

Unit 2: Lesson Designing - Grade 3

Content Area: **Physical Education**
Course(s): **Gifted and Talented, Physical Education**
Time Period: **Marking Period 3**
Length: **3rd and 4th Marking Period**
Status: **Published**

Unit Overview

The third grade gifted Lesson Planning Unit will be having the students design and plan a new activity in groups. Students will engage in the lesson planning process and well as apply research skills to the task. The students will survey students to determine what type of activities the other kids enjoy to play. The students will take the results of the survey as well as research physical education activities in order to create a new game. The students will create a name for the activity, description of activity, rules of the game, materials needed and objective of the game. The students will reevaluate their lessons to see what works or doesn't work and make any changes as needed. The students will present their activity and play the activity at the end of the fourth marking period to their classmates.

Standards

HPE.2.1.4	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.B.1	Use the decision-making process when addressing health-related issues.
HPE.2.2.4.B.2	Differentiate between situations when a health-related should be made independently or with the help of others.
HPE.2.2.4.B.CS1	Many health-related situations require the application of a thoughtful decision-making process.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.4.A.CS2	Ongoing feedback impacts improvement and effectiveness of movement actions.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.CS1	Each component of fitness contributes to personal health as well as motor skill performance.

Essential Questions

- Why is it important to create a game that has an objective?
- How do you communicate the purpose and procedures of an activity for it to run smoothly?
- How can I create a game that everyone will enjoy and play successfully?
- How do you match parts of a lesson to the overall outcome for students?

Application of Knowledge: Students will know that...

- every lesson has an objective which provides the focus for the lesson
- lessons may not be perfect the first time they are presented. Good teachers reflect on the lesson and revise after the lesson.
- when creating an activity, it is important to plan out how each part will go and possible misconceptions students may have.

Application of Skills: Students will be able to...

- apply survey results to help create a successful lesson
- create a successful lesson plan
- teach their lesson to their classmates
- understand the components of a successful lesson plan

Assessments

Students will use

Work Folders - ongoing

Chromebook survey - Feb.

PE websites - ongoing

Final Lesson Presentation - End of fourth MP

Suggested Activities

Students will create and distribute a survey using the Chromebooks.

Students will research various PE websites and books to get lesson ideas.

Students will use trial and error to adjust their activities.

Students will create lesson plans stating title, objective, materials, description, rules, and picture.

Students will present their lesson to their classmates.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
 - Modifications & accommodations as listed in the student's IEP
 - Assign a peer to help keep student on task
 - Modified or reduced assignments
 - Reduce length of assignment for different mode of delivery
 - Increase one-to-one time
 - Working contract between you and student at risk
 - Prioritize tasks
 - Think in concrete terms and provide hands-on-tasks
 - Position student near helping peer or have quick access to teacher
 - Anticipate where needs will be
 - Break tests down in smaller increments
- General special education modifications may include: peer mentoring, teacher modeling, reiterate directions, aide support

Differentiation for ELL's:

- General modifications may include:
 - Strategy groups
 - Teacher conferences
 - Graphic organizers
 - Modification plan
 - Collaboration with ELL Teacher
- General modifications for ELL may include: peer modeling, teacher modeling, reiterate directions, equipment modification

Differentiation for the Gifted student may include: teacher observation, administrator observation, teacher lesson plan writing, modify according to constructive criticism and feedback

Integrated/Cross-Disciplinary Instruction

Integrated instruction will include using the chromebooks to take a survey of classmates interests, using chromebooks to research websites for lesson ideas, using PE books to research lesson ideas, and math for creating teams and keeping score.

- Technology: Use of chromebooks and Google Forms or other survey software
- ELA: Research skills
- Math: Computations, data analysis of surveys

Resources

www.pecentral.com

www.kidshealth.org

www.mypyramidtracker.org

www.physedgames.com

www.njahperd.org

Ready to use PE activities Book

Awesome Elementary School Physical Education Activities

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

