

Lesson Plan Template

Date: _____

Grade: 2nd Grade		Subject: Physical Education	
Materials: Hula Hoops, A variety of balls, pool noodles, and colored tape		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input 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: The students will be performing this activity while being active in the gym.	
Standard PE Standards: S1.E2 Locomotor- Runs with a mature pattern (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b) S1.E25 Manipulative- Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. (S1.E25.3) Science Standard: Performance Standard 2-LS4-1- Make observations of plants and animals to compare the diversity of life in different habitats. Reading Standard: RF.4 Read with sufficient accuracy and fluency to support comprehension.8 Read grade level text with purpose and understanding		Universal Design for Learning: Below Proficiency: Students who are below proficiency will still be able to participate in the activity. For the warm-up, students who may not be able to read effectively will be able to participate when other students begin to complete the tasks. Students will also have the opportunity to learn a science concept in a new environment which may help them to connect to the concepts better. I can also provide support for the students by writing out the instructions or having students model how the game will be performed before we begin. Above Proficiency: Students who are above proficiency may be my student leaders in the class, will be the first to read the board for warm-up, and they will be able to participate to the best of their ability. For example, throughout the game, students who are above proficiency will be able to swing the pool noodle with more efficiency and may run with a more mature pattern. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students who are visual learners will be supported during this lesson by providing the warm-up activities written on the board as well as having the activity demonstrated before students are expected to play. • Auditory: Students who are auditory learners will be supported in this lesson when directions are verbally given multiple times. Students will also be supported when verbal encouragement or constructive criticism may be given to assist students throughout the lesson. • Kinesthetic: Kinesthetic learners will be supported throughout this lesson when they have the opportunity to participate in the main activity. • Tactile : Tactile learners may be supported by grabbing on to the pool noodles and balls. 	
Objective By the end of this lesson, students will be able to use a long striking implement to knock a ball away from a targeted area. By the end of this lesson, students will be able to begin a warm-up independently after reading the white board. By the end of this lesson, students will be able to use teamwork and strategy to accomplish their given goal for the activity. Bloom's Taxonomy Cognitive Level: Understanding, and applying		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) The main behavior expectation for students is that they will perform the skills asked and participate in games in a safe and respectful manner. Students will be asked to be kind to others and to find ways to encourage others even if skills are performed at different levels. For this game, one rule of not hitting others with pool noodles will also be in effect. The purpose of this game is not to hit others but instead the ball.	
Classroom Management- (grouping(s), movement/transitions, etc.) For this lesson, students will first complete independent activities during their warm-up. During this time, students will perform a variety of tasks such as running, doing squats, and completing jumping jacks. During this time, students will be able to complete the tasks at their own pace. Students attention will be gathered by turning down the music. Once the music is no longer heard, students will know this is the time to stop moving and to turn their listening ears on. During the main activity, students will have the freedom to move around the gym as they see fit if they are participating safely in the game. The main time that students will need to have their focus on the teacher is during the explanation time of the game.		Classroom Management- (grouping(s), movement/transitions, etc.) For this lesson, students will first complete independent activities during their warm-up. During this time, students will perform a variety of tasks such as running, doing squats, and completing jumping jacks. During this time, students will be able to complete the tasks at their own pace. Students attention will be gathered by turning down the music. Once the music is no longer heard, students will know this is the time to stop moving and to turn their listening ears on. During the main activity, students will have the freedom to move around the gym as they see fit if they are participating safely in the game. The main time that students will need to have their focus on the teacher is during the explanation time of the game.	
Minutes	Procedures		
10	Set-up/Prep before lesson:		

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	<p>To prepare for this lesson, I will need to gather hula hoops (one for every 4 students in the class). If hula hoops are not available, colorful tape could also be used to mark off circular sections. The concept of the game is that there are multiple different types of animals in an environment, and sometimes these animals will not get along. The balls (You will need one for about half of the class) will represent one species, and the pool noodles (you will need one for each member of the other half of class) will represent another species. The pool noodles will work to keep the balls outside of their “environment” which will be represented by the hula hoops. Before class, a short explanation of why animals may not want to have other species in their environment as well as why diversity is important should be prepared.</p>	
10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) First, when the students arrive into the gym, music will be playing and a list of warm-up activities on the board. The white board should read:</p> <ol style="list-style-type: none"> 1. Run laps for one song 2. Complete ten squats 3. Complete one jumping jack for every year you are old <p>After students complete their warm-up, the music will be turned off. I will then say, today students you will become animals who are fighting over the same area of land. Even though diversity is important for environments to thrive and exist, sometimes two organisms cannot live together. This situation is what we will be demonstrating today. I will then ask the students the following questions to create a short discussion on animal diversity in an environment.</p> <ol style="list-style-type: none"> 1. What does diversity mean? 2. How can an environment be diverse? 3. What are examples of animals or organisms that work well together in an environment? 4. What are some animals or organisms that may not be able to live together? (Based on the answers to this question, the two characters will be decided for the game) An example may be a Bear and a Tiger. 	
5	<p>Explain: (teacher-led) For this game, I will be assigning two people to each hula hoop you see on the floor. If you are assigned to a hula hoop, you will be a bear who is trying to protect their land from the Tigers invading. In order to do so, you will need to hit away any tigers (balls) that enter into your environment. The one rule is that you can only move one step in any direction! For the students who are not assigned to a hula hoop, you guys will be the invading Tigers. Your job will be to get and keep your ball in an environment. Now, you guys can move around as much as you like and jump from one environment to the next, but once your ball is kicked out by a bear, you must try to get into another environment before going back. You may get your ball into the environment by kicking or by using your hands to swat the ball. Remember the ball must stay on the ground at all times though! Remember that you guys can work together and may want to form a strategy of how you can accomplish your goal. If you do not work together, this game could go on forever! Once the rules are described, I will have four students demonstrate what this game will look like and write down the instructions in a shortened format on the white board for students to see.</p>	
15	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) Students will now have the opportunity to play the game for the rest of the class time. I will ask the students to switch roles throughout the time, so each student gets the chance to play in both positions. As students play this game, I will make sure that music is playing in the background. I will also walk around to analyze how well students are working as a team as well as working on their PE standards. If I see students who need help swinging the pool noodle or hitting/kicking the ball I will do so.</p>	
2	<p>Closure (wrap up and transition to next activity): Once the end of the class period is near, I will ask students how they liked the game once I again turn off the music. We will then have a short discussion about how the game went as students put the class materials away. Students will then line up and walk back to their classroom.</p>	
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) <p>As the students are playing the game, I will walk around and assess how they are progressing on their striking while using a long implement skill as well as their running form. I can also make a note of students who still need to work on these skills.</p>		<p>Summative Assessment (linked back to standard, END of learning) At the end of the year, a physical assessment will be completed to see if the students can complete these skills.</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		