

## Lesson Plan Template

<b>Grade:</b> 7 <sup>th</sup> Grade		<b>Subject:</b> Physical Education	
<b>Materials:</b> Basketballs		<b>Technology Needed:</b> N/A	
<b>Instructional Strategies:</b> <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)		<b>Guided Practices and Concrete Application:</b> <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:	
<b>Standard(s)</b> S1.M2.7 Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. S1.M3.7 Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. S4.M7.7 Independently uses physical activity and exercise equipment appropriately and safely. S5.M6.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.		<b>Differentiation</b> <b>Below Proficiency:</b> Struggles keeping a dribble or moving while dribbling.  <b>Above Proficiency:</b> Can move in the direction that they want while maintaining their dribble.  <b>Approaching/Emerging Proficiency:</b> Can dribble with some movements but not many.  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> TLW be able to pass, dribble, and shoot a basketball, while working on teamwork, collaboration, and positive external motivation for their classmates.		<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
<b>Bloom's Taxonomy Cognitive Level:</b>			
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)		<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
<b>Minutes</b>	<b>Procedures</b>		
1 Minutes	<b>Set-up/Prep:</b> Get basketballs		
5-10 minutes	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Begin by having students partner up and bounce a basketball back and forth. Have students dribble between each bounce to their partner. Next have students take turns trying to make a basket with their partner.		
5 minutes	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Tell students that they will be doing a relay with their team. The rules are as follows: When the whistle blows (or you say go) the first person is to dribble the ball across the gym, make one basket and then dribble back to the next person in line. This continues until the last team member has crossed the finish line. Sit down when you are done. First team sitting wins		
10-15 minutes	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Split class into 4 or more teams. All teams line up behind the baseline on the court. Begin the relay. Play a game of pick-up		
4 minutes	<b>Review (wrap up and transition to next activity):</b> Put basketballs back and line up		
<b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.  <b>Consideration for Back-up Plan:</b>		<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b>  <b>If applicable- overall unit, chapter, concept, etc.:</b>	

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