

# Lesson Plan Template

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

<b>Grade: 3<sup>rd</sup> and 4<sup>th</sup></b>	<b>Subject: Physical Education and Math</b>
<b>Materials: Bowling Set. Math Flashcards, Exercise Flashcards</b>	<b>Technology Needed: None</b>
<b>Instructional Strategies:</b> <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	<b>Guided Practices and Concrete Application:</b> <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:
<b>Standard(s):</b>  <p>S1.E13.3 Throws underhand to a partner or target with reasonable accuracy.</p> <p>S4.E4.3a&amp;b Works cooperatively with others. Recognizes others for their success/effort in movement performance.</p> <p>3.OA.4 Determine the unknown whole number in multiplication or division equation relating three whole numbers.</p> <p>3.OA.7 Using mental strategies, fluently multiply and divide within 100.</p> <p>4.NF.6 Us decimal notation for fractions with denominators 10 or 100.</p>	<b>Differentiation</b>  <p><b>Below Proficiency:</b> If a student is below proficiency, the teacher will help to support them through the activity until they understand how to properly bowl. Other students can also help by showing examples of how to bowl. The student will follow their aids lead if the aid is present during this time.</p> <p><b>Above Proficiency:</b> If a student is above proficiency, the teacher may ask them to do a demonstration on how to properly bowl.</p> <p><b>Approaching/Emerging Proficiency:</b> If a student is approaching/emerging proficiency, they will follow the lesson as planned.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• Visual: large print flashcards</li> <li>• Auditory: spoken explanations</li> <li>• Kinesthetic: throwing/rolling</li> <li>• Tactile: bowling set</li> </ul>
<b>Objective(s):</b>  <p>By the end of the lesson students will be more proficient in bowling. Students will also have practice working in smaller groups and have continued proficiency in multiplication, division, and decimal notation.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b></p> <p>Analyze, understand, and apply</p>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.):</b>  <p>The students are expected to respect themselves and others by playing fairly and responsibly. They are expected to use the equipment responsibly and respectfully. During instruction, students will sit with a voice level of 0.</p>
<b>Classroom Management- (grouping(s), movement/transitions, etc.):</b>  <p>Students will be split into groups (3-5) depending on class size after seated instruction. They will be monitored based on their respect of others and cooperation with peers.</p>	
<b>Minutes</b>	<b>Procedures</b>

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5 (before class enters)	<p><b>Set-up/Prep:</b></p> <p>Teacher will set up bowling simulation and write opening warm-up exercises on white board. The teacher will have pre-printed workout and math flashcards.</p>	
5-7	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):</b></p> <p>Students will start by doing 4 laps and a variety of stretches listed on the board. They will then discuss the expectations of bowling and flashcards.</p>	
3-4	<p><b>Explain: (concepts, procedures, vocabulary, etc.):</b></p> <p>Students will be participating in a bowling and flashcard activity. They will be placed into groups of 4-6 depending on class size. The students will take turns bowling and each round they bowl, they will either solve a math flashcard or do an exercise as a team. The first team to answer all math flashcards correctly wins that round of bowling.</p>	
15	<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> <p>The bowling and math activity is for students to practice fine motor skills along with practicing relevant math curriculum. The students will participate by bowling and answering math flashcards.</p>	
1	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Ask questions at dismissal if time allows. The last class of the day will help put needed materials away.</p>	
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?): Clarifying questions and progress monitoring. Watch for confusion or frustration amongst the class.</li> </ul> <p><b>Consideration for Back-up Plan:</b> If time is limited or bowling is not an option. The teacher will create 3 different stations for the students to rotate through and continue with flashcards. These stations could include, but not limited to, mini games or relays. Students may also play a game of tag, and if they are tagged have to answer math flashcard or do exercise.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning):</b></p> <p>At the end of the lesson, students should be able to work together and refamiliarize themselves on quick math skills and mental thinking.</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>          		