

# Lesson Plan Template

Date: \_\_\_\_\_

<p><b>Grade: 4</b></p> <p><b>Materials: Bowling Pins, Shark skins, scooters</b></p> <p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)                 </td> <td style="width: 50%; vertical-align: top;"> <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                 </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <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	<p><b>Subject: Physical Education, Math</b></p> <p><b>Technology Needed: None</b></p> <p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input 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)                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic                 </td> </tr> </table> <p>Explain:</p>	<input 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)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p><b>Standard(s)</b></p> <p>S1.E14.4a &amp; b Overhand throw Throws overhand using a mature pattern in nondynamic environments (closed skills). Throws overhand to a partner or at a target with accuracy at a reasonable distance.                      -Overhand throwing is the most likely way for the students to hit the pins in this game. However, they may volley, roll, or kick it as well.</p> <p>S4.E5.4 Rules &amp; etiquette Exhibits etiquette and adherence to rules in a variety of physical activities                      -Students take one pin at a time, and only when they hit it with the sharkskin.</p> <p>S4.E6.4 Safety Works safely with peers and equipment in physical activity settings.                      -Students put the scooters in safety position</p> <p>S5.E4.4 Social interaction Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.                      -Students are patient waiting for their turn and do not shame their group if they miss the pins.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b>                      Students have trouble getting the sharkskin in the area of the pins.</p> <p><b>Above Proficiency:</b>                      Students are accurate, and the sharkskin has a chance to hit the pins.</p> <p><b>Approaching/Emerging Proficiency:</b>                      Students are usually accurate, but sometimes they will make a throw/ volley/ punt/ roll that is not even close</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will be able to see the set-up of the game and</li> <li>• <b>Auditory:</b> The rules of the game will be explained aloud.</li> <li>• <b>Kinesthetic:</b> Students will be moving on the scooter throughout the game</li> <li>• <b>Tactile:</b> Students will hold a sharkskin and be on the scooter while playing.</li> </ul>				
<p><b>Objective(s)</b></p> <p>Students are to find their most accurate way of hitting the pins with the sharkskin.</p> <p>Students are to solve the math problems that go with the warm-up's Bloom's Taxonomy Cognitive Level: Distinguish, calculate</p>	<p><b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)                      Students are expected to listen to instruction, and always have the scooters in safety position when they are not being used.</p>				
<p><b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)                      The students will be split into four teams of 4-5 for this game. If there are less than 16 students, there will be three teams.</p>					
<b>Minutes</b>	<b>Procedures</b>				
5 (Same time as Engage Section)	Set-up/Prep: Write warm-up on board, set up 4-5 scooters, 4-5 sets of 5 bowling pins, and 4-5 shark skins depending on class size. These will be set up along the side of the gym with the sharkskin's and scooters on one side, and the bowling pins on the other.				
7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will run for a song, and roll dice for push-ups, sit-ups, squats, and lunges. For the push-ups they will add 3 to their roll, sit-ups add 6, squats they will divide by 2, and for lunges they will round up to the nearest even number if they get an odd roll, and divide by 2				
5	Explain: (concepts, procedures, vocabulary, etc.) Students will be placed into teams of 4-5 and go into groups along the sideline of the gym. Each team will get a scooter, and a sharkskin. There will be 5 bowling pins spaced out along the other sideline. The students will take turns				

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	<p>throwing/rolling/punting/volleying the sharkskin at the pins. If they miss, the student who threw it will run and grab the sharkskin and bring it to the next person. If they hit the pin, they will take the scooter out of safety position and go over on the scooter to retrieve the pin and bring it back on the scooter. They are to take the pin across the court on the scooter and set it up on their side. To win the game one team has to have all the pins set back up on their side. Students must not take more than one pin at a time. If they happen to knock over 2 pins, or accidentally knock it over on the scooter, they must set it back up. The winning team will decide an exercise the losing teams have to do for 10 reps.</p>	
<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)            Students playing the game may find that this can be a mix of sports such as baseball (throwing), volleyball (volleying), football (punting), and especially bowling (the pins and potential of rolling)</p>	
<p>1-3</p>	<p>Review (wrap up and transition to next activity):            Teacher will blow the whistle 3 times and turn off the music. If the next class is playing the same game, then they can leave the scooters in safety position, and the sharkskin's where they started. They also need to put the pins back where they were to begin the game. If there is no class after, students are to help put everything away, and this will need a couple more minutes than if there is.</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?)</li> </ul> <p>They will be efficient with their transitions from throwing to the scooters, as well as running to retrieve the sharkskin's</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will be assessed on improvement of accuracy, as well as safety, and rule following They need to be doing things right such as putting the scooters in safety position, and only grabbing one pin at a time.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		