

Lesson Plan Template

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| Grade: 5th | Subject: Physical Education |
| Materials: Pool noodles, cones, jump rope. | Technology Needed: No |
| Instructional Strategies: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </div> <div style="width: 50%;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </div> </div> | Guided Practices and Concrete Application: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <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) </div> <div style="width: 50%;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </div> </div> Explain: |
| Standard(s) demonstrates competency in a variety of motor skills and movement patterns. | Differentiation <p>Below Proficiency: doesn't try and still can't get their feet off the ground of 5 inches.</p> <p>Above Proficiency: They are jumping more than 10 inches and know exactly what they are doing.</p> <p>Approaching/Emerging Proficiency: The individual is starting to get the hang of it and just needs a little bit more practice.</p> <p>Modalities/Learning Preferences: The teacher will show the kids how to do it and from there, if the kid feels he or she has a better way to do it while also getting the same result. I am all for that.</p> |
| Objective(s) <p>The students will learn how to properly jump vertical, Horizontal, and side to side.</p> <ol style="list-style-type: none"> First they will watch a video on how to do the jumps. Vertical, Horizontal, and side to side. Next the teacher will demonstrate it to the kids. After that the teacher and the kids will do the jumps together. First vertical, Horizontal, and side to side. Once the teacher feels like all of the kids have it down they'll play a tag game using the different styles of jumps. (with the teacher repeating the words of vertical, Horizontal, and side to side. The kids should understand the meaning of those words and will look at pictures of each of the examples.) While the tag game is going the teacher will assess the students on the knowledge of the vocabulary words and what type of jump they are performing. This will give an indicator of where the kids need to learn and grow in PE. <p>Bloom's Taxonomy Cognitive Level:</p> <p>Remember: They will remember how to Jump vertically, Horizontally, and side to side. They will also remember the vocabulary words for Vertical, Horizontal, and side to side and what those words mean.</p> <p>Understand: The vocabulary of Vertical, Horizontal, and side to side jumping. They will also understand how to jump Vertical, Horizontal, and side to side.</p> <p>Apply: The video's the kids watch will help them be able to see what they have to do. Then the teacher will demonstrate it. The kids and the teacher will do it together. Last they will show the teacher how to jump vertically, Horizontally, and side to side.</p> <p>Analyze: The teacher will look around the gym to make sure that the kids know how to properly jump vertically, Horizontally, and side to side. If a student is having a hard time the teacher will have another student help the other one. If the student is still having trouble the teacher will help and properly show the kid how it is done.</p> <p>Evaluate: At the end of this session the kids will show the teacher how to properly jump vertical, horizontal, and side to side. They will also take a quick quiz on the vocabulary terms and know what they mean.</p> <p>Create: They will create a course of their own on how to use the three methods of jumping. For example, it may be a vertical jump over a pool noodle, side jump through some cones, and Horizontal jumping as far as possible over a line.</p> | |

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| Classroom Management- (grouping(s), movement/transitions, etc.) The kids will be in constant movement throughout the class period. The only exceptions to this are when the teacher is talking and giving directions to the students. | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) If they are talking/ disrupting in class, they'll be given a warning. If the talking/ disrupting continues, they'll sit on the side line until teacher feels they are ready to participate. If the disruption happens again they'll sit for the rest of class period and lose some points. |
| Minutes | Procedures | |
| 5 min | Set-up/Prep: I'll use ropes for the kids to jump over. I'll use a pool noodle for the kids to jump over for height so that they can improve on their vertical jump. The lines on the gym floor will be used to make them jump with both feet together. They can also jump side to side or front and back on the line. | |
| 15 minutes | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The kids will watch a video on how to do the jumps and learn through the computer so that after the video the teacher can help out with the kids with any questions they have on the jumps. The teacher will first demonstrate it after the video, then the teacher and the kids, and then just the kids. This will really sink into the kids heads so that by the game time, all the kids should be able to do the jumps and participate. The kids will compete in a competition with themselves by seeing how far they can jump standing in one spot. They will also do a relay race through the Gym that gets their motor skills moving while also practicing what they have just learned. Last they will do a tag game to end the lesson/ unit. This will be their assessment base learning to know if they're getting it or more practice needs to be worked in that area. | |
| 5 minutes | Explain: (concepts, procedures, vocabulary, etc.) I will explain/ show them how to do the jumps, they will also know the correct terms/vocabulary of the jumps. They will learn the vocabulary of: Vertical jump: jumping up and down. Horizontal Jump: forwards and backwards Side jump: side to side (show pictures of the different jumping) | |
| 5 minutes | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The teacher will use video's to help the kids understand the proper ways of jumping. | |
| 5 minutes | Review (wrap up and transition to next activity): They will know how to do all the forms of jumping and know the proper vocabulary terms of those specific jumps. | |
| Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will say, show me how you do a vertical jump, Horizontal jump, and side to side jump. Consideration for Back-up Plan: They will play a variation of a tag game of the different forms of jumping. I will shout out either Horizontal, vertical, and side jump. Everyone will do those jumping styles to learn them, while playing tag. This will also show if they have been paying attention in class on what we have been learning. | | Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson, they should know the three types of jumping and properly demonstrate it to the teacher. If they're having trouble, I'll show them how to properly do it and next start of gym class they'll try it again. If applicable- overall unit, chapter, concept, etc.: I think the overall unit and concepts of the unit look and can show that it is great! I think the kids will really learn from this unit and will get something out of it. |
| Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I was told to give more detail in the objectives are and that is what I added onto. I would talk slower and clearer so that the students can understand and that I can get all of the information out that I need to. | | |