

## Lesson Plan Template

<b>Grade: 5<sup>th</sup></b>		<b>Subject: Physical Education</b>	
<b>Materials: Lacrosse nets, Whiffle balls, pool noodle</b>		<b>Technology Needed: Phone for music</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice              cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <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> S1.E24.5a & b (Striking, long implements) Combines striking with a long implement with receiving and traveling skills in a small-sided game.  S1.E26.5 (in combination with locomotor) Combines manipulative skills and traveling for execution to a target.		<b>Differentiation</b> <b>Below Proficiency:</b> Not doing anything in class (standing there). Student walks and does not care about what's going on.  <b>Above Proficiency:</b> Gives effort, and gets teammates involved by passing with accuracy. Shoots the ball at the net with some power. Students are running and hitting the ball as they should be.  <b>Approaching/Emerging Proficiency:</b> Gives effort, and gets teammates involved by passing but with no accuracy. Shoots the ball at the net but ball does not gain extra power.  <b>Modalities/Learning Preferences:</b> kinesthetic	
<b>Objective(s)</b> Students by the end of the week will be able to strike a moving object toward a target with a pool noodle to achieve the goal of playing noodle hockey.  <b>Bloom's Taxonomy Cognitive Level:</b> Application and Comprehension			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> When students come into my gym they will read the warm-up on the board. When music is off they will come sit in front of where I am to explain what we are doing. When using teams I will use an app on my phone to split up the teams. If students get off task talk to them on the side and just remind them to try and do what everyone else is doing, rather than what they were doing when distracted.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  <ul style="list-style-type: none"> <li>- Follows game rules</li> <li>- Follows gym rules</li> <li>- Follows pool noodle rules</li> </ul> If not followed the student will be talked to as a warning. If the behavior happens again the student will sit out of the activity for a couple of minutes.	
<b>Minutes</b>	<b>Procedures</b>		
<b>0</b>	<b>Set-up/Prep:</b> This will be to set up the game before school and write the warm-up on the board.		
<b>6</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  <b>Warm up (will change each day)</b> <ul style="list-style-type: none"> <li>- Speed walk or run for two songs</li> <li>- Then sit in front of me</li> </ul>		
<b>5</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>- Review pool noodle rules</li> <li>- Explain how to have more precision when passing and shooting</li> <li>- Review the face-off rule</li> <li>- Split them into the teams they will be on</li> </ul>		
<b>17</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>- Let the students play the game</li> <li>- Watch them play game to make sure they are following rules</li> <li>- Play music while game is being played</li> </ul>		
<b>2</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>- Turn music off and have students put noodles back</li> <li>- Line up on the black half court line to leave gym in a respectful manner</li> <li>- Ask if they have any questions regarding what they did today</li> </ul>		

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	<ul style="list-style-type: none"><li>- Give high fives as students leave</li></ul>
<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"><li>- Take notes on things seen during class on what to work on or needs to be reviewed for the next time they have class.</li><li>- End of class ask if they have questions or want to work on something (passing or shooting) next class to improve gameplay. Students will be assessed on how they are participating in the class for that game.</li></ul> <p><b>Consideration for Back-up Plan:</b></p> <p>Hand ball</p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	