

Lesson Plan Template

Date: _____

Grade: 2 and 5	Subject: Physical Education
Materials:	Technology Needed: Music and Speakers for the game.
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice cooperative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list)	Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:
Standard(s) S1.E14.3: Throws overhand, demonstrating three of the five critical elements of a mature pattern, in non dynamic environments (closed skills), for distance and/or force. S1.E12.3: Combines balance and weight transfers with movement concepts to create and perform a dance/rhythmic movement.	Differentiation Below Proficiency: The students who are performing below proficiency, will be able to throw the ball underhand or even roll the ball in order to knock down their classmates' pins. These students will still be included in the game and they will be able to play it along with their classmates. Above Proficiency: Students that are performing above proficiency will excel at this game, they will be able to knock their classmates' pins down and they will be able to stay in the game for long periods of time. But these students will also take the risks to leave their pins to go get balls to throw. Approaching/Emerging Proficiency: Students that are approaching proficiency will enjoy this game, it will not be too difficult for them and they will be able to have fun and keep the game flowing, they will take moderate risks but they will still enjoy the game. Modalities/Learning Preferences: <ul style="list-style-type: none"> ● Visual: There will be a demonstration done before the game for the students to be sure that they understand how to play. ● Auditory: verbal instruction will be given to the students and they will be able to hear when students yell the pins are down. ● Kinesthetic: These learners will thrive in a gym class setting, they will be moving around and getting a lot of their energy out. ● Tactile : These learners will like the structure of the game and they will be sure that the other students are playing the game correctly.
Objective(s): The students will practice throwing the ball, and dodging the ball during the game. They will attempt to throw the ball and knock down the other students pins. Bloom's Taxonomy Cognitive Level: Applying	
Classroom Management- (grouping(s), movement/transitions, etc.) Classroom management looks a little bit different in a physical education classroom than it does in a normal classroom. The students will be given instructions on their warm up, this normally appears on the bored and they will get right into it before sitting down to listen to the instructions on how to play the game.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) All students are expected to be respectful of their teachers and they are expected to respect their classmates and their abilities. It is important that all students recognize that they all have different abilities and that they are all capable of different things in the game. The students will be

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	<p>expected to listen to instruction and they will be expected to attempt to play the game to the best of their abilities.</p>		
Minutes	Procedures		
5 mins	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ● set up 12 hula hoops evenly spaced throughout the gym. ● Put a bowling pin in each hula hoop. ● A cone on one end of the gym to start the line, for waiting to get into the game. ● Throw dodgeballs around the gym so they are evenly dispersed. 		
7 mins	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● . Have the students run laps around the gym for one full song. ● After they complete that the students will do 10 lunges, 10 sit ups and 10 pushups, this is the students warm up. ● This will be written on the board of when the students come into class and they will be expected to complete this activity on their own. 		
10 mins	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>After the students complete the warm up they will be asked to sit in front and wait for their classmates to finish and to wait for instructions. It is important that the students are respecting their classmates at this time. The concept of the game is to knock each other's pins down. There will be one person in each hula hoop and one pin in each as well, the students regarding their own pin while also trying to knock down classmates with the dodge balls. Explain to the student that we are only throwing balls at the pins and nowhere else. The students are allowed to leave their hoops in order to get more balls, but their pins could get knocked down. When a pin gets knocked down the students all yell, "Pin down" and that student runs to the back of the line under the basketball hoop, and another student quickly takes their place. There is not a winner to this game and it is a good game to play as a class.</p>		
10 mins	<p>Explore:</p> <p>Turn on the music and allow the students to play the game.</p>		
	<p>Review (wrap up and transition to next activity):</p> <p>At the end of the class period tuen of the music and have the students reset the game. After this have them line up at the door when you can ask the students if they enjoyed the game and if they would play it again. It is always important to receive students feedback.</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> ● Progress monitoring throughout lesson (how can you document your student's learning?) <p>During this game the teacher will be able to watch the students throwing and catching abilities, the teacher will also be able to see how the students aim is and what they still need to work on in the classroom</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives, END of learning)</p> <p>There is not a summative assessment done.</p> </td> </tr> </table>	<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> ● Progress monitoring throughout lesson (how can you document your student's learning?) <p>During this game the teacher will be able to watch the students throwing and catching abilities, the teacher will also be able to see how the students aim is and what they still need to work on in the classroom</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>There is not a summative assessment done.</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>			