

Grade: 4		Subject: Physical Education	
Materials: Sticks, a ball, cones		Technology Needed: None	
Instructional Strategies: <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) Direct Instruction, as I will be teaching the kids what to do <ul style="list-style-type: none"> ø Peer teaching/collaboration/cooperative learning ø Visuals/Graphic organizers ø PBL ø Discussion/Debate ø Modeling 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <ul style="list-style-type: none"> ø Hands-on ø Technology integration ø Imitation/Repeat/Mimic <p>Explain: Large group activity, because the natives would gather the whole tribe to play this game</p>	
Standard(s) S4.E4.4a* & b Working with others: Recognizes the movement performance of others both more and less skilled Accepts players of all skill levels into the physical activity. S4.E5.4 Rules & etiquette: Exhibits etiquette and adherence to rules in a variety of physical activities. S4.E6.4 Safety: Works safely with peers and equipment in physical activity settings.		Differentiation Below Proficiency: Student cannot hit the ball with their stick consistently Above Proficiency: Students can accurately hit the ball with their stick every time Approaching/Emerging Proficiency: Students can hit the ball with their stick consistently, but lack control Modalities/Learning Preferences: Direct Instruction	
Objective(s) -Students will be able to control the ball with their stick. -Students will be able to keep the stick low without swinging it up and hitting anyone. -Students will be able to pass the ball back and forth with teammates Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) There will be one game made up of two teams		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will practice safety with their sticks, not swinging it up and hitting anyone.	
Minutes	Procedures		
5	Set-up/Prep: Two goals will be set up, with two teams no matter the size.		

5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Students will hit the ball back and forth to get used to hitting it with the stick.</p>
25	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Students will be divided into two teams, and will be each given a stick. They will each be given a stick and have to go across the field with two cones set up to score a goal. This is very similar to the hocker PE game. We will have a break in between, and the teams will be changed up if necessary.</p>
3	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I will explain to students the difference between stickball and the game were playing today. I will give a short history lesson on how the Native Americans did this.</p>
2	<p>Review (wrap up and transition to next activity):</p> <p>I will bring the students up and will ask them what they learned about stickball, and give a short quiz</p>

<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will make sure the students keep their eyes on the ball when they hit it, and make sure that they do not hit anyone in the face with a stick.</p> <p>Consideration for Back-up Plan:</p> <p>If we are unable to get sticks, students will use their feet to kick the ball like modified soccer</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>I will see if the students could control the ball, as well as played the game safe without having to be warned.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The game overall really went well. The students were very competitive, and were engaged the whole time. One change that I made in the middle of the game was I added another ball. This made the game safer by creating more space, and not everyone was in the same spot the whole game.