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| **Games in the Grass ECAPE Activity Plan** | | |
| **Learning Objective:** I can demonstrate the locomotor skill of jumping forward over a moving long rope (a student on each end will wiggle the long rope). | | **Lesson Notes/materials:**  \*Three long ropes  \*Six cones to mark the ends of the rope and cones to mark the waiting areas. |
| **Physical Development Foundation Block 1: Skilled Movement/Locomotor Skills**  a)Demonstrate beginning form of the locomotor skill of jumping.  **Physical Dev. Foundation Block 2:Movement Principles and Concepts**  a)Apply knowledge of movement concepts by performing various locomotor movements while changing directions c)Begin and expand movement vocabulary.  **Personal and Social Development Block 3: Approaches to Learning**  b:Demonstrate ability to learn from experiences by applying prior knowledge to new situations. | |
| **Link to Background Knowledge** | | |
| Teacher read “THE DAY JIMMY'S BOA ATE THE WASH” by Trinka Hakes Noble. Students were introduced to the locomotor skill of jumping through previous lessons by jumping over floor tape and low lying rope taped to the floor. Jumping is also incorporated in warm ups through “Rocket Blasts/Blast Offs” (Students will go down to the ground and then jump straight up as high as possible). | | |
| **Engage and Explain** | | |
| What is the knowledge or skill that students will need to be successful in meeting the learning objective?  Students will pretend they are approaching a sleeping snake (still rope) in the grass and attempt to jump over the flat snake. Following teacher prompt, students will walk over to the slithering snake (one student on each end of the rope to make the snake slither) and attempt to jump over without being bitten. When directed, students will walk over to the wavy snake (one student on each end of the rope to make the snake wavy) and attempt to jump over without being bitten. Teacher will use positional words to describe the movement of the snake and children (up/down, back/forth, jump in front/side/, left/right, high/low). | | |
| **Active Learning** | | |
| How will students apply the new knowledge? Students will apply new knowledge by jumping over obstacles, it will reinforce the locomotor skill of jumping, eye/foot coordination, spatial awareness, and responsible behaviors (sharing, taking turns, working with others). Students will be encouraged to use the skill of jumping and new related vocabulary during dramatic play, outdoor play and during retelling of stories involving jumping. Students will also be encouraged to apply new knowledge when deciding various ways to transition between activities during the day. Animal toys that jump will be placed in the block area. | | |
| What will you do for students who have early success? How do you extend their learning? The ropes can be raised up and moved faster to challenge our students who have early success. Additional positional words will be used to challenge the children to challenge the children to move following the new directives. | What will you do for students who need additional support (special needs, EL, or more time/practice)? Visual cards showing actions will be used for ELL or students who are hard of hearing or need visual cues. For students who need additional support, they can choose to jump at the still rope only, have the ropes moved slower, and have an adult or peer to hold hand(s). | |
| **Reflect** | | |
| How will students connect new learning to previous learning? Depending on abilities it may take several class periods of repeating the same skill to connect through warm ups and skill practice. There will be repeated readings of the Noble book with opportunities to look at pictures and imitate and use descriptive words to describe where snake is. How will students make connections? The children will be reminded of the locomotor skill of jumping and positional words by the teacher re-reading previously read books and nursery rhymes (Jack Be Nimble) and discussions and drawing of pictures of animals that jump. | Assessment:  \*How will students know if they got it?  Students will be able to jump over floor tape and a still rope demonstrating the critical elements taught over several sessions throughout the school year.  \*How will teacher know if students got it?  Teacher will be able to observe student using proper technique to successfully jump over obstacle.  Formative assessment – observation checklist  Summative assessment – preschool curriculum checklist | |
| **Next Steps** | | |
| \*What is the real world application for this new learning?  Students will be able to identify and imitate animal jumps and comprehend oral/visual directions.  \*How does it connect to future learning?  Students will be introduced to many activities that incorporate jumping high/low, forward/backward, and side to side. | | |