumping into people. |
| **Stage 4: Reflection** | |
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