

PE Lesson Plan 1
Hannah Krebs
Date: 2/13/2020

Grade: 4th	Subject: Physical Education
Materials: <ul style="list-style-type: none"> • Floor scooters • Plastic pucks • Whiffle balls 	Technology Needed: None
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	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:
Standard(s) Physical Education Standard: S3.E2.4. Actively engages in the activities of physical education class, both teacher-directed and independent. Health Education Standard: S7.5.2. Demonstrate health behaviors to maintain or improve personal health.	Differentiation Below Proficiency: The students who cannot do a proper push-up will hold themselves in push-up position. The students who cannot sustain for long periods of sit-ups will do crunches. The students who cannot sustain for long periods of squats will do as many proper ones as they can. Above Proficiency: These students who can do proper push-ups, sit-ups, and squats will do them correctly for as long as they can. Approaching/Emerging Proficiency: These students will do as many proper push-ups, sit-ups, and squats as they can or else they may swap to the below proficiency exercises.
Objective(s) By the end of class, the students will demonstrate how to improve their physical health by working out their leg muscles during the activities of running, squats, and being on the scooters. By the end of class, the students will demonstrate how they could improve their physical health by strengthening their cardiovascular system through constant movement. Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> • Understanding • Applying 	Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The students will be able to see the whiteboard for any instructions in the opening activity. • Auditory: The students will receive verbal directions for their activities. • Kinesthetic: The students will be running, doing push-ups, sit-ups, squats, and riding on scooters throughout the class period. • Tactile: The students will be sliding or kicking pucks and balls throughout the activity with the scooters.
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • During instruction: <ul style="list-style-type: none"> - The students will not talk when I am talking. - The students will raise their hand if they have a question. • During activities: <ul style="list-style-type: none"> - The students will read the whiteboard for their instructions and will be referred to the whiteboard if they have any questions that pertain to it. • During transitions to enter the gym: <ul style="list-style-type: none"> - The students will come into the gym quietly if there is a class still inside and being instructed. - The students will go to the whiteboard and see what their instructions are. • During transitions to leave the gym: <ul style="list-style-type: none"> - The students will gather up anything they brought into the gym with them. - After this, the students will line up facing the South doors. They will exit single file once the door is open. - This will be done with minimal talking. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are expected to be respectful of each other. The students are expected to use the class equipment with respect. The students are expected to clean up after themselves when the time comes.

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Minutes	Procedures	
	<p>Set-up/Prep:</p> <p>Divide the court into halves using mats as a half court dividing line.</p>	
10-12	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Students will come into the gym from their classrooms and check the whiteboard for their opening activity. The activities being done are as follows:</p> <ul style="list-style-type: none"> • Students will run until the whistle is sounded. When the whistle sounds, the students will come to the whiteboard and start doing push-ups. • Students will do push-ups until the whistle is sounded. When the whistle sounds, the students will resume running laps around the gym. • Students will run until the whistle is sounded. When the whistle sounds, the students will come to the whiteboard and start doing sit-ups. • Students will do sit-ups until the whistle is sounded. When the whistle sounds, the students will resume running laps around the gym. • Students will run until the whistle is sounded. When the whistle sounds, the students will come to the whiteboard and start doing squats. • When the whistle sounds for the last time, the students will stop doing squats and wait for their next instructions. <p>This whole set of activities should take around 10-12 minutes.</p>	
1-2	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • After the signaling the end of squats with the whistle, I will tell the students they can pick out a scooter and put it in safety position on the floor. • Once every student has their scooter in safety position, they can get on their scooter and roam around the gym on their scooters. • I will then pour out plastic pucks and balls onto the gym floor that the students can play with. • They must use their feet, not their hands, to hit the balls or pucks under the scooters for points. • The students may lay on their scooter Spider-Man style or sit on it. If the student is on their scooter Spider-Man style, they may use their hands to slide the pucks or balls. 	
8-10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The students will use their scooters around the gym.</p>	
5	<p>Review (wrap up and transition to next activity):</p> <p>I will sound the whistle 5 minutes to the end of the PE period and tell the students to put their scooters away. Once the scooters are put away, the students will pick up the balls and pucks around the gym, putting them in their perspective buckets. When this task is finished, the students will grab anything they brought with them, line up facing the South doors, and will exit out the South door.</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>Students will be observed as they run, do push-ups, sit-ups, and squats. How well they do in each area and how long their stamina lasts will determine their ability to improve their physical health over time.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The students’ ability to pace themselves and keep moving throughout the lesson will determine their ability to sustain their stamina which comes from improving the cardiovascular system.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought the lesson went well overall. During the push-ups, I realized I did not know how much time was appropriate for the students to keep doing push-ups for and later found out it would have been better to keep it well below a minute. I also had no idea about the safety position for the scooters, but some students automatically put their scooters in this position and told their peers to do this too. I thought this</p>		

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was a great way to get all the students' attention before they could start the next activity, so I reinforced the idea after learning about it from the students.

During the scooter activity, the students were learning how to collaborate more with each other. Even though a game of floor hockey was not planned, a few students began to play on their own. While the game was nothing too elaborate, the students created teams and communicated well with each other. Other students also came up with their own little games to keep themselves entertained and moving. The students were taking charge of their own learning and the time they had and making the most of it. They also did not fight at this time and were communicating well with each other. I was impressed by both the students' abilities to take charge of their time and working together.

A few things I would change for next time, would be for me to ask more about what sort of rules are used with the scooters. Generally, I knew what was going and what I was looking for during class, but I did not know about the fine details of what it takes to run a PE class. I also think finding a game or something to play on the scooters would have been good for me to do with the class.