

Lesson Plan Template

Date: _____

Grade: 3 rd , kindergarten, 1st	Subject: PE
Materials: bean bags, shark skins, donuts	Technology Needed: music
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <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	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard LS4.C: Adaptation -Adaptation for any environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. S1.E13.3 Underhand throw: Throws underhand to a partner or target with reasonable accuracy. S1.E14.3 Overhand throw: Throws overhand, demonstrating three of the five critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. S4.E1.3 Personal responsibility: Exhibits personal responsibility in teacher-directed activities. S4.E4.3a Working with others: Works cooperatively with others.	Universal Design for Learning Below Proficiency: Students will participate in the activity as a group as much as they are able and do side activities if necessary. Above Proficiency: Students will participate in the group activity as a group and help their teammates succeed. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will watch a demonstration of activity • Auditory: Students will listen to directions • Kinesthetic: Students will be able to move and run around • Tactile: Students will get to touch many different materials in the activity
Objective Students will participate with one another in a game that helps them practice throwing and rolling objects.	
Bloom's Taxonomy Cognitive Level: understand	
Classroom Management- (grouping(s), movement/transitions, etc.) Movement: <ul style="list-style-type: none"> • Students will participate in movement activity • Students will be respectful with their movement • Students will be careful of their surroundings and be aware of the space they are in • Students will follow the rules designated for the activity Group work: <ul style="list-style-type: none"> • They will stay on task and not get distracted. • The student's voices should be at a level two when working with their group • Students will respect one another's roles and include everyone Transitions: <ul style="list-style-type: none"> • students should walk and be respectful of other people's space. • Students should make transitions quickly and quietly Materials: <ul style="list-style-type: none"> • students will be respectful with materials and handle them with care. • They will walk to get materials and make sure to put them back properly. 	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) Movement: <ul style="list-style-type: none"> • Students are expected to participate in the movement desired for the activity. • Students are expected to be respectful with their movement and aware of their surroundings at all times. • Students are expected to follow and be respectful of the rules. Group work: <ul style="list-style-type: none"> • Students are expected to stay on task and work collaboratively with their group • Students are expected to respect their group members and include everyone Transitions: <ul style="list-style-type: none"> • When transitioning students are expected to walk or run if that is the direction used. • Students are expected to be quick with their transitions but respectful Materials: <ul style="list-style-type: none"> • Students are expected to respect the materials and use the carefully

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<ul style="list-style-type: none"> Students will use the materials in a manner meant for the activity 	<ul style="list-style-type: none"> Students are expected to put them back if need be and follow directions with them.
Minutes	Procedures
5 min	Set-up/Prep before lesson: <ul style="list-style-type: none"> Make a clear line separating 2 halves Put an even amount of balls and items on either side of the 2 halves (For the 3rd graders) Place 4 empty bins in all four corners of the field
3 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Have the game set up so that the students get excited about the materials being laid out. As a warmup have the students run 3 laps walk 3 laps do 3 pushups and 3 sit ups. (the reason for the number 3 is because of the 3 r's reduce, reuse, recycle. Then have the students sit in a clump or in a line. Ask the students why it is that you used the number 3 so much. <ul style="list-style-type: none"> Give them time to think Have them raise their hand to answer Tell the students that it is important to recycle certain materials because it helps keep the ocean clean <ul style="list-style-type: none"> You can even prompt them to get to this answer Then talk to the students about why reusing items like paper is important <ul style="list-style-type: none"> You can help save trees Have them give an example of what items are reused Then talk about items they can reduce using <ul style="list-style-type: none"> Talk about how people can use less plastic material or less paper or less gas Talk about how having a clean environment is very important <ul style="list-style-type: none"> It makes things safer Animals can live better People can live better
7 min	Explain: (teacher-led) <ul style="list-style-type: none"> Tell the students, that today with the importance of the 3 r's they are going to play a game called "clean out the backyard." "Remember that it is important to keep our environment clean so today we are going to pretend that all our materials in the gym, the shark skin balls, the bean bags, and any other materials, are trash and that you need to clean out the backyard." Tell them that the gym is split into two halves and one side is neighbor A's backyard and one side is neighbor B's backyard. If they want to have a clean backyard, they are going to need to do some cleaning. Tell them that what they want to do is try to get as many materials from their side to the other side. <u>For the 3rd grade</u> explain that if they get an item into a trash bin it will stay there for the remainder of the game and cannot be taken out. <ul style="list-style-type: none"> You might be able to do something similar with kindergarten and 1st grade by have a bucket closer to the middle line they can try to through objects into. But mainly focus on them just trying to get the basics down.
15 min (play at least two 5 minute rounds of "clean out the backyard")	Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) Clean the Backyard <ol style="list-style-type: none"> Split the children into 2 evenly matched groups and have them line up against the wall with their hands on the wall When the music starts have the children rush off of the wall and attempt to throw/ roll as many of the balls/items into the opponent's half (for 3rd grade only) If the children make a ball/item into the trash bin it will remain there until the end of the round After 3-5 minutes have the children stop Have them freeze and put their hands on their knees

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	<ol style="list-style-type: none">6. Tell the students to gather with their group and tell them to tell a friend what 2 items are that they can recycle this week.7. Then have them gather all the balls and other items on their side and spread them out.8. Have them play the game again but this time they have to stay connected with a partner.<ol style="list-style-type: none">a. This means that the have to hold hands and work together9. After this round when you stop the game have the students share which items were the easiest to get rid of. (throwing the ball or rolling the ball or throwing the bean bags, etc.)10. If there is time for them to play a 3rd round you can add in twist like that they have to hop or skip to each item they try to throw over to the other side.
3-4 min	Closure (wrap up and transition to next activity): <ul style="list-style-type: none">• Have the students freeze put hands on their knees• Ask the students to spread the materials out on the floor and then stay in an area of space• Then go through some stretches with them to loosen up their whole body (but arms especially) after playing the game• Then have the students line up
Formative Assessment: (linked to objective, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) I will be focusing on looking at how the students participate in the desired activity and what they are able to do and what they need to work on. I will be looking at how they do their warmup activity and are able to listen. I will be watching how the students follow directions and also looking at how they participate with their group.	Summative Assessment (linked back to standard, END of learning) At the end of the lesson I will assess how student were able to through or roll objects in the gym.
Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The combined aspect of talking about recycling with the students and then having them play a game related to the idea of recycling went well. I was able to grab the student's attention and make sure that they were focused on the task at hand. I thought I did a good job of separating out the teams to make it fun but still challenging. I had to make some adjustments as I went along which helped the lesson run more smoothly. While I made the attempt to connect recycling to a PE lesson, I think I could do a better job of making the topic stick in their minds. For next time I would maybe think of a way to bring in ideas about their lunch hour because they have lunch in the gym.	