

Lesson Plan Template
Emily Erickson **Date: 10/6/2019**

<p>Grade: 3-5</p> <p>Materials: scooters, hula-hoops, pool noodles, bean bags, music, stopwatch</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <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 </td> </tr> </table>	<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"/> Other (list)	<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	<p>Subject: Physical Education</p> <p>Technology Needed: computer and speakers for music</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <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) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>	<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)	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standards</p> <p>Physical Education:</p> <p>S3.E2.4 Engages in physical activity; Actively engages in the activities of physical education class, both teacher directed and independent.</p> <p>S1.E7.4 Balance; Balances on different bases of support on apparatus (e.g., balance beam, bench, BOSU ball), demonstrating levels and shapes.</p> <p>S1.E10.4 Curling and stretching; twisting & bending; Moves into and out of balances on apparatus with curling, twisting and stretching actions.</p> <p>S1.E24.4a Striking, short implement; Strikes an object with a short-handled implement while demonstrating a mature pattern.</p> <p>S2.E4.4 Alignment and muscular tension; Applies skill.</p> <p>S2.E5.4a&b- Strategies & tactics; Applies simple offensive strategies and tactics in chasing and fleeing activities. Applies simple defensive strategies and tactics in chasing and fleeing activities.</p> <p>S3.E4.4 Fitness knowledge; Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.</p> <p>S4.E1.4 Personal responsibility; Exhibits responsible behavior in independent group situations.</p> <p>S4.E3.4 Accepting feedback; Listens respectfully to corrective feedback from others. (e.g., peers, adults).</p> <p>S4.E4.4a & b Working with others; Recognizes the movement performance of others both more and less skilled. Accepts players of all skill levels into the physical activity.</p> <p>S4.E5.4 Rules & etiquette; Exhibits etiquette and adherence to rules in a variety of physical activities.</p> <p>S4.E6.4 Safety; Works safely with peers and equipment in physical activity settings.</p> <p>Social Studies:</p> <p>H.3_5.7 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources.</p> <p>Mathematics:</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>Universal Design for Learning</p> <p>Below Proficiency:</p> <p>Students who are below proficiency will put forth little to no effort in participating in warmups or the activity. In order to help these students reach proficiency, I would partner them with a proficient student who could motivate them to complete their warmups and stay engaged in the activity.</p> <p>Above Proficiency:</p> <p>Students who are above proficiency will put forth maximum effort, but will still seem to be unchallenged by the activity. In order to challenge these students, I would incorporate more difficult movements and/or rules into the activity that they must follow. Increasing the challenge of the activity should meet their physical needs as well as keep their interest.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: <ul style="list-style-type: none"> ○ Students will read riddles and warmup expectations on the white board. • Auditory: <ul style="list-style-type: none"> ○ Students will listen to explanations of riddles and instructions for the activity. ○ Students will listen to music during warmups and the activity. • Kinesthetic: <ul style="list-style-type: none"> ○ Students will be moving in different ways during warmups and the activity. • Tactile : <ul style="list-style-type: none"> ○ Students will be experiencing scooters, bean bags, and pool noodles. 				

<p>3.NBT.2 Using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, fluently add and subtract within 1000.</p> <p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</p> <p>ELA</p> <p>3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.</p>	
<p>Objective</p> <p>By the end of the lesson, students will demonstrate active engagement in the activities of physical education class by showing effort in warmups and in being a pirate and a shark.</p> <p>Bloom's Taxonomy Cognitive Level: Understanding</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Student transitions will be cued by music. <ul style="list-style-type: none"> ○ When students come to class, music will play to cue them to begin warmups. When the music stops, they will know to stop laps and begin other exercises. ○ Students will know to start the main activity when the music starts and will stop the activity when the music stops. • For this activity, students will choose who they will be partnered with. If the chosen partnership is not conducive to learning and participation, I will assign different partners. 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students will be expected to listen during instruction and speak when they are called on or are encouraged to shout out an answer or idea. • Students will be respectful of others when choosing partners. • Students will keep scooters in safety position when listening to instructions and when transitioning from pirates to sharks. • Students will not slam the pool noodles on the floor. • Students will keep their bottoms on the scooters and their hands either on the handles or on their laps. • When tagged by a pool noodle, students will drop the treasure, pick up their scooter, and walk back to their teammate.
<p>Minutes</p>	<p style="text-align: center;">Procedures</p>
<p style="text-align: center;">5</p>	<p>Set-up/Prep before lesson: Write warm-up pirate riddles and exercises on white board. Place eight hula hoops on a sideline. Place one scooter inside each hula hoop. Place four scooters and four pool noodles in the jump circle. Scatter bean bags across the sideline opposite the one with hula hoops and scooters.</p>
<p style="text-align: center;">5</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • When students arrive, they will look at white board to determine what warmups need to be done. • They will solve a riddle to determine how many laps they need to run. After laps, they will come back to the white board to solve another riddle. The number of letters in the answer is how many pushups, squats, and lunges they will do. They will also do a 30 second plank. • We will talk about what “shiver me timbers” means. • Ask what game they think we are playing today.
<p style="text-align: center;">5</p>	<p>Explain: (teacher-led)</p>

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	<ul style="list-style-type: none"> • Confirm that we are playing pirates and sharks. • Discuss safety with scooters. • Ask students what their job is as a pirate. Clarify if needed. (Pirates scoot across the floor to get treasure (bean bags) and will try to bring it back to their treasure chest. Pirates can only take one piece of treasure at a time.) • Ask students what their job is as a shark. Clarify if needed. (Sharks try to tag the pirates with the pool noodle.) <ul style="list-style-type: none"> ○ Be sure to emphasize that sharks will not slam their pool noodle on the ground. • Go over what happens if a pirate is tagged by a shark. (If they have no treasure, the pirates just pick up their scooter and go back to their hula hoop. If they have treasure, the pirate must drop the treasure where they were tagged and then pick up their scooter and walk back to their hula hoop. After going back to the hula hoop, the student will give the scooter to their next teammate to try to get treasure.) • When the music starts, the game will start. When the music turns off, that is their signal to transition. During transitions, all scooters must be in safety position. The teacher will help with transition by calling for sharks to go back to the circle. The teacher will designate new sharks. Every student will be a shark at least once. • Ask for any questions. • Ask students to form teams of two at each hula hoop.
15	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> • Student will play game. • Keep students on task. • Start stopwatch when music starts. Timer will run for two minutes. After two minutes, have the pirates return to their hula hoops and the sharks return to the circle. Designate new sharks. Restart timer when music starts. Repeat until all students have been sharks.
5	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Turn off music. • Have pirates return to hula hoops and sharks return to circle. Everyone must have their scooter in safety position. • Sharks can join any pirate team. • Have students count how many pieces of treasure are in their treasure chests. Raise hands when done counting. • Starting at one end, ask for the amount of treasure from one group. Say amount out loud. Ask for next group's amount. Announce the numbers and have students add them together. Continue adding amounts until you reach the last treasure chest. • After counting total amount of treasure, have students place their scooters in the safety position inside the hula hoops and return the treasure to the correct sideline. • Students may get a drink and line up to wait for their teacher to come get them.
<p>Formative Assessment: (linked to objective, during learning) Progress monitoring throughout lesson (document of student learning, data collection)</p> <ul style="list-style-type: none"> • Ask for clarifying questions. • Observe warmups to assess participation and effort. • Walk the gym during the activity to determine the effort being put forth in being both a pirate and a shark. 	<p>Summative Assessment (linked back to standard, END of learning)</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I greatly enjoyed co-teaching this lesson. I noticed that this experience was made so much easier because of procedures already set in place. These procedures allowed me to focus on the delivery of content instead of trying to correct behaviors. I also noticed that the students were eager to hear what game they were going to play that day. I think this added to their great behavior because they wanted to get out on the floor to play as fast as possible.</p> <p>If I were to change anything about the way I taught this lesson, it would be to be more concise and jump in to teach more. I often find myself rambling when I teach because I have so much that I want to say. Learning how to be more concise would benefit both me and my students by making me more understandable, which will keep students engaged. I also find myself letting others take the lead. I am a "watch and then do" kind of a person. I need to improve on being confident and jumping right into teaching.</p> <p>I think the students responded well to our teaching of this lesson. They listened well to directions. I gave corrections to a student that was close to hitting their pool noodle on the floor, and I also made some other safety suggestions. The students corrected themselves immediately without comments or complaints. They also seemed to really enjoy when we played the game with them. It did not take long for Matt, Austin, and I to get out.</p>	

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A tip that I received from Mr. Porter was to walk around the gym while the students were playing to check for participation, safety, and behaviors. I implemented this suggestion right away and noticed that students became more aware of what they were doing when I was near them. I will be sure to keep doing this both in PE methods and in my practicum classroom.

Matt, Austin, and I had to problem solve for the second class that we taught. The first class we taught ended a little too early, so students were standing in line for a while. For the second lesson, we decided to extend the activity time by 30 seconds each round so that we could make better use of our time.

My overall impression of my time in class this week was awesome. I do not remember the last time I had that much fun in PE class, and I was not technically a student. My experiences of PE class in elementary and high school were lacking, so being able to observe, participate, and teach such a fun and engaging lesson was truly a privilege. I cannot wait to keep learning how to make PE class fun and engaging. I hope to bring these practices into my future classroom.