MANCHETER COLLEGE
Education Department

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Lesson: Gross Motor Development **Length:** 30-45 minutes

Age of Grade Intended: 4th

Academic Standards:
4.1.1 Demonstrate mature movement patterns in locomotor (traveling actions), non-locomotor (movement in space), and manipulative (throw, catch, strike, swing, push, pull) skills.
4.2.3 Analyze the performance of others to provide positive feedback to help improve performance.
4.5.2 Follow rules and safe procedures in all class activities without being reminded.

Performance Objectives:
1. While watching a classmate complete the assigned exercise, the student will orally tell any imperfections made with 80% accuracy.
2. While watching a classmate complete an exercise correctly, the student will orally give positive feedback with 100% accuracy.
3. While playing a game, the student will run using mature movement patterns with 100% accuracy.
4. While playing a game, the student will follow teacher directed instructions safely with 100% accuracy.

Advance Preparation by Teacher: The students will be running around and they will need a large open space. I will make sure that there is a playground area or gym available. I will also have 2 small gatorskin or nerf balls ready.

Procedures

Introduction/Motivation: This lesson will be an added activity to the Space unit. It is meant to be fun and give students the opportunity to move and use their gross motor skills. Before playing the game we will have discussed the solar system, including stars, and rockets. I will ask them what stars are made of (knowledge). We will talk about how scientists study the stars and planets (comprehension). We will discuss the size of the plants and compare them with each other and the sun (Comprehension). I will then remind them of how big the solar system is and the vast number of starts. I will explain that for our activity we will be using the entire gym floor or recess area. Lastly I will tell them that we will be playing a game with stars, rockets, and space invaders.

Step-by-Step Plan: I will begin by choosing 2 people to be space invaders. Then I will divide the class in half. One group will be the stars and the other will be the rockets. The space invaders job is to move around the gym and tag the rockets with a gatorskin ball. The rockets must travel throughout general space without getting tagged by a space invader or a star. The stars are to spread out in their own personal space

throughout the gym. They have to keep their feet frozen but can move their arms and try to touch any rocket traveling too close to them. If a rocket gets tagged by a star or space invader the student has to go to a designated area in the gym to perform an exercise. They have to find a partner that has also been tagged and watch each other perform the exercise. If their partner does not perform the exercise correctly, they need to inform them of the mistakes. Then their partner performs the exercise correctly and they provide positive feedback. Once both students perform the exercises correctly, they may re-enter the game.

Before starting the game, we will go over some other classroom rules. Besides having to do exercises and following the rules of the game, the children will be required to follow the rules of the classroom. I will remind them that I expect to see mature movement patterns when they are running to protect themselves and others from injuries. I will explain that we respect others and that there will be no arguing. I will remind them that this activity is a privilege and at anytime it can be taken away if the rules are not followed. The children will then begin to play the game. I will walk throughout the gym to make sure the game is running smoothly and the children are following directions.

Closure: After 30-45 minutes, I will end the game. We will come together on the gym floor and discuss the game. I will ask what was hard to easy about using mature movement patterns while playing this game and to explain their reasoning (Knowledge/Comprehension). We would discuss the exercises that were performed and which were easy or hard (Knowledge). Then we would move back into the topic of space to move on to our next activity.

Gardner's multiple intelligences that were used in this lesson are: Visual/Spatial, Verbal/Linguistic, Bodily/Kinesthetic, Interpersonal, and Intrapersonal.

Adaptations/Enrichment: For any student with a physical disability, they will be allowed to perform a different exercise that is conducive to their ability. For example, a student in a wheel chair will be able to perform arm circles or neck rolls as opposed to push-ups. For any student with a mental disability, they will have a partner that will help them play the game and perform the exercises. They will not be required to perform the same number of exercises or complete them with 100% accuracy. An enrichment would not be necessary because this activity is simply added for the fun of the students. The academic demands are not high and therefore it is not necessary to have other tasks for a gifted student.

Self Reflection: To determine the success of this activity I would ask myself if the game ran smoothly without many interruptions. I will be able to see if the students are following directions while I walk around and observe. At any time I could stop the game to clarify or remind the students of their responsibilities. If I continued to see problems I would think of finding a new game or changing the rules. If I did not see problems and the students were performing their exercises correctly while following directions I would consider the lesson a success.