

PE Lesson Plan 2
Hannah Krebs
Date: 4/17/2020

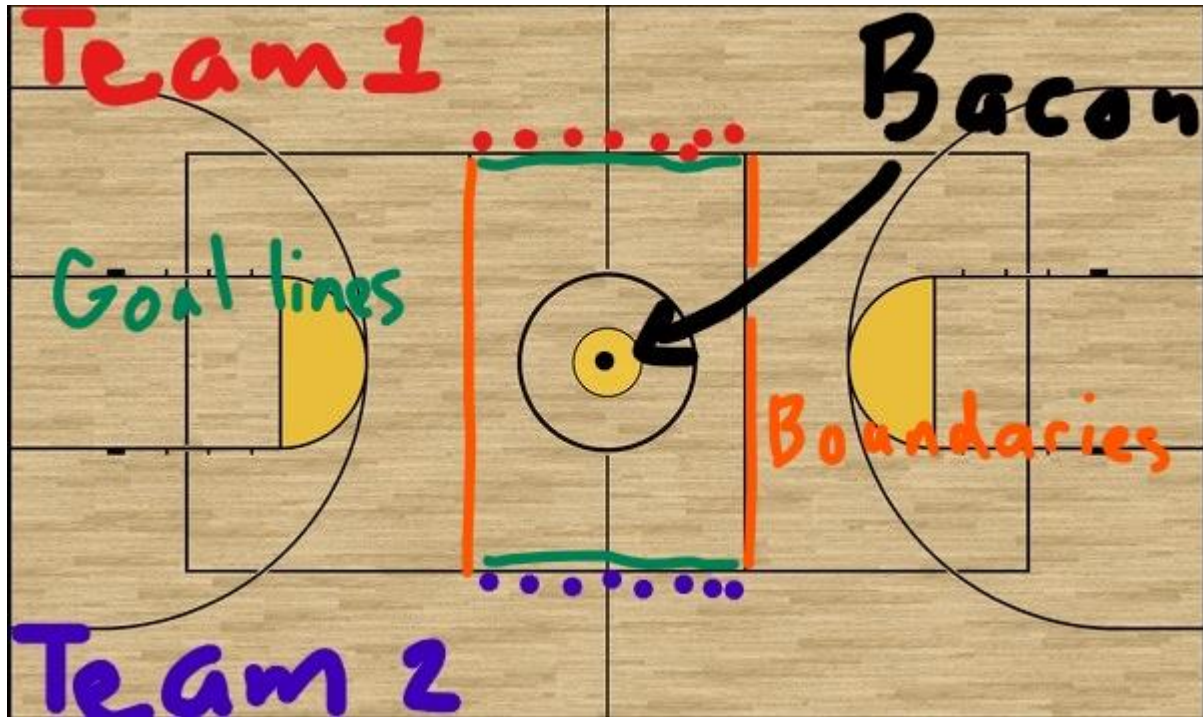
Grade: 4th	Subject: Physical Education, Math
Materials: <ul style="list-style-type: none"> • Football 	Technology Needed: None
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <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 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <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) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <p>PE standards: S2. E2. 4a: Applies simple offensive strategies and tactics in chasing and fleeing activities. S2. E2. 4b: Applies simple defensive strategies and tactics in chasing and fleeing activities. S3. E2. 4: Actively engages in the activities of physical education class, both teacher-directed and independent.</p> <p>Math standards: 4. OA. 4: Determine whether a given whole number in the range 1-36 is prime or composite.</p>	Differentiation <p>Below Proficiency: These students will be given simpler math problems and if they're not as physically adept, they will be put closer to the ball on both teams.</p> <p>Above Proficiency: These students will receive a variety of math problems and will be stationed at varying distances from the ball.</p> <p>Approaching/Emerging Proficiency: These students will receive more difficult math problems and will be placed further away from the ball.</p> <p>Modalities/Learning Preferences:</p> <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 instructions for the activity, Steal the Bacon. • Kinesthetic: The students will be running or sprinting throughout the class period. • Tactile. The students will be grabbing a football throughout the Steal the Bacon activity.
Objective(s) <p>By the end of class, the students will demonstrate the application of simple offensive and defensive strategies in the activity, Steal the Bacon.</p> <p>By the end of the class, the students will demonstrate fluency in determining prime and composite numbers, and simple addition, subtraction, multiplication, and division equations.</p> <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Understanding • Applying 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • The students are expected to be respectful of each other. This includes listening to their peers and the teachers. • The students are expected to work together and not fight during the activity. • The students are expected to clean up after themselves when the time comes. • The students are expected to obey the rules of the Steal the Bacon activity by not shoving, pushing, tripping, or fighting.
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. - The students will not interrupt other students if they are talking/asking 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 the activity, Steal the Bacon, the students will raise their hand if they have a question. • During Steal the Bacon: 	

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	<ul style="list-style-type: none"> - The students will raise their hand if they have a question. - The students will be respectful while their peer is asking a question. • 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. - The students will carry out the instructions independently. • 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. 	
Minutes	Procedures	
5	<p>Set-up/Prep: (This is done before the students enter the gym)</p> <p>Write on the board the following instructions:</p> <ul style="list-style-type: none"> - Walk for 1 lap around the gym - Sprint along the long lines of the basketball court, walk along the short lines for 1 lap - Run for 1 lap around the gym - Walk for 1 lap around the gym - Repeat this pattern until 1 song has finished - Come back to board when finished - Steal the Bacon 	
3-5	<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 activity is as follows:</p> <ul style="list-style-type: none"> • Using the walking/sprinting/running pattern detailed above, the students will participate in the opening activity • When the two songs have finished, the students will stop what they are doing and come to the whiteboard. • I will have them line up and number them off by going down the line and, starting at 1, say 1, 2, 1, 2... etc. With this, every other student should be in group 2 and vice versa. • Before numbering them off, I will tell the students that they need to stay in the spot they stood up in. They can't switch with their neighbors to try and get on a certain team. If this happens, the student will be put onto the opposite team automatically. • If one of the teams looks more athletic heavy, I will swap the students from team to team as I see fit. 	
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>After assigning the students groups, I will have them stand in their groups and explain the activity that we are going to do.</p> <ul style="list-style-type: none"> • The activity: Steal the Bacon <ul style="list-style-type: none"> - "All right! Today we're going to play a game called Steal the Bacon. This game involves two teams and a football." Hold up the football so the students can see. "The football is the bacon." - On the long lines of the volleyball court, each team will stand opposite of the other. - The "bacon" will be put in the center of the circle of the basketball court. - Each person on each team will be given a number. - For team 1, I will have them line up on the line and starting from 1, give each student a number. Example: The first student will be 1, the second student will be 2, ... the tenth student will be 10. - Repeat this process for the other team. - If there is an odd number of people on teams, a teacher might have to join in or the odd man out will be called to assist other teammates. 	

- During the activity, I will be able to see which students are faster at solving problems in their head and adjust the difficulty of the problems accordingly.
- How the game works is as follows:
 - The object of the game is for the teams to get the bacon back to their goal line.
 - They cannot go outside of the boundaries which are the attack volleyball lines.
 - The students will be given a math problem. The answer to the math number is the student who gets to run out and grab the bacon. Example: 5-2. The students who have been designated with the number 3 will run out and grab the bacon and bring it back to their goal line. How quick they are in solving the math problem determines who might reach the bacon first.
 - There are three ways to get points in this game.
 - The first is grabbing the bacon and running it back across the goal line successfully.
 - The second is tagging the person who is holding the bacon. If the person holding the bacon is tagged, the ball is put back in the center and the person who was the tagger gets a point for their team.
 - The third is if a student runs outside of the boundaries, the round is reset and a point is given to the opposite team. There can be leniency with this if the student really didn't mean to run out of bounds. If this is the case, the round is reset with no points given to either side.
 - Example: Team 1 is holding the bacon. Team 2 tags Team 1 while they're holding the bacon. Team 2 gets a point and the round resets.
 - If the bacon is on the ground, it is nobody's ball and anybody can grab it and run it back to their goal.
 - The bacon cannot be kicked around on the ground to get closer to a goal line.
 - The bacon cannot be tossed or lobbed. It can only be handed off.
 - There is no shoving, pushing, or tripping. If things get too physical, the students in question will have to sit out or walk along the wall by Mr. Porter's office and the mats.
 - If two students are circling the bacon, waiting for the other team to make the first move, then others may be called to help out. A math problem will be called out and teammates can come and help their team out.
 - If steal the bacon is called out, all students can run out and try to grab the bacon.

Court Set-up



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Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

The students will participate in Steal the Bacon.

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3	<p>Review (wrap up and transition to next activity):</p> <p>I will announce the end of the activity. The teams will walk across the center line to shake hands and then sit by the whiteboard. I will ask them a few questions to see what they thought and to review the game we played and what was learned. After this, the students will gather up their personal belongings and line up to receive a high five before heading back to their classrooms using 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?) At the end of the activity I will ask the students questions to see how they thought the activity went.<ul style="list-style-type: none">How did you think it went?Did you like this game?What was hard about it?What was easy about it?	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">During the activity, I will be able to see fluency in solving math problems by how quickly a student gets out to grab the bacon.During the activity, I will be able to see if the students start making both offensive and defensive strategies in an attempt to get the bacon. This should be most noticeable when more than one student is called out from each team.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Was unable to teach this lesson as COVID-19 cut my time in this classroom short.</p>	