

PED Lesson Plan

<p>Grade: 5</p> <p>Materials: North, South, East, West signs, signs for each direction movement, picture of boat</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> € Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> € Peer teaching/collaboration/cooperative learning € Visuals/Graphic organizers € PBL € Discussion/Debate € Modeling </td> </tr> </table>	<ul style="list-style-type: none"> € Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list) 	<ul style="list-style-type: none"> € Peer teaching/collaboration/cooperative learning € Visuals/Graphic organizers € PBL € Discussion/Debate € Modeling 	<p>Subject: Physical Education and Social Studies</p> <p>Technology Needed: N/A</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> € Large group activity € Independent activity € Pairing/collaboration € Simulations/Scenarios € Other (list) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> € Hands-on € Technology integration € Imitation/Repeat/Mimic </td> </tr> </table> <p>Explain:</p>	<ul style="list-style-type: none"> € Large group activity € Independent activity € Pairing/collaboration € Simulations/Scenarios € Other (list) 	<ul style="list-style-type: none"> € Hands-on € Technology integration € Imitation/Repeat/Mimic
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<p>Standard(s)</p> <p>S1.E1.5 Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance/rhythmic movement. (e.g., hopping, galloping, running, sliding, skipping, leaping)</p> <p>Benchmark for social studies: G.3_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective.</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> ● Uses visuals showing the north, south, east, west directions to reference when they are playing the game ● Peer guidance during the game ● If a child is not able to hopping, galloping, running, skipping then they will be able to walk to the correct destination <p>Above Proficiency:</p> <ul style="list-style-type: none"> ● Lead the group in the correct direction (north, south, east, west) ● Be able to demonstrate the actions (hopping, galloping, running, skipping) at a faster pace <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> ● They may watch other students for directions and may copy this, as the game goes on they will be able to start to lead the class to the correct destination <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> ● Visuals - <ul style="list-style-type: none"> ○ the direction signs of north, south, east, west ○ Watching the directions of the other students in the class ○ Signs to show movements to the directions: <ul style="list-style-type: none"> ■ Hopping = North ■ Galloping = South ■ Running = East ■ Skipping = West ● Auditory - <ul style="list-style-type: none"> ○ listening for directions on what new destination to move to ● Kinesthetic- 				
<p>Objective(s)</p> <p>By the end of the lesson, students will use locomotor skills, by adapting a new destination they will be able to demonstrate the direction they are going by hopping, galloping, running, and skipping.</p> <p>Bloom's Taxonomy Cognitive Level: Creating/Understanding</p>					

	<ul style="list-style-type: none"> ○ Whole body movement of hopping, galloping, running, skipping to move to the new destination
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <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 ● 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 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <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 ● 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
Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ● Put directions on walls ● Hang up the signs that show what movement to the directions ● Print picture of sailboat ● Write warm up on white board. (8-3 laps, 10 + 5 jumping jacks, 22-2 sit ups, 24 + 6 jump rope, 30-10 lunges)
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● Students will do their warmup that is on the whiteboard when they first arrive ● “Have any of you ever been on a boat?” ● “What is the boom on a sailboat?” <ul style="list-style-type: none"> ○ Show a picture of the sailboat and the boom ○ Explain how the boom moves when the captain steers the boat ● “Students, today we are going to play a game!” <ul style="list-style-type: none"> ○ Together we are going to imagine that there is a captain trying to control the boat in a big storm. During a big storm the captain has to steer the boat back and forth to go with the waves. While steering the boat the boom sometimes has to cross the boat and all of the crew has to use locomotor movements to avoid being knocked off the boat. ○ The captain will yell which direction the crew is supposed to run towards to help change the directions of the boat <ul style="list-style-type: none"> ■ The students will have to do the corresponding movement to the specific direction to the “end of the boat” which will be the lines of the volleyball court ■ While they are changing directions, the students will perform the locomotor movement that corresponds with that direction <ul style="list-style-type: none"> ● Hopping = North ● Galloping = South ● Running = East ● Skipping = West ■ If a student can not do these locomotor movements, then they may walk to the next direction destination ○ The captain will also yell “BOOM OVER” which means the students must “hit the deck” (drop to the floor) to avoid getting knocked off the boat <ul style="list-style-type: none"> ■ The last two students to “hit the deck” will do 10 jumping jacks, 10 second rest, 10 second jumping jack... continue the pattern until the last student is standing

	<ul style="list-style-type: none"> ● The jumping jacks are to demonstrate we are swimming in the water <ul style="list-style-type: none"> ○ “Students, what is it called when you are swimming in one place in the water?” <ul style="list-style-type: none"> ■ Treading water ● If a student can not “hit the deck” then they may crouch in a ball or put their hands above their heads <ul style="list-style-type: none"> ○ The captains only job is telling directions to their crew and yelling “BOOM OVER” on the ship, they do not have to run and participate in the game ○ The last person standing is the captain for the next round of the game
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	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● “Do we have a volunteer who would like to model the movements that will be used for each direction? I’m looking for a volunteer who is waiting patiently and quietly.” <ul style="list-style-type: none"> ○ Student will... ○ Hopping = North ○ Galloping = South ○ Running = East ○ Skipping = West ● “What do you do if the captain says “BOOM OVER”?” <ul style="list-style-type: none"> ○ Student will drop to the ground ○ “What if you’re the last 2 people to drop to the ground, what do you do after that?” <ul style="list-style-type: none"> ■ The student will do 10 jumping jacks with 10 second rest until everyone has fallen overboard ○ “What does the last person standing become?” <ul style="list-style-type: none"> ■ They become the next captain
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	<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"> ● “Okay learners, this first round I am going to be the captain of the ship.” ● “Everyone please stand up and meet in the center circle” ● The captain then will dictate the course of the game and how it will go ● The teachers will guide the students and make sure their “staying afloat” while they are “treading water” if they have been knocked off of the boat ● If the students are having a hard time remembering what directions to go in, the game will pause and we will quickly go over the directions and point to the signs before the game continues ● The captain will simulate how rough the storm is that they are going through or any calm areas if the crew members are getting too worn out ● Once the last person is standing on the boat, they will now take over the captain spot for the next round of the game ● Once the game is over, the students will review today’s activity at the circle
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	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● “Today learners, what kind of movements did we work on?” ● “What was the thing called that swings over on a sailboat and can knock people off the boat?”
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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> ● Seeing if students can listen to directions and use proper locomotor movements for each direction. <p>Consideration for Back-up Plan:</p>
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<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● At the end of the lesson, students will have a better understanding of a sailboat, movement, and how social studies can be incorporated into PE. <p>If applicable- overall unit, chapter, concept, etc.:</p>

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I feel like this game went well overall and Maria and I did a good job teaching it together. I felt like bringing in a picture of the sail boat was helpful for the students to see a sailboat and also where the boom of the sailboat is. If I were to do this lesson again, I would have maybe shown a video of how a boom works on a sail boat or I would have used the projector instead to show the boom on a sailboat. I think using the phrase "eyes on me in 3, 2, 1" worked well when I needed to get the students attention with giving instruction. Maria and I stated our expectations well and we left time for students to ask questions if they didn't understand the game which worked well. Our wait time for questioning worked well because a few students asked different questions before we started the game for clarification of their tasks. The students seemed to be engaged throughout the whole lesson because at the end we had a few students who asked if they could play this game for the next gym class. I also think it worked well having the students who were "knocked off" the boat still participating in the physical education class. If I were to do this lesson again, I would have the students who were "knocked off" the boat do a variety of exercises instead of just jumping jacks, break, jumping jacks. I would have the students do squats, windmills, lunges, wall push-ups, etc. to incorporate in different skills. I would have these written up on the white board in the area these students would be in so they would have something to reference and a teacher wouldn't have to be keeping these students on track. Also, the students would be able to do this at their own pace. Overall, I think that this first lesson went well and I would definitely use it again.

