

Lesson Plan Template

Grade: 8		Subject: Physical Education	
Materials: Ball, mats, scoreboard		Technology Needed: N/A	
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) <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: <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) - S2. M.10.8: Offensive Strategies - S2. M.12.8- Movement concepts - S1. M.21.8 - Catching		Differentiation Below Proficiency: - Students will try to participate during the game Above Proficiency: - Students will participate, understand the concept of the game, kick the ball when it is their turn, play defense, and run the bases of the game. Students can also help other students that may not be above proficiency Approaching/Emerging Proficiency: - Students will understand the concept of the game as well as apply some skills that are necessary to play the game. Modalities/Learning Preferences: - Softer ball for students - Auditory: students will listen to directions given by teacher - Visual: Students will see how the game is played by observing other players - Kinesthetic- students will be able to perform multiple different locomotive movements.	
Objective(s) - Students will be able to follow the rules of the game - Students will be able to actively participate throughout the game - Students will be able to work with their teammates		Bloom's Taxonomy Cognitive Level: - Apply	
Classroom Management- (grouping(s), movement/transitions, etc.) - Class will go and change (if students are not changing, begin warmup). The students will then warmup as a large group and then listen for directions on the game.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Students will understand and apply the rules of the game. - Students will be good teammates to one another. - Students will remain positive regardless of the outcome of the game.	
Minutes	Procedures		
2-3	Set-up/Prep: - Set up mats across the gym before the students enter the gym. Have the ball off to the side so students do not touch or play with it.		

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5-7	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Greet the students as they enter the gym - Students will enter the gym after they dress and then begin to walk/run around the gym for their warmup - After the warmup, have the students get into their spots as attendance is taken - After attendance is taken, begin explaining the rules of the game 		
5-7	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Explain the rules of the game and how the students should act during the game. - The game will be played with 4 outs - Remind the students how to get other students out (throw at students below the shoulders, catch the ball in the air, force out at first) - Remind the students that in order to score, they must run around the bases twice - Explain that there can be multiple students on the mat at one time. - Explain how once you leave a base, you can not return to that base, must advance to the next base - Divide the students into two teams - After students are into their teams, have them create two separate kicking lines before the game begins - Explain to the students that they need to spread out on defense - Remind students that the pitches need to be calm and pitchable - No leading off or stealing - After a team scores a run(s), the students will go over to the scoreboard and add their run to the team total. 		
25-35	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Allow the students to play the game - Watch students play the game and make sure that all rules are being followed - Make sure students are understanding the concept of the game 		
2-5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Students will change out of gym clothes, wait for the bell, and head to their next class after the bell has rung. 		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - Monitor students throughout the game - Observing teamwork - Encourage students </td> <td style="width: 50%; padding: 5px;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - The students will have figured out the correct ways to efficiently score runs - Students will have actively participated during the game - Students will have successfully worked as a team <p>If applicable- overall unit, chapter, concept, etc.:</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - Monitor students throughout the game - Observing teamwork - Encourage students 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - The students will have figured out the correct ways to efficiently score runs - Students will have actively participated during the game - Students will have successfully worked as a team <p>If applicable- overall unit, chapter, concept, etc.:</p>
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Consideration for Back-up Plan:

- **If there are not enough students present, the students will then play a game such as kickball that is more appropriate for the number of students present in the class.**

N/A

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):