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Feb. 13th, 2015

**EDCP 320**

**Assignment 4: Cross-Curricular Lesson**

 **Addition Equation Gymnastics**

**Subjects Integrated**: Physical Education and Mathematics **Grade Level**: Grade 2

**Equipment**: mats to cover entire gym floor, 2 wedge mats, 2 balance beams (or benches), tape for floor, instruction cards for each station (5), pieces of blank paper with station number written on top for each student at each station (# of students x 5), ~3 pencils at each station

**Organization:** Gymnastics circuit

**Style**: Student centered

- students given the option to choose movements at multiple stations

- option to make up their own equation

**Time:** 30 minutes

**Objectives for Math**:

- Students will be able to:

 - relate numbers to the real world

 - use addition to create equations

**Objectives for PE**:

- Students will be able to:

 - perform correct techniques for both locomotor and non-locomotor skills in a circuit

 - demonstrate personal safely and awareness of others

 - follow directions

**PLOs from Math IRP**:

- Numbers:

 A9- demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 by:

 - using personal strategies for adding with and without the support of manipulatives

 - creating and solving problems that involve addition

**PLOs from PE IRP**:

- Movement skills:

 B2- demonstrate proper technique for performing specific non-locomotor movement skills

 B3- demonstrate proper ready position for locomotor movement skills

- Safety, Fair Play, and Leadership:

 C1- demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles)

 C2- follow established procedures and directions when participating in physical activity

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|  | Time (mins) |
| **Warm- up:**Math Tag- students will run around gym playing regular tag until teacher blows whistle and will then call out a number - students must quickly form groups of themselves of that number- after groups are formed, teacher will blow whistle again, and students will resume running and playing tag until the whistle is blown again and a new number is called out, etc. | 5 |
| **Activities:**Organization: - a card at the beginning of each station that has the instructions for the station- each card also has a legend on it:*Legend**1 motorcycle landing for 2**1 somersault counts for 3**1 cartwheel counts for 5*- pieces of paper and pencils at the end of each station that are used to write the equation on - student must write their name on each equation paper they writeFirst Station- walk on the balance beam and count how many steps you take- then perform any type of jump off with a motorcycle landing- student should write down how many steps they took on the balance beam (x) and then adds 2 for the motorcycle landing  - student should then complete their equation, eg. x+2= ySecond Station- somersault down a wedge mat- then perform 5 bunny hops - student should write down 3 for the somersault and 5 for the bunny hops, and then create the equation 3+5= 8Third Station- 5 hops on one leg and 5 hops on the other leg- then perform a cartwheel- student should write 5+5+5= 15 as the equationFourth Station- bunny hops on the balance beam and count how many hops you take- then perform any type of jump off with a motorcycle landing- then perform a somersault down a wedge mat- student should write down how many hops they took on the balance beam (x) and then adds 2 for the motorcycle landing and then adds 3 for the somersault - student should then complete their equation, eg. x+2+3= yFifth Station- student will make up their own movements, and at the end of the station, write down how many of each movement they did to create their own unique equation (legend still applies if they choose to do a motorcycle landing, somersault, or cartwheel) | 20 |
| **Cool Down/ Closure:**- Think-pair-share equations to classmates- Discussion while static stretching in a circle on what students liked the most about the lesson and what they found the hardest- Discussion on where else in the world they can find numbers and how they can help them, eg. how many presents to buy, how many cookies to bake, etc. | 5 |