

Life in a New Nation Unit (P.E. Gross Motor)

Lesson Plan by Abby White

Lesson: Thirteen Colonies Game

Length: 15-30 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Social Studies:

3.3.1. Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

Physical Education:

5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance) movements in more complex skills.

Example: Demonstrate mature motor (movement) patterns in increasingly complex environments (e.g. obstacle courses).

Performance Objective:

While playing “Thirteen Colonies” the students will use their locomotor skills to run around cones and then accurately tag 3 out of 4 of the thirteen colonies on a map.

Assessment:

Assessment during this game will be informal. The teacher will watch the students and take notes on which students are not able to either use their locomotor skills and are not able to correctly tag the colony that they have picked up. If they are unable to accomplish the task, there will be individual help given to this student.

Advanced Preparation by Teacher:

- Get materials that are needed: Cones, Blank Maps of colonies, Popsicle sticks, and Tape.
- Write colonies names on Popsicle sticks.

Day of Activity:

- In gym or open area, set up four cones to set up the general space.
- Spread out the Popsicles inside of the general space.
- Hang maps up near each of the team’s areas.

Procedure:

Introduction/ Motivation: How many of you feel that you know where all of the original thirteen colonies are at on the map? (Bloom’s Knowledge) Today we are going to practice what we have learned from the last unit about where the thirteen original colonies are. You will be put into two different teams.

Directions: What you will do is line up behind your team’s cone and use different locomotor skills around the general space. Once you are back to the end of your line, the person at the front of the line goes. The person that just completed their lap will then go into the general space and grab a stick with a colony on it. Remember to communicate with your teammates on what colony you are grabbing.

(Gardner’s Interpersonal) Once you have your colony, go over to the map and place the stick on the right colony. Once done with this go back over to your line and do five sit-ups. After these are completed help your teammates to get the right colony. Remember if your team already has a colony and you grab, it will take longer to go back and get a new one. Only one person from each team can be in the general space.

(Gardner’s Visual-Spatial) First team to complete the map wins!

Step-by-Step Plan:

1. Give directions and ask for any questions
2. Separate students into two different groups; have them count off by two’s.
3. Have students line up behind their team’s cone. (Gardner’s Visual-Spatial)
4. First time around students will run. (Gardner’s Bodily-kinesthetic)
5. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner’s Visual-Spatial)
6. During downtime students will do sit-ups. (Gardner’s Bodily-kinesthetic)

7. Second time around students will skip. (Gardner's Bodily-kinesthetic)
8. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
9. During downtime students will do push-ups. (Gardner's Bodily-kinesthetic)
10. Third time around students will slide. (Gardner's Bodily-kinesthetic)
11. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
12. Downtime students will do jumping jacks. (Gardner's Bodily-kinesthetic)
13. Fourth time around students will walk. (Gardner's Bodily-kinesthetic)
14. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
15. Students will do toe touches during down time. (Gardner's Bodily-kinesthetic)
16. Fifth time around students will leap. (Gardner's Bodily-kinesthetic)
17. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
18. Students will then do a stretch of their choice. (Gardner's Bodily-kinesthetic)
19. If you feel that the students do not understand where the colonies are, play the game twice. This also needs to be done if you have more than 13 students in each group.

Closer: Which colonies did your team have trouble with? (Bloom's Knowledge) Which locomotor skill, if any, did you have trouble doing? (Bloom's Knowledge) Did you feel that this helped you better know the 13 original colonies? (Bloom's Analysis) Tomorrow during social studies we will be working on our skits, which I will tell you more about tomorrow.

Adaptations/ Enrichment: For adaptation, if the student is not physically able to go around the coned area and get a stick, another person can go around the coned area and get the stick for them. This person will hand the person the stick and help them to the map and have them label the colony. If the student has a learning disability that keeps them from being able to do the activity, if they are able to do their locomotor skill have them do it and then have another student help them properly label their colony. For Enrichment, the enrichment student can help with the above adaptation if there is a person who needs to be helped in the class. If there is not a student who needs the help, have them grab two sticks instead of one and then label two colonies.

Self-Reflection: Were the students able to follow the directions that were given? Did my students know where the colonies were at? Were my students able to do all of their locomotor skills? Did my students have too much down time between their activities? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

