

# Lesson Plan Template

Date: \_\_\_\_\_

Crabs and Lobsters

<p><b>Grade:</b> 4<sup>th</sup></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Cones</li> <li>- Beach Balls or any other soft easy to kick/hit ball</li> <li>- Music</li> </ul>	<p><b>Subject:</b> Physical Education</p> <p><b>Technology Needed:</b></p> <ul style="list-style-type: none"> <li>- Music (optional for background)</li> </ul>				
<p><b>Instructional Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul> </td> </tr> </table> <p>Explain:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul>
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<p><b>Standard(s)</b></p> <ol style="list-style-type: none"> <li>1. 4.LS1.A: Structure and Function -Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.</li> <li>2. S1.E6.4 Combinations: Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice tasks.</li> <li>3. S1.E8.4 Weight transfer: Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).</li> <li>4. S1.E21.4 Kicking: Kicks along the ground and in the air, and punts using mature patterns.</li> <li>5. S1.E26.4 In combination with locomotor: Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed, small-sided, practice-task environments.</li> <li>6. S3.E2.4 Engages in physical activity: Actively engages in the activities of physical education class, both teacher-directed and independent.</li> <li>7. S4.E1.4 Personal responsibility: Exhibits responsible behavior in independent group situations.</li> <li>8. S4.E2.4 Personal responsibility: Reflects on personal social behavior in physical activity.</li> <li>9. S4.E3.4 Accepting feedback: Listens respectfully to corrective feedback from others. (e.g., peers, adults).</li> <li>10. S4.E4.4a* &amp; b Working with others: Recognizes the movement performance of others both more and less skilled. Accepts players of all skill levels into the physical activity.</li> <li>11. S4.E6.4 Safety: Works safely with peers and equipment in physical activity settings</li> </ol>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> Students who are below proficiency are still able to perform well and do this activity. This activity is still in their learning level. Having these students first work with the teacher and practice, then moving on to being independent can show them what they need to do. Having these students practice while guiding them through the process can not only encourage them and give confidence but can help their memory and rule learning abilities. These students can do the task at hand also with a partner, which can help with collaboration and group work.</p> <p><b>Above Proficiency:</b> These students will be able to do this lesson well since they will understand the procedures and carry out the task. These students could help call the numbers during the activity and help out their peers. These students should be able to help their peers with questions since they will understand and encourage others.</p> <p><b>Approaching/Emerging Proficiency:</b> Those students who are in this area will be able to still perform well in this activity. These students are up to the standard and are able to understand the task at hand. These students can show what they can do throughout this lesson and how well they encourage others too. This lesson will be good for these students.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual:</b> The students with visual impairments could either have an aid, the teacher, or a peer to guide them through this activity. This activity may be challenging since they cannot see very well. These students can still do this lesson, but will have someone to work with them.</li> <li>• <b>Auditory:</b> Students with auditory impairments will be able to have the rules written down. When the numbers are called, the teacher can let them know so they can be prepared and join in. This lesson can still involve these students.</li> <li>• <b>Kinesthetic:</b> These learners will really enjoy this activity with all of the moving. This lesson will be really good for these learning since they will be moving their body in different ways while also have a goal.</li> <li>• <b>Tactile:</b> These learners will enjoy this activity with all of the moving involved. These learners could also be the score keepers to use their writing as well.</li> </ul>				
<p><b>Objective(s)</b></p> <p>By the end of the lesson, the student will be able to move and use their body like the animals crabs and lobsters in order to score points in the opposing teams goals.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> Remember: Students will remember the rules of the gym and how to treat others. Understand: Students will understand their task and why they are mimicking animal movements. Apply: Students will learn about how crabs and lobsters move, get their food, and what their bodies are like.</p>	<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 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</li> </ul>				
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>- The students will engage with each other and encourage each other during this activity. Students will listen to the rules. The movements and transitions should be smooth and the students should be listening to the teacher when they are</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 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</li> </ul>				

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<p>talking about the lesson. 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.</p>	<p>talked to or sit out. 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.</p>
Minutes	Procedures
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- The items needed for this lesson are cones, beachballs or other soft and easy to hit balls, and music (optional).</li> <li>- The cones should be in the area that the teacher wants the goals and where they want students to stand.</li> <li>- Having the beginning tasks that students should do such as how much they should run or any other workouts that are needed.</li> <li>- Have the rules ready for the students and be ready to explain to them.</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 the students first come in the gym, there should be 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 activities before the lesson starts.</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>- “Do you guys know lots about crabs and lobsters?”</li> <li>- Wait for their responses.</li> <li>- “Does anyone know how crabs and lobsters get their food?”</li> <li>- “Crabs and lobsters use their claws to grab their food and bring it towards their mouths like me and you!”</li> <li>- “For this game, you will be spilt into two teams, crabs and lobsters. You will be using the beach balls to kick or punch them into the other persons goal. The crabs will have to do the crab walk and kick the ball into the other goal, while lobsters will use only their hands and punch the ball into the crabs goal.”</li> <li>- “Only a certain number of crabs and lobsters will be in the middle trying to get the ball. You will all have a number and I will call them out.”</li> <li>- “Once a ball enters the goal, a new person will come out after I call out a number.”</li> <li>- Count off students and put them into two groups.</li> <li>- Have students on each side of the gym in their areas of crabs and lobsters.</li> <li>- Start the music and have students do a practice round.</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>- Have students do their practice round to see if they get the hang of it.</li> <li>- When the students are doing this game, make sure that the rules are being followed.</li> <li>- If students are not doing their job or what they need to, then have them try again or sit out for a couple minutes.</li> <li>- Once a group gets to 15 points, then they can start over and new groups can be formed or switch so all students can try both the crab and lobsters.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- Students will be able to look at the score if they would like to keep score during their game.</li> <li>- The students may be asked to help put items away.</li> <li>- Students can be asked what they thought about how crabs and lobsters get their food and about the activity.</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>- To see if the students understood the objected, watch how the students respond, and how they use their bodies to achieve their goal. Students who do not listen could be written down so they have a talk to about following the rules.</li> </ul> </li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>- At the end of the lesson or the semester, students should be able to crab walk or move their body like they did in the lesson. This should be the goal for the students, being able to listen to the rules and moving their body in certain ways and utilizing their muscles.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

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