

Grade: 3-4		Subject: Physical education	
Materials: Dodge balls, and bowling pins		Technology Needed: Music	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) • Hands-on • Technology integration • Imitation/Repeat/Mimic <p>Explain:</p>	
Standard(s) <p>4.S1.E14.4a & b Overhand throw. Throws overhand using a mature pattern in nondynamic environments (closed skills). Throws overhand to a partner or at a target with accuracy at a reasonable distance.</p> <p>4.S1.E16.4 Catching. Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills).</p> <p>5.S1.E14.5a Overhand throw. Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects.</p> <p>S1.E16.5a Catching. Catches a batted ball above the head, at chest or waist level and along the ground using a mature pattern in a nondynamic environment (closed skills).</p>		Differentiation <p>Below Proficiency: A student is not participating in the activity and they have no desire to participate. A student also needs a few reminders on how to throw the ball correctly and continue to not throw incorrectly.</p> <p>Above Proficiency: A student is involved in the activity in a positive way, and they are leading others to be the same. The student is throwing the dodgeball in the correct form all or the majority of the time. When they are catching the ball, they follow all the steps to do so in the correct way, even if they do not successfully catch it.</p> <p>Approaching/Emerging Proficiency: The student is involved in the activity and they are having fun. When the student goes to throw the dodgeball they follow the majority of the steps when they need to throw. If they get reminded on how to throw the ball correctly, they try and fix it right away. When they are catching the ball, they try their best to follow the correct steps, but they may need to be reminded on what to do. When they are reminded, they try their best to fix it right away.</p> <p>Modalities/Learning Preferences:</p> <p>Visual: For the visual learners I will have the warmup on the board for when they come in right away.</p> <p>Auditory: I will be going through the instructions a few times after they come back from their warmup.</p>	
Objective(s) <p>By the end of the lesson the students will be more comfortable in applying their skills throwing and catching larger objects by playing a version of dodge ball.</p> <p>Bloom's Taxonomy Cognitive Level: Applying</p>			

	<p>Reading/Writing: If there is a student that need to read the instructions, I can write them up in the board in a list.</p> <p>Kinesthetic: The student that learn best through kinesthetic learning will be doing so within the game.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>When the class comes in right away they will be expected to go right to the board to see what their warm up is and they are expected to do them. When they are transitioning between the explanation and the activity, they should be quiet or at a level one.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>They will come into the class and do their warmup independently. Then when the teacher is explaining the rules they should be sitting in front of the teacher. Once the game has begun the students are expected to be involved and participating. If there is a student that is having trouble being a part of the group ask them to sit out until they are able to be apart of the group.</p>
<p>Minutes</p>	<p>Procedures</p>
	<p>Set-up/Prep:</p> <p>The teacher will have the dodgeballs out in the center of the room on the center line. And there will be a total of 15 pins on both sides.</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • The student will come in and go right to the board to see their warmups for the day. The warmups will be, <ul style="list-style-type: none"> ○ Laps: The number of teachers in the room (UMary students count!) ○ Sit-ups: The number of school days left minus _____ divided by 4 (Make it something that is divisible by 4) ○ Pushups: The number of letters in your teacher’s last name! ○ Jumping jacks: The number of students you have in your class divisible by 2! • After the students have finished everything on their warmup list the teacher will ask them to come to the board to go over what the answers are. After they have responded the teacher will tell them that they are going to play a game.
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • The game is called “Dodge or protect”.

	<ul style="list-style-type: none"> • There will be two teams with an even number of students on both teams. Each team Will have a total of 15 bowling pins that they have to place on the farthest black line from the center of the court. • The students can put them in any grouping that they want as long as they are on the black line (The teacher should stress that there is a strategy to how they can be placed). • Then there will be dodgeballs placed on the line in the center of the gym, and when the music starts, they can run into the center of the gym and grab two. • Each student can have as many dodgeballs as possible. • The goal of the game is to knock down the other team's bowling pins. Each pins is one point and the team that knocks down all the pins gets two extra points. Then the pins will be set back up but with a fewer number of pins, thus making it harder. • This exchange will continue to happen until all the pins are down. • Once all the pins fall down a student can not put them back up! The only time they are put back up are after all pins have been knocked down and a new round is about to begin. • When the music starts the game will begin. The students will run forward and grab a dodgeball, and they must run back to the blue line before they can throw the ball. • After the teacher has explained to the class the rules the teacher will ask if anyone needs them to be written on the board. <ul style="list-style-type: none"> ○ If a student asks for the rules to be put on the board then the teacher will do so. • Then split the class into two groups that have an even number of students with the grizzly paws. • The pins will be in their court but not on their line. The teacher will give them a few seconds to put them on the black line and then stand on the blue line. • Once all the pins have been set up the teacher will go over the rules again.
	<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"> • Then when the music begins the students will begin to play their game by running up and grabbing a ball and they are not allowed to throw the ball until they reach the blue line. • The students will play until all of the pins on one side have been knocked down. After all the pins have been knocked down the teacher will come over and take 3-5 pin depending on how long it took the class to knock them down.
	<p>Review (wrap up and transition to next activity):</p>

- When there is five minutes left the teacher will collect the students and ask them a few questions.
 - Did they like the game?
 - What could have been better?
 - What was the best part?
- Then the teacher will have them line up at the door and send them off to the next class.

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**

The formative assessment is through observation.

Summative Assessment (linked back to objectives, END of learning)

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