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| Grade: 6th | Subject: Physical education |
| Materials: Giant blow up ball and Cones | Technology Needed: no |
| Instructional Strategies: <p> <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </p> | Guided Practices and Concrete Application: <p> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </p> |
| Standard(s) <u>Motor skill development:</u> <ul style="list-style-type: none"> 6.MSD.1 Passing. Demonstrate passing with accuracy to a stationary target. 6.MSD.2 Receiving. Receive passes with a mature pattern while stationary. 6.MSD.4 Striking. Demonstrate activity-specific striking technique. <u>Knowledge to move:</u> <ul style="list-style-type: none"> 6.KM.1 Create Open Space. Create open space by staying spread out on offense. 6.KM.2 Reduce Open Space. Reduce open space by using a defensive strategy. 6.KM.3 Transitions. Transition from offense to defense and defense to offense by recovering quickly. <u>Personal/social skills:</u> <ul style="list-style-type: none"> 6.PSS.4 Safety. Recognize and implement safe and appropriate behaviors. 6.PSS.5 Problem Solving. Solve problems independently with teammates and others. 6.PSS.6 Etiquette. Demonstrate activity-specific etiquette | Differentiation <p>Below Proficiency: The student is just standing still and not paying attention to his or her surroundings</p> <p>Above Proficiency: The student is scoring lots of goals, talking to his or her teammates, figuring out strategies to move the ball across the field, and gives compliments to all players.</p> <p>Approaching/Emerging Proficiency: The student is moving the ball across the field, helping his or her teammates to score, communicates with others, and helps others out.</p> |
| Objective(s) Working as a team to get the giant ball to the other teams side and smacking it into their wall. The kids must use their teammates to help score some points. They must talk and communicate with each other. <u>Bloom's Taxonomy Cognitive Level:</u> <u>Understand:</u> The student understands what he or she needs to do and knows how the activity is played. <u>Apply:</u> The student takes the knowledge of the activity and presents how the game is played. <u>Analyze:</u> The student figures out new ways and methods to accomplish his or her goal of scoring and talks to others to further their knowledge of the game. | |
| Classroom Management- (grouping(s), movement/transitions, etc.) The boys will play against the boys and the girls will play against the girls. | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will learn to keep their emotions in control by learning to take wins and losses in points. |
| Minutes | Procedures |
| 5 | Set-up/Prep: The set up will be to put up the cones for boundaries and blowing up the giant ball. |
| 25 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The kids will play the activity for most of the class. I will explain the rules of the game at the start and the last few minutes of class we will check their heart rate to see how active they were. |
| 5 | Explain: (concepts, procedures, vocabulary, etc.) The kids will first get their gym shirts/clothes on, if they don't have them then 5 points are deducted from their grade. Once they have their gym clothes on, they are to walk around the basketball court until class officially starts back up. Next, they will come in and listen to directions on how the activity will work and start to play it. Towards the end of class, we will check our heart rate and see where we are. |
| 3 | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Teamwork |

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| | <ul style="list-style-type: none"> • Communication • Hand eye coordination |
| 2 | <p>Review (wrap up and transition to next activity): asking them question about the rules.</p> <ul style="list-style-type: none"> • What happens if the ball touches the floor? • What do you do if the whistle is blown? • Where is out of bounds? • How high can you swat the ball to score? • What is the only body part you can use to hit the ball? |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The students were very active and getting into the game. They enjoyed playing and kept at it the whole time. Since they enjoyed it so much it sometimes got out of hand, when I saw this happen I would blow the whistle to switch the players from getting into a possible fight over a simple game. This strategy worked for most of the time but I did have to reel in the two boys arguing and talk to them. They realized that they didn't need to take the game so seriously and apologized to each other. This was a good experience for me as not only did my lesson plan succeed but it gave me experience to handle arguments from students.</p> | |



Alexander M. Mains

To: Mark S. Jensen



Fri 10/11/2024 2:39 PM

Hello,

Once again, I want to reiterate that you did awesome today! Thanks for inviting me in to observe your Swat Ball lesson and see you in action in the classroom (gym).

Feedback for your lesson plan:

- You hit every standard that you planned for (nice work on that; that is difficult to do).
- Your lesson plan is very organized and easy to follow, so thank you for putting the time in to make it readable for me as I read through your plan.
- There is no "fluff" in your lesson plan where it looks like you're trying to put more into the lesson than is needed. It is very on-target with your standards, planning, strategies, and follow-through (the follow-through being when I observed the actual lesson today). Keep up the great work there! It's not easy to make an on-target lesson plan and you did this masterfully.
- Overall, no critiques on the lesson plan; keep up the great work!

If you have any questions, feel free to ask!

Thanks,