

## Lesson Plan Template

<b>Grade:</b> 7 <sup>th</sup> grade		<b>Subject:</b> Physical Education	
<b>Materials:</b> 6 Wrestling Mats, 20-30 soft dodgeballs, pennies		<b>Technology Needed:</b> N/A	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <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"/> <b>Large group activity</b> <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.M20.7 Strikes a pitched ball with an implement to open space in a variety of practice tasks. S1.M21.7 Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.		<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> TLW be able to understand a new game and be able to play it without additional instruction. TLW work on their catching and striking with a foot, as well as throwing.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
<b>Bloom's Taxonomy Cognitive Level:</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
<b>Minutes</b>	<b>Procedures</b>		
1 Minutes	<b>Set-up/Prep:</b> Before the student enter the gym, I will have to set up four mats around the gym, in a rectangle for the bases and two mats in the middle of the gym where one team will be throwing the balls. The balls for throwing will be on the middle mats and the pennies will be by the entrance of the gym.		
5 minutes	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Students will come into the gym and will walk/run around for a few minutes, until the whole class is done changing and is actively warming up.		
5 minutes	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> I will ask them if they remember how to play dodgeball and mat ball, two games that they had just previously learned in the last two units. Then I will explain how we are combining the two games together in this new game. Some rules carry over and some differ from the original games.		
20 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> The students will be given the rest of the class period to play the game and get used to the feel of this game and how different it is.		
4 minutes	<b>Review (wrap up and transition to next activity):</b> The student should put the balls back, take off their pennies and go change out of their gym clothes.		
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>  <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?):**

After teaching, the students recommended that I use videos that are more precise and not as long and keep the explaining to minimum. Adding videos was helpful to get the students engaged, but if the video is too long, the students will lose focus and not pay attention which will result in the students not knowing how to play. The students also said to make main points of the rules and explain them yourself instead of having the students have to read the PowerPoint themselves. The lesson went well, and from what I could tell the students were able to understand the game and why we play it, but because they could not play the game, it is hard to see how the game would go.