

### Crazy Frog Lesson Plan

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<b>Subject/Grade:</b>	Science, Math, and PE/ 1 <sup>st</sup> - 2 <sup>nd</sup> grade	<b>School:</b>	East Oak Elementary School
<b>Unit Name:</b>	Science/ Math (Crazy Frog)		
<b>Lesson Focus:</b>	Students will learn more about amphibians while getting active and jumping from hula hoop to hula hoop pretending that they are frogs as they jump high toward the sky.		
<b>Lesson Materials/ Equipment needed:</b>	For this lesson, every student will need one hula hoop (the hula hoops should be a variety of colors), and you may lay out extra if preferred so that students have more places to jump into. Also, you will need some sort of music player, a speaker that connects to your phone will work great! And cards, or pieces of paper with colors written on them, and a bag or bucket to put the card or paper into.		

<b>Standards Addressed:</b>	<b>NASPE</b>	<b>AR K-8 PE &amp; Health</b>	<b>AR 9-12 PE &amp; Leisure</b>
	<input checked="" type="checkbox"/> Motor Skills & Movement Forms <input checked="" type="checkbox"/> Movement Concepts <input checked="" type="checkbox"/> Physical Activity <input type="checkbox"/> Health-Related Fitness <input checked="" type="checkbox"/> Personal & Social Behavior <input checked="" type="checkbox"/> Values Physical Activity	<input checked="" type="checkbox"/> Motor Skills & Movement Patterns <input checked="" type="checkbox"/> Movement Concepts <input checked="" type="checkbox"/> Health-Related Fitness <input type="checkbox"/> Lifetime Activities & Recreation <input checked="" type="checkbox"/> Personal & Social Behavior <input type="checkbox"/> Human Growth & Development <input type="checkbox"/> Disease Prevention <input type="checkbox"/> Community Health & Promotion <input type="checkbox"/> Healthy Life Skills & Relationships <input type="checkbox"/> Personal Health & Safety <input type="checkbox"/> Nutrition	<input type="checkbox"/> Movement Concepts <input type="checkbox"/> Health-Related Fitness <input type="checkbox"/> Lifetime Activities & Recreation <input type="checkbox"/> Personal & Social Behavior
<b>Grade Level Outcomes and Standard Elements met:</b>	<p><i>Students Will perform locomotor skills such as hopping while maintaining correct personal and social behavior. This lesson will also test students' ability to remember their score from every round, and to add up their score every time a round ends. The standards that best fit this lesson are motor skills and movement patterns, Personal and social behavior, and movement concepts.</i></p>		
<b>Lesson Goals/Objectives:</b>	<p><b>Psychomotor:</b> The children will demonstrate the movement pattern of hopping from one hula hoop to another while maintaining correct behavior, with competency.</p> <p><b>Cognitive:</b> The children will recognize a change in breathing and heart rate when they begin to hop around, because they are participating in physical activity. By hopping around like a frog, the students will remember that a frog is an amphibian because that is how the lesson was introduced, and they pretended to be a frog.</p> <p><b>Affective:</b> The children will value physical activity and appreciate how it was related to acting like a frog. The students will have a positive attitude during the lesson because they are learning while having fun.</p> <p><b>Health-Related Fitness:</b> Students will recognize, understand how frogs move around. The students will be engaged in the lesson because they are practicing health enhancing behaviors will have fun.</p>		
<b>Teaching Methodology:</b>	<p>The type of teaching styles that will mostly be used in this lesson will be demonstrator, or coaching style method, and the facilitator, or activity style method. The demonstrator method gives teachers the opportunity to incorporate a variety of formats including lecture, multimedia presentations, and demonstrations. This method will allow for the students to see how it is done before actually performing the activity. The facilitator style promotes</p>		

	self-learning and helps students develop critical thinking skills and retain knowledge. This method allows students to start the activity and they take charge and do it themselves. This lesson incorporates both the demonstrator and facilitator styles of teaching, and it uses both because the teacher first explains and show the students how to participate in the activity, but then once the music starts, the students are on their own to hop around and maneuver around their peers.			
<b>Safety Considerations:</b>	<ul style="list-style-type: none"> <li>-Make sure to have a big open area to perform the activity so that it is not cramped.</li> <li>-Children will use caution while moving in the classroom.</li> <li>-Children will have respect for their peers and will not run into any other students while hopping around.</li> <li>-Teacher must carefully go over rules before beginning lesson so that students know how to participate, and to avoid confusion during the activity.</li> </ul>			
<b>Rules, Routines &amp; Expectations:</b>	Students must respect one another during the activity, while correctly hopping from one lily pad (hula hoop), to another. Students will only hop inside of the lily pads, and if they jump outside of one then they will lose one point. Students will begin to hop around when the music starts and once it stops they must freeze in the lily pad that they are on and wait till the color and amount of points is announced. Students are expected to keep track of how many points they have and add or subtract more as the game goes on. Students are also expected to follow the rules and participate with good behavior and a positive attitude.			
<b>Task Progression (Learner Activity)</b>	<b>Time</b>	<b>Management Organization</b>	<b>Teacher Demonstrations/Explanations/Instructional Cues</b>	<b>Goal Alignment or Assessment</b>
<b>Introduction:</b>	1 min.	Students will be in a scattered formation and will be expected to listen to what the teacher is asking.	“Boys and girls do you all remember last week when we were talking about different kinds of amphibians? By a show of hands, who can tell me some amphibians that they can remember?”	The goal is to have the students remember what was discussed in class and what we learned, because that is what will be applied in the activity. (The students will be pretending they are frogs, which are amphibians.)
<b>Warn-Up:</b>	2 min.	Students will be told to get in a formation and stretch their arms out to make sure they have plenty of room to move around without hitting one another.	Teacher will lead the group in stretching to start off. First everyone spread their legs apart and then reach down and touch their right foot, then their left then the center. Next students will stand up and stretch their arms. After stretching the teacher will ask the students “who knows how to hop like a frog?” Teacher allow students to show their way of hopping, then teacher will demonstrate how to hop like a frog. The teacher needs to explain that when the students are hopping like frogs they must reach high towards the sky. The entire class will practice hopping in their spots for about 30 sec.	The goal of the warm up portion is to get the students muscles stretched out and warmed up. Also, the warm up will demonstrating how to hop like a frog and allows time for the students to practice hopping like frogs.

<p><b>Lesson Focus:</b></p>	<p><b>3.5 min.</b></p>	<p>Students will be inside of a hula hoop, and all of the hula hoops will be touching, or connected, so that the students can hop like a frog from one hula hoop to another.</p>	<p>Teacher will put a hula hoop in the center of the playing area and stand inside it, then she will allow all of the students to go grab a hula hoop and lay in down touching someone else hula hoop. Then the teacher will explain how the game is played and he rules. The teacher will then begin the music, and everyone will start hopping around from hula hoop to hula hoop. When the teacher stops the music then the students must all be in a hula hoop, and only one person is allowed to me in a hula hoop. The teacher will then draw out of the bucket or bag a color and how many points the students should add or take away from their score. The teacher will begin a new round and start the music again, and the students will begin hopping. The game continues until the teacher decides that the game is over.</p>	<p>The goal of the lesson is to act like frogs and jump high towards the sky. While doing that, students must also participate in friendly activity by having good behavior and being polite towards their peers and not running into one another. Students will learn movement patterns and motor skills, while remembering their score and adding or subtracting to their score.</p>
<p><b>Conclusion:</b></p>	<p><b>1.5 min.</b></p>	<p>The teacher will have all of the students come in closer to ask questions and after concluding the lesson, the teacher will then have students put up their hula hoops.</p>	<p>“Alright everyone that was our last round! Everyone come in a little closer.” First the teacher will ask the students again “who can tell me an example of an amphibian?” and allow the students to answer after performing the activity. The teacher will then try to figure out who has the highest score by saying who has at least 5 points... 10 points... and so on. After finding the student with the highest score the teacher will announce them winner but explain to the class that they are all winners because today they learned how frogs move and also got to working on adding and subtracting.</p>	<p>The goal of the conclusion is to assess the students over what they learned, and how well they added and subtracted during the activity. By the teacher asking the students what amphibians that they remember it tells the teacher if the students made the connection of why the pretended to be frogs, and also seeing who has the highest score tells the teacher if the students added and subtracted correctly. Also, this assessment will provide the teacher with date</p>

			and information needed on the children learning.
<b>Technology Integration – Media, Materials &amp; Methods:</b> <i>(All media and materials are listed, and are appropriate. For each listed-details of how they will be implemented into the lesson to enhance learning.)</i>	<p>The technology that was integrated into this lesson was the speaker to play music while the students hop from one lily pad to another. This enhanced student learning because music gets the children more excited and energized so that they hop around more, which will increase their heart rate for better physical activity. Also, science was integrated into this lesson by the students acting like frogs. The students had learned about amphibians in the classroom prior to this lesson, so by doing this lesson, it jogged the student memories and also gives them an example to refer back to when thinking about what a type of amphibian is. Math was also integrated into this lesson, because every time that a color hula hoop was given with a positive or negative amount of points, the students would then have to either add or subtract that amount of points to their score.</p>		
<b>Teaching Styles:</b> <i>(i.e. Mosston’s Spectrum)</i>	<p>Direct Instruction (teacher directed, lecture) - teacher teaches lesson over the material that will be used in the activity, and then fully explains how the activity will go, and the rules before starting.</p> <p>Nondirective/task teaching (promote positive human relationships) – teacher ensures that all students treat others equally and fairly so that the activity is fun for everyone.</p> <p>Simulations (students experience the concepts and skills) – teacher organizes an activity for the students so that can participate, and have fun while learning. Students do not just sit in desk and listen but actively get up and do something active.</p>		
<b>Modifications:</b>	<p>-Instead of just adding or subtracting ones you could use bigger numbers depending on the student’s level.</p> <p>-Students could perform a variety of different locomotor movements such as skip or leap when moving from lily pad to lily pad.</p> <p>- If a student is wheelchair bound, you could use tape instead of hula hoops, so that the student could move their wheelchair from lily pad to lily pad.</p> <p>-Soft music could be used for a more relaxed activity, if the teacher did not want it to be as energized.</p>		
<b>Assessment (Impact on Student Learning):</b>	<p>To assess students, the teacher could ask question such as:</p> <ul style="list-style-type: none"> <li>- “What are some type of amphibians that you know?”</li> <li>- “Who has the most points? 5 points? 10 points?”</li> <li>- “What was your favorite thing about today lesson?”</li> <li>- “Tell me one thing that you learned today?”</li> </ul> <p>The teacher could also ask the students to all get out a piece of paper and a pencil and write down what they learned, or what was their favorite thing about the lesson, and if they enjoyed it or not.</p> <p>Assessment does many things for a teacher, it provides data and information that teachers need to know so that they can see where a child is on their learning. Also, it provides evidence that children are learning the outcomes that the teacher intended for them to learn, and it helps to guide the teacher in making</p>		

	educational and institutional improvements. Assessing students after an activity allows the teacher to know if it was worthwhile to do that activity and if it really helped the students or not.
<b>Curriculum Resources:</b> <i>(Books, Journal Articles, Electronic Sources)</i>	<b>Websites used:</b> <ul style="list-style-type: none"><li>- <a href="http://pecentral.com/">http://pecentral.com/</a></li><li>- <a href="http://education.cu-portland.edu/blog/teaching-strategies/5-types-of-classroom-teaching-styles/">http://education.cu-portland.edu/blog/teaching-strategies/5-types-of-classroom-teaching-styles/</a></li><li>- <a href="https://lesson-plans.theteacherscorner.net//pe/">https://lesson-plans.theteacherscorner.net//pe/</a></li></ul>