

Joseph Monosmith - Lesson Plan –Gaga Ball

Date: March 2020

Grade: 6 th – 8 th		Subject: Physical Education	
Materials: Soft bouncy ball, Tables for boundaries		Technology Needed: N/A	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input checked="" 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 checked="" type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" 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 checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) S1.M2 Throwing; S1.M3 Catching; S1.M11 Defensive Skills Objective(s) Students will be able to throw and catch the bouncy ball while using defensive skills to avoid being hit by a ball. Bloom’s Taxonomy Cognitive Level: Identify, Use		Differentiation Below Proficiency: More demonstration, help from above proficiency peers. Above Proficiency: Students will help peers below proficiency. Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Classroom Management- (grouping(s), movement/transitions, etc.) Group students based on varying abilities. Make sure students are aware of safety measures.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Safety first, Respectful of others, No talking when teacher talking, Pickup equipment, Be aware of personal space and boundary area.	
Minutes	Procedures		
5	Set-up/Prep: Have soft bouncy balls and setup tables to create playing area of about 20 feet diameter ready.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Warmup activity.		
5	Explain: (concepts, procedures, vocabulary, etc.) -Explain and demonstrate the concepts of Gaga Ball. -The object of the game is to hit opponents with opponents with a ball below waist while not getting hit. -Combines motor skills of dodging, striking, running, and jumping.		
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -Players start with hands on the walls until the ball enters play. -Start the game by allowing the ball to bounce 3 times, changing “Gaga ball” with each bounce. -After the 3 rd bounce, players break free from the wall and attempt to hit the ball carefully at another player or keep moving. -Player can hit the ball with two hands or one hand. -Game is over when one player is left. -Ways to be eliminated: -Player is hit from waist down. -If ball touches a player above the waist, the player who hit the ball is eliminated. -If player hits the ball over the boundary without hitting a player on the way out, the player who hit the ball is eliminated. -Player touches the ball two times in a row unless there are only two players left in the game. -Player holds the ball unless they catch it in the air. Player who hits the ball into the air is eliminated. -If the ball leaves the gaga area, the last player to touch it is eliminated. If no one touches the ball, the player who hits the ball out is eliminated.		
5	Review (wrap up and transition to next activity): -Briefly review skills learned and practiced in activity.		
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) Assessment will be based on participation, following directions, and simple observation. 		Summative Assessment (linked back to objectives, END of learning) Observation and level of participation will determine whether objectives have been met and students are able to throw and catch the ball while using defensive skills to avoid being hit by a ball.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson plan was scheduled to be taught March 23 but due to COVID-19 could not be completed. I think the key to this lesson plan would be good explanation or demonstration and safety.			