

Cops & Robbers

Grade: 3rd & 4th		Subject: Physical Education & Math	
Materials: Math- Flash cards Cones -jail		Technology Needed: NA	
Instructional Strategies: <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)		Guided Practices and Concrete Application: <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) Explain:	
<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		<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s): Physical Education S1.E2.3 Jogging, running Travels showing differentiation between sprinting and running. S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent. S1.E2.4 Jogging, running Runs for distance using a mature pattern. Math 3.OA.1 Interpret and model products of whole numbers. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 4.OA.1 Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.		Differentiation Below Proficiency: Students below proficiency will participate in the game with their instructional aide or another classmate, if needed and participate at their own level. Above Proficiency: Students will be able to complete all physical activities throughout the game easily. Students will also have hard math problems. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Visual: NA Auditory: spoken explanations Tactile: tagging the other students Kinesthetic: locomotor exercise	
Objective(s): Students will be able to solve simple math problems and tag one another. They will also be able to run as they are tagging each other and then running over to the jail. Bloom's Taxonomy Cognitive Level: Understand & Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be sitting down during instruction and learning about the game. Students will be actively listening to instruction of the game with voices to a minimum. I will pick 5 cops to catch the robbers.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will sit quietly with a voice level of 0 and listen to instructions. During the game, students will work at a voice level of 2. The cops will work together to get the robbers.	
Minutes	Procedures		
5	Set-up/Prep: <ul style="list-style-type: none"> Set up cones for the jail and have the flash cards ready 		

Cops & Robbers

5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Students will run or jog 4 laps around the gym. They will then do 25 lunges, and 15 jumping jacks. Once completed they will sit down and wait for instruction. 	
2	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> The robbers must try to avoid getting tagged by the cops. If you get tagged, the cops will take you over to the jail. Once the robbers are in the jail, they will have to solve 5 flash cards before getting out of jail. 	
22	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Students complete this activity as direct above. If there is confusion, pause the music and address the problem before continuing. 	
1	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> Ask questions as dismissal if time allows. High-five the students as they leave. They last class of the day, will help put the cones away. 	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Clarifying questions and progress monitoring. Watch for confusion throughout the game and if arguing, stop the game and address the problem. Consideration for Back-up Plan: If game fails completely, students can play Toilet Tag.	Summative Assessment (linked back to objectives) End of lesson: At the end of the lesson, students should be able to work together and solve math flash cards while being in jail. If applicable- overall unit, chapter, concept, etc.:	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Mr. Porter & Caitlin & myself <ul style="list-style-type: none"> Have the students solve 1 flashcard only, so the flow is nice in the jail. Use jerseys to separate cops from robbers. (Used this once a student told me) Could give cops the noodles to tag each other 3rd grade was excited about the game. The instructions were clear and easy to understand. What adjustments were made for those students that have learning disabilities or not good in math skills. (When this happened, I would help the students that were struggling. If it was taking them awhile to solve, I would give them hints or get a different card). Since the game was long for some of them. (I should have switched the groups up more). 4th grade transitioned well when coming in while 3rd was leaving and little down time. One student was not comfortable with helping on flash cards or playing the game, so he was put in charge of music control. This got him involved more with the game, but bot totally what is desired. Grade will lower than those playing but higher for NO Play. Possibly add black-line boundaries to get some students out of hiding spaces Class list might make picking cops a little easier Students seemed more engaged with shorter rounds Good job seeing most major problems, class was respectful Good review with students at the end Good engagement Consider types of flashcards for different students Students were able to start warm-up right away 		

Cops & Robbers

- Add flash cards depending on the grove
- I think most of the students enjoyed the game. I mean there were some of them that didn't like the game.
- The students learned how to work with one another.
- I also think some of them learned how to be open to things when they didn't agree with each other. They all did awesome with the flash cards! I was so proud of them!
- I should have had picked two students to do the flash cards and then I walk around and checked on things.
- I also think I should have had less cops. The more the robbers, the better and harder it would have been.