

Grade: 3 rd , 4 th , and 5 th		Subject: Physical Education	
Materials: Hula hoops, Shark skin balls, star dots		Technology Needed: No	
Instructional Strategies: <div><input type="checkbox"/> Direct instruction</div> <div><input type="checkbox"/> Guided practice</div> <div><input type="checkbox"/> Socratic Seminar</div> <div><input type="checkbox"/> Learning Centers</div> <div><input type="checkbox"/> Lecture</div> <div><input type="checkbox"/> Technology integration</div> <div><input type="checkbox"/> Other (list)</div> <div><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</div> <div><input type="checkbox"/> Visuals/Graphic organizers</div> <div><input type="checkbox"/> PBL</div> <div><input type="checkbox"/> Discussion/Debate</div> <div><input type="checkbox"/> Modeling</div>		Guided Practices and Concrete Application: <div><input type="checkbox"/> Large group activity</div> <div><input type="checkbox"/> Independent activity</div> <div><input type="checkbox"/> Pairing/collaboration</div> <div><input type="checkbox"/> Simulations/Scenarios</div> <div><input type="checkbox"/> Other (list)</div> <div>Explain:</div> <div><input type="checkbox"/> Hands-on</div> <div><input type="checkbox"/> Technology integration</div> <div><input type="checkbox"/> Imitation/Repeat/Mimic</div>	
Standard(s) Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. Underhand throw -Throws underhand to a partner or target with reasonable accuracy. Overhand throw -Throws overhand, demonstrating three of the five critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. Catching -Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. Standard 4: Exhibits responsible personal and social behavior that respects self and others. Working with others -Works cooperatively with others. Respect - For other students and materials being used.		Differentiation Below Proficiency: Not engaging in the activity and just standing instead of moving around. Above Proficiency: Helping his or her teammates in building the hula hoop castles. Giving others the shark skin balls to help take down the castles. Making strategies to take down castles. Not complaining when their castle goes down and does the 10 jumping jacks. Approaching/Emerging Proficiency: Builds the castles when knocked down. Guards/ protects the castle. Doesn't complain about their castle going down. Modalities/Learning Preferences: The students learn by listening to instructions on the activity. They observe by watching how to build the castles with hula hoops. Last they do by building and engaging in the activity.	
Objective(s) To work as a team to guard and protect your castle. This can be done by blocking the castle with hands, feet, body, or shark skin balls. The teams need to protect and attack castles. Once the castle gets knocked down. The team needs to do 10 jumping jacks and then put the castle back up using teamwork. Then they can rejoin in the game. Bloom's Taxonomy Cognitive Level: Understand: to understand the rules of the game/ activity. Apply: Applying your understanding of the rules to the game. Create: to build strategies to succeed in the game.			
Classroom Management- (grouping(s), movement/transitions, etc.) I first started out with a warmup, I told the students to jog three laps and then go to the marker board for the rest of the warmups. The warmups consisted of 15 jumping jacks, 10 pushups, and 10 curl ups. After the warmups were completed, the students would spread out in the gym giving everyone their personal space. I would then head to the center of the gym to explain what we were doing. I give everyone directions and let them raise their hand if they had any questions. Next, I tell them to line up on the center black line to split them into teams. For teams I will use color dot stars. The stars are red, blue, Green, and purple. The stars would be spread out in the gym for their spots. Give the students time to set up their castle built by Hula hoops and then let the game begin.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Respect: yourself, others, and equipment being used. Responsible: for yourself and what you need to do. Safety: for yourself and for others. Sportsmanship: playing the activity and doing what's expected of you.	
Minutes	Procedures		
5	Set-up/Prep: I come in early to set up the equipment that is needed for the class during that time so that we can get right into the activities right away.		
15 to 20	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I like to have the students to be engaged in the activity so that they have more time with the games. Most of this is prior learning that they already know but I would just give a quick example of how to do things like building a hula hoop castle.		

5 to 10	Explain: (concepts, procedures, vocabulary, etc.) The activity that we are playing today is called Castle Guard. I will first show and demonstrate how to build a castle out of Hula hoops. First you take 1 hula hoop and place them on the gym floor. Next, you find two hula hoops that look to be the same size/ shape. Now you take both of these hula hoops and place them opposite each other making a triangle. You want to make the two hula hoops touch/ balance off each other. Now here's where you'll need help. One person balances the hula hoops while the other places the last hula hoop over the other two making a castle. You'll need patience and practice for this activity because the castles will fall over and over again. Your team is going to have to work together to build and destroy the other teams castles.
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) You'll need to work with people you like and people you aren't so familiar with. You'll also learn new strategies to use and create.
3 to 5	Review (wrap up and transition to next activity): Having a check out system to see where each student thought that they fell under is nice to have so that the teacher can know what they think and correct the student if they were wrong. Like if they thought they got one verse they actually should have a two or three instead. Four is the highest that they can get.
<div> <div> Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Here the teacher needs to walk around the gym to find out if any students are struggling. If something is going wrong the teacher will watch to make sure the student is okay but is figuring out the problem on their own or asking other students for help instead of going to the teacher right away. The teacher may check in to see if the student is figuring it out but also coming up with some plans of their own to learn how to fix the problem. </div> <div> Summative Assessment (linked back to objectives) End of lesson: Here the students would really be working on their throwing and rolling skills, for the last few weeks. This was a good activity for the students to do as it would also make them learn to communicate as a team as well. </div> </div>	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I enjoyed doing this lesson with the students as it would make me teach them how to build a castle and keep to the lessons of throwing and rolling that they had already been doing before. Something I've learned I need to do is slow down in my explanation. There seemed to be more questions asked that I thought I had already answered in my explanation. I think this was due to pressure of the teaching but was told would get better at it over time.	