

Physical Education Lesson Plan

Date: 3/2/20

Grade: 3	Subject: Physical Education
Materials: 4 cones	Technology Needed: N/A
Instructional Strategies: ≡ Direct instruction ≡ Peer teaching/collaboration/ ≡ Guided practice ≡ cooperative learning ≡ Socratic Seminar ≡ Visuals/Graphic organizers ≡ Learning Centers ≡ PBL ≡ Lecture ≡ Discussion/Debate ≡ Technology integration ≡ Modeling ≡ Other (list)	Guided Practices and Concrete Application: ≡ Large group activity ≡ Hands-on ≡ Independent activity ≡ Technology integration ≡ Pairing/collaboration ≡ Imitation/Repeat/Mimic ≡ Simulations/Scenarios ≡ Other (list) Explain:
Standard(s) S1.E1.3 Hopping, galloping, running, sliding, skipping, leaping S2.E5.3a & b Strategies & tactics a. Applies simple strategies and tactics in chasing activities. b. Applies simple strategies in fleeing activities.	Differentiation Below Proficiency: This game is pretty simple once students get the hang of it. If a student is below proficiency, I will help him/her with the basic idea of the game until he/she understands. Above Proficiency: If a student is above proficiency, I will ask him/her to help students that do not understand. Approaching/Emerging Proficiency: The lesson is targeted for approaching proficiency students, so I will ensure they get a turn at being the fox and help them have fun. Modalities/Learning Preferences: <ul style="list-style-type: none"> • This is a kinesthetic lesson involving moving around by doing various movements. • For visual learners, I will write down the call and response on the board.
Objective(s) By the end of the lesson students will use various locomotor skills, strategies for fleeing, and strategies for chasing by playing different roles in a game that involves foxes trying to “catch” their prey. 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"> • The fox determines what movement the students do. Students must be respectful of the fox. • This is not a time to get crazy. Students should be mindful of their surroundings. • Students must stay in-boundary until the fox determines that it is hunting time.
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students are expected to meet in front of the board for instruction. • Students are expected to remain an arms-length apart during the times in-boundary. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • The fox determines what movement the students do. Students must be respectful of the fox. • This is not a time to get crazy. Students should be mindful of their surroundings. • Students must stay in-boundary until the fox determines that it is hunting time.
Minutes	Procedures
	Set-up/Prep:
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Students will run 3 laps around the gym and then gather around the board for discussion. • Once students have finished their laps and are seated on the floor quietly, I will begin. • “By raise of hand, can anyone tell me what they know about foxes?” <ul style="list-style-type: none"> ○ Students should raise their hands and answer. ○ Examples of answers include: <ul style="list-style-type: none"> ▪ “Foxes are omnivores. They eat both plants and other animals”. ▪ “There are 21 species of foxes.” ▪ “Foxes live from 2 to 5 years.” ▪ “Foxes are tricky in their hunting.” • If students are unsure, I will bring up those examples and we can talk about them. The one I will focus on is that foxes are tricky in their hunting. “Yes, foxes are often displayed in stories as sneaky, tricky, and intelligent. We are going to play a game called ‘What Time is it FOX?’ This is a fun game, but the directions are a little tricky, so I need everyone to listen closely.”
4	Explain: (concepts, procedures, vocabulary, etc.) Game: What Time is it FOX? <ul style="list-style-type: none"> • Students will still be seated as I explain the directions. “Everyone but the fox will find a spot in the court. Each person must stand an arms-width apart within the court. One student is the “FOX” and he/she can walk through the gym freely. The fox gives everyone the directions, without his say-so, nobody can move. • “The fox will say, ‘1, 2, 3’ and the rest of the class will respond, ‘What time is it fox?’” <ul style="list-style-type: none"> ○ I will have the class practice this part of the game. I will choose a student that is sitting quietly and have

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	<p>her/him be the fox. He will come in front of everyone and say, '1, 2, 3.' The class will respond, 'What time is it fox?' We will practice this until the students understand the concept of it.</p> <ul style="list-style-type: none"> • Once the students have the first part down, I will tell the "fox" that he can reply with a movement. <ul style="list-style-type: none"> • Examples include: <ul style="list-style-type: none"> ○ "It's walking time." ○ "It's running time." ○ "It's hopping time." ○ "It's jumping time." ○ "It's leaping time." ○ "It's skipping time." ○ "It's galloping time." • "Once the fox tells everyone what time it is, everyone must do the action the fox commanded, and they must stay within the boundaries. There are four cones around the gym that mark the boundaries. During this time, you may not cross them. • "At the time desired by the fox, the fox will yell 'Stop!!!' and everyone must freeze where they are. Only the fox can move at this time. He will then say '1, 2, 3' and the class will reply 'What time is it fox?'" • "At this time, the fox can either say one of the movements above or he can say, 'It's hunting time!' During hunting time, the class runs outside of the boundaries carefully and swiftly. The fox will use 2-finger touch and tag as many students as he can before they reach the outside boundaries. • "I will ask the students, 'Can the fox tag people inside the boundaries?' They should answer yes. 'Can the fox tag people outside of the boundaries?' They should answer no. Students that get tagged must freeze where they are. Once all the students are either frozen or safe, the frozen students must do 20 jumping jacks. • I will choose the next fox and the process will begin again.
20	<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"> • Students will move onto the court, arms-width apart, and we will do one practice round. I will be with the fox as he does his duty, following the directions listed above. • Once I am certain that students understand the game, I will move to the side and watch.
3	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • When there are 3 minutes left of class, I will tell the fox that he must say, 'It's hunting time!' The students will finish their round, and they will line up, leaving the cones where they are for the 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?) • I will watch students throughout the lesson, making sure they are following directions. 	<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?): The activity "What Time is it FOX" is suitable for younger grades. I think that third grade is the highest grade that should play. I also think that there are certain aspects that can make the activity more engaging. I did not think about these aspects beforehand, but</p>	

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during the activity, I was able to change things as I saw fit. In the beginning I gave a basic overview of the game and had students practice the different parts. I was able to answer questions that the students had during instructional time; and I was able to state my expectations of the students. One thing that I thought went well was the flow of the activity. I tried to have all the students participate and have a turn as the "FOX". Some students took longer turns than others and while I could have been a little more on top of the turn taking, I thought that it went well. Some things you mentioned were that I had a good, clear voice level and an enthusiastic presentation. I tried to show the students that they needed to be loud as the "FOX". If they are not loud, the other students will not be able to hear the directions. This did not work for everyone as some students are quieter than others. During the first lesson, I recognized that the students did not have enough space. Due to this, we made the playing space larger. Making the space larger gave the students more room to participate and have fun. Another change I made during the activity was having more than one "FOX". This allowed for more students to have a turn as a "FOX" and it made the activity a little more challenging. The students had smiles and seemed to enjoy the activity. The students were able to use locomotor skills throughout the game by walking, running, hopping, jumping, leaping, skipping, and galloping. I know this because I watched the students as they participated in the game. I tried to keep them active and off the floor as much as possible. Changes that I made the second time through included encouraging the fox(es) to move around more. During the first game, the foxes were clumped together, and they did not use much strategy. The second game I told the students that if they had their peers close to them when they said it was hunting time, they would be able to tag more students. I also added in that students have a certain time where they cannot run out of bounds. This allowed the foxes easier access to their prey. Changes I would make in the future include looking into the additional science standard. I was unable to find one that I thought would work, but it is possible I overlooked it. I would also consider utilizing cards with different movements that the foxes could choose from. Otherwise, I thought the lesson went very well and I am happy with it.