

Lesson Plan Template

Date: _____

Grade: 6th		Subject: physical education	
Materials: Hockey net, soft ball, sticks		Technology Needed:	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> 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: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) S2. M1. 6		Differentiation 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 rule following and teamwork. Also learning the basic skills of hockey Bloom's Taxonomy Cognitive Level: Application		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to follow rules and use teamwork. They are expected to participate and try their best to reach the standard.	
Classroom Management- (grouping(s), movement/transitions, etc.) Split the students into four different teams and change the teams up after every few rounds.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to follow rules and use teamwork. They are expected to participate and try their best to reach the standard.	
Minutes	Procedures		
5	Set-up/Prep: Set up the hockey nets and lay out the sticks		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have students 5 run laps and stretch on their own. I will give them a set of stretches to complete.		
5	Explain: (concepts, procedures, vocabulary, etc.) Explain the rules of what is allowed and what is not.		
15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have the kids play the game and demonstrate that they understand the rules.		
5	Review (wrap up and transition to next activity): Lets the kids get a drink and ready to leave.		
Formative Assessment: (linked to objectives, during learning) • Progress monitoring throughout lesson (how can you document your student's learning?) Watch to see if the students are playing by the rules or not, step in if needed.		Summative Assessment (linked back to objectives, END of learning) Answer any questions that the students may have.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Students played well with each other, had to break up a few kids from arguing.			

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