

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 2 [E3.3-5]:** Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target (4); Analyzes movement situations and applies movement concepts in small-sided practice tasks (5).
- ✓ **Standard 4 [E5.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

FOCUS TARGETS

- ✓ **Skill:** I will catch the beanbag on my paddle after I toss it up in the air.
- ✓ **Cognitive:** I will recite the cues for gripping the paddle.
- ✓ **Fitness:** I will actively engage in physical education class without a reminder from the teacher.
- ✓ **Personal & Social Responsibility:** I will praise others for their success in their movement skills.

ACADEMIC LANGUAGE

- ✓ Balance
- ✓ Etiquette
- ✓ Force
- ✓ Personal Responsibility

SELECTED ASSESSMENT

- ✓ Self-Assessment for Grip

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Students will enter the activity area and receive instruction for Flower Power Tag. Play at a speed walking pace and then increase speed when students demonstrate safe play.</p>	<p>Flower Power Tag</p>	<p>DOK 1: There are seeds for flowers, are there any foods that have seed in them? DOK 2: Why is it important to eat a variety of fruits and vegetables?</p>
<p>2 LEARNING TASK</p>	<p>Paddles and beanbags are spread out around the perimeter of the tag area. After Flower Power debrief, students transition to getting a paddle and then moving to find personal space. Allow students to experiment with paddle grips, then cover the cues.</p>	<p>Hello Paddle</p>	<p>DOK 1: Can you remember the cues for gripping the paddle? DOK 2: How does the grip affect your ability to keep the beanbag balanced? DOK 3: How would you adapt this activity to make it more difficult? Make it easier?</p>
<p>3 LEARNING TASK</p>	<p>After Hello Paddle debrief, review grip cues and then transition right into Pancake Flipper with a focus on control.</p>	<p>Pancake Flipper</p>	<p>DOK 1: What is force? DOK 2: How did force affect your tossing and catching? DOK 3: Can you predict how a birdie (or ball) would fly if you were to strike it with hard force? Soft force?</p>
<p>4 EXIT ASSESSMENT</p>	<p>6 assessment stations are set up on the area perimeter. Students move to the area, collect a self-assessment and pencil and complete the pre-assessment for grip.</p>		