

Grade: 6	Subject: PE		
Materials: Basketballs, cards, or another labeling method	Technology Needed: phone for music if desired and timing		
Instructional Strategies: <ul style="list-style-type: none"> ō Direct instruction ō Guided practice ō Socratic Seminar ō Learning Centers ō Lecture ō Technology integration ō Other (list) 0 Peer Teaching/Collaboration 0 Cooperative Learning 0 Visuals/Graphic Organizers 0 PBL 0 Discussion/Debate 0 Modeling 	Guided Practices and Concrete Application: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> Large group activity Independent activity Pairing/collaboration Simulations/Scenario Other (list) </td> <td style="vertical-align: top; width: 50%;"> Hands-on Technology integration ImitationRepeat /Mimic </td> </tr> </table> <p>Explain:</p>	Large group activity Independent activity Pairing/collaboration Simulations/Scenario Other (list)	Hands-on Technology integration ImitationRepeat /Mimic
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Standard(s) <ul style="list-style-type: none"> • Recognizes the concept of open spaces in regards to transitioning • Recognizes the importance of warmup and cooldown to physical activity • Running, change of direction, fine motor skills using a mature pattern as directed by the teacher 	Differentiation Below Proficiency: Those below proficiency are not expected to travel at the same rate as their classmates, but expected to participate the best they can		

<p>Objective(s)</p> <ul style="list-style-type: none"> • Apply concepts of direction and time to their basketball skills • Conduct themselves in a safe and responsible way • Travel cohesively and safely as a group (warm-up) <p>Bloom's Taxonomy Cognitive Level:</p> <ul style="list-style-type: none"> • Comprehension, application, evaluation 	<p>Above Proficiency: Those above may assist in demo while the teacher gives instruction</p> <p>Approaching/Emerging Proficiency: Maintain a jogging rate in transition phase and safely participate in the drill</p> <p>Modalities/Learning Preferences: The intro is for visual learners, the timing for auditory learners, and drill will be for kinesthetic learners</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Music used to transition between stations Students will be asked which way to rotate to make sure they are paying attention One or two students will be asked to help demo</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p>
<p>Min ute s</p>	<p>Procedures</p>
<p>3</p>	<p>Set-up/Prep: Set up stations with cards and enough balls at each station</p>

5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students in there groups will look at the cards to see what movement they will perform. 1 minute per station</p> <ul style="list-style-type: none"> • Passing Variations • Form Shooting • Layups • Shuffling
5	<p>Explain: (concepts, procedures, vocabulary, etc.) Students at the end of the warmup will be asked to meet at midcourt and to sit or stand silently. The teacher will then demonstrate the stations for the actual workout portion. 3 on 2 fast break. There will be three lines at the baseline and the person in front will bring the ball down, where there are two defenders waiting whoever shoots or turns over the ball will run back on defense and the two defenders bring the ball the other way the open man. This is sort of a mini scrimmage where one team has an advantage. This drill is designed to help them work together to score and to defend, sort of putting all of the warmup activities together</p>
16	<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 begin when the music plays, making sure they are in the correct spots and lines. Making sure they are rotating correctly, encouraging others throughout and having a blast.</p>
2	<p>Review (wrap up and transition to next activity): Meet back at halfcourt making sure everyone is sitting, encouraging all they did a great job. Make sure they get everything the brought to class with them and send them on their way.</p>

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Make sure everyone is rotating correctly throughout and doing the proper movements.

Consideration for Back-up Plan:

5 on 5 scrimmages

Summative Assessment (linked back to objectives)

End of lesson:

Were the students able to perform the movements efficiently? Were the respectful to each other?

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

I would add some adaptations incase some cannot perform to the fullest. For those who may have learning disabilities or something of the sort, I would draw up how we are to rotate to make sure they get it down, or to assign them a partner to watch how to perform it. For one who is hearing impaired I would use a light on my phone to signal that it is there turn and also draw up what we are doing. And for most of the kids who may have trouble holding still and waiting, I would imply again the side mini drills so they get the most out of their movement.