

CURRICULUM CRATE

A curriculum crate allows for a "teacher to apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student" (TQS 3). We start by **dissecting a learning outcome** to examine what students need to know, experience, and demonstrate in their learning journey for that outcome during this timeframe. We then use this to **plan an appropriate lesson(s)**. This crate is an example moment in time that can showcase possibility to educators. Ideally you will customize this lesson to meet the needs of your students and know that learning outcomes are returned to many times throughout the year as we layer on our knowledge, understandings, skills, and procedures of each learner outcome. Thank you to teacher working groups who worked side by side with consultants to create these.



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CREATED BY



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Brett Barron - PE & W Consultant

GRADE

3

SUBJECT(S)

PEW

DATE

October Lesson

Dissecting a Learning Outcome for Teacher Understanding

Why dissect a learning outcome? A learning outcome describes what students are required to know, understand, and be able to do by the end of a grade. For teachers, having a clear understanding of the anatomy of an outcome drives instruction and ensures that assessments hit the intended target of the learning outcome.

LEARNING OUTCOME(S)

Please note the **nouns** and **verbs** to help focus on concepts and skills as part of the learning outcome

OI: Movement Skill Development

LO: Students **examine** and **integrate** **tactics** in a **variety of physical activity contexts**

S&P: Apply tactics in a variety of physical activity contexts

LEARNING EXPERIENCES & LESSONS

Consider how the verbs within the outcomes provide direction for the instruction. What are the ways students will acquire knowledge and skills? How will they "learn it"? Consider the instructional steps (acquire, build, consolidate) along the way. Think about the thoughtful sequence of learning experiences throughout the timeframe of learning (such as September). Remember Universal Design for Learning: anticipate & plan for a wide range of student needs. ONE of these learning experiences will be planned as a lesson below.

Acquire

"I am being introduced to a new topic or skill."

activate prior knowledge and engage students' attention, motivation, and interest

Build

"I am building upon my understanding of the concept/skill."

expand, delve, practice, apply

Consolidate

"I am getting ready to demonstrate my proficiency with the concept/skill."
make connections, analyze, synthesize, evaluate, extend practice

Acquire

- Becoming aware of certain fundamental movement skills.
- Appropriate decisions based on environmental demands.
- Contributing to good teamwork.

Build

- Fundamental motor skills can be transferred from one game to the next.
- As rules, boundaries and equipment change, the strategies and tactics will also change.
- Effective decision making during gameplay contributes to strategy and engagement.

Consolidate

- Inclusion of all players makes for good gameplay.
- Enjoyment is a vital part of good gameplay.
- Working together aids in the execution of team goals.

EVIDENCE OF LEARNING

These are the collection of assessments for the learning outcome(s) during this time frame. Consider how the verbs within the outcomes provide direction for the assessment. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Observations	Conversations	Products
Single point rubric (Grow or Show) in relation to participation and cooperation levels. Physical activity and teamwork when participating in lessons promotes enjoyment. Ideas for collecting evidence: Observational checklists, videos, audio recordings, etc.	Tactics are used to achieve specific goals during gameplay. Positive and negative interactions change the dynamic of teamwork. Ideas for collecting evidence: Observational checklists, videos, audio recordings, etc.	Complete exit tickets about effective strategies. Complete exit tickets about what was learned in class.

MAKING CONNECTIONS WITH COMPETENCIESLiteracy & Numeracy

- Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences.
- Students judge and use the space around or between bodies, objects, or shapes in their environment.

Student Competencies

- Students judge and use the space around or between bodies, objects, or shapes in their environment.
- I work toward solving problems even when there are challenges.
- I work toward achieving creative goals even when there are challenges.
- I experience a variety of roles when engaging in collaborative activities.

- I contribute actively and respectfully to group work.
- I encourage others to contribute their points of view when working toward group goals.

Lesson Plan - A Potential Learning Experience

Below you will see a potential learning experience for a learner outcome in the new curriculum. You will be able to use this lesson as a strong pedagogical example as well as have the freedom to customize it based on your student needs. This can be part of a thoughtful sequence of learning experiences for students as part of ongoing teaching and assessment within the learning outcome.

LESSON TITLE

Pause, Play, and Rewind Gameplay

LEARNING GOALS

Learning goals are written in kid-friendly language. What are the learning goals for THIS LESSON a single outcome may be too large for a single intention -- write multiple learning intentions as necessary

"I am learning that rules, equipment and boundaries can change".
 "I am learning that strategies can be used during gameplay".
 "I am learning that when the rules change, the strategy changes".

STUDENT CRITERIA FOR SUCCESS

What will I see or hear students do or say DURING THIS LESSON that tells me they understand? Use the KUSPs to guide you. All KUSPS of the learning outcome must be addressed by the end of the year. Remember the verbs from [Bloom's Taxonomy](#)

"I can change how I play when the game changes".
 "I am learning new strategies".
 "I am learning that games are more fun when everyone can play".

EVIDENCE OF LEARNING

This is the assessment(s) for THIS LESSON. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? How will you gather this evidence? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Use a variety of observational tools, anecdotal notes of conversations and exit tickets to triangulate assessments during this lesson.
[Exit Ticket – Strategies](#)
[Exit Ticket - What I Learned](#)

TO DO BEFORE THE LESSON

- ☐ Understanding of basic gameplay by reviewing [Pause, Play, Rewind](#) slides

RESOURCES NEEDED

- ☐ Pacing guide offers a variety of games that teachers can utilize.
- ☐ [Grow or Show](#)
- ☐ [Observational Checklist](#)
- ☐ [Exit Ticket – Strategies](#)
- ☐ [Exit Ticket - What I Learned](#)

CONSIDERATION FOR LEARNER NEEDS

- Introduce the idea that rules can change to accommodate all participants of a game or activity.
- Equity means we all get what we need not what is equal, therefore we allow changes in equipment, rules and boundaries that allows for inclusion.



Need	Universal Support (GOOD for ALL students)	Targeted Support (CHOICE for ALL students)	Essential Support (Good for One)
Reading comprehension	- Introduce key vocab before reading - Offer read aloud as an option - Sticky notes for vocab challenges	- Paired reading for pacing - Noise canceling headphones - Time to re-read for clarity - Drawing option to map out ideas throughout	In addition to other supports, - Give reading in advance - Read with teacher in small group - stop and explain, draw connections, etc.

TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

Give students the opportunity to take part in a variety of activities. Choose from the following list of games, your own games or others offered within the pacing guide:

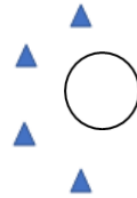
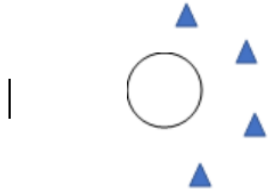
- [Flyback](#)
- [Fresh](#)
- [Stones](#)
- Skittle-ball
- Handball
- 4-way soccer
- Kickball

The emphasis of these games will be to develop strategies within the gameplay that will promote the inclusion of all participants, aid the development of fundamental movement skills as well as promote tactical thinking within a group.

For any of the aforementioned activities, pause the gameplay and change either the boundaries, rules or equipment. For example, change the number of balls available during a 4-way soccer game or replace the goals with benches laid on their side. Skittle ball can be modified from two teams, to four teams, or to an individual game, all have different strategic implications. Discuss when the rules, boundaries or equipment change, the strategies and tactics used to play the game also change.

Play a game of stones or fresh both indoors and outdoors, therefore drastically changing the boundaries and available movement space. Discuss how these changes affect the enjoyability of the game and effectiveness of strategies used within the game. Additionally, you can change the amount of stones available during the gameplay.

STONES



Occasionally halt gameplay and allow students the opportunity to suggest changes to rules, boundaries and equipment in an effort to promote game continuity and inclusion. Additionally, students should be given the opportunity to discuss strategies within gameplay.

TEACHER REFLECTION / NEXT STEPS

- Empower students to offer suggestions about rules, boundaries and equipment to make traditional playground games better.
- Have students create a game of their own which they can journal or experiment with their classmates during recess. (Curriculum Crate PEW Gr Oct 6 -Students examine and demonstrate an of structure in physical activity)