

Lesson Plan Template

Grade: 4		Subject: Physical Education	
Materials: Bowling pins and shark skin balls		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <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)		Guided Practices and Concrete Application: <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:	
Standard(s) S1.E14.4 Manipulative Skills: Overhand Throwing S1.E16.4 Manipulative Skills: Catches a thrown ball above head/chest/below waist in a mature form S3.E2.4 Engages in Physical Activity S3.E3.4 Fitness Knowledge: Identifies the components of health-related fitness S4.E4.4 Working with Others S4.E5.4 Rules and Etiquette S4.E6.4 Safety		Differentiation Below Proficiency: The student scores 2 or less on the assessment Above Proficiency: The student scores 5's on the assessment Approaching/Emerging Proficiency: The student scores 3's on the assessment Modalities/Learning Preferences: The student scores 4's on the assessment	
Objective(s) Students will be able to throw a ball with using the correct skills Students will be able to catch a ball with using the correct skills Bloom's Taxonomy Cognitive Level: Knowledge Evaluation Comprehension		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students should work together on deciding different jobs and who will be doing those jobs, the students should be able to run this class on their own because they know what they are doing, and they know the rules.	
Classroom Management- (grouping(s), movement/transitions, etc.) The students have a warmup of running around the gym for two songs and then they were able to look at the rules of the game and then the teacher gave them cards that had a color on them and then that's how teams were picked. So, the class was spilt into two big teams, then within those teams they are supposed to pick guards.			
Minutes	Procedures		
	Set-up/Prep: 1. Divide class into two teams 2. Set up 5 pins on each side on a colored dot to mark where the pins should go. 3. All sharkskin balls placed in the center of the gym; each student gets to start with one ball 4. Teams are supposed to set up a guard rotation of two keepers 5. If a team has all their pins knocked down, they jog two laps and begin a new game (or the other team can pick an exercise of 5 that the other team can do).		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Work on the different throwing and catching motions before beginning the game. You can ask the student if they know how to throw a ball correctly or how to catch a ball correctly and if they want to show the class how to do those movements.		
	Explain: (concepts, procedures, vocabulary, etc.) Make sure you spend time explaining the game to the students because once they get the hang of the game, they will know the short que words. During this game you will have to explain the jobs of a guard which are to protect the pins and supply the team with balls that may go behind them because they are the only ones allowed near the pins. They will have to switch guard duty every two minutes, and if the guard catches a ball in the air, they can set a knocked pin back up. Then the job of the other students the (throwers), if they cross the blue line, or cones a pin will get knocked down and if a thrower catches a ball in the air, they can have a guard set one back up as well. They also are trying to knock over the other teams pins first.		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) There are different jobs during this game which then helps the students work on teamwork skills which is very important in real-life experiences because it's preparing them to work with others and come up with different compromises if there is a disagreement. It also prepares them to be flexible because everything isn't going to go how they want it to so they have to adapt to the changes.		

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	Review (wrap up and transition to next activity): Have a day where you just play this game so the students can work on their throwing and catching skills.	
	Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. If you see a certain student that is doing the movement wrong, go up to them and try and show them the correct way and then after doing that ask if the student felt a difference and if they liked or didn't like it. Consideration for Back-up Plan: Try having different ways to explain what you want them to do and then give them the option of how they want to learn it. If it's just different que words that they like better than how you originally explained it let them use those or have different equipment out for them to try the movements with, because some student might find different equipment more comfortable to throw or catch.	Summative Assessment (linked back to objectives) End of lesson: Have them do a game and take a few students at a time to assess their skills, and grade them on those. If applicable- overall unit, chapter, concept, etc.: Ending the unit with a game will make it fun for the students and helps them work on the different skills without them knowing sometimes because they all will be playing and having fun rather than just working on skills over and over again.
	Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, I thought that the students had a good time with this game. It was easy for them to pick up on and they enjoyed it. One thing that I may change is splitting the class into four teams and play in smaller area to keep all the student involved and not having them just stand around.	