

Lesson Plan Template

Date: _____

Grade: 8th	Subject: physical education- Can Jam
Materials: frisbees, buckets,	Technology Needed: none
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	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: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) <ul style="list-style-type: none"> • S1.M2.8 Throwing Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. • S2.M9.8 Shot selection Varies the speed, force and trajectory of the shot based on location of the object in relation to the target • S4.M7.8* Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns (precautions and consequences) associated with the activity. 	Differentiation Below Proficiency: have all of the below proficiency students play against each other Above Proficiency: move the buckets farther apart Approaching/Emerging Proficiency: throw with opposite hand Modalities/Learning Preferences:
Objective(s) Students will be able to throw the frisbee with a good form and accuracy at the target. The students will be able to have in game strategies to help their team score points. Bloom's Taxonomy Cognitive Level: understand, apply	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will go with their assigned partners	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will behave in a respectful manner and participate in the activity
Minutes	Procedures
0	Set-up/Prep: Buckets and frisbees will be in the gymnasium already
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)

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	<p>We will begin with a warm up out on the track. Students must be in the first and fourth lane to keep their masks off. They will walk the curves and jog the straight lanes</p>	
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Can Jam- put the buckets on the gray lines. Partners will be on opposite sides of each other and will be wearing their masks. Both frisbees will start on the same side. A team can score points by hitting the bucket, partner hitting the frisbee into the bucket or the person throwing the frisbee makes it in with a straight throw.</p> <p>1 point for hitting the bucket</p> <p>2 points for having the partner deflect the frisbee into the bucket</p> <p>3 points for a direct throw into the bucket</p>	
25	<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 go with their partners and another group. Each group has their own frisbee. They will began playing the game for a time limit. Each game will be played for about five minutes.</p> <p>Winners will stay and the non-winning groups will rotate to the south end of the gym.</p>	
3	<p>Review (wrap up and transition to next activity):</p> <p>Students will put the frisbees down to be disinfected and go back to their spots. They will be released on the bell</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>They will be counting score throughout the game. Their throwing will become more accurate.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>NA</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make</p> <p>I like how this lesson turned out. It was smooth. I would change how I deliver the game. Compare it to cornhole or bean bags (depends on how students know that game as).</p>		

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