

Lesson Plan Template

Date: April 16th, 2021

Grade: 1st-5th		Subject: Physical Education	
Materials: Gym mats, Soccer balls/ Frisbee		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <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) Explain:	
Standard(s) S1.E18.2 Dribbling/ball control with feet Dribbles with the feet in general space with control of ball and body S1.E21.2 Kicking Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of mature pattern If Frisbee S1.E15.4 Passing with hand-Throws to a moving partner with reasonable accuracy in a non dynamic environments (closed skills).		Differentiation Below Proficiency: Students will be put in a group based on physical skills and abilities Above Proficiency: See above Approaching/Emerging Proficiency: Modalities/Learning Preferences: N/A <ul style="list-style-type: none"> Visual: Students will see an example given by the instructor Auditory: Students will listen to verbal direction before seeing an example Kinesthetic: Students will be able to learn by seeing other students play on their round of corner ball before they themselves play. 	
Objective(s) -By the end of this lesson, Students will be able to use their soccer/frisbee skills to play corner ball Bloom's Taxonomy Cognitive Level: Applying		Alternatives: If soccer balls are unavailable, students will play the game with 2 students from each team in the style of ultimate Frisbee.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be put into 4 separate groups. The students will be put into groups through colored cards. Students will receive directions on the floor after completing their warm-up laps, and then transition to the game.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -During the lesson, students will be expected to listen to directions and ask clarifying questions after the teacher has finished giving directions	
Minutes	Procedures		
2	Set-up/Prep: The teacher will put the gymnastics mats in the 4 corners of the gym. In the center of the gym, the teacher will put a soccer ball.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -The students will enter the class and read the board, as per procedure. Students will then run laps around the gym for two songs worth of time. The students will then meet in front of the teacher and be seated on the floor. The teacher will explain that we have an exciting new game to play today.		
4	Explain: (concepts, procedures, vocabulary, etc.) -The teacher will explain that the students will be playing Cornerball today. "Cornerball is just like soccer, but instead of one goal, there are four! But not only that, but instead of two teams, there are four! Each team will have one person on the field at a time. Each student will have a number assigned to them(I will assign them after I am done). After we're all in our teams, each team will be behind their own goal. When I call a number, the four people of that number will go into the game. Their goal is to make a goal on any of the other teams. The goal box is the other teams matt in the corner. Students will play until a goal is scored or if a new number is called (new number called every minute). Once a new number or goal is called, students in the game must run back to their team, and tag the new player. The new player will then play. The first round will be just a number called, but after that the teacher will yell out a math problem, and the students		
15	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 then assign teams and numbers, and referee the game. The teacher will have a stop watch and have a timer going in 1 minute intervals. The teacher will yell out the numbers for teams to switch		

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2	Review (wrap up and transition to next activity): -At the end of the lesson, the teacher will call time. Students will be able to get a drink of water, and line up for their next class.
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) -The teacher will be able to keep a close eye on the students throughout the lesson. The teacher will be there to solve any disputes or questions throughout the lesson	Summative Assessment (linked back to objectives, END of learning)
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): -I think Corner Ball went incredibly well. I was really surprised to see how much students really loved it. Even though it can be a lot of running in circles, the students in younger grades were more than happy to continue to run around. The constant switching out of teams really helped engagement and stopped one team from being in too long. The added math also worked well too, keeping the game interesting by having different matchups every time. I think it's important to keep the problems relatively simple and grade-appropriate, considering there were times where it took students awhile to solve the math problem in order to run out. I think I would definitely change the two-song length of a match in the lesson plan. I made this change when actually playing the game, seeing that it really tired the students out quickly and and slowed down the excitement of the game. After my day teaching was done, Mr. Porter asked if he could use that game on a regular basis, so I would consider that a success!	

