



Rio Grande Educational Collaborative

Before and After School Program Lesson Plan

TITLE OF LESSON: What Time Is It Mr. Fox?

DATE:

SITE NAME:

CLASS SIZE:

NAME(S) OF INSTRUCTOR:

DURATION OF LESSON:

CREDIT (website used/name of author): <https://www.fatherly.com/play/mr-fox-high-thrills-chase-bedtime>

COMMON CORE STANDARDS: CCSS.ELA-LITERACY.SL.1.1.B, CCSS.ELA-LITERACY.SL.3.1.B, CCSS.ELA-LITERACY.SL.5.1.B

LEARNING OBJECTIVES:

Students will understand the following:

- Practice listening skills in a competitive game setting.

ACTIVITY:

Instructional Sequence:

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

1. To begin, the group of students along the line asks, "What time is it, Mr. Fox?"
2. In reply, the fox calls out a random hour of the day, i.e "It's 5 o'clock!"
3. Players respond by taking five steps – of any size they choose – towards the fox.
4. Again, students ask, "What time is it, Mr. Fox?"
5. Now, the fox calls out another time (ex: 3 o'clock), and students take three steps toward the fox. Students must move toward/past the fox as many steps as they instruct, even if it causes them to be super close.
6. The call and response continue until the fox decides to yell, "Lunch time!" instead of a numerical time. Students then run while Mr. Fox tries to catch them (ostensibly to eat them for lunch) before they return to the starting line. If the fox does tag someone, that person becomes the fox. If the fox doesn't tag anyone, they remain the fox until they do so.

To make the game more challenging, you can also add rules about 'how' players have to get back to the starting line – for example, they have to skip back, or hop on one foot, rather than simply run. Or you can place an object a few feet away from the fox that players have to grab before returning to the starting line and/or getting tagged. And finally, you could have the fox turn his or her back to the players so they can't tell how close anyone is (unless they've already walked past) before yelling "lunch time." This rule definitely takes away the fox's inherent advantage.

MATERIALS:

The following materials or equipment needed for this lesson:

(Include special equipment request)

- Boundary Markers (cones, rope, etc.)

● _____

SIGNATURE: _____ **DATE:** _____

SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____
3. How long did your lesson take? (Amount of time) _____
4. How did the students feel about the lesson? _____
5. Did the students like the lesson? _____
6. What part of the lesson did the students like? _____

7. What part of the lesson did the students not like? _____

8. Were the students interested in the topic of the lesson? _____
9. Was the content of the lesson difficult for the students? _____
10. What could you have changed to make the lesson interesting? _____

11. Did you have any trouble getting your lesson together? (Idea & Materials) _____

12. How do you rate your lesson? (1-10) Why? _____

SITE SUPERVISOR'S REFLECTION:

Reflection on the instructor's lesson:

1. How many students participated in lesson? _____
2. How many instructors participated in lesson? _____
3. Did the students enjoy the lesson? _____
4. What part did the students enjoy? _____

5. What part did the students NOT enjoy? _____

6. What could have been changed to make the lesson interesting? _____

7. Was the content of this lesson difficult for students to understand? Why? _____

8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)

9. Comments: _____

