

## Lesson Plan Template

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| <b>Grade:</b> 5 <sup>th</sup> Grade  |  | <b>Subject:</b> Star Wars tag (Physical Education)   |  |
| <b>Materials:</b> Noodles, open space to run around in   |  | <b>Technology Needed:</b> Music playing  |  |
| <b>Instructional Strategies:</b><br><div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Direct instruction<br/> <input type="checkbox"/> Guided practice<br/> <input type="checkbox"/> Socratic Seminar<br/> <input type="checkbox"/> Learning Centers<br/> <input type="checkbox"/> Lecture<br/> <input type="checkbox"/> Technology integration<br/> <input type="checkbox"/> Other (list)         </div> <div style="width: 50%;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br/> <input type="checkbox"/> Visuals/Graphic organizers<br/> <input type="checkbox"/> PBL<br/> <input type="checkbox"/> Discussion/Debate<br/> <input type="checkbox"/> Modeling         </div> </div> |  | <b>Guided Practices and Concrete Application:</b><br><div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Large group activity<br/> <input type="checkbox"/> Independent activity<br/> <input type="checkbox"/> Pairing/collaboration<br/> <input type="checkbox"/> Simulations/Scenarios<br/> <input type="checkbox"/> Other (list)         </div> <div style="width: 50%;"> <input type="checkbox"/> Hands-on<br/> <input type="checkbox"/> Technology integration<br/> <input type="checkbox"/> Imitation/Repeat/Mimic         </div> </div> Explain: |  |
| <b>Standard(s)</b><br>S1.E2.5 Jogging, running: Uses appropriate pacing for a variety of running distances.<br>S4.E6.5 Safety: Applies safety principles with age-appropriate physical activities.<br>S2.E2.5 Pathways, shapes, levels: Applies movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a long-handed implement. Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, rhythmic activities/dance and gymnastics.   |  | <b>Differentiation</b><br><b>Below Proficiency:</b><br>The student scores 2 or less on the assessment<br><br><b>Above Proficiency:</b><br>The students' scores 5 on the assessment<br><br><b>Approaching/Emerging Proficiency:</b><br>The student scores 3 on the assessment<br><br><b>Modalities/Learning Preferences:</b><br>The student scores 4 on the assessment  |  |
| <b>Objective(s)</b><br>Students should be able to run around the gym and staying in their own space.<br>Students should be able to run and strike something with a long-handed stick.  |  |  |  |
| <b>Bloom's Taxonomy Cognitive Level:</b><br>Knowledge<br>Comprehension   |  |  |  |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br>The students will have a warmup game of running around the gym for two songs and then start the game.<br>Split the class into two teams by using cards or class numbers.   |  | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b><br>Students should be working together as a team to make sure their teammates aren't sitting on the floor out. They also should be trying to get the other team out.  |  |
| <b>Minutes</b>   | <b>Procedures</b>  |  |  |
|  | <b>Set-up/Prep:</b> <ol style="list-style-type: none"> <li>1. Divide class into two teams</li> <li>2. One team gets red noodles and will stand in the red four-square box until the game starts.</li> <li>3. One team will get blue noodles and will stand in the blue foursquare box until the game starts.</li> <li>4. Game will start on one whistle</li> <li>5. If the jedi gets tagged by the opposing team, they will need to sit down until there team has tagged them back in.</li> </ol>  |  |  |
|  | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b><br>Make sure the students know why they are playing this game and allowing time for them to ask questions on the different rules and letting them share their feelings about the game. Also make it exciting for them because the more excited you get they get just as excited about the game.   |  |  |
|  | <b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ol style="list-style-type: none"> <li>1. The game will begin on the first whistle</li> <li>2. The game will end by 3 whistles or if one team gets out.</li> <li>3. You can only get the opposing force out by tagging them below the waist.</li> <li>4. If tagged by opposing force, that jedi sits down and raised light saber up into the air waiting for teammate to tag the noodle.</li> <li>5. Once a teammate tags their noodle, then the jedi is back into the game</li> <li>6. There will be two other taggers that can only bring Jedis back into the game and they cannot get out either. They will have a yellow noodle.</li> </ol> Along with these rules the students need to be safe and make sure they are using the equipment correctly. If they aren't, they can be asked to go in a time out until they are ready to use it correctly. |  |  |

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|   | <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>This allows the students to expand their imagination because its replicating that they are in the movie Star Wars and that they have a light saber they are allowed to get other students out. There is also the role of just getting Jedis back in, so the student has fun being those people as well.</p>  |
|   | <p><b>Review (wrap up and transition to next activity):</b></p> <p>Allow the student to play this game for a class period and to have fun with this game.</p>   |
| <p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <p>If you see a student not understanding the game or if they are standing by themselves not participating, to go check on them to see what's going on and ask them if they want to go around the gym with you so they aren't alone. If they don't understand what they are supposed to be doing, go over the rules again with them one on one so they have a better understanding what they are supposed to be doing.</p> <p><b>Consideration for Back-up Plan:</b></p> <p>If the student still doesn't want to participate ask them what they would like to do and try and fit it into the game. Allow them to pick what they want to do rather than you tell them what to do.</p> | <p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <p>Have them play the game and while you are being involved watch the students to see if they are understanding the rules and hitting the different standards that go along with this game.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <p>Ending this unit with a game like this can allow the students to have fun while playing a game along with them working on the different standards that they need to complete by the end of the semester/ year. You can possibly introduce the next unit to them so they know what they will be doing next time.</p> |
| <p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>The students came running into the gym and they saw the stuff set out for Star Wars tag and got super excited. This is one of their favorite games. However, they were very distracted at the beginning and didn't really want to listen, so maybe leaving the equipment in the closet until they are done with their warmup. The students gave me some feedback and they didn't like how there were only two people that could save them, that there should be more which I could do if the class is bigger, so they aren't sitting around. Throughout this lesson students were able to learn how to work as a team and came up with some strategies on how to stay alive in the game.</p>                                |   |