

Lesson Plan Kangaroo Tag: Alex Kaseman

Grade: 2nd		Subject: Physical Education	
Materials: Shark Skins		Technology Needed: Music	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: The students will be participating as a class and the activity will be done by the students themselves making it a hands-on activity.	
Standard(s) 1. S1.E1.2 Hopping, galloping, running, sliding, skipping, leaping. Skips using a mature pattern. 2. S1.E4.2 Jumping & landing, vertical. Demonstrates four of the five critical elements for jumping and landing in a vertical plane 3. S4.E6.2a & b Safety. Works independently and safely in physical education.		Differentiation Below Proficiency: The learner is not able to secure the shark skin between their legs throughout the activity. Above Proficiency: Student is able to participate in the activity without issue of keeping the shark skin in between their legs. Approaching/Emerging Proficiency: Student is able to move around the classroom space but has trouble keeping the shark skin between their legs when tagging another classmate. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual- The learners will be able to see an example of how the activity is performed by the instructor. • Kinesthetic/Bodily- The students will be able to have a “trial run” by jumping to half court and back before the activity begins. • Auditory- The students will listen to the activity being explained. 	
Objective(s) 1. TLW be able to jump while keeping the noodle between their legs. 2. TLW be able to jump and land in a space without falling over. 3. TLW be able to move around the classroom safely without running into others. Bloom’s Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Classroom Management: Students will enter the gym and go straight to the white board to complete their warmup. Students will then form a half circle around the teacher to listen to the activity. Grouping- Students will be grouped into six teams divided by shark skin color. Movement/Transitions- Students will move around when instructed and will pause for directions when the music is stopped.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will pause when directions are given and music is stopped. • Students will play fairly. • Students will be respectful of the shark skins and fellow classmates. 	
Minutes	Procedures		
2	Set-up/Prep: Roll out shark skin container.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Warm-Up- Jog or Fast Walk laps for 4 minutes, planks for 30 seconds, and squats for 30 seconds. All of the warm-up will be written on the white board. After the warm-up is finished and the music is stopped, students will come over and sit down to listen to the explanation of the activity and see a demonstration of how it is done. Students will then be handed a shark skin and line up and try to hop across the gym and back with it in between their legs. Students will then get divided into 6 teams based on shark skin color.		
5	Explain: (concepts, procedures, vocabulary, etc.)		

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	<p>Students will be hopping throughout the activity</p> <ul style="list-style-type: none"> • Students will be called on depending on their shark skin color to be “it” • The team that is “it” has the goal of trying to tag other players. (No tagging on the head.) • Upon the music stopping, team will be changed who is “it”. • When you are tagged, pick your shark skin up, go over to the flag, touch the wall, and then come back into the game.
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will participate in the game and learn how to hop around and tag each other.</p>
3	<p>Review (wrap up and transition to next activity):</p> <p>Students will need to put their shark skin away in the bin. Limbo stick will be brought out as the students line up to leave. They will grab their emoji card, fill it out, and drop it in the drop box before they leave.</p>
<p>Pre-Assessment: Students will be asked on their knowledge regarding kangaroos. (What continent are they found on, what movement do they do? Hop? Skip? Run? Students will be asked what other game they have played that is like kangaroo tag. (Poison Tag). The finalization of the pre-assessment will involve an initiating activity that involves them putting a shark skin between their legs and doing a trial run to half court and back to see if they can hold it in between their legs. This tests their ability that they have been working on regarding the standard related to hopping.</p> <p>Formative Assessment: (linked to objectives) I will use the circling emojis idea. Since I am always looking for ways to improve activities for the students that best fits their standards and keeps them engaged, I figured it would be best to get their insight. Using the emoji chart gives me an understanding on if the lesson was too difficult for them, if they felt like they needed more help regarding the movement in the assessment, and if they enjoyed the game itself. I would give each of them a card with all of the emojis and have them circle and explain why they chose the one they did. I would have a drop box at the doors of my gym to set it in. They would not put their names on it as it is confidential how they felt.</p> <p>Consideration for Back-up Plan: Relay race with the students hopping across the gym on teams.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: No summative assessment needed for this activity.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Students had a lot of fun with this activity as it was fast paced and they got the opportunity to be the tagger and runner. Students learned to effectively hop while keeping the shark skin between their legs which showed that they could hop which is one of their standards for the school year. I also liked the use of the emoji idea to give me an idea on if the students enjoyed the game. This gave me an idea on if I would plan to do a game similar to this next time. A big change that I would make would be to allow students to do different movements other than hopping. Students were getting very tired and had to take a lot of breaks to get water. Mr. Porter recommended that I add in different movements such as walking, skipping, and galloping to the mix.</p>	