

EPE 310

Teacher(s): Amberlee Dayman & Karlee Andres

Day/Date:

Grade: Grade 3

Class Length: 30 minutes

Subject: Physical Education

**Could continue onto the next class to get a blackout.

Lesson: # 6 of 6

Number of Students in Class: 25

Inclusion Learners:

- Student lacking coordination
- Students with short attention spans

Lesson Focus: Locomotor Skills

Sub Focus: Jumping, Skipping, Hopping, Leaping, Galloping

Grade Level & GLSP (Generic Level of Skill Proficiency): Utilization

SET UP OF ENVIRONMENT, MATERIALS OR EQUIPMENT	SAFETY CONSIDERATIONS
<p>-Make sure there are no safety hazards in environment</p> <p>-Whistle</p> <p>-Bingo sheet- one per student</p> <p>-Washable marker- one per student.</p>	<p>-Need to be aware of the people around you, nobody gets hurt</p> <p>-Also need to be aware not to step on the Bingo sheet or you might fall.</p> <p>- Create or review safety boundaries.</p>
Several Modifications for Catching Depending on Capability	Several Modifications for Catching Depending on Capability
<p>Capability Difference</p> <p>Balance- for each locomotion we need to keep balanced on our feet. It might help to do locomotives with arms out for balance. Encourage your knees to have a lower center of gravity to improve balance.</p> <p>Coordination- Do locomotor movement at your own pace to improve coordination and control. If still struggling, saying performance cues out loud may help.</p> <p>Flexibility- Tell students to do the best they can. If a particular movement is hurting, modify or do a different movement.</p> <p>Strength - Everyone will have different strengths. If students have injuries this may affect the</p>	<p>Concept understanding</p> <p>Attention - Move on to the next locomotor movement as a group so no students are ahead or behind. Use a whistle to get students' attention to give the next instruction.</p> <p>Self responsibility - it is the students own responsibility to keep track of the locomotor movement done. Be patient when done, make sure to wait for others, and keep doing the same movement until everyone is done to keep everyone busy and moving.</p>

movement, but get them to do it to the best of their ability.	
Saskatchewan Curriculum Outcome(s)	Indicators
<p>PE3.3 Express and apply, with guidance, a variety of ways to skillfully move the body through space while participating in movement activities, including at a:</p> <ul style="list-style-type: none"> ● utilization level of skill when: <ul style="list-style-type: none"> ○ 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 the opposite foot) ○ galloping (one foot steps, body propels upward, other foot moves to meet the first foot) 	<ul style="list-style-type: none"> a. Use performance words. d. Jump backward for height, stretching high in the air, and landing softly and safely in control, maintaining balance on the landing. e. Jump backward and land in control repeatedly, increasing speed and control over time. f. Jump and land in patterns of movement (e.g., backward, forward, sideways right, sideways left, backward, repeat). g. Hop on right foot at least four times and then on left foot at least four times while changing directions by rotating along the vertical axis (e.g., quarter turns, half turns), moving forward and then backward, moving side to side, maintaining balance; continuing to alternate four times on each foot until given the signal to stop. i. Skip forward, alternating lead foot, while moving in unison with a partner. j. Gallop through general space with right foot leading; on signal switch to left foot leading and continue to gallop until given the signal to stop. k. Leap upward, after running forward, landing in control and continue running to leap again, alternating take-off foot.
Essential Questions	
<p>How are locomotor movement skills helpful in our lives? I can do locomotor movements.</p>	
Evidence for Assessing Learning	
<p>We would collect the students bingo sheets to see if they marked off the activities indicating that they did that. This would be like a checklist style assessment. We would have the students all doing the activities at the same time so we would also make mental notes if any students are having difficulty. We would be able to personally work with any students that needed help with a skill to help them improve.</p>	

Teacher Notes

- GO is used as students start cue.
- Whistle will be used as a STOP cue to get students' attention after each activity.

Time	Lesson Component:
2 min.	<p>Introduction:</p> <p>I hope everyone is having a great day so far! Throughout this unit we have learned many locomotor skills. Can anyone tell me what a locomotive skill is? (moving from one place to another).</p> <p>What are some locomotor skills we have learned? (Jumping, Skipping, Hopping, Leaping, Galloping).</p> <p>Is everyone feeling confident about all these skills?</p>
1 min.	<p>Transition- Line up along the green line. Make sure you have lots of space to move freely without touching each other. Okay GO</p>
5 min.	<p>Learning Activities (tasks):</p> <p>Skill Review</p> <ul style="list-style-type: none"> -Review the five locomotor skills that were learned in this unit. (Jumping, Skipping, Hopping, Leaping, Galloping) -Let's review quickly before we start our activity! - Can I get everyone to line up on this line facing the wall and spread out so you have space -Can everyone show me Jumping to this line? -Can everyone hop to this line? - Can everyone show me skipping back to this line? - Can everyone show me Galloping? - Can everyone show me leaping?
1 min.	<p>Transition - Okay, there are five stacks of sheets on the ground and grab one sheet and a writing tool. Then find an open space within our safety boundaries in the gym where you can see me. Okay, GO.</p>
18 min	<p>Learning Activities (tasks):</p> <p>Locomotor BINGO</p> <ul style="list-style-type: none"> ● Okay everyone, now we are going to play locomotion BINGO. I will say a number out loud and you will do the activity in that number's place. Once you have done the activity, cross it off and then continue doing that activity. ● Okay let's practice (draw a number) 18. What does it say? (hop using alternating feet.) Okay everyone hop using alternating feet five times. (Everyone will have all the activities on cards so nobody is standing still.) Once you have done the skill, color in square or X off. ● The facilitator keeps drawing numbers and repeating the process until someone reaches blackout.(everyone will reach blackout at the same time) Okay great participation everyone I hope you had fun.

1 min.	Transition- Okay everyone take a quick minute to answer the two questions at the bottom of the BINGO. Then bring your sheets here to me at the center circle and then make a semicircle around me. Okay GO.
2 min.	Closure: How are locomotor movement skills helpful in our lives? All of these skills are used in your everyday life to move from one place to another! Now that we have learned these skills, all of us will be able to do these locomotor skills properly and safely. Good work today, everyone!

Reflection (To be completed post-teaching of lesson)

You will not complete this section as we do not have the opportunity to teach these lessons in class like we would in a normal semester. That being said, I wanted to provide you with a lesson plan template that includes this for the future as reflection is a huge part of the teaching cycle.