

Subject/Grade: Grade 1 Physical Education	Lesson Title: Simon Says Animal Movements	Teacher: Paige Doud
Stage 1: Identify Desired Results		
Established Goals: (Learning outcomes)		
<p>PE1.3: Locomotor Skills Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a: control level of skill when: walking, running, jumping forward and landing, jumping sideways and landing, progressing-towards-control level of skill when: jumping backward and landing, hopping (body moves on one foot as in right foot to right foot), skipping (combines a step and a hop), leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on opposite foot), sliding (one foot steps and the other moves to meet the first foot, “step close”), galloping (one footsteps, body propels upward, other foot moves to meet the first foot, rolling forward (see note), rolling sideways.</p> <p>PE1.9: Demonstrate, with little or no support, safe and co-operative behaviours while participating in physical education activities</p>		
Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand that....</i> <ul style="list-style-type: none"> - I can move like an animal and think about what movement skill I am performing - I can move safely - I can think of different animal movements I can do - I can actively participate and follow instruction 		Essential Questions: <ul style="list-style-type: none"> - What kind of animal am I moving as? - What is this movement called? - What other animal movements can we think of?
<i>Students will know....</i> <ul style="list-style-type: none"> - How to move safely within the space (safety for themselves and aware of others in the room) - What kinds of movements they are performing - How to think of other movements to perform 	<i>Students will be able to....</i> <ul style="list-style-type: none"> - Apply certain locomotor skills to their movements - Identify different locomotor skills that they did as animal movements - Think of different animal movements they could demonstrate as a locomotor movement 	
Instructional Strategies:		
<ul style="list-style-type: none"> - Actively participate alongside the children to further engage them - Move around the room to observe how the children move - Speak loudly to ensure each student can hear and knows what the required task is 		
Stage 2: Determine Evidence for Assessing Learning		
<ul style="list-style-type: none"> - At the beginning of the lesson, let students know all expectations and that you will be having them move like animals and see how good they can make their movements - During the lesson, demonstrate the required movement for the students so they know what they should be doing. Move around the classroom encouraging students and observe their movements while helping them to move correctly. Make mental notes of how students are doing, - After the lesson, have a discussion about the movements and lesson. Ask what kind of animal movements they did, other animal movements they can think of, if it was easy or hard, and any other stuff they learned or observed in the class. 		

Stage 3: Build Learning Plan	
<p>Set (Engagement): Length of Time: 5 minutes</p> <ul style="list-style-type: none"> - Have students sit in a circle in the gym and ask if they like animals; ask if they can think of some ways that animals move (hop, leap, skip, gallop, etc.) - Have students to a warm up of practicing some movements, skip a lap, walk a lap, and run a lap. - Meet back at the center and tell the students that you will be playing Animal Simon Says <p>Development: Time: 15 minutes</p> <ul style="list-style-type: none"> - Tell students to spread out and find a space in the gym that they are not near anyone else or will not touch anyone - Tell students that you are Simon and they have to do what Simon does and says - Example, Simon says hop like a kangaroo (show the students to movement, jump off one foot and land onto the same foot); Simon says run like a cheetah (show students the movement) - Go through all the movements, showing the students along the way what the movement looks like and actively participating alongside them - Remind students to watch out for other people as they move around <p>Closure: Time: 5 minutes</p> <ul style="list-style-type: none"> - To end the lesson, say, Simon says find a spot to sit on the floor - Ask students what kinds of animal movements they did today - Ask students if they found any easy or hard - Ask students what other kinds of movements they can think of - Ask students if there is anything else they learned or observed while performing the lesson. 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> - Pre-made list of locomotor skills that can be made into animal movements - Open space gym - Running shoes <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> - Can have images of animals to show the students so they know what animal they will be “acting as” - Have a microphone to speak into so all students can hear <p>Management Strategies:</p> <ul style="list-style-type: none"> - Participate alongside students so they engage in the activity - Circle the gym while moving to watch the children’s skills and manage the class <p>Safety Considerations:</p> <ul style="list-style-type: none"> - Advise students to be cautious of their surroundings to prevent collisions - Show students the movement so they know how to safely perform the movement - Ensure students have their shoes tied
Stage 4: Reflection	

Professional Development Goal is...

Speak loudly in a gym setting to ensure that all students can hear the instructions. Learn how to efficiently use the gym space for students to move freely and not be bunched up.

References for Ideas

Hes-extraordinary.com,. HIIT for kids. Retrieved from:

https://www.pinterest.ca/pin/407927678745636964/feedback/?invite_code=4c73fda9f4da40f79dd9d4f71ab29c04&sender_id=407927816156366202