

**Joseph Monosmith - Lesson Plan – Four Square Battleship/History**

**Date: September 20, 2019**

<b>Grade:</b> 4 <sup>th</sup>		<b>Subject:</b> Physical Education	
<b>Materials:</b> Balls, Bowling pins, Small cones		<b>Technology Needed:</b> N/A	
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> <b>Direct instruction</b> <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> S1.E14 Overhand throw; S2.E5 Strategies & tactics; H.3_5.7 Explain cause and effect relationships among historical events in the United States. <b>Objective(s)</b> Students will be able to throw the ball overhand at a target of bowling pins and use strategies and tactics to play the game. <b>Bloom's Taxonomy Cognitive Level:</b> Identify, Use		<b>Differentiation</b> <b>Below Proficiency:</b> More demonstration, help from above proficiency peers. <b>Above Proficiency:</b> Students will help peers below proficiency. <b>Approaching/Emerging Proficiency:</b> <b>Modalities/Learning Preferences:</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Group students based on varying abilities.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Safety first, Respectful of others, No talking when teacher talking, Pickup equipment.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> Divide gym into 4 sections using small cones.		
10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> -Warmup activity. -Teacher will divide students into four teams and will send them to their area.		
10	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> -Explain and demonstrate the concepts of four-square battleship. -Explain that if the student throws on purpose at another student, there will be a first time out of 1 minute, second time will be 3 minutes, and 3 <sup>rd</sup> time the student will be done. -Discuss history of U.S. Navy battleships to integrate History into lesson. Information from <a href="https://www.navy.mil/navydata/ships/battleships/bbhistory.asp">https://www.navy.mil/navydata/ships/battleships/bbhistory.asp</a> -Discuss how the U.S. Navy battleships and personnel affected the course of World War II. -Note there was a USS North Dakota battleship in World War I.		
20	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> -Put students in groups/lines to take turns bowling. -Each team has 20-25 bowling pins to line up inside their area. -Each player has a ball to start. -Players throw their balls at the bowling pins of the other 3 teams to try to knock them down. -If the pins are knocked down, the player retrieves the pins to bring to their area. -If the team runs out of pins, when a ball comes to their area, they can throw at the other teams' pins. -At the end of class, the bowling pins will be put 20-25		
5	<b>Review (wrap up and transition to next activity):</b> -Briefly review skills learned and practiced in activity.		
<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li><b>Progress monitoring throughout lesson (how can you document your student's learning?)</b> Assessment will be based on participation, following directions, and simple observation.</li> </ul>		<b>Summative Assessment (linked back to objectives, END of learning)</b> Observation and level of participation will determine whether objectives have been met and students are able to throw the balls overhand at a target of bowling pins and use strategies and tactics to play the game.	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> Well thought out and flowed well. Students not only had fun but learned. Observations of classroom management tips. First tip was that music was used to manage the classroom, so when the music stopped the students had to stop and listen. Second tip was to question the students to see if they knew what they should be doing. Third tip was to have an area for discipline so that students would go there to sit and calm down. I felt my teaching went well for the first day, but I need to use more questions and patience to guide them toward an answer instead of giving them an answer. I would not change anything specific about the lesson plan but will continue to work on my guiding the students to find an answer.			