

THEME: Toys – One Little BeeBot		AGE GROUP: Kindergarten One	
Lesson Title: Playing Games that Apply Different Locomotor Skills			
NEL Learning Areas: - <u>Motor Skills and Development (MSD)</u> - <u>Social & Emotional Development (SED)</u>			
PRAISE Learning Dispositions Focus: <input checked="" type="checkbox"/> Perseverance <input checked="" type="checkbox"/> Reflectiveness <input checked="" type="checkbox"/> Appreciation <input type="checkbox"/> Inventiveness <input checked="" type="checkbox"/> Sense of Wonder and Curiosity <input checked="" type="checkbox"/> Engagement			
PlayMaker Learning Cycle Phase	<input type="checkbox"/> Awareness <input type="checkbox"/> Exploration <input checked="" type="checkbox"/> Acquisition <input type="checkbox"/> Application		
Targeted Process Skills	<input checked="" type="checkbox"/> Observing <input type="checkbox"/> Predicting <input type="checkbox"/> Recording <input checked="" type="checkbox"/> Experimenting <input type="checkbox"/> Comparing <input type="checkbox"/> Classifying <input checked="" type="checkbox"/> Communicating		
Objectives	Children will be able to: 1) Listen to instructions 2) Execute different motor skill movements 3) Maintain control and balance during the gross motor activity 4) Coordinate motor movement through the gross motor activity 5) Self-regulate with regards to safety guidelines		
Materials	<ul style="list-style-type: none"> ▪ 30 picture cards ▪ 3 BeeBot mats to be placed at the front part of the obstacle course ▪ 3 balancing beams ▪ 3 baskets ▪ 3 beanbags ▪ 24 hula hoops ▪ 3 boxes ▪ Picture card of grid mats to be placed at the other end of the obstacle course 		
PROCEDURE			
Tuning-in (Large group – 10 mins)	1. Teacher will gather the children in the classroom to sing the song “One Little Penguin” <u>Lyrics</u> One little penguin** said to another Tell your sister, tell your brother We’re gonna go for a walk today Won’t you come and play? Walk and walk and do some walking (x3) That’s the way to do it. **(Rabbit – hop, Elephant – run, Turtle – Swim) 2. After singing the song “One Little Penguin”, teacher will encourage the children to modify the lyrics of the song in a way that reflects how BeeBot moves. <u>Lyrics</u> One little BeeBot said to another Tell your sister, tell your brother We’re gonna do some actions today Won’t you come and play?		

	<p>Turn left turn left do some turning Turn right turn right do some turning Move forward, move forward move to the front. Move backward, move backward move to the back. Everybody pause now.</p> <p>3. Teacher will bring the children to the outdoor area for an obstacle course that incorporates the use of BeeBot.</p>
<p>Main (In small groups of 4 to 5 – 40 mins)</p>	<p>4. Teacher will split the class into 3 groups and instruct each group of children to stand in a row where the starting line is at.</p> <p>5. Teacher will go through the rules of the obstacle course with the children: <u>Instructions</u></p> <ul style="list-style-type: none"> • When I say, “Get set, ready, go!”, Player 1 in the group will pick up a coloured token from the token pail at the starting line. • The token colour will tell you where is the starting point of BeeBot on the BeeBot mat. For example, if your token colour is blue, look for the starting point on the BeeBot mat that is coloured blue. (The colour of the token will have its corresponding colour reflected on the BeeBot mat) • Player 1 will move towards the BeeBot mat, place the BeeBot on the starting point that has the same colour as token chosen earlier. Then, keep your token in your pocket. • Player 1 will have to programme BeeBot to move towards any picture card. When BeeBot has stopped on top of a card, Player 1 will have to look for a matching picture card from the picture card box. • Player 1 will have to hold on to the picture card and complete the obstacles to reach the ending point. • Complete obstacle number 1 by hopping on one foot when there is one hoop, and landing on both feet when there are two hoops. • Complete obstacle number 2 by balancing oneself across the balancing beam with a beanbag placed on top of the head. At the end of the balancing beam, put the bean bag into the pail nearby. • Complete obstacle number 3 by running in zig zag lines around the cones. • At the end of the obstacle course, Player 1 will stand in the middle of the hoop. Read and perform the action words written on the back of the card (Refer to Appendix A for varied levels of difficulty through Differentiated Instruction). • Once done, Player 1 will put the picture card on the picture card grid mat, complete the obstacle course (in reverse order) to reach the starting point. • When Player 1 has reached the mat where BeeBot is at, he/she will have to put his/her token on top of the picture card he has taken (so that the next player will know not to programme BeeBot to that picture card again). • Player 1 will give the next player a high-5 and go to the back of his/her group and end his/her turn. <p>6. Teacher will begin the game by giving the cue of, “Get set, ready, go!”</p>
<p>Closure (Large group – 10 mins)</p>	<p>7. Teacher will gather all the children and ask the following questions for the children to share their MSD experience: <u>Questions</u></p> <ul style="list-style-type: none"> ○ <i>How was the game?</i> ○ <i>Which part of the game was easy or difficult? Why was it easy or difficult?</i> ○ <i>If you had a chance to play this game again, how would you play it differently?</i>

Evaluation	<i>*to be completed after lesson is implemented</i>
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**APPENDIX A: DIFFERENTIATED INSTRUCTION IN PLAYING GAMES THAT APPLY DIFFERENT
LOCOMOTOR SKILLS**

If you are aware that there is a diversity in the learners' profiles in your classrooms, divide them accordingly as seen in the table below. Materials listed in the table below is not provided in Appendix B.

NOTE: Picture Cards with action words written on it's flipside

TASK CARDS			
Level	Level Indicates...	Description of Activity	Materials
1	Children who have difficulty in reading.	Include <u>pictorial cues</u> instead of words to help children in this level to execute the actions successfully.	<ul style="list-style-type: none"> • Picture Task Cards
2	Children who have little difficulty in reading.	Add in <u>pictorial cues with words</u> at the bottom to help children who can read some words but still require the aid of the captioned pictures to read contextually.	<ul style="list-style-type: none"> • Captioned Pictures • Picture Cards: <ul style="list-style-type: none"> ○ Park ○ School ○ Home
3	Children who have little to no difficulty in reading.	Add in <u>only words</u> to describe the actions that are needed to be performed by the children.	<ul style="list-style-type: none"> • Worded Task Cards

OBSTACLE COURSE INSTRUCTIONS		
<i>This level of differentiated instruction is looking at easing the teacher's role during the obstacles course.</i>		
Level	Description of Activity	Materials
1	Provide pictorial cues for the children to follow in any case when they do not know what to do next.	<ul style="list-style-type: none"> • Picture Task Cards
2	Provide pictorial cues with words for the children to follow in any case when they do not know what to do next.	<ul style="list-style-type: none"> • Captioned Pictures • Picture Cards
3	Provide worded instructions for the children to follow in any case when they do not know what to do next.	<ul style="list-style-type: none"> • Worded Task Cards