

Lesson Plan Template

Grade: Homeschool		Subject: Physical Education	
Materials: mats, bowling pins, soft balls		Technology Needed: none.	
Instructional Strategies: X Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ X Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input 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: X Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Standard 5		Below Proficiency: Students are unable to perform the designated tasks. Above Proficiency: Students demonstrate the ability to execute the activities. Approaching/Emerging Proficiency: Students excel in each skill and begin to challenge themselves. Modalities/Learning Preferences:	
Objective(s) Students will be tested on their ability to work as a team to beat the other teams. Bloom's Taxonomy Cognitive Level:		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Expected to participate and try their best	
Classroom Management- (grouping(s), movement/transitions, etc.) Split into teams of 4 or 5/ depending on the amount of kids in class.			
Minutes	Procedures		
5	Set-up/Prep: Set up the mats, bowling, pins, balls		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have the kids do a warmup, run laps		
5	Explain: (concepts, procedures, vocabulary, etc.) Explain the game to the students		
25	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Split students up by numbering them off into their teams/ Let them play/ maybe switch teams up after a few games		
5	Review (wrap up and transition to next activity): Let the kids play up until 5 minutes to go, let them get a water break/ have them come huddle up for a break down		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will be watched to see if they are working together as a team and participating in every aspect of the game. Consideration for Back-up Plan:		Summative Assessment (linked back to objectives) End of lesson: Students will be demonstrating that they understand the lesson and directions. 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?): Overall went well/ only 5 kids showed up so all of us teachers had to play.			

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