

Make it Take it Lesson Plan Alex Kaseman

Grade: 5th		Subject: Physical Education	
Materials: garbage can, hula hoops, rubber dots, throwable equipment		Technology Needed: music	
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: The students will be participating as a class and placed into groups. <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) S1.E13.5a&b: Throws underhand using a mature pattern with different sizes and types of objects. S1.E14.5a&b: Throws overhand using a mature pattern with different sizes and types of objects. S4.E1.5: Engages in physical activity with responsible interpersonal behavior		Differentiation Below Proficiency: The student is not able to throw the ball into the garbage can/bucket from the dot they are standing on. Above Proficiency: The student can make multiple shots into the garbage can with different balls and different spots with the dots. Approaching/Emerging Proficiency: The student can make closer shots with the balls but has a more difficult time making farther shots. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The learners will be able to observe the instructor explain how the game is played. • Auditory- The learners will listen to the activity being explained 	
Objective(s) <ol style="list-style-type: none"> 1. TLW be able to underhand throw the object with the correct steps into the garbage can. 2. TLW be able to overhand throw the object with the correct steps into the garbage can. 3. TLW be able to follow the rules, engage in the activity, and work well with their teammates. 			
Bloom's Taxonomy Cognitive Level: comprehension, Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be grouped into 4-5 teams by color of hula hoop and object they will be throwing. Movement/Transitions: Students will play the game when the music is playing. When the music stops groups will transition to the hula hoop to the right of their teams and use a new item to throw into the garbage can.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will read the white board when they arrive to class. • Students will follow directions and stop what they are doing to listen to the teacher when the music is stopped. • Students will be respectful of equipment and to their classmates when playing. 	
Minutes	Procedures		
3	Set-up/Prep: Set up hula hoops and balls that will be thrown in corners of gym for team spots. Put garbage can into the middle circle of the gym. Spread out dots around the gym and around the garbage can.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Warm-up: Students will come in and check the white board for their warm up which will be to jog around the perimeter of the gym for one full song. After the song is over students will come over by where the teacher is at and sit around them and wait for directions. The instructor will go over the rules of the game and expectations. The teacher will have two students help demonstrate the activity.		
4	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Students will be split into teams of 4-5. • Each team will have a different object to throw into the garbage can. 		

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	<ul style="list-style-type: none"> • There will be dots spread around the gym, students will stand on whichever dot is available and try to throw their object into the can. If they make it they take the dot back to their team and put it into the hula hoop. If they miss they grab their object and hand it off to their teammate for them to go next. • Students will rotate with their team to the right every three minutes to a new hula hoop with a different object to throw while taking their dots with them. • If all of the dots are gone, students will count their dots and then spread them out to play again.
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will participate in the game and learn to throw different objects from different spots into the garbage can.</p>
3	<p>Review (wrap up and transition to next activity):</p> <p>Students will spread all the dots around in the gym and place the object they used to throw back inside the hula hoop. They will line up to leave after they are done cleaning up.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will be assessed on their throwing ability-underhand and overhand throw. Students will also be monitored on their ability to work with their classmates.</p> <p>Consideration for Back-up Plan: The Floor is Lava</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Not needed for this game.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): What I enjoyed about this activity was that students learned quickly to incorporate some type of strategy with their team. Many teams decided to go to the closest dot first to guarantee a point for their team. Students also learned how to throw different objects underhand and overhand which is beneficial when using different balls for different games or activities in the future. Some students were able to throw only underhand and some were challenged to throw overhand as well which is reaching out to different student needs. One change that I would make would be to make some dots/colors worth more points than others. I could have red dots be worth one point, blue dots be worth two points, yellow dots be worth three points, and green dots be worth 4 points. This could help teams strategize even more to how they want to play the game.</p>	