

<b>Grade:</b> 1st		<b>Subject:</b> Physical Education	
<b>Materials:</b> Crab kick		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Guided practice</li> <li>• Socratic Seminar</li> <li>• Learning Centers</li> <li>• Lecture</li> <li>• Technology integration</li> <li>• Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>• Peer teaching/ collaboration/ cooperative learning</li> <li>• Visuals/Graphic organizers</li> <li>• PBL</li> <li>• Discussion/Debate</li> <li>• Modeling</li> </ul>	
		<ul style="list-style-type: none"> <li>• Large group activity</li> <li>• Independent activity</li> <li>• Pairing/collaboration</li> <li>• Simulations/Scenarios</li> <li>• Other (list)</li> </ul>	
		<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Technology integration</li> <li>• Imitation/Repeat/Mimic</li> </ul>	
<b>Standard(s)</b> To teach kids an instant activity. Even special ed kids can see the directions and participate with no real different directions. Unless needed to be adjusted.		<b>Differentiation</b> <b>Below Proficiency:</b> Not really a very good game for kids that might not be able to get the crab stance down.	
<b>Objective(s)</b> Get students to think a little while being active. Then apply the ball to the game. Seeing how students will react playing a soccer type game but in a crab stance. An aide might have to help certain students walk through it and get them involved. Or can take students to the side and practice the stance while just kicking into a goal.		<b>Above Proficiency:</b> Good for young kids to learn how to think and use different muscle groups for coordination.	
<b>Bloom's Taxonomy Cognitive Level:</b>		<b>Approaching/Emerging Proficiency:</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Getting students to work individually on the stance but then applying the stance to communicate with others to score.		<b>Modalities/Learning Preferences:</b>	
		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Stay still in your own spot respecting others around you while they are in the crab stance.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> Organize prep goal balls and teams.		
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Kids crab around and feel for the ball warm up activities relating to crab kick.		
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Explain the meaning of the day and why we have decided to choose this activity in the class.		
12	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> The main concept here is to get students to do something kind of different when it comes to PE. All students are sitting in one stance that is not normal for kids. While trying to play a game (soccer) that seems normal but with a twist. Giving younger kids a chance to have fun even the thought for young kids to act like a crab could be interesting to them.		
5	<b>Review (wrap up and transition to next activity):</b>  Let students know how important it is to keep your hands and feet busy and finding new ways to get involved in the PE setting.		

- How will I know if students have learned something?
  - Something that is huge about learning and comprehending a task is about engaging in what we are doing and not being afraid to ask questions along the way. I will know if my students

are having fun and learning during the games by their body language they will show if they are having fun or if they aren't. By them showing that they are engaged with what we are doing is showing me if they are learning or not. If they are asking me questions about what we are doing or why we are doing something that also is showing me that they are wanting to learn more on why we do certain things during a game, workout, and life lessons.

2. What will I do with students who have mastered the material, (the experts)?

- If there are a group of students that are mastering the material, I might split them into smaller groups, and challenge them by adding another rule or raising the end goal to something higher. Also being challenged at a younger age drives them to want to work harder and they will achieve more by challenging them in the classroom, whether that is learning a new skill or teaching someone else that skill they have learned. This is helping not only the class but that student individually because they are teaching someone else and helping someone else master a certain skill.

3. How will I provide learning opportunities for students that have not mastered the skills taught?

- Student can be taken aside so they can focus on the basic skills of the game, whether that is the crab stance or the kicking motion, these can all be little things that can be tough to them on the side lines. Then once they have a better understanding of what they are supposed to be doing, you then can let them try again during the game. You can also have a student that has mastered the skill help the other student that may be struggling to get the understanding of that certain skill. Students might react better and understand it better if it's coming from a peer, rather than coming from an adult figure.