

<p><b>Grade: 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup></b></p> <p><b>Materials: foam pool noodles, Shark skin balls, star dots and bean bags</b></p> <p><b>Instructional Strategies:</b></p> <div> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning </div> <div> <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers </div> <div> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL </div> <div> <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate </div> <div> <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling </div> <div> <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </div>
---

needed was between each round for the storm troopers to pick up their Shark skin balls and stand on the star to begin.	
Minutes	Procedures
5	<b>Set-up/Prep:</b> 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	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> I like to give the students a lot of time for the activity. I give them a quick warm up and then go right into the explanation. I picked this activity out of a PE book I got from Mr. Kranz and changed some things up to make it feel smoother. Since I like Star Wars I figured many of the kids also would like it as well which makes it something interesting for them. Once I was done explaining the rules of the activity, I let the students ask questions and then they started to play the game.
5 to 10	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> The activity is called Death Star- there are two teams, the Rebels and the Empire. The Rebels have 3 to 4 different groups and each group goes against the Empire to deliver their message that has the plans to take out the death star. The Empire is 1 group that will go against each of the other groups and then they switch out with a Rebel group so that all students are Rebels and Empire. The Rebels get to use pool noodles to deflect the shark skin ball away from them and to protect their message person.
5	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> 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	<b>Review (wrap up and transition to next activity):</b> 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 the student thinks 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> <b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>  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> <b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> Here the students would really be working on their throwing and hitting/deflecting skills. This was a good activity for the students to do as it would also make them learn to communicate as a team as well and form new strategies or keep the old strategy if it is working. </div> </div>	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> I enjoyed doing this lesson with the students as it became a new activity/ game for the students to do. This activity was great as it got the students to really move, think, and put them into an imaginary world that they all like. Now with the first class I had, I realized I needed to change some things up. The first class only one person got to have the pool noodle for each round. I found that it was very hard for them to get across to the other side without a pool noodle so for the next class all the rebels got one. This made the game much more even with each round being a different verdict on who won instead of the Empire getting them all out right away. The students have been learning how to throw a ball and how to hit the ball away. This game helps the students out with baseball skills while also having them formulate new ideas/ strategies on how to do things. Overall, I thought this went well. Glad I got to teach a new game/ activity for them and that this kept the students moving which made them very tired. I didn't know how exactly this would turn out, but I am glad most of the students liked it and said it was fun.	

Grade: 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup>		Subject: Physical Education	
Materials: Bowling pins, Shark skin balls		Technology Needed: No	
<b>Instructional Strategies:</b> <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>		<b>Guided Practices and Concrete Application:</b> <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>	
<b>Standard(s)</b> <b>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</b> <b>Underhand throw</b> -Throws underhand to a partner or target with reasonable accuracy. <b>Overhand throw</b> -Throws overhand, demonstrating three of the five critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. <b>Catching</b> -Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern. <b>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</b> <b>Working with others</b> -Works cooperatively with others. <b>Respect</b> - For other students and materials being used.		<b>Differentiation</b> <b>Below Proficiency:</b> Not engaging in the activity and just standing instead of moving around. Not listening to instructions and not trying at all.  <b>Above Proficiency:</b> Helping his or her teammates in protecting the bowling pins and tries to knock down others. Giving others the shark skin balls to help take down the pins. Making strategies to take down pins. Not complaining when their pin(s) goes down and does the 1 lap around the gym then sets everything back up if loses the round.  <b>Approaching/Emerging Proficiency:</b> Attacks/guards pin(s) to help out teammates. Doesn't get mad or upset when pin(s) get knocked down. Gives teammates some Shark shin balls.  <b>Modalities/Learning Preferences:</b> The students learn by listening to instructions on the activity. They observe by watching how to the activity gets set up. Last they do by engaging in the activity. When throwing the ball at the pins, giving others some shark skin balls, and help protect the pin(s) from being knocked over.	
<b>Objective(s)</b> To work as a team to guard and protect your bowling pins. This can be done by blocking the shark skin balls with hands, feet, body, or shark skin balls. The teams need to protect and attack castles. Once all of the pins are knocked down, the team with the pins knocked down needs to run a lap around the gym and set the pins back up to restart the game.  <b>Bloom's Taxonomy Cognitive Level:</b> <b>Understand:</b> to understand the rules of the game/ activity. <b>Apply:</b> Applying your understanding of the rules to the game. <b>Create:</b> to build strategies to succeed in the game.			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> I first started out with a warmup, which is a card warm up. The students first learn what each of the symbols of the card suits are. Clubs-10 push-ups, spades- 10 donkey kick, diamonds- 10 jumping jacks, and hearts are 1 lap. Whatever warmups they get that is what they do and once done they go to the end of the line for another card until they are all gone. Once we have completed that we will move into the activity where I will explain what the activity is and if they have any questions. A couple of classes did knock down all the pins so the team that had the pins knocked down jogged a lap and then set up their bowling pins again to start a new round. The way I grouped the teams was by picking every other; if a student caught on to how I was picking, I would place them on the other team. The last 5 minutes of class I had them set everything up for the next class and discussed what there tap out would be: Respectful, responsible, safe, and sportsmanship.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <b>Respect:</b> yourself, others, and equipment being used. <b>Responsible:</b> for yourself and what you need to do. <b>Safety:</b> for yourself and for others. <b>Sportsmanship:</b> 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 what I am looking for in the activity and how they are suppose to play. If the students had any questions, I would answer them for them. There was lots of moving for the warmups and then once the students learned the activity was battleship they were happy/excited about it.		
5 to 10	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> The activity that we are playing today is called Battleship. There are two teams, each team has 5 bowling pins that you can set up any where on the ship which is in between the 4 cones. Now the objective of the game is to knock down all 5 cones with the Shark skin balls. there are two sizes of shark skin balls, one bigger and the other smaller. The smaller ones can be thrown over hand or under hand. The bigger shark skin balls can only be rolled to knock over the pins. The pins can be knocked over by the balls and players on that ship so be careful where you put your pins. The last rule is any player can leave their ship to retrieve the balls but must come back onto the ship before throwing the balls to knock over a pin. Once a pin is knocked over it must stay down unless the teacher says otherwise.		
5	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> 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	<b>Review (wrap up and transition to next activity):</b> 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.		
<table><tr><td><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> 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.</td><td><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> 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. Making success in teamwork to knock down some pins.</td></tr></table>		<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> 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.	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> 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. Making success in teamwork to knock down some pins.
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> 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.	<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> 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. Making success in teamwork to knock down some pins.		
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> I enjoyed doing this lesson with the students as it would 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. I thought this lesson went smoothly though, warms were fun as I would hearing them say donkey kicks with a confused tone and expression. They thought it was fun and goofy to do. For the activity for the most part went really good just some instances where I had to remind them to throw the shark skin balls on their ship and not in the water area. Overall, great lesson for the students as they also learned some vocabulary words on clubs, spades, diamonds, and hearts.			