

Subject/Grade: Physical Education 4
Reimer

Lesson Title: Zoo Tag

Teacher: Halle

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

PEK.1

Participate 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.

PEK.2

Explore and practise ways to move the body through space, including at a progressing-toward-control level of skill when:

- walking
- running
- jumping forward and sideways

an exploration level when:

- 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 the opposite foot)
- sliding (one foot steps and the other moves to meet the first foot, "step-close")
- galloping (one foot steps, body propels upward, other foot moves to meet the first foot).

c) Respond physically to verbal prompts of travelling skill named by others (e.g., hop, leap, jump).

i) Use a variety of locomotor skills when playing simple co-operative movement activities and games.

PEK.5

Vary, with guidance, the movement of the body through changes in:

- space (personal space, general space, levels, directions, and pathways)
- effort (time and speed)
- relationships (body parts and shapes).

d) Move from one point to another, through moving classmates, trying not to contact anyone else.

Key Understandings: ('I Can' statements)

I can participate in locomotor movements in a variety of movement activities.
I can respond to verbal prompts telling me how to travel (skipping, hopping, etc).
I can use a variety of locomotor skills when playing simple movement activities and games.
I can move from one point to the next, weaving through classmates to avoid contact with anyone else.

Key Questions:

What are different ways I can move around the gym?
What different movements can I do, that compare to how animals move?
Can I listen to instructions and follow the rules?

Prerequisite Learning:

Students must have previous knowledge of ways the body can move through space (ways they can move: skipping, walking, running).

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:

Class Discussion/observations:

- Asking children how they think humans/animals move, what movements they might see certain animals do compared to others.
- Noticing how students retain knowledge on animal movements.
- If they offer different ideas of how animals move.

using comment rubric for assessment

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 10 minutes

- *Gather students along the wall*
- *Ask students how they move around*
 - *How do they get from their bedroom to their kitchen?*
 - *What other ways can they move around?*
- *Together we will brainstorm different animals and how they might move. We will then demonstrate these movements*
 - *Bears walk on hands and feet*
 - *Crabs walk on hands and feet BUT facing belly up*
 - *Elephants stomp their feet and we can wiggle our arm like a trunk*
 - *Kangaroo hops*
 - *Zebra will gallop*
 - *Deer will skip*
- Remind/show students how to move in any of these ways that they might not know/remember

Development:

Length of Time: 5 minutes

Warm up:

- Have students line up along the wall
 - I will tell students to gallop until they reach the other side of the gym. When everyone is at the other side, I will tell them to skip all the way back
 - Once everyone has reached the wall, I will instruct students to hop across the gym until they reach the other wall again, they will then be instructed to run back to the initial wall.
- When everyone has made their way over to the initial wall, students can stop for water and then we will move on.

Learning Closure:

Length of Time: 15 minutes

- Using the way we have learned to move through space we will play a game of tag
- I will explain to students that there are going to be two zoo keepers who are trying to put all the zoo animals back in their pens, but there is a pesky monkey that keeps letting all the animals out!
- Rules:
 - Zebras, Kangaroos, and Deer will move around the play area, trying to avoid being tagged by the zoo keepers
 - Zookeepers have to tag the animals by tapping their arm or back, and walking them back to their pens.
 - Zebras, Kangaroos, and Deer stay in the pens until they are rescued by the monkey

Instructional Strategies:

- I will have time for the class to discuss animal movements.
- I will observe students while they warm up and play tag.
- I will set aside plenty of time for us, as a class, to practice how animals move around.

Materials/Resources:

- 16 Pylons/cones
- Pinnies

Possible Adaptations/

Differentiation:

- Choosing different animals for students to act as such as; Bear, Wolf, Fox, Lion, Giraffe, etc.

- Simplification: adding more monkeys to rescue trapped animals

- Extension: adding more zoo keepers and a larger play area
- Students can switch the way they travel if apart of the animal group

Management Strategies:

- I will provide clear expectations for how we will make our way to the gym and then back to class, making sure not to disrupt other classes.
- I will provide instructions and reminders of what movement students will be doing during their warm up.
- I will provide clear instructions on how to play the game.

Safety Considerations:

<ul style="list-style-type: none"> ○ The Monkey is able to go into pens and save ONE animal at a time by high fiving them. <ul style="list-style-type: none"> - I will demonstrate with a student ○ Zoo keepers can walk fast, but they cannot run. ○ Deer must skip. ○ Zebras must gallop. ○ And Kangaroos must hop. ○ Monkeys can move by running with their arms under their armpits (classic monkey walk?). ● Groupings <ul style="list-style-type: none"> ○ I will ask for 2 volunteers to be “zookeepers” ○ 1 person will volunteer to be a monkey ○ The rest of the students will be zebras who gallop, deer who skip, kangaroos who hop 	<p>- I will make sure when we are in the gymnasium, that there are no safety concerns such as garbage, or things for students to get injured on while we play our game.</p> <p>- Promote students being gentle when tagging friends or retrieving them from the pens.</p>
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