

Lesson Plan: Yoga Adventure to the ocean

Name: Nathalie Boulanger

Grade	K	Topic	Phys Ed - Yoga
Date	Nov. 16	Allotted Time	30 minutes in gym (+ 5-7 minutes transition time before)
Cite sources used to develop this plan:	Lisa Flynn, <i>Yoga for children</i> , Avon (Mass): Adams Media, 2013.		

1. **Rationale:** *Why is this lesson relevant at this time with these students?*

Our November Theme is All about me. We will use yoga to learn more about what our bodies can do, to practice French vocabulary (body parts, animals) and see how we can use our body to look like our favorite animals. This is the third yoga lesson. Students have gotten used to the yoga expectations but will need a reminder before going to the gym since it is Monday morning. In this lesson, I use familiar songs to reinforce the learning of body part vocabulary as well as new yoga songs in French to engage them and learn new animal vocabulary. There is a predictable routine to begin and end the lesson, that engages students because it uses familiar morning/evening routines. The rest of the yoga adventure will be an adventure at the beach! In order to engage the students in the yoga-story and promote better understanding in their second language, I use visual support (flip-chart). I also use other auditive props (bird noises, singing bowl) as a tool to enhance the experience.

Provincial Learning Standards: *What competencies and concepts and content does this lesson develop?*

FRENCH IMMERSION LA

BIG IDEAS

- L'acquisition d'une nouvelle langue se fait en écoutant et en reproduisant les modèles proposés.
- Les images sont porteuses de sens et facilitent la compréhension d'un texte

Curricular Competencies

L'élève acquerra ces compétences disciplinaires orales et écrites, en s'appuyant sur des supports oraux, écrits et visuels.

Explorer et réfléchir

- S'impliquer dans les activités et les discussions pour développer un sentiment d'appartenance à la classe, à travers l'usage du français.
- Faire des prédictions à partir d'un support visuel.
- Reconnaître et nommer les personnages et les objets présents sur un support visuel.

Créer et communiquer

- Réagir aux consignes de l'enseignant de manière verbale ou non verbale.

Content

L'élève connaîtra et comprendra le contenu ci-dessous, notamment dans le cadre de **la chanson** et de l'album de jeunesse :

- les stratégies de communication :
 - l'écoute active;

PHYSICAL EDUCATION

Curricular Competencies

Students are expected to be able to do the following:

Physical literacy

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments

Social and community health

- Develop and demonstrate respectful behaviour when participating in activities with others

Content

Students are expected to know the following:

- proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills
- how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
- names for parts of the body, including male and female private parts

2. Assessment

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
Students will learn yoga poses and breathing techniques	Students perform the actions modeled by teacher	Students can mirror my actions with their bodies
Students will learn the name of ocean animals and ocean related things (seaweed, boat, etc) in French	Students repeat vocabulary words Game (if time)	Students attempt to repeat words Can they do the actions when I say the animal name?

3. Resources, Material and Preparation: *What resources, materials and preparation are required?*

- Yoga Adventure Images
- 23 yoga mats
- Singing bowl
- Cardinal stuffy

4. Lesson Development	Pacing
Prior to leaving for gym : set up watch-alarm for 10:55 as reminder to start cool-down on time Around 10:25...Sit students on carpet and review behaviour expectations for walking in hallway and when they get in the gym: 1. Walk in line quiet like a mouse 2. in gym, set-up their yoga mat on the line, 3. take shoes off before getting on mat. 4. Sit down on mat and wait quietly for others to be ready.	3 minutes
Line-up students (touch heads of students to go line-up to avoid budging in	2 minutes

<p>line) Walk to the gym 10:35 Set-up Review yoga expectations:</p> <ul style="list-style-type: none"> ● Stay on your mat ● Listen with your ears, eyes and mouth, whole body, brain and heart ● Use your body to mirror me. You shouldn't be doing anything else with your body ● Speak and make noises when I ask you to, otherwise, listen with a silent mouth <p>● Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p>	<p>2 minutes 3 minutes 2 minutes</p>
<p>Tell them we will go on a new yoga adventure, to the ocean. Repeat Océan in French.</p> <p>Start with warm-up routine they have already learned:</p> <p>Start lying down. Sleeping. <i>Bird noises.</i> <i>Song: Je me réveille pour mon yoga</i> with sun salutations Breath of Joy Habille toi: mets tes pantalons, ton t-shirt, tes bas, tes souliers Mange ton déjeuner Brosse tes dents (<i>Song: Brosse Brosse Brosse</i>) On est prêts à aller à l'océan (ready to go to the ocean) Mets ton sac à dos and prend ta planche de surf (back-pack, surfboard) Ouvre la porte. (open, close door) Descend 5 marches. (down 5 steps) Kitty cat Marche marche marche. Garden Gate Un chien (downward dog) Branle la queue (wag tail with both legs) Entre dans l'auto - Get in the car Red light stop Green light go</p>	<p>5-8 minutes</p>
<p>Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p> <p>Going to the ocean</p> <p>Look at the waves in the ocean! (Repeat: Vagues) Can you show me how big of a wave you can be? (Waves and add ocean breath) A lot of big rocks on the beach (Repeat: Roches) Lift a big rock Found some crabs (repeat: Crabe) : they walk this way, that way.</p>	<p>8-12 minutes</p>

<p>There is also a lot of clams (Palourde) on the beach Seagull eats clams (Goéland) Veux aller “faire du surf” !Take your surfboard, let’s go surfing. Paddle surfboard, hop into Warrior II, multiple times Ouf, tired of surfing. Let’s get in boat (bateau) find a spot to go scuba diving. Scuba diving! (plongée sous-marine) There is seaweed all around. (Algues) Watch out for the jellyfish! (méduse) Oh, regarde, beaucoup de poissons (fish) <i>Song: Petit Poisson</i> Oh non, il est mangé par: sea lions (otaries) (<i>continue song</i>) Oh non, il est mangé par: un gros requin (a big shark) Swim away from here! Look left, look right: no more shark! Ouf! Je vois une grosse tortue (turtle) We see a dolphin (dauphin) Back to our boat (bateau) Row to shore: Look! I can’t believe this: a mermaid ! (sirène)</p> <p>Cool down Drive car home Look at the sky = stars Puppy Jump over gate Kitty cat , walk up 5 stairs Open door/ Eat dinner / Bath (<i>Song: Je me lave les mains</i>) Tooth brushing (<i>Song: Brosse brosse brosse</i>) PJ Yawn (deep breathing) Sleep, short relaxation (singing bowl)</p> <p>Roll-up mats.</p> <ul style="list-style-type: none"> ● Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i> <p><i>If time, Play Yogi says:</i> <i>Show images and they do the yoga pose.</i></p>	<p>5-8 minutes</p> <p>3-5 minutes</p> <p>2 minutes</p>
--	--

5. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*
- Separate N, J and L from their friends to help them focus. Also talk to them beforehand (during playtime) about expectations for behaviour during yoga and other gym