

**Lesson Plan Template**  
**Name: Katelyn Hemmingsen**

**Snakes**

<b>Grade:</b> 3 <sup>nd</sup> -4 <sup>th</sup>	<b>Subject:</b> Physical Education																								
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Scooters</li> <li>- Balls</li> <li>- Beanbags</li> <li>- Cones(optional)</li> <li>- Buckets</li> </ul>	<b>Technology Needed:</b> No																								
<b>Instructional Strategies:</b> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td><input checked="" type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning	<input checked="" type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input checked="" type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> Explain:	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input checked="" type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<b>Standard(s)</b> <ul style="list-style-type: none"> <li>- S1.E7.3: Balancing on different bases of support (scooters) and demonstrating muscular tension.</li> <li>- S2.E5.3a: Applies simple strategies and tactics on how in chasing activities, such as trying to get the most items during a game.</li> <li>- S3.E2.3: Engages in the activities of physical education class without the teacher prompting the students</li> <li>- S4.E4.3a: Works cooperatively with others.</li> <li>- S4.E5.3: Recognizes the role of rules and etiquette in physical activity with peers.</li> <li>- S5.E4.3: Describes the positive social interactions that come when engaged with others in physical activity.</li> <li>- S1.E7.4: Balances on different bases of support (scooter).</li> <li>- S3.E2.4: Actively engages in the activities of physical education class, both teacher directed and independent.</li> <li>- S4.E1.4: Exhibits responsible behavior independent group situations.</li> <li>- S4.E4.4a and b: Recognizes the movement performance of others both more and less skilled. B.) Accepts players of all skill levels into the physical activity.</li> <li>- S4.E5.4: Exhibits etiquette and adherences to rule in a variety of physical activities.</li> </ul>	<b>Differentiation</b> <p><b>Below Proficiency:</b>          Those who are below proficiency will be working as a team and if they need extra support, their team should be there to help them. These students might need extra reminders as well as pointers to help them with what they need to do. If a student need help moving on their scooter, we could find another option for them as well.</p> <p><b>Above Proficiency:</b>          Those who are above proficiency will have a good time grasping the concept. Making sure they are not leading, since this is a team game is what is important. Having them understand that if someone doesn't know the rules or falls out of line, this student can help them in a kind a respectable way. This student could be in the front or the back to make sure the items get picked up or put away. It would be helpful for the students to show support to others.</p> <p><b>Approaching/Emerging Proficiency:</b>          These students are right where they need to be, and working as a team will really help them with understanding the game. These students will be able to gain understanding of how to work together and talk with their peers through this game.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Those who are visually impaired will have the game changed. The students could then have a partner with them and the scooters will be removed. The game can be changed so that there are no scooters, but walking and holding hands. This could help the students feel more comfortable. The peers will be then told to talk a lot to this student a well.</li> <li>• <b>Auditory:</b> A student who has auditory impairments will have a written list of the rules available for them. This can help them understand the rules by reading instead of listening. These students can still use the scooters, but their peers will communicate with them by pointing, showing, or guiding them.</li> <li>• <b>Kinesthetic:</b> This activity will help a kinesthetic learner since they will be moving all about and will be able to talk with their peers. This will be a good activity since their legs can move while they are scooting around.</li> <li>• <b>Tactile :</b> These learners will also like this activity because</li> </ul>																								
<b>Objective(s)</b> The student should be able to balance on a scooter and work as a team to achieve the task of the game by the end of the lesson.																									
<b>Bloom's Taxonomy Cognitive Level:</b> Remembering- Relating previous tasks or ways to move. Understanding- Discuss as a group what they should do. Explain. Applying: Using tactics or technics to play game.																									

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	<p>it is hands-on and these students will be able to enjoy this activity. It will be a good game for these students.</p>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- With this game, students will be put in an appropriate number of groups, around 4-6 depending on the class size. These groups will be staying together and cannot switch. The groups are also created so that the team can work together and figure out the best way to get the snacks as a “snake”.</li> <li>- The movement of the classroom should be flowing well as a group. There should not be arguing or yelling inside the groups. Giving the students the rules beforehand and expressing the classroom expectations, is important.</li> <li>- Students will transition from task to task until the game is set. This will be led on the students and what they see fit. If they see tasks on the board, they will be following those until the teacher tells them or they have finished their tasks. As students, they should be orderly and focused to finish these in order to play the game.</li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>- The behaviors in the classroom will be expected. This goes for how to treat others, listen to the rules, use good strategies, and how to treat the teacher too.</li> <li>- The students will be given the rules of the game, so the students have what they need do already. If the rules are broken and some students decide not to follow along, then they shall sit out for a while. This will hurt their team, so in order for their team to be good, they should work together.</li> <li>- The expectations are like any gym class. The students should know the expectations of the class and what is right and wrong. If these are broken then students will have to be talked to or sit out.</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- The items needed for the game will be scooters, balls, bean bags, buckets, and cones (optional).</li> <li>- Before the students come into the gym, have the balls, bean bags, and/or mini cones all over the place. They can be strewn all over the place in the gym so that there is a bigger playing field.</li> <li>- Have the scooters ready for teams and a bucket for each team to have.</li> <li>- Have the rules ready for students and be ready to explain them and the expectations.</li> <li>- If students need to run before the game, have half of the gym ready and when they are doing their exercises, then they can be put out.</li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- When students first come in the gym, there should be a white board with their exercises that they do before.</li> <li>- This will include running and then small workouts.</li> <li>- The students should finish these.</li> <li>- Once they are finished, they will be called over near the teacher so that rules will be explained.</li> <li>- Students should be focused and ready to learn.</li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- “Have you guys ever played the game snakes?”</li> <li>- If they have not, then get ready to explain the rules.</li> <li>- “In this game, there will be teams who will be working together. I will create some groups to create a “snake”!”</li> <li>- Pair the students into groups, about 4-6 students each, depending on the grade.</li> <li>- Once the students are in their groups, call their attention to explain.</li> <li>- “Can I have one of the groups be my example?”</li> <li>- Have one of the groups get on the scooter, you may grab one for yourself to join the group too.</li> <li>- Once they are on the scooters, start with the explanation.</li> <li>- “The person at the front is the snake, which is where the mouth is. Does a snake have arms?”</li> <li>- “No, a snake does not have arms, so that means the only person who can pick up items is in the front.”</li> <li>- “Once an item is picked up, which can only be one at a time, it must be brought down the line. Once it reaches the end, the person holding the bucket puts the item in the “stomach.””</li> <li>- “You can either link arms, hold hands, or grab the handles to stay together. Using your feet will help you immensely to move around.</li> <li>- “I will give you some time to figure out an order. Remember, you are working as a team, not individually.”</li> <li>- Once most teams seem to be ready, tell the students, READY, SET, GO! And they then can start.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- When the students are doing this game, make sure that the rules are being followed.</li> <li>- Students should be only grabbing one piece at a time and working as a team.</li> <li>- If many groups are not working together, have them all stop and ask what the problem is.</li> </ul>

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	<ul style="list-style-type: none"><li>- Students may have to regroup or reorganize before they start again.</li><li>- If all the items are picked up and there is enough time, have the students count them.</li><li>- You could have the group that has the most be the winner, or not announce that if it gets the students very rowdy.</li></ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"><li>- Students will then be asked to pick up their scooters, put them back into their groups.</li><li>- They will be asked to wipe down their scooter before they put it back as well.</li><li>- They will also be asked to put the items back around the gym, but only if there is time left.</li><li>- Students can then line up for their class.</li></ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"><li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b><ul style="list-style-type: none"><li>- I will be able to monitor the students by watching how they work as a team, listened to the rules, and how they are using their physical activity to help them move. Students should be used to scooters, but they may have to adjust because there are now are links with others. Watching the students is the best way to see what they have done. Stopping the students if there are issues with teamwork or students getting upset is also how we notice if they are following the expectations. Explaining to the students is not ideal, but asking the students what is going on and having them explain it would be a good way for the students to look at the situation and fix it.</li></ul></li></ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"><li>- Students should have been able to follow the rules correctly of the game. They should have been able to balance on their scooter while linking/holding hands with another student.</li><li>- Students should be following the rules of the game and the behavior expectations.</li><li>- Students should also be working as a team in a good manor. This is a key idea that students should be acknowledging about the game, not just winning.</li><li>- By the end of the lesson, students should have shown me these things.</li></ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	