

Spike City

Grade: 3 rd		Subject: Physical Education	
Materials: Mats, Rhino Skin balls, Rings		Technology Needed: Music, Scoreboard if applicable	
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)		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) Explain:	
Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) S1.E13.3: Throws underhand to a partner or target with reasonable accuracy. S1.E14.3: Throws overhand, demonstrating three of the five critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. S4.E4.3a & b*: Works cooperatively with others. Recognizes others for their success/effort in movement performance.		Differentiation Below Proficiency: The students who are below proficiency will still be expected to put forth their best effort. However, more guided practice may be needed during the actual activity. Above Proficiency: The students above proficiency will assist with guided practice, and help devise strategies for their team. Approaching/Emerging Proficiency: The students approaching proficiency must be judged appropriately. Some may need more guided practice, where some may be able to have more of a leadership role. Modalities/Learning Preferences: Kinesthetic, Visual, Auditory	
Objective(s) TLW contrast the differences of the three tasks each team has. TLW devise a strategy to be able to get the most rings possible during each round. TLW collaborate to carry out their strategy each round to get as many rings as they can before time runs out.			
Bloom's Taxonomy Cognitive Level: Understand, Analyze, Create			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will enter the gym in their line order, and will read the board for their warmup. After completing their warmup they will sit in their designated squad spots to get ready for the direct instruction.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are expected to respect themselves, the teacher, each other, and the equipment. They are expected to not be talking during instruction, and carry out the rules laid out before them.	
Minutes	Procedures		
0	Set-up/Prep: Mats, rings, and balls will be set up ready for the activity		
0-2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will complete the warmup on the board in the gym and sit in their squad spots for the instruction for the main activity.		
2-8	Explain: (concepts, procedures, vocabulary, etc.) Good morning everyone, hope we are having a great day so far! Today we will be playing a game called "Spike City". First off you will be split into two teams, and each team will have three jobs. Each team will have Throwers, catchers, and blockers, I am assuming you guys know what those jobs entail, but there are some rules that come with each. You will all be able to do all three jobs so do not worry about being first. The throwers will stay on your team's side and cannot cross the center line. The catchers will be standing on the mat on the opposite side of the gym, so if I am a catcher for this team where would I stand? When a catcher catches a ball, they will spike it, do a touchdown dance if they please, grab a ring and bring it back to their side, and come back to the mat. Blockers are trying to prevent the ball from getting to the catchers, but must stay outside this square. Any Questions?		
8-20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

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	Students will play Spike City, the teacher will switch the tasks periodically throughout the class.	
20-25	Review (wrap up and transition to next activity): The students will clean up the equipment as intended and return to their squad spots to cool down. After a cool down, they will grab their masks and line up at the door.	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Check-ins during rotation, and live check ins during the activity Consideration for Back-up Plan: Castleball, Escape from Alcatraz, or Shipwrecked	Summative Assessment (linked back to objectives) End of lesson: Questions about strategy, what worked and what didn't? If applicable- overall unit, chapter, concept, etc.:	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		