

Lesson Plan Template

Grade: 3 & 4		Subject: Physical Education	
Materials: cones or mats, hula hoops, bean bags		Technology Needed: N/A	
Instructional Strategies: <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"/> Technology integration <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		Guided Practices and Concrete Application: <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) Explain:	
Standard(s) 4.ESS2.1 Make observations and metric measurements to provide evidence of the effects of weathering and the rate of erosion by water, ice, wind, or vegetation. S1.E2.4 Jogging, running Runs for distance using a mature pattern. 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. S3.E2.4 Engages in physical activity Actively engages in the activities of physical education class, both teacher directed and independent.		Differentiation Below Proficiency: For students below proficiency, I will be able to help them with any questions or guide them with appropriate strategies to better face their objectives. They may also be asked to take on a different role in the classroom if they need to. Above Proficiency: For students above proficiency, I will have them take charge of the class in warm ups and group making. If they are able to lead the class, I could give them more of a platform to do that with this lesson. Approaching/Emerging Proficiency: Students at proficiency will be able to perform all or most of the tasks asked of them on offence and deffense. Modalities/Learning Preferences: Kinesthetic, Auditory, visual	
Objective(s) By the end of the lesson, students will be able to be offensive and defensive in a chase and flee game by tagging each other By the end of the lesson, the students will understand the stages of the water cycle through discussion and practice in the game. Bloom's Taxonomy Cognitive Level:Applying		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Classroom Management- (grouping(s), movement/transitions, etc.) Students are aware of expectations set by Mr. Porter, and can lead themselves to the board to start their warm up. To group students, I will guide them over towards me before the explanation of the water cycle, and cue them with music to start.			
Minutes	Procedures		
1	Set-up/Prep: I will set up the cones/mat as the cloud area and set out a few hula hoops before class.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have students do warmup laps and exercises • Have a visual on the board to explain the water cycle • Ask if students can explain it, and what it looks like in our area before during and after rain • Explain that this is the basis of the game today 		
3	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • A few students will have hula hoops and be the rays of sun • The rest will all be ground water • The rays will try to capture the ground water with the hula hoops and condensate them in the center • The center cloud will be the cone/mat area where students will do exercises before coming back into the game • The groundwater students will all be collecting bean bags and once all are collected, it will rain, and the cloud can disperse. It may also rain when the command is given without all bean bags being collected. • If a groundwater is captured, they must drop their bean bags • Every 3-5 minutes, the hula hoops will rotate to different students • The bean bags will be collected in different buckets 		
12	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Students will carry out all explained aspects of the game where they are chasing and fleeing to attempt to get it to rain or to fill the cloud 		

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2	Review (wrap up and transition to next activity): <ul style="list-style-type: none">• Ask students how it was to be a part of the water cycle.• Ask which part they liked more• Ask what they thought of the activity
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. I will be watching to see if I need to be adding or taking away different aspects that may or may not be useful to students. I will also help them if anything is unclear. Consideration for Back-up Plan: If we are all out of time, I will move to a game student will know and pick up easily like line tag	Summative Assessment (linked back to objectives) End of lesson: The students may be reflective on their experiences with the water cycle and their ability to chase and flee. This could be used with a test of sorts or discussion. 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?):	