

# Lesson Plan Template

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

<b>Grade: 4<sup>th</sup> Grade</b>	<b>Subject: Physical Education</b>
<b>Materials:</b> Hula hoops Jump ropes Cones Shark skins Floor pads Bean bags	<b>Technology Needed:</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b> S1.E11.3 - Combines locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance/rhythmic movement. S4.E4.3a & b* - Works cooperatively with others. Recognizes others for their success/effort in movement performance	<b>Differentiation</b> <b>Below Proficiency:</b> Students will be placed with other peers that can guide and help <b>Above Proficiency:</b> can get extra bean bags <b>Approaching/Emerging Proficiency:</b> students will work as a team to complete the obstacle course  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> there will be writing up on the board</li> <li>• <b>Auditory:</b> teacher will explain the activity and the goal</li> <li>• <b>Kinesthetic:</b> student will be able to run jump and move</li> <li>• <b>Tactile :</b> student will be able to interact with objects</li> </ul>
<b>Objective(s)</b> Students will work as a team to complete and obstacle course, their will be pathways and objects they will need to navigate around to move to the end of the course Student will be a team helping each other get through the obstacle course, they will recognize each other's efforts and work as a team to achieve a goal	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Students are expected to work as a team</li> <li>- Students are expected to listen when someone else is talking</li> <li>- Student will be expected to raise hand if they want to share something with the class</li> </ul>
<b>Bloom's Taxonomy Cognitive Level:</b>	<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Student will be broken up in to groups by numbering off</li> <li>- Transitions will be promoted through music or whistles</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
	<b>Set-up/Prep:</b> the obstacle course will be set up Hula hoops will be in place Jump ropes will be next Followed by mat pad Cones Shark skins
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- Students will run around the gym for a song</li> <li>They will do a plank for 30 secs</li> <li>Jump ropes for 30 secs</li> </ul> Once students complete their warm up they will come and sit quietly
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ol style="list-style-type: none"> <li>1. First student will need to be lead through hula hoops being guided by teammates</li> <li>2. Next they will need to find the jump rope and complete 5 jumps</li> <li>3. They will need to be guided to the mat and somersault across</li> <li>4. They will need to be guided through the cones with which their team will need to guide them</li> <li>5. At the end the can take off blindfold find their shark skin and make a shot (students will have 3 chance to make a shot if they miss they do not get a bean bag)</li> <li>6. The whole team will run back to the start and the next member will go</li> </ol>

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	<p>7. These steps will be repeated until the team has 3 bean bags in their home base</p> <ul style="list-style-type: none"><li>- As a whole group we will discuss teamwork and what that looks like as well as different ways that would make completing obstacle course easier</li></ul>
	<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> <ul style="list-style-type: none"><li>- Student will be broken into groups of 3</li><li>- 1 member of the group will be blind folded</li><li>- The other members of the group will work as a team to get the blindfolded kids through the obstacle course</li><li>- When they get to the end the blinded fold student will take off blindfolded and make a basket with the shark skin.</li><li>- Once they make a basket they will grab a bean bag and all member will run back or the start of the course</li><li>- The bean bag will be placed in their home base</li><li>- The next member of the team will be blindfolded and the steps will repeat until student have 3 bean bags in their home base finishing their course</li></ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"><li>- Before the end of class student will collect all bean bags and put them back</li><li>- Student will come back and sit quietly</li><li>- We will discuss what we liked about the game and what things can be change to make it better</li></ul>
<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></li></ul> <ul style="list-style-type: none"><li>- Observe students</li><li>- Looking for group participation and collaboration</li><li>- Looking for body movement and participation in activity</li></ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"><li>- Student will turn in there question sheet with their responses on them</li></ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	