

**Lesson Plan #1**

<b>Grade: 3</b>		<b>Subject: Physical Education</b>	
<b>Materials: Hula hoop, kickballs,</b>		<b>Technology Needed: music</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> <b>Guided practice</b> <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"/> <b>Modeling</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Modeling</b> <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>Physical Education</b> S4.E4.3a Works cooperatively with others S1.E14.3 Throws overhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force S1.E17.3 Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body <b>Foreign Language</b> 1.3.2 Demonstrate comprehensible pronunciation and intonation when presenting well-rehearsed material on familiar topics <b>English/Language Arts</b> RL.2 Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text <b>Mathematics</b> 3.OA.7 Using mental strategies, fluently multiply and divide within 100.		<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>Teacher is able to walk around and help students, along with the help of their peers</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>Challenge the students to see how many passes they can get without messing up.</li> <li>Have the teacher play a game with the students. See if the student is able to beat the teacher.</li> <li>One hand behind the back at all times</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>Trial and error; continue to work on their technique</li> <li>Plays against different level of students; above proficiency students will give them something to strive for; below proficiency will allow them to show off their skills and be the teacher (boosting confidence)</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>Kinesthetic: the students were able to physically participate in the activity, using their muscles to learn different movements</li> <li>Visual: the board provides a visual for what will be done during the warmup; students are also able to see what needs to be done by demonstration from teachers or even their peers</li> <li>Interpersonal: working together in pairs and later groups of 4 and up to the whole class allows the students to play with others and learn and teach each other</li> </ul>	
<b>Objective(s)</b> Students will be able to pass the ball back and forth in a specified area. Students will be able to work together to play a game of spike ball. Students will be able to complete other subject area tasks that are presented throughout the class period. <b>Bloom's Taxonomy Cognitive Level:</b> Apply			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The use of the white board will let the students know what warmup they will begin with Grouping – let the students pick their partner to begin with; partners will then change based on the winning and losing pattern Students will transition to any open hula-hoop;		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> When the music stops, the students must freeze, hold ball over their head, and turn to listen to the teacher. No slamming the ball to the ground.	
<b>Minutes</b>	<b>Procedures</b>		
<b>3</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Spread hula-hoops around the gym on the floor, allowing space in between them and have the ball cart out for access, if time balls can be already placed within the hula-hoops</li> <li>Write on the white board what the students will be doing for warmup (lap, squats, sit-ups, etc.)</li> <li>Have music ready to begin activity</li> </ul>		
<b>6</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Students will begin with a warmup activity. Students will have to decipher different Dr. Seuss book titles to determine how long or how many they will be doing of certain activities. This will already be written on the board so students can get to work immediately.		
<b>6</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> The students will have already been introduced to the game of spike ball so minimum explanation of the game will need to be incorporated. Once warmup activity is done, students will be asked to pair up and stand with their partner by a hula hoop. Once every student is paired up, the teacher will explain that they are passing the ball back and forth, beginning with seeing how long they can keep the passing going. Rules are reinforced such as no slamming the ball, the ball must bounce within the hoop, one hit per person at a time, etc. Once the music starts, the students may begin.		

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<p>5</p> <p>5</p> <p>5</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> <p>After the students have practiced, the teacher will get their attention (the stopping of the music should cease play, students should freeze, and balls should be raised above the head).</p> <p>Students will now play a game of spike ball. If a student is to lose (whether that be by missing the ball or not hitting inside the hula-hoop) they are to keep the ball and stay at the hula hoop. The winner will then go and find a new hula hoop with a different partner. The students will continue around the gym, playing at any open hula hoop, continuing until the music stops.</p> <p>After playing for a period of time, get the students attention. The students will now be attempting a 4-way game of spike ball. Tell the students to combine into a group of 4. Now the challenge is to have 4 people play the game in the same hula hoop. Let them know that they are trying to keep it going for the longest time and that they are not switching hoops. Remind them that one can only hit the ball once before someone else has to hit it.</p> <p>After playing 4-way for a period of time, get the students attention. Have them put all the balls down and circle around the middle circle on the basketball court. Rule: no one can step into the circle. Now tell them to keep the balls going and inside the circle, it does not matter how many bounces the ball takes. Begin throwing balls into the circle (get up to 5 balls depending on their abilities and participation).</p>
<p>3</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>To end, get the students attention and have the students with the balls return them to the open hula hoops.</p> <p>Keep the students circled around the center of the gym. Now have them do some different stretches. Some common ones include arms across, dead mans hang, and standing straddle. Each stretch should be done for 10 seconds. Allow the students to count out loud and together.</p> <p>Add some fun by doing them in different languages. Most students know Spanish but allow them to try German or French if one is able to teach (repeat-after-me).</p> <p>Have them line up and give high-fives as they head to their next class.</p>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• Walk around and see what level students are at</li> <li>• “How many passes can you get back and forth?”</li> <li>• “Do you think you could beat me?”</li> <li>• “Can you keep one hand behind your back?”</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>• If the majority of the students are struggling, go back with simple passes (pass and catch or continuous passes)</li> </ul>	<p><b>Possible Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to explain how a game of spike ball is played, stating the rules, etc.</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <ul style="list-style-type: none"> <li>• Spike ball tournament can take place, allowing students to compete to be spike ball champion</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson went really well and the students seemed to like this lesson a lot. There were some issues with some of the students picking their own partners or not wanting to go against certain students but this goes back to the objective of being able to work together to play the game. We were able to observe this lesson being taught in two classes before teaching it ourselves so we were able to see what was needed to be done and how the students were used to being taught. Since the students had already been introduced to the material in a previous class, so there wasn't new material to be taught, just refreshers. I think the biggest thing to remember for next time is to plan out the time. When we were observing, we were unaware that we would be teaching so we were not paying attention to how long was spent on each activity. This is an important aspect though, if the students are on an activity too long they may get bored and begin to get off track or if not given enough time, get frustrated that they were not able to complete the task or master the activity</p>	