

Lesson Plan Template

Grade: 3 rd -5 th		Subject: Physical Education	
Materials: Balls, bowling pins, bases, hula hoop, & paw cards		Technology Needed: None	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) S1.E21.4 Kicks along the ground and in the air, and punts using mature patterns. S4.E2.4 Reflects on personal social behavior in physical activity. RF.4 Read with sufficient accuracy and fluency to support comprehension 3.OA.1 Interpret and model products of whole numbers. G.3_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective.		Differentiation Below Proficiency: The students can ask questions at any time if they are unsure of what to do for the physical activity or for the game. The directions will be posted on the white board for the students to refer back to at any point throughout the duration of the class. Above Proficiency: Helping their peers when doing the physical activity along with completing their own exercises. Answering their peers' questions during the physical activity and the game. Answering the questions asked by the teacher. Approaching/Emerging Proficiency: Being able to complete the physical activity then playing and participating in the game. Modalities/Learning Preferences: Visuals – The white board with the directions for the physical activity and the map of the game for "Put Out the Fire" Kinesthetic – Whole body movement during the physical activity and the game, learning how to work as a team, and being a guard or a thrower Auditory – Listening to directions and when to start (when a song is started) and stop the game (when a song is stopped)	
Objective(s) The students will solve the math problems to determine the amount of each workout that needs to be completed. The students will interpret the map of the game, "Put Out the Fire" before the game is started. The students will be able to understand what behaviors are appropriate before the physical activity begins. The students will be able to demonstrate how to punt a ball in a mature pattern. The students will collaborate about the behaviors they noticed after the physical activity has ended. Bloom's Taxonomy Cognitive Level: Understanding, Applying, & Creating		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - The students will stay seated at the white board for discussion - The students must not blurt out any answers (voice level 0), they must raise their hand - The students will demonstrate "whole body listening" while in discussion and when the directions are being told - The students will follow the rules of the physical activity along with the game - The students will play fairly with their peers - The students will start and stop the game when told/directed - The students will treat their peers, materials, and the space they are in with respect - The students must participate	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be in a large group when doing their first physical activity of running then be in pairs while doing their exercises before the main activity. After all the students are done with their exercises, they will then move to the second white board to discuss how to correctly punt a ball and the expected behaviors during the main activity. Once we are done with the discussion, we will then move to a large group activity on the main gymnasium floor playing, "Put Out the Fire."			
Minutes	Procedures		
2-5	Set-up/Prep: I will take out the needed equipment which are balls, bowling pins, bases, and the paw cards. After the equipment is out, I will set up five bases on each side of the gymnasium along with one bowling pin on each base. The balls will go in the center of the gymnasium in a circle or in a hula hoop if there is not a circle. The paw cards are for separating the class into two teams such as having blue paw cards and red paw cards.		

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8-10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The opening activity will be having the students do some exercises to warm up for today’s activity/game.</p> <ul style="list-style-type: none"> • The students will run laps around the gymnasium until one song is over. • When the song is over, the students will pair up and do the exercises of push-ups, sit-ups and lunges which they will have to figure out how much to do by solving a few math problems. <p>After the students are finished with their warm ups, they will transition to the other white board for some discussion.</p> <ul style="list-style-type: none"> • Expectations <ul style="list-style-type: none"> ○ What do I expect from you as a class and as an individual? <ul style="list-style-type: none"> ▪ Being truthful, honest, responsible and safe <ul style="list-style-type: none"> • Why is it important that I expect to see these implemented in the classroom? • Life Skills – What life skills do you think are important to have in classroom and also go with today’s activity? <ul style="list-style-type: none"> ○ Integrity <ul style="list-style-type: none"> ▪ What is integrity? <ul style="list-style-type: none"> • Being honest and keeping your word ○ Responsibility <ul style="list-style-type: none"> ▪ What is responsibility? <ul style="list-style-type: none"> • Being dependable, making good choices, being accountable for your actions, looking out for others, and understanding that we all have a role to play 		
3-5	<p>Explain: (concepts, procedures, vocabulary, etc.) “Today we are going to play Put Out the Fire.”</p> <ul style="list-style-type: none"> • The students are supposed to look at the map of the game so they know the rules and how to play (reading comprehension) <ul style="list-style-type: none"> ○ Class versus Class <ul style="list-style-type: none"> ▪ The students will be split into even teams using the red and blue paw cards ○ Each student starts with one ball ○ The teams can guard the pins or be throwers to knock the others teams’ pins down <ul style="list-style-type: none"> ▪ Guards <ul style="list-style-type: none"> • Job is to protect the pins and supply their team members with a ball that may be behind the line • If a player catches a ball in the air, a guard can set up a pin that was previously knocked down by the opposing team ▪ Throwers <ul style="list-style-type: none"> • Can throw, roll, hit, or punt the ball • If a thrower catches a ball, then a guard can set up a pin that was previously knocked down by the opposing team ○ If a team has all their pins knocked down <ul style="list-style-type: none"> ▪ That team has to either run two laps around the gymnasium or the winning team can choose the exercise, but they have to do half of what they choose 		
10-15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will play the game</p> <ul style="list-style-type: none"> • Refer back to the explain for the directions/rules of the game <p>What is the best strategy to knock down the other teams’ pins? What is the best strategy for the thrower to use in order to knock the pins down? What can the guards do to make sure the pins aren’t knocked down?</p>		
2-3	<p>Review (wrap up and transition to next activity): What was the best strategy to knock down the other teams’ pins? Why was it important to work as a team to knock down the pins? What did you notice when working as a team (behaviors, communication)? Was your team working together? How did we stay safe during this activity?</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Observing the students while they are doing their physical activity and playing the game</p> <ul style="list-style-type: none"> • Making sure they are following the directions • Fully participating • Respecting their peers, materials, and the space </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Observing the students while they are doing their physical activity and playing the game</p> <ul style="list-style-type: none"> • Making sure they are following the directions • Fully participating • Respecting their peers, materials, and the space 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
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- Aware of their surroundings
- Seeing how they work together as a team

Consideration for Back-up Plan:

If the students aren't understanding how to play the game, we will take a break and re-assess the rules of the game so the students are able to understand how to play the game and work as a team.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?)

The students were able to answer the questions and relate their answers in and outside of the classroom when we were in discussion before playing, "Put Out the Fire."

The students learned how to punt a ball in a mature pattern, what the best strategies were when playing as a guard or as a thrower, and how and why it's important to work as a team.

I would not make any changes at this point in time to this lesson.