

Lesson Plan Template

Grade: 8th		Subject: PE	
Materials: footballs		Technology Needed:	
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) <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. S1.M3.8 Catching Catches using an implement in a dynamic environment or modified game play 		Differentiation Below Proficiency: Students will have to throw to the best of their ability with the simplest mechanics Above Proficiency: Students will throw from a certain distance with correct mechanics Approaching/Emerging Proficiency: Students will throw from a certain distance with correct mechanics Modalities/Learning Preferences:	
Objective(s) Students will use prior knowledge of how to throw a football and be able to throw at a target from a certain distance. Students will throw as many times as they can.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will give 100% effort. Students will follow safety rules	
Bloom's Taxonomy Cognitive Level: remember and apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Sit in assigned spots with masks on We will move into stretching and then into the game		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will give 100% effort. Students will follow safety rules	
Minutes	Procedures		
0	Set-up/Prep: Balls will be ready to go		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) We will stretch our arms before we get into the game. Arm circles, pull across, pull behind		
3	Explain: (concepts, procedures, vocabulary, etc.) I will explain what I am looking for in the throwing mechanics. Explain the rules: Hitting backboard- 1 Hitting square on backboard- 2 Making a basket- 3 Students must throw from behind the three point line on the opposite side of the gym Students will put the score up right after they score the points.		
30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will play the game and will get as many throws in as possible		
5	Review (wrap up and transition to next activity): Pick up balls and get a mask break		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- observe their throwing in strategies, etc		Summative Assessment (linked back to objectives) End of lesson: Observe their throwing If applicable- overall unit, chapter, concept, etc.:	

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

This lesson/assessment went well. I got to see exactly how well the students learned the skills needed for the lesson. The students got to show their skills while having fun. I would not make any changes to this lesson.