| Bowling Day |
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| Student Teacher: Isabel Panrucker  Grade: 2  Time of year: January  Subjects: Language Arts, Math, and Physical Education.  Time: 120 minutes.  Approach: Communicative and Total Physical Response Love that you identified the language teaching method.  Description: Students will participate in a “human” bowling game and discuss points in class. |

LESSON RATIONALE:

-Using alertness of physical exercise to practice number awareness and oral language.

-To facilitate a safe environment where students learn how to keep number records.

-To engage in a conversation with classmates, where students will practice comparisons.

-Practice Spanish in context, and in a playful set up.

-Manipulate and reflect on results.

-Students can share interest.

-Produce simple Spanish texts to incorporate Mathematic vocabulary.

ALBERTA PROGRAM OF STUDIES:

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| Math | Language Arts | Physical Education |
| General outcome: to develop number sense.  Specific outcomes:  2. Demonstrate if a number (up to 100) is even or odd.  5. Compare and order numbers up to 100.  6. Estimate quantities to 100, using referents.  7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. | Specific outcomes:  Experiment with Language  1.1.1 Make and talk about personal observations.  Consider Others’Ideas  1.1.2 Ask for ideas and observations of others to help discover and explore personal understanding.  1.1.3 Use a variety of forms to organize and give meaning to familiar experiences, ideas and information. | Specific outcomes:  A2–1 select and perform locomotor skills involved in a variety of activities.  A2–5 select and perform ways to receive, retain, and send an object, using a variety of body parts and implements, individually and with others. |

LEARNING OBJECTIVES:

-To practice addition and subtraction in a playful environment.

-Compare numbers, and learn about lower and grater numbers.

-Notice number differences and similarities.

-Solve simple Mathematical problems.

-To produce simple oral and written Spanish sentences.

-To build up vocabulary for Math subject.

-To use Spanish in a subject and contextual environment.

-To practice Spanish with focus in social content.

MATERIALS:

Big exercise ball, popsicle sticks (optional support tool), paper, and pencils.

PREVIOUS KNOWLEDGE:

-Basic Mathematical skills from first trimester in class and skills gained from K-1.

-Basic Spanish commands (parados, sentados, busca, encuentra).

OPENER:

20 to 30 minutes. Providing template Children will play a scavenger hunt with friends. SEE ATTACHED TEMPLATE.

-Get students to talk about bowling using Spanish vocabulary, and finding out about friend’s experiences playing bowling.

-Results will be discuss as a whole classroom keeping numeric record of findings answering questions such as:

A cuåntos de tus amigos les gusta jugar boliche? etc.

LESSON ACTIVITIES:

Activity One - 30 min. - Location: Gym

-Students will move to the gym, where they will be divided into four teams (to facilitate two games happening at the same time). The children will randomly be given a number from one to four, and set up groups with corresponding number

-Teams will take turns standing as human sets of five to six pins (depends on class size).

-Opposite team will roll exercise ball towards human pins. Other soft materials can be used, such as utility balls, depending on the availability of the school.

-Specific rules need to be explained, we will be rolling the ball at the floor level just like bowling, making sure peers do not get hurt.

-Students who get touched by the ball will sit down (sentados), while untouched ones will remain standing (parados).

-Each team will keep track of their “pins” touched and untouched. The game will take five (5 to 6 min. each round) rounds, where each child will take the opportunity to keep a record to their team’s mate performance.

SEE TEMPLATE that will be provided for children.

Activity Two - 60 min. - Location: Classroom - Seating in same groups as Gym

-Children will sum each of the student’s points, using questions such as “Cuåntos pinos parados tienes tu?” “Yo tengo \_\_\_\_\_ pinos parados," etc.

-Students may choose to use popsicles sticks to help them with additions of their total team’s points.

-Sum how many pins they all have standing.

-Sum how many pins they all have sitting.

The students will write a sentence to share orally with the entire classroom. A sample will be posted on the board.

“Nuestro grupo tiene \_\_\_\_\_\_\_ pinos parados”

“Nuestro grupo tiene \_\_\_\_\_\_\_ pinos sentados”.

This activity will be plan the day that children have class right after gym to take advantage of their attentiveness after physical excercise.

KEY QUESTIONS:

After first round of results. Each group will be provided with key questions to discuss. Later, they will write and provide a solution as a group to share with the class orally…

Did the majority (mayorîa) obtained add (impar) or even (par) numbers?

Who obtained the most standing pins?

Who obtained the most sitting pins?

How many more pins would your group need to reach up to the team that got the most pins?

COMMENTS:

-If the students are engaged in activity, it can be transformed into a weekly lesson where children can suggest other games, such as basketball and the times they score, etc. This will also be useful to follow up with progress, and incorporate new math skills.

EVALUATION AND PRE - ASSESSMENT:

-While groups work together adding up their numbers, teacher will assist, answering questions, and creating a safe environment where students can use popsicle sticks for counting if necessary.

-This activity will help identify students levels of comprehension of numbers and language.

-This information will help to create a list that will assist understanding the degree of automaticity in Math and Spanish Language of the class.

-Information that will be useful to recognize specific needs of the classroom, set up adaptation plans, and follow up with children that need more assistance, as well as to challenge those children that have mastered the concepts.

DIFFERENTIATION:

VISUAL LEARNERS

-Provide pictures of an actual bowling game, to show how the pins are set up.

-Provide an example template with pins record keeping.

LEARNING DISABILITY

-Give extra time to complete task.

-Work children that need extra help following step by step.

AUDITORY LEARNERS

-Give an explicit explanation of the game, without assuming children know it.

-Provide constant feed back at the gym for record keeping, and at class while counting.

PRE-ASSESSMENT

-Make a list of children identifying the degree of reinforcement they need.

-Take notes of children that have master concepts.

-Identify children that need more time, but have understood concepts.

SUMMATIVE

-Children will perform this activity again a month later to evaluate progress.

FORMATIVE

-Work in small groups that need to go over lesson in detail and with personalized approach.

-Design small challenging activities for children that have mastered concepts.

RESOURCES:

-Math and Movement Concept, retrieved from <http://www.mathandmovement.com/whatis.html>

-Scavenger Hunt Idea retrieved from http://creativelanguageclass.wordpress.com/ideas-by-topic/family/scavenger-hunt/

TEMPLATES

SCAVENGER HUNT

|  |  |  |
| --- | --- | --- |
| **MISION** | **NOMBRE de tu amigo** | **Total (suma a tus amigos)** |
| Encuentra amigos que **les** **gusta** **jugar** boliche. |  |  |
| Encuentra amigos que **no les gusta jugar** boliche. |  |  |
| Encuentra amigos que **juegan** boliche **con su familia**. |  |  |
| Encuentra amigos que **juegan** boliche **con sus amigos**. |  |  |
| Encuentra amigos que **nunca han jugado** boliche. |  |  |

LOS PUNTOS

|  |  |  |  |
| --- | --- | --- | --- |
| Turnos | Pinos Parados | Pinos Sentados | Total (suma todos tus pinos). |
| alumno 1 |  |  |  |
| alumno 2 |  |  |  |
| alumno 3 |  |  |  |
| alumno 4 |  |  |  |
| alumno 5 |  |  |  |