

Lesson Plan Template

Grade: 2 nd grade		Subject: Physical Education	
Materials: Foam balls, paper plates		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)		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) S1.E14.2 Overhand throw Throws overhand demonstrating two of the five critical elements of a mature pattern. S1.E16.2 Catching Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body. S4.E6.2 a & b Safety Works independently and safely in physical education. Works safely with physical education equipment.		Differentiation Below Proficiency: Students need help throwing and catching the ball. They may need to work on their form or just how to get more power and accuracy. Above Proficiency: Students throw and catch so well, that no one else in their line gets as many chances as possible. Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) Work on skill with balls, team work		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.)			
Minutes	Procedures		
3 Minutes	Set-up/Prep: put as many paper plates in a specific area and spread them out Get balls for each group		
7 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Tag, or running, skipping, jogging warm-up		
5 minutes	Explain: (concepts, procedures, vocabulary, etc.) Students will practice their throwing and catching skills. The paper plates will be spread out from that line until another line. In groups they will line up at a specific line. First person in the group will stand on a paper plate. The next person will go to the line in front of the other person and throw it. If the person on the plate catches it, they take the plate and make a pile in front of their line. If the person drops it, they leave the plate and go to the end of the line in their group. Then they rotate.		
15 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) See which group can get the most paper plate in their line.		
5 minutes	Review (wrap up and transition to next activity): Pick up all the plate and the balls and put them away or give to the teacher		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Asking a student to demonstrate for the class can show how well they understand. Or just asking students questions before they participate to see where their understanding of the lesson is. Consideration for Back-up Plan: Lose the plates and just gave the students work on close passes with each other.		Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:	

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