**Lesson Plan – Physical Education**

Your Name:

Date: Grade Level and School:

Lesson Subject and/or Topic: Estimated Time/Length of Lesson:

**Learning Central Focus-(**What are you teaching? How will you know you got there?)

**Central Idea or Concept** What is the **central focus** for the content of this lesson/Segment? This is the same for the Segment and the Lesson Plans)

**PSYCHOMOTOR SECTION**

**Content Standard (**What standard/s (write them out) are being met? **You also need to LABEL the Standard throughout the lesson.** [**https://education.mn.gov/MDE/dse/stds/hpe/**](https://education.mn.gov/MDE/dse/stds/hpe/)

**Student Learning Objective(s):** (Explain the quality of the skill/Fitness Level and quantity [number of times, distance, etc.])

(Must have all three Domains among the Standards)

The student will be able to:

**Assessment:**

Must have all three Domains among the Objectives.

How will you determine if the objectives are met through formative or summative assessments?

Observation, self-assessment, questioning, task analysis

Self/Peer/Teacher (must have some by teacher)

**COGNITIVE SECTION:**

**Content Standard (**What standard/s (write them out) are being met? **You also need to LABEL the Standard throughout the lesson.** [**https://education.mn.gov/MDE/dse/stds/hpe/**](https://education.mn.gov/MDE/dse/stds/hpe/)

**Student Learning Objective(s):** (Explain or recite components of the skill, concept, or strategy)

(Must have all three Domains among the Standards)

The student will be able to:

**Assessment:**

Must have all three Domains among the Objectives.

How will you determine if the objectives are met through formative or summative assessments?

Observation, self-assessment, questioning, task analysis

Self/Peer/Teacher (must have some by teacher)

**AFFECTIVE SECTION:**

**Content Standard (**What standard/s (write them out) are being met? **You also need to LABEL the Standard throughout the lesson.** [**https://education.mn.gov/MDE/dse/stds/hpe/**](https://education.mn.gov/MDE/dse/stds/hpe/)

**Student Learning Objective(s):** Cooperation, teamwork, reflection on feelings or values

(Must have all three Domains among the Standards)

The student will be able to:

**Assessment:**

Must have all three Domains among the Objectives.

How will you determine if the objectives are met through formative or summative assessments?

Observation, self-assessment, questioning, task analysis

Self/Peer/Teacher (must have some by teacher)

*Continue if you have more than three Objectives*

**Instructional Strategies and Learning Tasks** (How will you teach to the objectives?)

*Description of what the teacher (you) will be doing and/or what the students will be doing*

**Students’ Prior Knowledge (**How will you spark interest, engage, motivate, connect to their prior knowledge or make the activity relatable? State the students’ personal, community, and cultural assets associated with this activity)

**Learning Environment/Behavior Expectations (**What procedures will you use to ensure students are safe, on task, and engaged?)

Expectations/Learning Environment using Protocols:

Entry Routine: What will the students do when they enter the gymnasium?

Exit Routine:What will the students do when they leave the gymnasium?

What are the starting and stopping protocols?

How will you keep students on task and engaged?

How will you group students effectively?

Other Routines: disperse/gather equipment/role call/etc.

**Behavior Interventions:** What might happen you may not expect?

**Materials**

What specific materials/equipment does the teacher need for **this lesson?**

What materials do the students need for **this lesson?**

**Set Up/Equipment:**

Level up Differentiated Instruction: more advanced (smaller ball; higher net; position on stations)

Level down Differentiated Instruction: less advanced (larger ball; lower net; position on stations)

Time:\_\_\_\_\_\_ **Task One:** Anticipatory Set: Launch/Motivational Set

How will you start the lesson to engage and motivate students in learning? How can the Anticipatory Set connect to the rest of the lesson?

Time**:\_\_\_\_\_\_** Transition (write out a Transition Description-with or without Equipment:going into and out of each of the Tasks)

Time:\_\_\_\_\_\_ **Task Two:** Main Activity**:** Description of the Main Activity/Demonstration. Identify the standards throughout the activities.

**Academic Language Demands for Task Two:**

Function: Identify the action word in the objectives

Possible Support: How did you support the language development?

Examples: model an explanation using cues

Vocabulary: Explain how the students use this language

Possible Supports: How did you support the language development?

Examples: handouts-written lists

Syntax and/or Discourse: (Discourse: How we talk specific to our subject: Syntax: How we organize language to convey meaning) Explain how the students use this language

Possible Supports: How did you support the language development

Examples: drawing out a play, using cues, etc.

**Organization:** the position of the students for this activity (partners; teams of 3, 4, etc.; circle; scattered; etc.). How will you group students, etc.?

Time**:\_\_\_\_\_\_ Safety Statements:**

**Differentiated Instruction/ Modifications:** How will you adapt the activity so all can be successful?

Examples: Inner task (equipment choices, movement variation) and invitational task variation (personal challenges)/Level up (more complex) and Level down (less complex)

Students with IEP’s or 504 plans or students requiring other accommodations:

Gifted/Talented Students:

English Learners (ELs):

Learning Styles/Preferences: (verbal cues, visual demonstrations, and putting words on board to read and visually see)

***NOTE: You cannot complete the feedback section until after you teach. This information is included to prepare you for the Commentary Section of the edTPA. You need to plan as much as you can now, but remove this section from your edTPA Lesson Plans. An example of planning ahead would be “common errors” you could look for.***

**Feedback Section:**

**Feedback Statements:** Use all three of the following; write this on the student’s assessment document or practice this in the video. Example is cue words/phrases

Psychomotor:

Cognitive:

Affective:

**Address all of these areas:**

What they are doing well?

What do they need to correct?

What they need to learn next (for the future)?

**Feedback to each of these groups:**

Whole group:

Small group:

Individual students:

Focus students (IEP/504Plan/etc.):

Time**:\_\_\_\_\_\_**Transition (write out a Transition Description-with or without Equipment:going into and out of each of the Tasks)

***Continue with all Tasks for this Activity***

*Your last task might be an applying task where you assess during the play/competition/presentation (using a skill rubric, having them officiate, having them complete a quiz.*

Time**:\_\_\_\_\_\_Closure Task:** How will you end the lesson?

Write out the questions that relate to your learning goals and objectives. Use questions that check for understanding.

Reference Bloom’s Taxonomy and identify your level of questioning

***NOTE: You cannot complete the Evaluation of Lesson section until after you teach. This information is included to prepare you for the Commentary Section of the edTPA. You need to remove this Evaluation of Lesson section from your edTPA Lesson Plans; address this as soon as you complete your teaching if possible.***

**Evaluation of Lesson**

**Post Planning:** what are future needs based on assessment results. “Assessment informs Teaching:”

**Teacher Reflection Notes**

**Theoretical Principles and/or Research-Based Best Practices:** Connect the learning tasks to research and explain why this lesson is appropriate for your students.Examples are Multiple Intelligences, Scaffolding, etc.

Sample References:

Danish, J., Peppler, K., Phelps, D., & Washington, D. (2011). Life in the hive: Supporting

inquiry into complexity within the zone of proximal development. *Journal of Science*

*Education & Technology*, *20*(5), 454-467. doi:10.1007/s10956-011-9313-4

Levykh, M. G. (2008). The affective establishment and maintenance of Vygotsky’s zone of

proximal development. *Educational Theory*, *58*(1), 83-101. doi:10.1111/j.1741-

5446.2007.00277.

Marzano, R. (2000). *What works in classroom instruction*. Alexandria, VA: ASCD.

Vygotsky LS (1978) *Mind in society: the development of higher psychological processes.*

Harvard University Press, Cambridge Retrieved from:

http://www.cles.mlc.edu.tw/~cerntcu/099-curriculum/Edu\_Psy/EP\_03\_New.pdf

Vygotsky, L.S. & Kozulin, A. (2011) The dynamics of the schoolchild’s mental development in

relation to teaching and learning. *Journal of Cognitive Education and Psychology, 10*(2)*,*

198-211. Doi:10.1891/1945-8959.102.198

**List references and other resources used to support or develop the lesson.**

**Attachments:** Include any assessments, task cards, and/or exit slips you used; describe and number.