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**PE – Cross-curricular Lesson**

**Patterns & Movement Skills**

**Grade level:** Kindergarten

(Class of 20 students)

**Background Information:**

The kindergarten students at my practicum school have been learning about different types of patterns in Math. The students have proven to be able to recognize and identify patterns in books, on clothing and in the classroom. The students must be able to replicate and create patterns in math using a variety of manipulatives, actions or through drawing.

**Main Objective:**

The students will be able to work cooperatively in small groups to create patterns using different types of movement skills. Students will perform their movement pattern in front of their peers. The audience will then be able to identify and verbally present the pattern they observed.

**PLO’s for Mathematics**

* B1. demonstrate an understanding of repeating patterns (two or three

elements) by

* identifying
* reproducing
* extending
* creating patterns, using manipulatives, sounds, and actions

[C, CN, PS, V]

**PLO’s for Physical Education**

* B1 perform movements in personal space while maintaining control
* B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:
* walk
* run
* jump or hop
* body roll (e.g., log roll, shoulder roll)

**Equipment required**

* CD player/music

**Adaptation/Modifications**

* see individual activities for adaptations and modifications

**Safety Concerns** – elicit safety rules from students

* + - Eyes up – watch where they are going
    - Identify any obstacles or safety hazards
* Be mindful of their personal bubbles
* No shouting – in case of emergency the teacher needs to be able to get the students attention

**Lesson Sequence:**

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 5 minutes | Warm up – Movement Freeze Dance |
| 10 minutes | Skill Development – Creating Movement Patterns |
| 10 minutes | Cumulative Activity – Performance & Pattern Identification |
| 5 minutes | Cool Down/Closure – Reflection Ball |

**Cognitive Reaching**

Affective Needs:

* The lesson requires small groups to work cooperatively together. To do so students will have to use their communication skills.
* Students are required to demonstrate a positive attitude and show respect for their peers’ performances.
* Students will be asked to reflect on the lesson during the closing activity.

Cognitive Needs:

* Students will use their funds of knowledge and thinking skills to create and identify patterns.

Physical Needs:

* Students will work on expanding upon and improving their movement skills.
* Movement skills will require the students to balance and gain control of their bodies

**Lesson Plan**

**Entry Activity/Warm Up: Movement Freeze Dance**

**Objectives:** The students will be able to:

1. Perform a variety of movement skills while keeping their bodies in control
2. Follow clear game instructions and abide by safety rules

**Warm up: Movement Freeze Dance**

* Instructor explains the rules of the games
  + When the music begins students will perform an outlined movement in a clockwise direction around the perimeter of the gym.
  + When the music stops the students must freeze.
  + When the music restarts a new movement will be identified and the game continues.
* Elicit safety rules from students
  + - See safety rules as listed above

**Teaching Cues:**

* Use the IB key concepts -> specifically form and responsibility
* If students are not performing movement skills properly or demonstrating safe behavior – use “5, 5, show me 5” and remind students of the criteria.

**Modifications:**

* If students are demonstrating control of their bodies and safe behavior students can be instructed to move freely in the gym space rather than a clockwise motion.

**Skill Development: Creation of Movement Patterns.**

**Objectives:** The students will be able to:

1. In small groups, create a pattern composed of at least 4 movement skills that repeats 2 times
2. Demonstrate 4 movements skills with proper technique

**Skill Development: Creating Movement Patterns**

* Instructor explains the rules of the activity
  + Students will be divided into 4 groups
  + Students will be required to create a pattern using 4 movement skills that repeats twice
  + Ask select students to demonstrate a few examples of movement skills
* Divide students into 5 groups of 4 by using the count off system
* Assign each group to a designated area of the gym

**Teaching Cues:**

* Use the IB key concepts -> specifically connection, function, form
* Ask students to briefly brainstorm fair ways to include all group members when creating their pattern
  + IB learner profile – communicator (sharing ideas & LISTENING)

**Modifications:**

* If students are feeling like risk takers, invite them to add another movement skill to the pattern.

**Cumulative Activity: Performance and Identification of Movement Patterns.**

**Objectives:** The students will be able to:

1. Perform movement patterns that meets the outlined criteria
2. Identify movement patterns in each performance.
3. Verbally communicate the pattern observed

**Cumulative Activity: Performance and Identification of Movement Patterns.**

* Instructor invites each group to perform their pattern
* After each performance, students will be asked to identify and state the pattern
* Invite students to make connections to our math unit.

**Teaching Cues:**

* Use the IB key concepts -> specifically connection, function, form
* Review audience behaviours if needed. Elicit from students.
* Quick transitions. Do not want students to be sedimentary for too long.

**Cool Down/ Closure: Reflection Ball**

**Objectives:** The students will be able to:

**1.)** Reflect on the lesson and share their thoughts with the class.

**Cool Down: Reflection Ball**

* Instructor explains the rules of the activity
  + Students sit in circle and will reflect on the lesson
  + Instructor will lead the students through a series of reflective questions
  + Students will gently roll a ball across the circle to their classmates. When the student receives the call they will share their response

**Modifications:**

* Students are encouraged to share, but they can pass if they do not feel comfortable

**Assessment Tool – Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeding Expectations | Meeting Expectations | Minimally Meeting Expectations |
| Movement Skills | Student demonstrates confidence and competency in multiple movement skills including running, shuffling, hopping etc. | Student often demonstrates competency in multiple movement skills including running, shuffling, hopping etc. | Student inconsistently demonstrates multiple movement skills. |
| Pattern Abilities | Students can confidently create, identify and label a variety of different pattern sequences | Students can create, identify and label basic pattern sequences. Students often use self correction to label and recite patterns | Students can often identify patterns. It is more challenging for students to create and label patterns. |
| Participation | Student demonstrates strong leadership skills. Student has an outstanding attitude and is a  great team player. Student follows instructions very well. Students act is a safe manner. | Student sometimes demonstrates leadership skills. Student has a positive attitude and is a works well in groups. Student consistently follows instructions. Students act is a safe manner. | Student tries to participate in some activities. Student sometimes needs prompting to listen and follow instruction. Student usually acts in a safe manner. |

**Rationale**

For my cross-curricular lesson plan I designed a lesson plan rooted in math and physical education. For this assignment, I outlined prescribed learning outcomes from both the kindergarten math and physical education sections of the original BC curriculum. The prescribed learning outcomes are now represented in a conceptual format in the newly drafted curriculum. The math PLO’s would translate into the big idea “patterns represented in various ways show repeated regularities.” The physical education PLO’s are represented under the “Active Living” section under the curricular competencies.

The main objective for this lesson is for students to be able to demonstrate their ability to create, identify and label patterns while practicing a variety of basic movement skills. Through this exercise I found math to be a great compliment to physical education when designing a cross-curricular lesson plan. I think it was particularly successful because in math we often ask the kindergarten students to show their knowledge using manipulatives. In this case, students use their own bodies to represent their knowledge. The IB key concepts also lend themselves to creating transdisciplinary lesson plans. The key concepts form, function, connection and responsibility can help connect the two disciplines.

Students will demonstrate all three core competencies; communication thinking and personal and social during this lesson. Students will have to utilize their personal and social skills in order to effectively communicate within their small groups. Students will be required to communicate and listen to their peers to meet the criteria and work cooperatively. Students will exhibit thinking skills through out the duration of the lesson. In specific students will have to be thinkers by finding safe ways to use their movement skills while keeping their bodies in control and being spatially aware. Thinking is also required when creating and identifying pattern sequences. At the conclusion of the lesson, students will be asked to think and reflect on their performance both as an individual and as a team member.

The new conceptually based curriculum should make creating cross-curricular lessons significantly easier.