

Physical Education and Language Arts Lesson Plan

Date: 3/2/20

Grade: 3	Subject: Physical Education and Language Arts
Materials 10-15 sets of letters of the alphabet; one pencil and score sheet for each team; large gym	Technology Needed: N/A
Instructional Strategies: <ul style="list-style-type: none"> <li style="width: 50%; margin-right: 50%;">≤ Direct instruction <li style="width: 50%;">≤ Peer teaching/collaboration/ cooperative learning <li style="width: 50%; margin-right: 50%;">≤ Guided practice <li style="width: 50%;">≤ Visuals/Graphic organizers <li style="width: 50%; margin-right: 50%;">≤ Socratic Seminar <li style="width: 50%;">≤ PBL <li style="width: 50%; margin-right: 50%;">≤ Learning Centers <li style="width: 50%;">≤ Discussion/Debate <li style="width: 50%; margin-right: 50%;">≤ Lecture <li style="width: 50%;">≤ Modeling <li style="width: 50%; margin-right: 50%;">≤ Technology integration <li style="width: 50%;">≤ Other (list) 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <li style="width: 50%; margin-right: 50%;">≤ Large group activity <li style="width: 50%;">≤ Hands-on <li style="width: 50%; margin-right: 50%;">≤ Independent activity <li style="width: 50%;">≤ Technology integration <li style="width: 50%; margin-right: 50%;">≤ Pairing/collaboration <li style="width: 50%;">≤ Imitation/Repeat/Mimic <li style="width: 50%; margin-right: 50%;">≤ Simulations/Scenarios <li style="width: 50%;">≤ Other (list) Explain:
Standard(s) 3.L.2.j. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). S1.E1.3 Hopping, galloping, running, sliding, skipping, leaping.	Differentiation Below Proficiency: If a student has difficulty with spelling, his teammates will be expected to help with the complex words. Above Proficiency: If a student is above proficiency, he will be expected to come up with more complicated words when spelling. He will also be expected to help his teammates out. Approaching/Emerging Proficiency: The lesson targets students that are approaching proficiency. They will carry out the lesson as directed, working together with good sportsmanship. Modalities/Learning Preferences: Visual learners will be able to see the letters they are working with and create with them.
Objective(s) By the end of this lesson, students will integrate physical education with spelling of core vocabulary words by participating in an activity. Bloom's Taxonomy Cognitive Level: Apply	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Play safe and have fun. • Students will refer to the board for clarification. • Students are expected to participate. • Students will act responsibly.
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will follow directions immediately on transitions. • Students will stay in their groups throughout the activity. • Students will be conscious of others when going around the gym. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Play safe and have fun. • Students will refer to the board for clarification. • Students are expected to participate. • Students will act responsibly.
Minutes	Procedures
4	Set-up/Prep: <ul style="list-style-type: none"> • I will write the following directions on the board: <ul style="list-style-type: none"> ○ Jog for two songs ○ Sit behind the blue line • I will gather materials and ensure that I have enough.
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Students will come into the gym and look at the board. It will tell students to jog for two songs and then sit behind the blue line. • Once students have followed the initial directions, I will begin. • “By raise of hand, who has played the game scrabble before?” I will acknowledge students that raise their hands and continue. “That is awesome. Scrabble is a really fun game. I loved to play it as a child. I have a fun game for you to play today called Scrabble Laps. I will split you up into groups and each group has a goal. Every time a member in your team finishes a lap, your team will be given a letter. Each round will consist of 3 minutes. Your goal is to attain as many letters as possible. At the end of three minutes you • In this game you are going to need someone with neat handwriting to be the secretary. Please talk to your team members and determine a secretary.” <ul style="list-style-type: none"> ○ I will allow the students one minute to determine who their secretary will be. While students are deciding, I will grab a score sheet and a pencil for the students.
3	Explain: (concepts, procedures, vocabulary, etc.)

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	<ul style="list-style-type: none"> • After a minute, I will continue. “You should all have one secretary in your group. Please raise your hand if you are the secretary.” I will check and ensure that each group has a secretary. “Good. Now I am going to pass out a score sheet and a pencil to each team. Please write each of your names nicely on the sheet.” • Once students have done this, I will explain the game. “What we are going to do today is go around the gym by walking, skipping, galloping, or jogging. For each lap you complete, you will be given a letter. The more laps you do in three minutes, the more letters you will get. You should not stop moving around the track until I blow the whistle. Once I blow the whistle, you will go back to your designated area where your score sheet and pencil will be. I will tell you where each of your areas are momentarily. I will give each group the letters from the entire team, and you will all work together as a team to form as many words as you can with the letters you are given. The letters must be school appropriate, more than three words, and not proper nouns or abbreviations. All the words must be spelled correctly and written by the secretary. • “You will want the secretary to write the words while you are forming them, because once they are written, you can reuse the letters you were given. After a few minutes, I will collect the papers and see which group created the most words. • “Does anyone have any questions?” I will allow time for questions and if there aren’t any, I will have the students begin their laps.
22	<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"> • The students will play the game, following the instructions in explain. We will continue with this until the time runs out.
1	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • I will blow the whistle and the students will line up for their next class.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <ul style="list-style-type: none"> • The teacher will check for correct spelling. • The teacher will observe the use of a variety of movement, teamwork and cooperation. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Not applicable for this lesson.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Due to COVID-19, I was unable to teach this lesson to the students at Solheim.</p>	