

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> 4 <sup>th</sup> and 5 <sup>th</sup>		<b>Subject:</b> Physical Education	
<b>Materials:</b> Dice, Scooters, hula hoops, various balls		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>S3.E2.4 Engages in physical activity-</b> Actively engages in the activities of physical education class, both teacher-directed and independent <b>S4.E4.4a’&amp;b Working with others-</b> Accepts players of all skill levels into the physical activity <b>S4.E6.4 Safety-</b> Works safely with peers and equipment in physical activity settings		<b>Differentiation</b> <b>Below Proficiency:</b> For students who are below proficiency they will be paired with a student at or above proficiency <b>Above Proficiency:</b> For students above proficiency, they will be paired with a student below proficiency <b>Approaching/Emerging Proficiency:</b> For students at proficiency, they will be able to conduct the activity <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> The teacher will demonstrate how to conduct the activity</li> <li>• <b>Auditory:</b> The teacher will verbally explain the instructions and directions</li> <li>• <b>Kinesthetic:</b> The students will be able to move around the gym</li> <li>• <b>Tactile:</b> The students will be able to handle the various sizes and textures of balls</li> </ul>	
<b>Objective(s)</b> By the end of this lesson students will demonstrate their understanding of working with others while being safe by actively engaging in physical activities.  <b>Bloom’s Taxonomy Cognitive Level:</b> Understanding		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Students will be expected to follow instructions and rules of the game</li> <li>- The students will be expected to communicate well with their teammate</li> <li>- Students will be expected to be safe while conducting the activity</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- The warm-up will be written on the board</li> <li>- The music will signal the start of the activity</li> <li>- The whistle will signal the end of each round</li> </ul>			
<b>Minutes</b>	<b>Procedures</b>		
<b>5 Minutes</b>	<b>Set-up/Prep:</b> <ol style="list-style-type: none"> <li>1. The instructor will write out the warm-up instructions on the white board           <ul style="list-style-type: none"> <li>• Warm up               <ul style="list-style-type: none"> <li>- Jog for 2 songs, switch directions after 1<sup>st</sup> song</li> <li>- Roll dice for how many of each activity</li> <li>- pushups</li> <li>- jumping jacks</li> <li>- crunches</li> <li>- when done find me and sit in front of me</li> </ul> </li> </ul> </li> </ol>		
<b>5-7 Minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ol style="list-style-type: none"> <li>1. Students will jog laps for 2 songs</li> <li>2. Students will roll the dice for how many pushups they will have to do</li> <li>3. Students will roll the dice for how many jumping jacks they will have to do</li> <li>4. Students will roll the dice for how many crunches they will have to do</li> <li>5. Students will then come sit down in front of wherever I am in the gym</li> </ol>		
<b>5-7 Minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ol style="list-style-type: none"> <li>1. The class needs to be divided into groups of two so you will have to find a partner</li> <li>2. Each group will have one hippo and one guide</li> <li>3. The “hippo” will lay on their stomach on the scooter, while the “guide” holds their legs/ankles off the ground</li> <li>4. When the music begins, the “guide will push the “hippo” out onto the floor towards the center</li> <li>5. When the “hippo reaches the center, they will extend their arms and scoop up as many balls as they can</li> <li>6. When the “hippo” is “full”, the “guide will pull the hippo back to their hoop and place the balls into the hoop</li> </ol>		

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	<ol style="list-style-type: none"> <li>7. The “hippo” and “guide” will then switch places and repeat the process</li> <li>8. If a “hippo” loses a ball, they must leave it, they cannot go back and get it nor can the guide pick it up</li> <li>9. The activity will continue until I blow the whistle which will reset the game             <ul style="list-style-type: none"> <li>• *The activity will play until I blow the whistle which will reset the game</li> </ul> </li> </ol>
<p><b>10 Minutes</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ol style="list-style-type: none"> <li>1. The students will conduct the activity which requires teamwork and communication. The students will be using their core to improve muscular strength and endurance</li> </ol>
<p><b>2-3 Minutes</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ol style="list-style-type: none"> <li>1. The instructor will ask the students to leave their materials where they found them and come sit in front of me</li> <li>2. I will ask them questions about the activity             <ul style="list-style-type: none"> <li>- How did you like this activity?</li> <li>- What do you think went well in this activity?</li> <li>- What did not work well in this activity?</li> <li>- What do you think you improved in this activity?</li> </ul> </li> </ol>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b> <ol style="list-style-type: none"> <li>1. I will observe during the activity and ask questions after the activity to assess the students learning.</li> <li>2. the students will have to effectively collaborate with students during this lesson</li> </ol> </li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>The students will be taking quarterly fitness tests. Students will have to successfully score in the healthy fitness zone. The students also will be taking a test over collaboration with others.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	