

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.



Click here for an editable [Google Doc](#) or [Microsoft Word](#)

CREATED BY



Thank you to teacher working groups who worked side by side with consultants to create this crate

Jackie Koval & Jill Morrison

GRADE

Kindergarten

SUBJECT(S)

Physical Education and
Wellness

DATE

October 2022

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

Children **explore** **physical activity** in a **variety of 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:

Children are introduced to being active in various environments.

Children are introduced to a variety of activities and games i.e. individual, small group or whole class.

Build:

Children are exploring different ways to be active in these environments in relation to seasonal change.

Children are participating in a variety of activities and games i.e. individual, small group or whole class.

Consolidate:

Children can demonstrate their understanding of being active as environments and seasons change.

Children can demonstrate independence in their participation of activities and games i.e. individual, small group or whole class during recess or other unstructured play time.

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
- Children move according to instruction (e.g. walk, run, balance) - Children collect leaves Ideas for collecting evidence: Observational checklists, videos, audio recordings, etc.	- Children explain rules of the game to peers and or their teacher - Children converse with peers about movement that happens in an outdoor setting (e.g. clouds passing by, tree rustling or birds chirping) Ideas for collecting evidence: Observational checklists, videos, audio recordings, etc.	N/A for this lesson.

MAKING CONNECTIONS WITH COMPETENCIES

Literacy & Numeracy

Children judge the space between themselves and others or objects in their environment.

Children follow or give directions using gestures and basic positional language (e.g., in front, beside).

Student Competencies

I participate in new learning situations.

I explore relationships through day-to-day interactions.

I seek out experiences that make me happy.

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

The Great Outdoors

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 the weather changes how I move my body."

"I am learning how to play different games."

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 play safely and have fun."

"I can play in different ways with my friends."

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 observational checklists and/or anecdotal notes during activities to determine if students are able to demonstrate complete movement skills.

Optional: Video students performing walk, run, jump, crab walk, & balance. (use camera feature in google drive app to immediately upload video/photo to a folder).

TO DO BEFORE THE LESSON

☐ Mark out a large square in the field using pylons

RESOURCES NEEDED

☐ Pylons to mark large square
☐ Speaker, drum, tambourine (to create sound/music)
☐ <https://kiddo.edu.au/activities>
☐ [Observational checklist](#)

CONSIDERATION FOR LEARNER NEEDS

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.

- Pre-teach vocabulary
- Support with visuals
- If a student requires adaptations for mobility connect with PE & W consultant/occupational therapist.

TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

Introduction: [Animal Walks](#)

Development: Leaf jumping

- 1) Tell the children you will be taking a walk around the school and everyone will be collecting 2 leaves each. Remind the students of the path you are going to take (for example, around the building, through the field through the park, etc.) and how they are going to move while gathering (single file, hand in hand, in a large group, on the sidewalk, etc.) in order to set expectations for behavior. Remind the students they need to hold only their 2 favorite leaves tightly in their hand so they are ready to participate in the game that has been planned.
- 2) When the children have each gathered 2 leaves each, walk them to the outside of the pyloned area that has been laid out prior to your activity beginning and have them sit down. Explain to the children that each person is going to get a turn to put their leaf anywhere they want in the cordoned off area and then return to their spot outside of the pyloned area. Remind the children that the leaves can't be touching one another. There are a few different ways you can decide who is going to put down their leaves first - for example. you can ask them to come forward based on the colour of their jacket or the first letter of their name.
- 3) Once the children have all placed their leaves in the movement area and have returned to their spot, explain the rules of what will happen during the game. First, the teacher will be a model to demonstrate the rules. Explain to the children that when the music is playing, they will move in between the leaves executing a selected movement skill (i.e. walk, run, two-foot jump, crab walk, bear walk) without touching the leaves. When the music stops, they must choose one leaf to stand on and hold a balance posture (i.e. tree pose, balancing on one foot, bridge, etc.) Remind the students that a balance pose happens on one or two parts of the body and has to be frozen like a statue. It's also important to remind them that statues are silent, and if they wobble and fall, to try to return to their desired position.
- 4) After the teacher has modeled the rules and expectations for the game, choose 1 to 2 students to model a practice run as an extra visual for the other students in the class. Point out to the students that the models are following instructions about the selected movement skill, what they are doing when the music is playing/freezes, and how they are holding their balances. Check for understanding by asking verbal questions before sending the rest of the class into the pyloned zone to participate.
- 5) After playing a few rounds, ask the students to gather up their two leaves, crunch them into their hands, put their arms out straight, and come together as a group. Tell them that on the count of three, they are going to throw their leaves into the air as high as they can and watch them tumble down onto the group. When all the leaves have fallen, the students can also practice falling to the ground like a leaf and find a relaxing position on the ground in order to participate in the closure activity. Remind them they have to be just like the leaves they placed on the ground and cannot touch each other!

Variations: Removing leaves, varying speed in relation to tempo.

Closure: Cloud Racing

- Ask the children to lie down and take some time to enjoy the clouds. Encourage them to notice the different shapes of clouds passing by and how those shapes change over time, all while breathing in through their nose and out through their mouth. Depending on the group, some children may enjoy hearing the teacher count out loud (ex: "In through the nose, 1, 2, 3...Out through the mouth, 1, 2, 3..." to develop a breathing pattern. Choose a landmark such as a tree, ask students to select two clouds and "race" them past the landmark.

On a cloudless day children can take time to notice birds chirping and/or the rustle of trees.

TEACHER REFLECTION / NEXT STEPS

- Engage in a variety of other active games outside (see Kiddo website).
- Bring the outdoors indoors by engaging in books such as [leafman](#), completing leaf rubbings, taking data based on the shape of the leaf (october Math LO)