

Lesson Plan

Grade: fifth grade	Subject: physical education, language arts
Materials: letter cards	Technology Needed: none
Instructional Strategies: € Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list) € Peer teaching/collaboration/ cooperative learning € Visuals/Graphic organizers € PBL € Discussion/Debate € Modeling	Guided Practices and Concrete Application: € Large group activity € Independent activity € Pairing/collaboration € Simulations/Scenarios € Other (list) € Hands-on € Technology integration € Imitation/Repeat/Mimic Explain:
Standard(s) Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. Benchmark: S1.E1.5 b. hopping, galloping, running, sliding, skipping, leaping - Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. Standard: Conventions of Standard Language Benchmark: L.2: Within the context of authentic English writing and speaking... Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).	Differentiation Below Proficiency: -students will be working in groups to help spell words -students will be able to spell lower than grade level words correctly -if students are unable to run then they will be able to fast walk -if students can't walk or run they will become that team's secretary -give two letters for each lap to the students who have a harder time running around the gym Above Proficiency: -spell grade level or above grade level words correctly -use different locomotor skills to go around the gym
Objective(s) By the end of the lesson, learners will have run around the gym in teams to collect letters and then they build words together with the letters given to them. Bloom's Taxonomy Cognitive Level: creating	Approaching/Emerging Proficiency: -spell grade level words correctly -use different locomotor skills to go around the gym Modalities/Learning Preferences: -auditory: listen to instructions, listen to peers -kinesthetic: moving around the gym to collect letter cards, physically putting the letter cards together to create words -visual: looking at the letter cards to create word cards
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> ● Use a hand whistle to grab students attention ● Also, use hand clapping to gain the students attention to give directions to the next transition ● At the end of the warm up, gather the students by the white board to discuss the lesson 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> ● Students will watch and listen as their classmate models what they will be doing ● Students will follow directions they hear during the game and play by the rules

<ul style="list-style-type: none"> ● Students will listen with voice level 0 ● Students are responsible for themselves. If another student is acting out of control, they will continue to work on their task ● If a student is told to stop a behavior more than 3 times, they will be asked to not participate in the game 	<ul style="list-style-type: none"> ● Students will listen with voice level 0 when teacher is talking or another student is talking ● Students will wear their masks at all times during the class unless they ask for a mask break <ul style="list-style-type: none"> ○ If a student needs a mask break, they will go to the designated area at least six feet away from anyone else ● Students will actively participate ● Students will worry only about themselves ● Students will not catcall or make fun of another classmate during the game ● Students will follow the “cougar code” ● Students will respect everyone else in the class
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Minutes	Procedures
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	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ● 10 sets of alphabet letter cards (260 cards) ● Lined paper (one for every group) ● Pencils (one for every group) ● Clip boards (one for every group)
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	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● “Have any of you ever played scrabble?” ● “What line is the volleyball court line?” ● “Students, today we are going to play Scrabble Laps! Have any of you heard of it? What do you think this game could involve? What is a secretary? What is a relay?”
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	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● “Before I explain the game, we will need to review what locomotive skills are. Do I have a volunteer that would like to demonstrate what hopping, galloping, running, sliding, skipping look like?” <ul style="list-style-type: none"> ○ Pick different students to show the five different locomotive skills used during this game ● “Do I have a volunteer to show us what it looks like to make a lap around the volleyball court?” <ul style="list-style-type: none"> ○ Pick one student to demonstrate this activity ● Explain the game procedures: <ul style="list-style-type: none"> ○ All of the students will be numbered off into groups of five (if the teacher needs to split certain students apart, make sure this happens) ○ Have all students split off and find their groups <ul style="list-style-type: none"> ■ Have students sit down within their group ○ Students will stay in their groups for the entirety of the game <ul style="list-style-type: none"> ■ Ask the students to number each group member off one through five <ul style="list-style-type: none"> ● Teacher will ask each group to say which number they are ■ Students in their group will appoint a secretary <ul style="list-style-type: none"> ● The appointed student will turn into secretary once the teacher has blown the whistle signaling all the letter cards are gone ● The secretary will write down the word(s) created by their peers later on in the game by using the paper, clip board, and pencil given to their group by the teacher ○ Students will complete a lap one member of their group at a time, they will tag the next person in their group to complete the next lap, complete the pattern (a relay) <ul style="list-style-type: none"> ■ Students will complete the lap in the order that they numbered themselves off in ■ Once the student completes a lap the teacher will give them a letter card <ul style="list-style-type: none"> ● Students put the letter card into a pile in the middle of their group ○ Students will use different locomotive skills (hopping, galloping, running, sliding, skipping) to complete a lap around the outside of the volleyball court <ul style="list-style-type: none"> ■ Student can choose what locomotive skill they want to preform ○ Students will continue this relay fashion with their group to gather cards until all of the letter cards are gone <ul style="list-style-type: none"> ■ The more laps the groups do, the more cards they get for scrabble
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	<ul style="list-style-type: none"> ○ When students hear the whistle blown, that means all the cards are out and their group will come together to start forming words with the cards they have <ul style="list-style-type: none"> ■ The secretary will write these words down ■ Words must have three or more letters ■ Letter cards can be used as many times as need ■ Students will be given 5 minutes to form different words in their group ○ Once the five minutes are up, teacher will blow the whistle again <ul style="list-style-type: none"> ■ Secretary will bring their sheet to the teacher ○ “Students, are there any questions as to what your jobs are for this game?” <ul style="list-style-type: none"> ■ Allow wait time to see if any last minute questions come in ○ “I think some of you are wondering who wins the game, and that will be announced next class!” <ul style="list-style-type: none"> ■ Teacher will gather the sheets to go through them before next class ■ Students will get one point for every word they spelled right ■ Teacher will add up points to see which group got the most words right ■ Teacher will write answer on white board the next class <ul style="list-style-type: none"> ● Vocabulary: scrabble, letter cards, secretary
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Students make sure they are in groups <ul style="list-style-type: none"> ○ Students line up in their groups based on the number they are to get ready to make their lap around the volleyball court ● Students begin playing the game ● When students hear the whistle blow, meaning all the letter cards are gone, they will begin making words with their letter cards in their group <ul style="list-style-type: none"> ○ Secretary writes down all the words they’ve come up with ● Teacher may walk around to each group and ask: <ul style="list-style-type: none"> ○ “What is the most difficult word that your group has come up with?” ○ “What words have you seen in your content areas in your classroom this year?” ● Teacher blows the whistle again after five minutes <ul style="list-style-type: none"> ○ Secretaries being their group sheets up to teacher ● All students meet as a whole group ● “What are some cougar life skills that you worked on throughout this game?” ● “What was most frustrating about this game?”
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● “Great job everyone! I can not wait to read all of the word lists that you’ve come up with from scrabble laps.” ● “I’m excited to announce who had the most spelled words next class! Thanks for participating.” ● “You all may line up at the door”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>- Observe the students working together to make words from their scrabble letters</p> <p>Consideration for Back-up Plan: -If one group is not getting as many cards as the other groups, give them two cards when they complete a lap -If completing the laps is taking longer than expected, give groups two cards per lap or blow the whistle and have everyone get into their groups and divvy out the rest of the cards equally</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>-Paper that students handed in with their words they’ve come up with in a group</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

***did not get to teach this lesson in class due to covid