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| **Physical Education Lesson Plan**  |
| **Teacher’s Name:**  | **Grade/Program Level:**  | **Date:** |
| **Unit:**  | **Skills Focused On:**  | **Number of Students in Class:** |
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| 🞺**Statement of Lesson Objective:** What should students know and do as a result of the lesson? |
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| 🞺**Instructional Materials:** List materials and resources appropriate to the learning needs of the students. (physical education equipment, visual aids, picture symbol cards, worksheets, etc.)  |
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| 🞺**Managing Student Behavior:** Experienced teachers are attuned to what’s happening in the classroom and can move subtly to help students re-engage with the content being addressed in the lesson. |
| Indicate the established behavior management strategies, rules, routines, and/or methodology for responding to diverse behaviors. |  |
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| 🞺**Assessment:** How will you assess the over-all students’ understanding of the unit’s skills and concepts taught?  |
| Check all the boxes of the methods you are using to assess the students[ ]  Worksheets [ ] Rubrics [ ] Video/Photo [ ] Observation [ ] Discussion [ ] Question/Answer [ ] Written Response\*Attach paper assessments to the lesson plan |
|  |  |  |  |  |
| 🞺**Knowledge for Diverse Learners:** Provide student demographics (physical ability levels, cognitive levels, social-emotional behaviors, specialized assistive mobility devices, or communication devices) |
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Physical Education Lesson Plan Page 1 or 3

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| **Physical Education Lesson Plan**  |
| **Total Class Time** **\_\_\_\_\_\_\_\_** | **Explain each lesson segment in detail providing explanation for your environmental layout, student groupings, teaching style, assessment method, and the task, activity, or game.**  | **Instructional Grouping of Students** | **Spectrum of Teaching Styles** |
|  |  |  |  |
| 🞺 **Introduction of Concepts/Lesson Objectives:** What activity will aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures? \_\_\_\_\_ Minutes |  | [ ] Whole Group [ ] Small Group[ ] Individual \*Give rationale in write up | [ ]  Command[ ]  Practice[ ] Reciprocal[ ]  Inclusion[ ]  Guided Discovery[ ]  Problem-Solving[ ] Self-Teaching |
| **Specific forms of differentiated instruction** |  |
|  |  |  |  |
| 🞺 **Exploring the Concepts/Objectives:** What activity will facilitate student examination of the new concepts or skills?“**Warm-Up”** \_\_\_\_\_ Minutes |  | [ ] Whole Group [ ] Small Group[ ] Individual \*Give rationale in write up | [ ]  Command[ ]  Practice[ ] Reciprocal[ ]  Inclusion[ ]  Guided Discovery[ ]  Problem-Solving[ ] Self-Teaching |
| **Specific forms of differentiated instruction** |  |
|  |  |  |  |
| 🞺 **Refining upon the Concepts/Objectives:**  What activity will facilitate the students to shape and frame their performance of the new skills and concepts?“**Practice”** \_\_\_\_\_ Minutes |  | [ ] Whole Group [ ] Small Group[ ] Individual \*Give rationale in write up | [ ]  Command[ ]  Practice[ ] Reciprocal[ ]  Inclusion[ ]  Guided Discovery[ ]  Problem-Solving[ ] Self-Teaching |
| **Specific forms of differentiated instruction** |  |

Physical Education Lesson Plan Page 2 or 3

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| **Physical Education Lesson Plan**  |
|  | **Explain each lesson segment in detail providing explanation for your environmental layout, student groupings, teaching style, assessment method, and the task, activity, or game.**  | **Instructional Grouping of Students** | **Spectrum of Teaching Styles** |
|  |  |  |  |
| 🞺 **Extending upon and Applying the Concepts/Objectives:** What activity will facilitate the students to utilize the new skills and concepts in a meaningful more authentic situation?“**Real-Life Situation**” \_\_\_\_\_ Minutes |  | [ ] Whole Group [ ] Small Group[ ] Individual \*Give rationale in write up | [ ]  Command[ ]  Practice[ ] Reciprocal[ ]  Inclusion[ ]  Guided Discovery[ ]  Problem-Solving[ ] Self-Teaching |
| **Specific forms of differentiated instruction** |  |
|  |  |  |  |
| 🞺 **Closure of the Concepts/Objectives:**  What activity will promote higher order levels of thinking towards reflecting upon the lesson’s objectives and linking them to the authentic real-world situation?“**Closure”** \_\_\_\_\_ Minutes |  | [ ] Whole Group [ ] Small Group[ ] Individual \*Give rationale in write up | [ ]  Command[ ]  Practice[ ] Reciprocal[ ]  Inclusion[ ]  Guided Discovery[ ]  Problem-Solving[ ] Self-Teaching |
| **Specific forms of differentiated instruction** |  |

Physical Education Lesson Plan Page 3 or 3