

Grade: 4		Subject: Physical Education	
Materials: bowling pins, sharkskin balls, cones, dots		Technology Needed: none	
Instructional Strategies: <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)		Guided Practices and Concrete Application: <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) Explain:	
Standard(s) S1. E14.4 Manipulative skills: Overhand throwing S2. E2.4 Engages in physical activity S4. E4.4 Working with others S4. E5.4 Rules and Etiquette S4. E6. 4 Safety		Differentiation: Below Proficiency: Students will be able to stay engaged during the game and protect some of their pins. Above Proficiency: Students will be able to successfully throw and knock down other teams' pins while actively protecting their own pins. Approaching/Emerging Proficiency: Students will be able to stay engaged in the game, protect their pins, and throw at other teams' pins attempting to knock down their pins. Modalities/Learning Preferences: -	
Objective(s): Students will practice throwing the ball overhand at a target Students will engage in physical activity while working with others Students will follow all rules and play with the proper etiquette Students will play safely and respect the other students playing Bloom's Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Grouping, transitions from warmup to activity		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) After knocking down a pin(s) go and retrieve that pin and set it up inside of your square Play by the rules No arguing with other students	
Minutes	Procedures		
5 min	Set-up/Prep: - set up cones and dots. -Set up 20-25 bowling pins in the four corners of the gym and put all of the sharkskin balls into the center of the gym. - Will be completed before the students arrive to class		
3-5 min	Explain: (concepts, procedures, vocabulary, etc.) Explain the concepts and rules of the game (knock over other teams pins/go and retrieve them when knocked over) Explain how the teams are divided and where each player is supposed to go when assigned to a team - Tell the students that once a pin is knocked down, retrieved, and then set up, give the player a couple seconds to be ready for another ball to be thrown (this allows the students to not get upset when playing the game).		
15-20 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) - Students will play the game. - I will be monitoring the students while they are playing the game and answering any questions that may arise during the game. - I also be checking to see if the students are using the correct rules during the game.		
1-2 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) - Reflection questions after the lesson has been completed. - Ask what worked best, what did not work well, and what was the best thing about the lesson.		
2 min	Review (wrap up and transition to next activity): - Grab belongings and line up by door.		

	<ul style="list-style-type: none"> - Say goodbye to the students as they are headed to their next class or back to their classroom. - If needed, help pick up and put away equipment
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check, and give scenarios to students and ask what the correct response to the situation is. in strategies, etc.</p> <ul style="list-style-type: none"> - Observing students and correcting their throwing form if applicable - <p>Consideration for Back-up Plan: four square</p>	<p>Summative Assessment (linked back to objectives) End of lesson: N/a</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> - Overhand throwing
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> - Adjustments have been made to the lesson plan regarding the reflection of the lesson. 	