

| Essential Data for Plan | Name | | Date | | Grade Level & Content Area | 5th Grade Physical Education | Estimated Instruction Time | 60 minutes |
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| <p>Utah Core Standard(s): * Standards indicate what students should know or be able to do by the end of term/year. * Standards are copied here verbatim from the Utah Education Network website. Physical Education - Grade 5 [Spring 2016] Core</p> | <p>Standard 1 Overview:</p> <ul style="list-style-type: none"> Students will achieve a level of competency in motor skills and movement patterns. Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet <p>Standard 2 Overview:</p> <ul style="list-style-type: none"> Students will apply knowledge to attain efficient movement and performance. Students will use space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. <p>Standard 3 Overview:</p> <ul style="list-style-type: none"> Students will understand the components necessary to maintain a healthy level of fitness to support physical activity. Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness. | | | | | | | |
| <p>Learning Objective(s): * Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps. * Objectives begin with Students will be able to...</p> | <p>SWBAT:</p> <ul style="list-style-type: none"> List and explain prior motor skill learned from the previous class Review key components for the prior motor skill Define spatial awareness and the concept of space in motor learning Apply spatial concepts with locomotor and non-locomotor skills in various activities Work in pairs and/or small groups when practicing spatial concepts to motor skills Work in groups in a cooperative-competitive setting Display and/or demonstrate the concept of space in a specific game setting Discuss as a class the overall game, motor skill being learned, or any new concepts | | | | | | | |
| <p>Materials & Technology: * List what is needed to teach this lesson.</p> | | | | | | | | |

LESSON COMPONENTS

| Planning Elements | Action Steps | Evidence of Learning | Meet Learner Differences |
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| BEGINNING | <p>* What will students and teachers do together in this lesson?</p> <ul style="list-style-type: none"> Describe instructional strategies and learning activities–listening is not sufficient. <p>* Outline each component's steps and how long they will take.</p> <p>Main Hook: Instructional Strategy: Demonstration + Direct Instruction (3 minutes) - Warm Up Activity - Warm Up Exercise</p> <ul style="list-style-type: none"> Teacher will begin the class with a warm up exercise routine <p>Learning Activity: Warm Up Exercise Routine (3-5 minutes) - Students will follow the teacher in completing both warm up exercises <i>before</i> playing the main activity</p> <p>Examples include:</p> <ul style="list-style-type: none"> Extend arms Arm raises Arm circles Neck stretches Torso Twists Flamingos High knees Ankle rolls Lunges | <p>* Describe activities students complete that provide evidence of learning.</p> <p>* How will you know all students have learned?</p> <ul style="list-style-type: none"> Identify criteria that connect to learning objectives and standard(s). <p>Cognitive:</p> <ul style="list-style-type: none"> Can students follow along with teachers in learning and performing new movement skills? Can students comprehend vocal cues and procedures? <ul style="list-style-type: none"> Could they mimic or follow along with a demonstration? <p>Psychomotor:</p> <ul style="list-style-type: none"> Could they mimic or follow along with a demonstration? <ul style="list-style-type: none"> Example: Arm Circles forward and backwards Could they move their bodies to the best of their physical limit? | <p>* Identify evidence-based practices to meet specific individual/group learner needs.</p> <p>* Consider content, process, product, and/or environment.</p> <p>Differentiated Instruction and Adaptive Needs</p> <ul style="list-style-type: none"> ELL's can have a partner to translate while the teacher is explaining instruction Provide demonstration with students of classroom expectation Students w/ a physical disability can move to the limit of their mobility in terms of warm up exercises |

MIDDLE

Instructional Strategy: Direct Instruction (2 minutes)
Explain the basic rules of basketball as a review and remind students of specific expectations for class.

Rules to basketball for students to remember:

- Play in two teams - Teacher can first chose teams, then allow students to pick their own (even playing field)
- Can only score if ball goes into hoop of opposing side
- Dribble/pass the ball (ball must bounce) - cannot carry it to the hoop
- Students can be defensive and block other team, but at an arm's distance
- No smacking basketball out of other students' hands
- Make sure all students have a chance to shoot/pass/dribble

*Set timer for playing time and when students should rotate and when to regroup for the cool down

New Procedure:

Students will now be placed into 4 teams by teacher's choice via numbers

- Students will be given a number 1-4, will hold their number
- If possible, give jerseys or designated "team spots"
- 10 minutes per round so all students can play

Take turns where each group will compete in a mini basketball tournament

- goal is for students to play and show mastery of skills
- groups that aren't on the court will practice in a separate spot

Learning Activity: Game Play [Basketball] (40 minutes) - Students are then free to play basketball as instructed. Those that are not playing will work together and practice via basketball drills they

Formative:

Psychomotor Rubric

- Object manipulation
- Spacial awareness
- Running, jumping, dodging, waving arms, etc.
- Agility
- Stamina
- Speed

Cognitive Rubric

- Thumbs up or down of understanding content
- Recite rules of the game and procedures
- Game strategy
 - What number was I given?
 - Who is my teammate versus rival team?
 - Where can I, the player, move to help my team win?

Affective Rubric

- Sportsmanship
- Teamwork
- Healthy competitiveness
 - Healthy taunting and not verbal abuse/profane language
 - Work with opposing team to make a fun game
- Encouragement when faced with a setback
 - Students high five each other when they score a point/do something well
 - Cheer each other on as a form of support

Differentiated Instruction and Adaptive Needs

- ELL's can have a partner to translate while the teacher is explaining instruction
 - Mix it up by numbering students in Spanish (or any language)
- Provided colored jerseys for specific teams
 - Use texture and color for students who have a visual (texture) or hearing (color) impairment
- Use a buzzer to signal the end of each round
 - Use a specific hand movement cue as the teacher to help students realign their attention to their new task

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| | <p>learned through the mini circuit.</p> <p>Group 1 vs 4 will play first for the first round Group 2 vs 3 will play next. Group 2 vs 1 will play next. Group 3 vs 4 will be the last game.</p> | | |
| <p>END ie: what did you learn today? Why is this important or relevant to your life?</p> | <p>Instructional Strategy: (3 minutes) - The teacher will summon all students to come back as a group while putting material away. The last thing is preceding with a cool down exercise and having the class discuss what they did well on overall for the unit.</p> <p>Learning Activity: Cool Down and Group Discussion (5 minutes)</p> <ul style="list-style-type: none"> - When the last game has been played, students will come back and complete their cool down exercise (same as warm up, add some yoga poses) - As they take part in the cool down, students can discuss as a whole their perspectives <ul style="list-style-type: none"> - Can work in pairs or small groups | <p>Summative:</p> <p>Affective Rubric</p> <ul style="list-style-type: none"> - Were students able to work together in their assigned teams? - Could students encourage one another in their team? - Was there healthy competition banter and excitement? - Did they have fun playing a modified version of basketball? <p>Cognitive Rubric</p> <ul style="list-style-type: none"> - What specifically did students learn overall in class? <ul style="list-style-type: none"> - What did they like, not like or could not understand? - What suggestions would be given from the student's perspective? | <p>Differentiated Instruction and Adaptive Needs</p> <ul style="list-style-type: none"> ● Since students can use this time to work in small groups or pairs - or by themselves- they can take the time they need during the cool down to formulate their final thoughts ● If students do not feel comfortable publicly speaking, a form can be used as in prior cases to count as having their opinions being added to the overall group discussion <ul style="list-style-type: none"> ○ A discussion board can also be made as well or a personal sticky note for the teacher to refer back to ○ Using a thumb's up/down feedback and polling students can help formulate opinion for ELL students or those who are naturally shy |