

Grade: 3rd		Subject: Physical Education	
Materials: foam balls, pins, jump ropes		Technology Needed:	
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:	
Standard(s) <ul style="list-style-type: none"> • S1.E14.2 Overhand throw Throws overhand demonstrating two of the five critical elements of a mature pattern. • S4.E6.2a & b Safety Works independently and safely in physical education. Works safely with physical education equipment. • S1.E21.2 Kicking Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of mature pattern. • S2.E5.3a & b Strategies & tactics Applies simple strategies and tactics in chasing activities. Applies simple strategies in fleeing activities. • K.CC.1 Count to 100 by ones and by tens. Count backward from 20 by ones 		Differentiation Below Proficiency: performs to the best of their ability Above Proficiency: incorporates other students Approaching/Emerging Proficiency: Demonstrates their skills accordingly with maximum effort Modalities/Learning Preferences:	
Objective(s) <ul style="list-style-type: none"> • Students will throw overhand or kick the ball in a mature way to knock down the opposing team’s pins. They will use simple strategies to knock down all other pins • The students will use math skills to count 15 pins on each side. 			
Bloom’s Taxonomy Cognitive Level: Application			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Two teams. • Students can only throw balls at the pins to knock over. • First team to knock all the pins down win 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Give 100% effort • Give 100% attitude • Encourage others 	
Minutes	Procedures		
0	Set-up/Prep: foam balls will be in the gym before class Pins will be in the bins. The students will need to count 15 pins for each side and spread them out.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will enter the gym and go to the board and read the warmup. The warmup will be to jump rope for two songs. After the warmup, the students will then meet at the board for further directions.		
22	Explain: (concepts, procedures, vocabulary, etc.) We are going to play pin knock out. The objective of the game is to knock the pins down either by throwing the ball overhand or kicking the ball. We will not throw the balls at other students. Students must stay on their half of the gym. If you knock down your own pin, you can pick it up. Split the students into teams by using playing cards. Black cards V red cards. Each game will end with one teams pins being all knocked down and then start again.		
3	Review (wrap up and transition to next activity): Clean up and get in line to leave for next class		

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- Behavior points
- Participation points

Consideration for Back-up Plan: Play ten pins

Summative Assessment (linked back to objectives)

End of lesson: no assessment

If applicable- overall unit, chapter, concept, etc.:

Reflection:

The students had fun playing the game. I could have had cones with tennis balls on top for older groups so they had to work on accuracy.