**Cross Curricular Lesson Plan**

**Skill Theme:** Telling time through locomotive movement (Math and Physical Education)

**Lesson:** What time is it, Mr. Clock?

**Grade:** 2

**Class Length:** 40 minutes

**# of students:** 24 students

**Equipment Needed:**

* 24 Hula hoops
* 2 sets of laminated numbers (1 - 12) to set upright in each hoop
* 25 Pennies (15 red, 10 yellow)
* Music and music player

**Safety Concerns:**

* Students should be aware of open space and proximity to others while demonstrating locomotive skills.

**Prescribed Learning Outcomes:**

Physical Education

* *Active Living:* Personal benefits of regular participation in physical activity.
* *Movement Skills:* Develop abilities to move through general space with directional changes.
* *Safety, Fair Play and Leadership:* Demonstrate safe behaviours when participating in physical activity.
  + listening to and following directions
  + staying within activity boundaries

Math

* Patterns:
  + B2: Demonstrate an understanding of increasing patterns by describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions.

**Objectives:**

1. Students will be able to practice telling time through manipulating movement skills, teamwork and cooperation.

*Evaluation:* Teacher observation of student’ movement, ability to work as a team and correct positioning of their bodies to accurately represent time.

1. Students will be able to demonstrate an understanding of time.

*Evaluation:* Teacher will assess students using rubric. Students will evaluate their own understanding of analog clocks before and after the lesson.

**Student Developmental Objectives:**

**Physical**:Quality of movements

**Cognitive**: Spatial awareness, depth perception, knowing limitations, strengths and weaknesses, rules of the activity, and how to correctly represent time.

**Affective**:Being more confident in their skills of body position and time telling, being aware of safety issues.

**Entry Activity:** None for this class.

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| Movement Experience | Organization | | Teaching Points |
| 1. Warm Up/Shape of the Day (Total Time: 5 minutes) | | | |
| Shape of the day | Students will stand in a circle. | | Telling students what is expected: warm up game, clock practice, What time is Mr. Clock game and cool down game. |
| Warm up game:  What time is it Mr. Wolf? | Students will be at one end of the wall. One student who is chosen to be “Mr. Wolf” will be at the other end of the gym with his/her back to the students.  Instructions:  Students starting at their end of the gym will ask all together, “What time is it Mr. Wolf?” Mr. Wolf will then call out a time, for example, “3 o’clock”. Students will then take three steps. The number of steps that are taken depend on the time Mr. Wolf calls out. Students will call out together the steps that they take (1! 2! 3!). As soon as Mr. Wolf feels the students are close enough to tag, he/she can choose to respond “Lunch time!” instead of giving a certain time when asked by students. When Mr. Wolf says this, the students must ran as fast as they can back to their side of the gym to avoid being tagged by Mr. Wolf. The student Mr. Wolf tags will then be appointed the next Mr. Wolf. | | Students will relate time to the number of steps needed to be taken. They will make a connection between the concept of time and translate it into physical movement. Students will engage in fair play and demonstrate safe behaviours by avoiding running into any students (go over rules before the game). |
| 1. Skill Development (Total Time:10 minutes ) | | | |
| Follow the leader | In a circle  Music | | Teacher give instructions of how students should move using one of the locomotive movements. For example, teacher will ask students to skip backwards at a medium high level. |
| Movement Circle | In a circle  Music | | Teacher will direct students to be in pairs. Students will create their own sequence at varying locomotive movements and varying height levels. |
| 1. Skill Application (Total Time: 20 minutes ) | | | |
| What time is it Mr. Clock? | Gym set up:  There will be two set ups using half of the gym each. Each setup will have 12 hoops arranged in a circle. Each hoop represents one of the twelve number positions of a clock as represented by the laminated numbers.  Teacher will divide class into two groups. One group will be given red pennies for the minute hand. The other group will be given a yellow pennies for the hour hand.  Teacher will distribute red penny and yellow penny students evenly amongst the two clocks.  Using what they have learned in the skill development, when music plays, students will move around the circle clock in a specific way that the teacher will call out (leaping, running, hopping, skipping, jumping, galloping etc.)  When the music stops, the students stop and wait for a time of the day to be announced by the teacher. The teacher should start with times that are only on the hour then progress to half hours and then quarter hours and then a combination. The students quickly attempt to position their bodies to represent the hands on a clock. When do they so, they must complete a two-foot stop at conclusion of locomotor movement. Remind students that the two hands (or lines of students) should meet in the center of the clock.  After each time has been announced by the teacher, have the students move around the clock area again and repeat the process. | | Students will demonstrate cooperation by working as a team when lining up to show the correct time representation with their bodies.  When moving around the clock, students well demonstrate attention to open space and spatial awareness.  Students will be able to understand the concepts of analog clocks and understand how to read them properly especially they compare themselves to the other group. |
| 1. Cool down/Self Assessment/Review (Total Time: 5 minutes ) | | | |
| Clock Yoga | Students find a spot in the gym to lie down.  Teacher will ask students to either use their arms or legs to represent different times on an analog clock. For example, “Use your arms and legs to show 6 o’clock”. Students will lie down with their arms representing the minute hand and legs representing the hour hand. | | Students will follow directions and listen to instructions given by the teacher. |
| Discussion | In a circle | | Teacher asks how today’s lesson relates to IB learner profile traits. |
| Review | In a circle | | Teacher asks what kind of movements did we use to get from one point to another? What was easy? What was challenging? |
| **Differentiated Instruction** | | | |
| **Accommodations and/or modifications:**   * Students at younger levels do not have to use time but will recognize numbers from 1-12 instead and will do skip counting. * Students at a higher grade level can use fractions instead of times. | | **Extensions:**   * Include 24 hour clock format. * Can give practical examples of time by asking “What time does school start each day? What time does school end each day? What time is lunch?” | |

**Assessment and Evaluation:**

Fundamental movement Rubric Grade 2:

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| **Aspect:** | **Approaching Expectations** | **Meets Expectations** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Spatial Awareness** | Needs to be reminded about standing too close or too far from everyone. Able to move around the open space sometimes. | Able to understand personal space but needs to be reminded to move on their own, standing at arms length away from everyone. Able to move around the open space most of the time. | Able to understand personal space by moving to a space most of the time on their own, standing at arms length away from everyone. Able to move around the open space most of the time. | Able to understand personal space by moving to a space all their own, standing at arms length away from everyone. Able to move around the open space all the time. |
| **Locomotive movement skills** | Has not created and performed, alone or with a  partner, a travelling  sequence. | Occasionally creates and  performs, alone or with a partner, a travelling  sequence. | Frequently creates and  performs, alone or with a  partner, a travelling  sequence. | Consistently and  independently creates and  performs, alone or with a  partner, a travelling  sequence. |
| **Participation/ Cooperation** | Able to follow instructions sometimes with help.  Still learning how to move in free space | Able to follow instructions most of the time with help.  Still learning how to move in free space | Able to follow instructions all of the time without help.  Has learned how to move in free space | Able to follow instructions all of the time with no help.  Has learned how to move in free space |

Student Self-Assessment

How do you feel about telling time?

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| --- | --- | --- | --- |
| I am still learning | I need help from my teacher or my friends most of the time | I need help from my teacher or my friends sometimes | I can do it myself |

References

Hottle, C. (2007). What time is it, Mr. Wolf?. In *PFC:Lesson Plans for Physical Education*.

Retrieved from http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7541#.

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