

Joseph Monosmith - Lesson Plan – Wii Just Dance (Technology)

Date: November 2020

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| Grade: 6 th – 8 th | | Subject: Physical Education | |
| Materials: Wii systems and controller, Just Dance game, Projector | | Technology Needed: Wii system and controllers, Projector | |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Other (list) | | Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input checked="" type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: | |
| Standard(s) S1.M1 Dance & Rhythms | | Differentiation Below Proficiency: More demonstration, help from above proficiency peers. Above Proficiency: Students will help peers below proficiency. Approaching/Emerging Proficiency: Modalities/Learning Preferences: | |
| Objective(s) Students will be able to demonstrate correct rhythm and pattern for dances. Bloom's Taxonomy Cognitive Level: Identify, Use | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) Students will be placed near other students of varying abilities. | | | |
| Minutes | | Procedures | |
| 5 | Set-up/Prep: Have Just Dance and Wii system setup attached to projector. | | |
| 10 | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Warmup activity jogging around the gym twice. -Stretching with toe touches, arm circles, etc. | | |
| 5 | Explain: (concepts, procedures, vocabulary, etc.) -Explain and demonstrate the Just Dance game. -Explain the health benefits of dancing and activity. | | |
| 20 | Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -Teacher will make sure that students are near other students of varying abilities. -Teacher will make sure that students understand it is okay to make a mistake and others feeling must be respected. -Just Dance will be projected onto the gym wall. -Students will mimic the routine to the songs on the Just Dance game. -Teacher will ask for volunteers to actually hold the Wii remote since that student will be playing against another student with the scores shown on the projector. -Students will start with easy routines moving to difficult routines after the majority of students have mastered the easy routines. -If the dances on Just Dance go well and there is additional time, the teacher will put students into groups to make up a dance routine that is at least 1 minute long. | | |
| 5 | Review (wrap up and transition to next activity): -Briefly review skills learned and practiced in activity. -Discuss what students thought about the dancing lesson and what could be improved. | | |
| 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 demonstrate correct rhythm and pattern for dances. | |
| Reflection (What went well? What did the students learn? How do you know? What changes would you make?): | | | |