

# Lesson Plan Template

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

<b>Grade: 3<sup>rd</sup> and 4<sup>th</sup> grade</b>	<b>Subject: Physical Education (Science Integrated)</b>
<b>Materials: Cones, foam balls</b>	<b>Technology Needed: Power point presentation</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <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"/> <b>Peer teaching/collaboration/cooperative learning</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s):</b> <b>S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.</b>  <b>S4.E6.4 Works safely with peers and equipment in physical activities.</b>  <b>3-LS2-1 Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.</b>	<b>Differentiation</b> <b>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.</b>  <b>Above Proficiency: Students above proficiency will be able to give examples when called on when talking about the food chain. Students will be able to complete all physical activities throughout the game easily.</b>  <b>Approaching/Emerging Proficiency: Students approaching/emerging proficiency will understand the food chain and complete majority of the physical activities.</b>  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: power point</li> <li>• Auditory: spoken explanations</li> <li>• Kinesthetic: locomotor exercises</li> <li>• Tactile: foam balls and cones</li> </ul>
<b>Objective(s):</b>  Students will be able to work together, as a team, to compete against the other team in the Predators vs. Prey game. Students will work well with others who have the same goal throughout the game. Students will know the difference between North Dakota predator and prey with the food chain.  <b>Bloom's Taxonomy Cognitive Level:</b> Understand and Apply	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.):</b>  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 and cooperate with their team to reach the end of the gym (watering hole).
<b>Classroom Management- (grouping(s), movement/transitions, etc.):</b>  Students will be sitting down during instruction and learning about the North Dakota food chain predator(s) and prey. Students will be actively listening to instruction of the game with voices to a minimum. Students will be divided into 2 different groups.	(This content is covered in the Behavior Expectations section above)
<b>Minutes</b>	<b>Procedures</b>
5-7	<b>Set-up/Prep:</b> Make the power point and set up for instruction. Set up the grasslands (mat), watering hole (blue cones), and foam balls on half-court line.
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):</b> Students will run or jog 4 laps around the gym. Once completed, they will sit in front of the projector for presentation. After presentation, the students will be placed into groups for the game.
5	<b>Explain: (concepts, procedures, vocabulary, etc.):</b> The teacher will explain the rules of the activity as follows: Students will be put into 2 different groups (cougars and white tail deer). The white tail deer will run to try and capture the watering hole. The cougars will throw the foam balls at the white tail deer to get them out, but the cougars cannot do head shots. The goal is to collect as many watering holes as possible before time is up. If the white tail deer get hit with a ball, they will migrate to the mat (grasslands) until another white tail deer from their team comes to get them. Teachers will randomly shout out when everyone can leave the grasslands to go to their side of the gym and continue playing. If one white tail deer is grabbing another white tail deer, they cannot grab a watering hole from cougars. Each team will have 10 minutes of play or if all watering holes are captured, then the cougars and white tail deer will switch places.

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20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions): Students complete this activity as direct above. If there is confusion, pause the music and address the problem before continuing.</p>
1	<p>Review (wrap up and transition to next activity): Ask questions at dismissal if time allows. The last class of the day, will help put needed materials away.</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>Clarifying questions and progress monitoring. Watch for confusion throughout the game and if arguing, stop the game and address the problem.</p> <p>Consideration for Back-up Plan: If time is limited, try going right into the game instead of doing warm-up exercises and power point. If game fails completely, students can play Toilet Tag.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>At the end of the lesson, students should be able to work together and grasp the concept of North Dakota food chain animals.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	