

Lesson Plan Template

Date: 10/28/20

Grade: 3rd, 4th	Subject: Physical Education
Materials: Hulu Hoops, scooters, pool noodles, Mats, bean bags	Technology Needed: Music
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Large group activity Independent activity Pairing/collaboration Simulations/Scenarios <input type="checkbox"/> Other (list) </div> <div style="width: 45%;"> Hands-on Technology integration Imitation/Repeat/Mimic </div> </div> <p>Explain: Large group activity. Students will be split into groups of 5 at minimum.</p>
Standard(s) PE- Standard 1 Benchmark 2 (jogging/running) 3rd Grade- Travels showing differentiation between sprinting and jogging. 4th Grade- Runs for distance using a mature pattern. Science- Standard 2 Benchmark 2 (biodiversity) - Make observations of plants or animals to compare the diversity of life in different habitats.	Differentiation: <p>Below Proficiency: I will use less hula-hoops in the game for the younger grades. This gives the students a better chance of getting across without getting tagged.</p> <p>Above Proficiency: I will add more hula-hoops for the older students making it more challenging to get across and get back.</p> <p>Modalities/ Learning Preferences: Visual- having a printed off layout of the game and how it is set up will help the students see it. Auditory- I will explain the game and rules to them.</p>
Objective(s) Students will warm up and be able to relate another subject. Students will be able to demonstrate movement patterns of running, changing direction, and jumping. Students will take information and rules given and apply them into the game. Students will learn to work as a team.	
Bloom's Taxonomy Cognitive Level: Application	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be numbered off and put into groups of 5. Possible group of 6 depending on the number of students. Each group will be assigned to a starting spot. After 2 to 3 minutes I will rotate the groups to a different spot so that everyone gets a chance to be in each spot. If we have 6 or more groups, the extra groups will be leopard frogs as well until the rotation has them move.	Behavior Expectations: Students will be expected to participate in both the game and warm up activity. They will also be expected to play by the rules. If student decides to not follow the rules, I will have a talk with them and ask them to sit out for a few minutes until they feel they are ready to play by the rules. If the situation escalates, I will ask them to go to the office.
Minutes	Procedures
	Set-up/Prep: I will have the warm up and questions written on the board prior to class. I will also have the game set up like the picture.
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The warm up is 2 laps around the gym. Students then have to answer the question on the board: “Dart frogs are what- Poisonous, Dart frogs are located where?- Rainforests, The most common frog in ND is what?- Leopard frogs” The students have to do exercises according to how many letters are in the answers. Push ups, sit ups, squats.
	Explain: (concepts, procedures, vocabulary, etc.)

Lesson Plan Template

Date: 10/28/20

	<p>After the warm up, I will ask the students what the answers were. We will talk a little bit on the different types of frogs and which ones we have in ND. Next, I will give instructions on the game Frogger.</p> <ul style="list-style-type: none">- There are 5 stations. First station is the leopard frogs. They are trying to get to the other side of the court and grab a "fly"- bean bag without getting tagged by the other "creatures"- students. The second station are the snakes. They need to stay on the mats. The third station are the crocodiles and they are on the scooters. The fourth station are the dart frogs. They can only move within the hula-hoops. The 5th station are the howl monkeys and they have to stay behind the big mats. Every 2-3 minutes I will rotate the students. Station 5 to 4, 4 to 3, 3 to 2, 2 to 1, 1 to 5.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Rotating the students every 2-3 minutes. Asking questions on the science aspect of class.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>I will leave about 5 minutes at the end of class to gather the students and talk about what they felt went well or not well in the game. I will ask them what their favorite station was and why. I will ask them what other subject was included within the day other than PE. The answer would be science.</p>
<p>Formative Assessment- I will do my assessing by watching the students and how they interact with the game. If they are running, changing direction, jogging etc.</p>	<p>Summative Assessment- I will see if the students were able to answer the questions from the warm up and if they were engaged when trying to figure the answers out.</p>
<p>Reflection: I need to be better at explaining the rules entirely. The students still had a lot of questions about some things that I failed to explain. If I slow down while explaining I believe it would help. The students seemed to have a lot of excitement and fun playing the game. Every student was being physically active no matter what station they were at. The students also got to review some science knowledge from the warm up questions and engagement between all of us as a class.</p>	

FROGGER

