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| Subject/Grade: Grade 2, Physical EducationLesson Title: Measuring with Hula-Hoops (Relay with Hoops)Date: March 16th, 2021 @ 9:30- 10:00 AMTeacher: Ms. Haley Miller | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):** [**SS2.1:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=146)Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use on non-standard units, estimating, measuring, comparing and analyzing measurements  [PE2.10:](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=192&oc=29852) Demonstrate self-control and a willingness to work and play cooperatively with all others) regardless of abilities, interests, and background experiences) while participating in movement activities  [PE2.3:](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=192&oc=29752) Explore, express and apply, a variety of ways to skillfully move the body through space while participating in movement activities, including at a: walking, running, jumping, hopping, etc. | |
| **Key Understandings: (‘I Can’ statements)**  **I can measure a length using hula-hoops**  **I can work cooperatively with my team**  **I can use a variety of skills to move my body through space** | **Essential Questions:**  How can I measure length with hula-hoops?  How can I control my body during relay races to do the task properly? |
| Prerequisite Learning:  * The students will be familiar with the gymnasium environment * The student will know how to skillfully move their body in an open space * The students will be familiar with the term “measure” * The students will be familiar with how a relay race works | |
| Instructional Strategies: Experiential Instruction = the students will be engaging in games (moving and physically doing the task)  Direct Instruction = teacher will explain instructions verbally before the students physically engage in task | |
| Stage 2: Determine Evidence for Assessing Learning | |
| Observing (while the students engage in measuring and relay race, the teacher will observe the students)  Oral Exit Slip (Ask each student how many hula-hoops it took to measure the length of half and full gym) | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement):** Bring Class to Mini-Gym with Hula-Hoops  **Length of Time: 9:30-9:35**   * **Hand sanitize class before and after in the gym** * **Teacher hold onto set of hula-hoops while students:**   Have the class come into the gym and get them to start by walking on the red line around the whole gym, then get them to run on the red line, next hop with two feet around the red line. If time, get the students to:   * Hop on 1 foot * Skip * Gallop * Backwards * Sideways * Sideways and grape vine (karaoke)   **Development: Measuring & Relay Race Time: 9:35-9:55 AM**   * Break students into 2 groups: start by having the students line up on the half/middle section of the gym * Each student will get a hula-hoop * Explain to students we will be measuring the LENGTH of half of the GYM using our hula hoops as a UNIT to MEASURE * Once students are broken into 2 groups, get the first student to place their hula hoop in front of them and step into the hoop and stay there (stand like a crayon and FREEZE) * Get the next student to bring their hoop in front of the first student and do the same thing until all students have brought their hula hoops * Once the students have all brought their hoop to front of the gym, teacher will measure how many hoops it took to measure the gym   EMPHASIZE TO STUDENTS:   * Our line of hula hoops has to be straight or else we won’t get an accurate measurement, if the lines were not straight, get the students to try again * Tell the students that we are using the same unit (hula hoops), so this will also help with getting an accurate measurement since we always have to use the same unit when measuring * Tell the students not to leave any space/gaps either because that won’t give us an accurate measurement either * Tell the student to not overlap the hoops because we won’t get an accurate measurement   **\*\* Try 2 times, if gym allows, try to measure full gym**  If time allows,  Get the students to break back into their 2 groups. Have a relay race   * First student will hop through their hula hoop until they get to the end by the red line, once they get there, they have to run back and AIR HIGH FIVE the next student to go next   **Closure: Oral Exit Slip Time: 9:55-10:00 AM**   * As the students line up on the red line and get a pump of hand sanitizer, ask each student as they leave (follow Ms. G): * How many hula hoops did it take to measure half the gym? * How many hula hoops did it take to measure the full gym? * Can we leave gaps or spaces between the hula hoops when we measure? * Can we have crooked lines of hula hoops when we measure? * Could we use teeny tiny hula hoops with our big hula hoops to measure? Do we have to use the same unit when we measure?   \*\* Vary the questions so the students do not use the same answer as the student in front of them   * Remind students to walk with space between them and quietly back to class | **Materials/Resources:**   * **Colored Dots (spacers)** * **Set of 26 hula-hoops** * **Gym shoes** * **Hand-sanitizer**   **Possible Adaptations/**  **Differentiation:**   * **If students are unable to do relay they can be in “Teachers” group** * **If the task is too easy, make it more difficult for those students**   **Management Strategies:**   * **Set timer on teacher’s watch** * **Teacher claps, students clap back and quite down to listen**   **Safety Considerations:**  **COVID-19:**   * **Mask on at all times,** * **Hand sanitize before and after,** * **No sitting on floor,** * **No partners,** * **No trading or switching hula hoops,** * **Leave enough space in-between each other** * **Line up on Red line \*** |
| **Stage 4: Reflection** | |
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