

Lesson Plan Template

Grade: 1st		Subject: Physical Education	
Materials: Parachute		Technology Needed: Music	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) S2.E1.2- Combines locomotor skills in general space to a rhythm. S4.E1.2- Practices skills with minimal teacher prompting S4.E2.2- Accepts responsibility for class protocols with behavior and performance actions.		Differentiation Below Proficiency: The students below proficiency will get a chance to be it and a lifeguard. The specifics of the game will be modeled so they can see. Above Proficiency: The students above proficiency will be called upon to help with the game specifics and possibly used to help model the actions. Approaching/Emerging Proficiency: The students approaching proficiency will be able to learn either of the ways, a judgement call can be made by the teacher to make sure they're on the right track. Modalities/Learning Preferences: Visual, Kinesthetic, Auditory	
Objective(s) The students will be able to summarize the safety rules of the parachute. The students will be able to devise ideas of how to save their classmates during the game. The students will be able to collaborate with each other during the game to get their classmates or save them.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are expected to respect the equipment, the teacher, and above all each other. Safety is the number one concern and no one needs to get hurt. They are expected to be quiet during instruction and have eyes on the speaker at all times.	
Bloom's Taxonomy Cognitive Level: Understand, Analyze, Create			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will begin class with a warmup that is on the whiteboard. They will then go to their assigned squad spots for the direct instruction portion of the activity. The squads are given a color, the teacher will call each color to cue them to go over and grab a handle on the parachute.		Minutes Procedures	
0	Set-up/Prep: Parachute will be set up when the students enter the gym		
0-5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) What is rule #1 of the Parachute? No walking or running on top of it Does that mean you can run underneath? Not unless given instruction to What does relaxing the parachute mean? Black circle in the center is touching the ground, not being pulled or shook		
5-8	Explain: (concepts, procedures, vocabulary, etc.) Today we are playing Shark Attack. Each student will have a handle and will lay on their backs. Each student is given a number 1-8. The teacher will call out the numbers of those who are the Sharks and those who are the Lifeguards. The sharks attempt to pull the swimmers underneath the parachute by their ankles (NOT BY THEIR SHOES). Once under the parachute they become a shark, unless a lifeguard is able to pull them back out from underneath. No pulling by the shoes, kicking to get away, or holding on to the parachute to prevent from going under.		

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8-20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will play Shark Attack, numbers are switched every 45 seconds-1 minute</p>	
20-25	<p>Review (wrap up and transition to next activity):</p> <p>Why are all the safety rules important? Line up at the door for next class</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Checking in between rounds for voice level, relaxing the parachute, and safety rules are being followed.</p> <p>Consideration for Back-up Plan:</p> <p>Various parachute activities or a free day</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Final questions on parachute safety</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		