Lesson Plan Template

Grade: 3rd Grade (30 minute classes)	Subject: Gym (Stop Light Tag)
Materials: Yellow, Red, and Green yarn Balls	**Technology Needed:** Phone for music

Instructional Strategies:		Guided Practices and Concrete Application:	
☐ **Direct instruction** ☐ **Guided practice** ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Technology integration ☐ Other (list)	☐ Peer teaching/collaboration/ cooperative learning ☐ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling	☐ **Large group activity** ☐ Independent activity ☐ Pairing/collaboration ☐ Simulations/Scenarios ☐ Other (list) Explain:	☐ **Hands-on** ☐ Technology integration ☐ Imitation/Repeat/Mimic

Standard(s)	Differentiation
S1.E2.3 (Jogging, running) Travels showing differentiation between sprinting and running. S2.E1.3 (Space) Recognizes the concept of open spaces in a movement context.	**Below Proficiency:** Student stands around rather than being involved in activity. **Above Proficiency:** Student giving it the best effort they can, also gets other students involved.
Objective(s) **Students will be able to know the difference between fast and slow speeds when moving.** **Students will be able to move around the gym gaining spatial awareness so they do not run into each other.** **Bloom's Taxonomy Cognitive Level: Knowledge, Comprehension, Application**	**Approaching/Emerging Proficiency:** Student is trying in activity, but complains about being out. **Modalities/Learning Preferences:** Bodily kinesthetic

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Use of appropriate noise level. Students use gym voice rather than outside voice. Students trying and not complaining about the game.

Minutes	Procedures
0	**Set-up/Prep:** **Gather the different color yarn balls and set by whiteboard while students are doing warm up**
5-7	**Engage:** (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) **Warm up** • **Run/walk around the gym for two songs**
5-10	**Explain:** (concepts, procedures, vocabulary, etc.) • **We will be playing stop light tag today.** • **Who knows what a stoplight looks like?** • **(hold yarn balls in the colors so they look like a stoplight) This is how the colors of a stoplight look.** • **Who can tell me what green means?** • **Green means Go and this is fast movement** • **Who can tell me what the yellow means?** • **Yellow means slow down** • **Who can tell me what the red means?** • **Red means to stop** • **Who knows what flashing signals are?** • **Flashing signals tell people that a vehicle is either going slow or is stopped.** • **We will have some students with green, yellow, and red yarn balls.** • **Everyone will run around the gym remember NO yelling or screaming** • **If you get tagged with the yellow ball you are going to start walking around the gym and use your hands as your flashing signals** • **If you get tagged with the red ball you are going to stop and stand where you got tagged and use your hands as flashing signals.** • **The green ball is in charge of tagging the people who have the flashing signals on so they can start running fast again.** • **Hand out the yarn balls and tell them to spread out and start when the music starts playing.**

Let them play until last 2 minutes of class	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** • **Watch the students making sure they follow rules** • **After 3-4 minutes stop the music and let students catch their breath** • **Change the people who are tagging** • **Start music** • **After 3-4 minutes change taggers again** • **Keep this rotation until the final two minutes of class**
2	**Review (wrap up and transition to next activity):** • **Have students bring the yarn balls back to you** • **Have students line up single file on black line so they can leave for their next class**

Formative Assessment: (linked to objectives)
  Progress monitoring throughout lesson- clarifying questions, check-
  in strategies, etc.
• **Monitor the class on if they grasp the concept.**
• **Talk before class ends if they enjoyed it and what they want to change.**
 	
Consideration for Back-up Plan: Hospital Tag
	Summative Assessment (linked back to objectives)
	  End of lesson:
	• **Students understand the game, where they can explain the rules to new students on another day.**
	
	  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?):