

Grade: 3rd & 4th	Subject: Physical Education
Materials: Bean bags, Scooters, Mats, Noodles, Hula Hoops Instructional Strategies: <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	Technology Needed: Laptop or Phone for Music Guided Practices and Concrete Application: <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) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic Explain: The game was a large group activity in the sense that all the students were playing the same game. However, there were groups within the game that called for collaboration with a group of three.
Standard(s) S2.E5.3a & b: Applies simple strategies and tactics in chasing and fleeing activities. S1.E3.3: Jumps and lands in the horizontal plane using a mature pattern. S1.E4.3: Jumps and lands in the vertical plane using a mature pattern. S4.E4.3a & b: Works cooperatively with others, and recognizes others for their success/effort in movement performance. S2.E5.4a & b: Applies simple offensive and defensive strategies and tactics in chasing and fleeing activities. S4.E4.4a & b: Recognizes the movement performance of others both more and less skilled. Accepts players of all skill levels into the physical activity. S4.E6.4: Works safely with peers and equipment in physical activity settings.	Differentiation Below Proficiency: Those below proficiency will be grouped with those approaching or who are above proficiency. Above Proficiency: The students above proficiency will be grouped with those below or who are approaching. Approaching/Emerging Proficiency: The students who are approaching or emerging, depending on where they are at, will either pair with a student below or be paired with a student above. Modalities/Learning Preferences: Verbal, Visual, Bodily, & Interpersonal
Objective(s) Students will be able to identify the different parts of the "rainforest". Students will be able to classify amphibians through a few questions during the warmup. Students will be able to relate the characteristics of each animal to their other classes. Students will develop strategies to help them get to or defend the bucket of "flies". Bloom's Taxonomy Cognitive Level: Knowledge, Understand, Apply, Create	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will enter the gym, hear the music, and start to read the board for their warmup.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students should be used to hearing the music and proceeding to the board for the warmup. If not, reminders will be given.

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<p>After the warmup is completed, they will sit by the board to wait for the teacher to directly instruct them how the activity will carry out.</p>	<p>The students are expected only to answer only when called upon.</p> <p>The students are expected to respect the gym, the teacher, and each other.</p>
Minutes	Procedures
<p>0</p>	<p>Set-up/Prep:</p> <p>Students will enter the gym and proceed to the board. They will possibly be asked to help set up equipment if needed. As they are walking in, stations may be getting set up or reset.</p>
<p>0-5</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>The board prompted warm up with ensue, as students relate knowledge from other classes to help them complete it. After they complete it, they will be seated at the board with eyes towards the teacher.</p>
<p>5-8</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Today we are going to be playing Frogger. The warmup that you guys did helped you understand where different amphibians live, and what characteristics make them what they are. With that, I will group everyone into groups of four and each group will be send to one of the parts of the rainforest. First, we have the dart frogs, who can only stay on their logs (mats), and tag with their noodles below the waist. Next, we have the crocodiles, and they must lay on their belly or sit on their bottoms on the scooters, again only tagging below the waist. Next, the bullfrogs must travel from lily pad to lily pad (hula hoops), and again how are they going to tag? Finally, the howler monkeys in the jungle, they can only tag from behind the trees, below the waist. The leopard frogs must try and get through the jungle, to retrieve their dinner (bean bags). If they make it, they can no longer be tagged.</p> <p>When the music stops, each group will rotate back one spot, and the howler monkeys will come up to be the leopard frogs.</p> <p>Any questions, comments, or concerns?</p>
<p>8-28</p>	<p>Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The groups will be sent to their first station, after about 2-3 minutes the groups will be prompted to rotate. The time can be lengthened or shortened depending on how long the warmup and instruction take.</p>
<p>28-30</p>	<p>Review (wrap up and transition to next activity):</p> <p>The students will be asked to help reset each station, or to put everything back the way they found it for the next class. After, they will line up by the door until their next teach comes.</p>
<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?) <p>Formative assessment for this game can simply be done through observation. Possibly going from group to group asking questions about characteristics, or what they think they are working on in the sense of Physical Education.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Summative Assessment can be done through tallying up bean bags, or asking the whole group at the end, what they worked out or if it was a successful time to exercise. Also, asking how each group did throughout would be a positive as well.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>When I taught Frogger in class, I think a lot of things went well. I observed Mr. Porter teach it first, just to watch how he related it to different information from different classes and relate it to how we would play the game. I think the group aspect of the day went pretty well, but I think</p>	

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one of the things I would change about the lesson would come from this part. I think instead of having the students group themselves up, I think grouping them based on proficiency could be beneficial with helping differentiate the instruction. However, I do understand that it helps with time purposes, and the students do a good job already of helping each other out and learning from one another. I really enjoyed how they were required to think during the warm up of the activity. Using information from science and math classes to help them complete their warm up. It was awesome to see the "gears turn" and the enjoyment when they came up with the correct answers. I also think this is a great tool simply because I also saw them guiding each other to the answer, without giving it to them. In reference to the actual game, I think moving back the first station a little bit, and having limits on where the others can go could be beneficial. I noticed in my teaching of the game that the ones trying to get to the bean bags were cornered because the crocodile group was not given boundaries, and ended up on the same level as the dart frogs. However, that could have been something I forgot to instruct, but I think that it would be a positive if that was done. Outside of those two changes, I think everything went well and I am glad I was exposed to the resource where the game came from and will definitely be using it in the future.