

"Warball" - Rebecca Brydl and Olivia Gronos - November 19th, 2020

Grade: 3rd - 5th grade		Subject: Physical Education	
Materials: 4 hula hoops, 4 tennis balls, 4 cones, sharkskin balls		Technology Needed: Computer/Speaker: for music	
Instructional Strategies: <ul style="list-style-type: none"> ● Direct instruction ● Guided practice ● Socratic Seminar ● Learning Centers ● Lecture ● Technology integration ● Other (list) 		<ul style="list-style-type: none"> ● Peer teaching/collaboration/cooperative learning ● Visuals/Graphic organizers ● PBL ● Discussion/Debate ● Modeling 	
		Guided Practices and Concrete Application:	
		<ul style="list-style-type: none"> ● Large group activity ● Independent activity ● Pairing/collaboration ● Simulations/Scenarios ● Other (list) 	<ul style="list-style-type: none"> ● Hands-on ● Technology integration ● Imitation/Repeat/Mimic
Standard(s) (S4.E4.3a) Works cooperatively with others. (S4.E4.3b) Praises others for their success in movement performance (S1.E13. 3) Throws underhand to a partner or target with reasonable accuracy (S2.E3.3) Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3.OA.1) Interpret and model products of whole numbers (3.OA.2) Interpret and model whole-number quotients of whole numbers, as the number in a group or the number of groups (3.OA.7) Using mental strategies, fluently multiply and divide within 100		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 during the warm-up activity along with completing their own exercises Answering the questions asked by the teacher Answering their peers' questions during the warm-up and the game Approaching/Emerging Proficiency: Being able to complete the warm-up activity, playing and participating in the game, and answering the goal question at the end Modalities/Learning Preferences: Visuals - Both white boards with the directions for the warm-up activity and the goal for the day Kinesthetic - Whole body movement during the warm-up activity and the game, learning how to work as a team Auditory - Listening to directions, when to start/stop (when a song is started/stopped), what exercises to do during the warm-up activity, and what math operations need to be done if applicable	
Objective(s) Students will demonstrate teamwork by working cooperatively through communicating with others Students will express (encourage) positive feedback to their peers relating to the activity/game Students will demonstrate accuracy by throwing sharkskin balls to target Students will demonstrate where and when to throw the ball and how much force to use Students will solve the math problems (multiplication and division) given to them to determine how much of each exercise to complete Bloom's Taxonomy Cognitive Level: Understand, Apply			

	<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>The students will be in a large group when doing their warm-up activity. The students will first go to the white board where the teacher will explain the warm-up activity. After the activity is explained, the students will spread out on the gymnasium floor to do their warm-up activity. After it is completed, they will gather at the second white board and discuss the topics of teamwork and encouragement. After the discussion, we will move to a large activity on the main gymnasium floor playing, “Warball.”</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - The students will stay seated at both white boards for discussion - The students must not blurt out (voice level 0) and raise their hand to contribute to the conversation - 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 warm-up activity along with the game - The students will play fairly and encourage their peers - The students will start and stop the warm-up activity and game when they are told/directed - The students will treat their peers, materials, and the space with respect - The students must participate and give their best effort - When the students are talking to one another, the students must speak kindly
Minutes	Procedures	
3-5 min	<p>Set-up/Prep: Pick song for warm-up, lay out colored dots to signify game boundaries, place hula hoop, tennis balls, and cones in each square, write instructions on the board</p>	
5 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Warm Up Activity: “The Number Game”</p> <ul style="list-style-type: none"> ● When the students come into the gym, have one teacher at the white board waiting for the students. Ask the students to sit on the floor. ● When sitting, students will be told the following: <ul style="list-style-type: none"> ○ You can move around the gym however you would like (skipping, jogging, running, walking, galloping) ○ When the music stops, FREEZE! ○ We will yell out a number and an exercise <ul style="list-style-type: none"> ■ Example: music stops “jumping jacks 4” * student stops in place and does four jumping jacks ■ Example: “10 divided by 2 push-ups” ■ Example: “5 times 5 sit ups” ● Written on the 1st white board: <ul style="list-style-type: none"> ○ Move around gym however you want, but you must be moving <ul style="list-style-type: none"> ■ Skipping, jogging, walking, running, galloping ○ FREEZE when the music stops ○ LISTEN for an exercise and number ○ Go to other white board when we are done 	
5-8 min	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● Written on the 2nd white board: <ul style="list-style-type: none"> ○ Teamwork & Encouragement ○ Goal: “You must encourage at least two of your teammates today during our class. 	

- “At the end of the class, you will share your two positive interactions with us before you leave
- Share with the students that today we will be playing a game that requires teamwork and strategies. Ask the students:
 - “What does teamwork mean?”
 - “How do you know if a team is working well together? What does that look like?”
 - “Why is it important to work together as a team?”
- One important aspect of teamwork is being positive to one another by encouraging them. Ask the students:
 - “What does encouragement mean?”
 - “How does it make you feel when someone encourages you?”
 - “Does anyone have any examples of what speaking positively and encouraging one another sounds like?”
- Tell the students our goal:
 - “You must encourage at least two of your teammates today during our class.”
 - “At the end of the class, you will share your two positive interactions with us before you leave.”

WARBALL GAME

- There will be 4 different teams
- Each team will get a cone, tennis ball, and hula hoop; these are your bases
- As a team, you can decide where you would like to put your base, but your base must stay in your zone
- Each zone is a square that is created by the lines on the gym floor and the colored dots, you must stay in the boundaries of your zone
- The sharkskin balls will be in the middle of the gym for all team members to have access to
- When the teams have placed their bases where they would like them, each team will start on the back line (farthest from the sharkskin balls until the music starts)
- Each player starts with one sharkskin ball
- The goal of your team is to knock over the other teams’ base by throwing, rolling, or kicking the sharkskin balls
- Once you knock the tennis ball off of the team’s base, that team is out, but they can still work together to knock over the remaining team’s base
- You may guard your teams’ tennis ball, but you must be three steps away from the hula hoop
- Last team with their tennis ball still on their cone wins

10-12 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The students will play the game, “Warball.”</p> <ul style="list-style-type: none"> ● Refer back to the explain for the directions/rules of the game
5 min	<p>Review (wrap up and transition to next activity):</p> <p>Students will help clean up the materials then line up at the door and will answer the question as they leave:</p> <ul style="list-style-type: none"> ● How did you encourage two of your classmates today?

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Observing the students while they are doing their warm-up activity and playing the game

- Making sure they are following the directions
- Fully participating
- Respecting their peers, materials, and space
- Noticing how the students work as a team
- Noticing how the students are encouraging one another

Consideration for Back-up Plan:

If the students are not understanding how to do the warm-up activity or how to play the game, we will take a break and re-assess the rules of the activity. The students will then be able to understand the activity, how to work as a team, and why it is important to encourage one another.

Summative Assessment (linked back to objectives)

End of lesson:

Observing the student's ability to:

- Demonstrate Teamwork
- Encourage peers at least 2 times and share with teachers upon leaving
- Throw/kick/roll the ball with accuracy
- Complete warm up activities while solving math equations

If applicable- overall unit, chapter, concept, etc.:

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

The lesson went well. It helped that Olivia set up the game while I did the warm-up activity which contributed to the flow of the class/lesson. Olivia and I co-taught well together by making sure we both explained the content well along with speaking clearly and loudly and working well off of each other when we were asking the students questions about teamwork and encouragement. The students were great at answering the questions about teamwork and encouragement and extending upon everyone's answer. The game, "Warball" went great with the students. They enjoyed the game and worked well together in their teams. As a team, they came up with a strategy and decided where they wanted their base which brought in a great amount of communication between the team members which was great to see. The students were able to knock the tennis ball off of the cones by rolling, kicking, and throwing the balls.

The students seemed to really like the warm-up activity. It made them think by solving the math problems, being aware of their surroundings when doing the exercises, and paying attention to when the music stopped so they would freeze. I did notice how some of the students looked to their peers for the answers to the math problems which shows that they may need to do some extra work in the classroom to help build their problem-solving skills. The students participated well during the discussion and told us their thoughts about the questions we asked them. During the game, the students learned how to work as a team and encourage one another during the game. I know this because the students were constantly communicating with their team during the game. At the end, some of the students helped me clean up and wipe down the sharkskin balls which I greatly appreciated while Olivia talked with the rest of the students about our goal, "You must encourage at least two of your teammates today during our class."

After teaching the lesson, there are a few changes I would make. The first change I would make is to let the students know when the warm-up activity is over. We forgot to tell them that after one song was over to go to the second white board for discussion. We did have it written on the board, but we forgot to say it out loud. The second change I would make is to shorten the explain. We did not realize that we were explaining for 12 minutes, we were involved with discussing teamwork and encouragement with the students because they were engaged and giving us great answers. The third thing I would change is to make sure that we demonstrate how to knock the ball off of the cone instead of just telling the students what to do. Lastly, I would tell the students before the first game is started that if we play again, you have to move your base to a new spot a great distance away from the original spot. We did tell the students after the first game was over, but I felt it was a little chaotic so that is why I would tell them before starting the game next time.