

**PED Lesson Plan**  
**Date: November 2<sup>nd</sup>, 2020**  
**Mark Bjelland and Andi Mettler**

<b>Grade: 3<sup>rd</sup>-5<sup>th</sup></b>		<b>Subject: Physical Education, Science + Math</b>	
<b>Materials: Pool noodles, whiteboard or some sort of material to write information on</b>		<b>Technology Needed: None</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Other (list)</b> <input type="checkbox"/> <b>Playing a game</b>		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Students will play a food-chain related-tag.	
<b>Standard(s)</b> <b>3-LS2-1:</b> Construct an argument that some animals form groups that help members survive <b>5-LS2-1:</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. <b>3.OA.4:</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <b>S1.E6.3:</b> Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.		<b>Differentiation</b> <b>Below Proficiency:</b> Students who are below proficiency will be reminded as to what their role is within the food chain, and who they can/can't tag  <b>Above Proficiency:</b> Students who are above proficiency will be able to know how to play the game and will be able to help other students who may not understand the material.  <b>Approaching/Emerging Proficiency:</b> Students who are approaching proficiency will be able to mostly understand the material and may need help from the above proficiency students if they are struggling.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Students will be able to see the producer pyramid on the board and will read them as well.</li> <li>• <b>Auditory:</b> Students will be able to hear the directions being told to them.</li> <li>• <b>Kinesthetic:</b> Students will play the game of tag in order to better understand the material at hand.</li> <li>• <b>Tactile:</b> Students will play the game of tag in order to better understand the material at hand.</li> </ul>	
<b>Objective(s)</b> By the end of the lesson, students will be able to identify what are producers, primary consumers, secondary consumers, and that the sun provides energy by playing a game and being given a brief lesson.  <b>Bloom's Taxonomy Cognitive Level:</b> <ul style="list-style-type: none"> <li>• <b>Understand</b></li> <li>• <b>Apply</b></li> <li>• <b>Analyze</b></li> </ul>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Before class, students will be put into groups that will be fair – some of the faster kids will be hawks, bunnies, and plants, while some of the slower kids will be placed in groups with faster kids – that way they do not feel as though they are being targeted due to their ability.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected to be at a voice level of 0 when Miss Andi and I are talking – when playing the game, students will be able to be a voice level of 4. Students are also expected to make sure that they look at the whiteboard in order to make sure they know what to do for their warmup. This is a procedure that Mr. Porter has already taught them. When we need the students to stop playing the game and need them to listen to us, we will blow the whistle three times. If blown once, that means start.	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep:</b> Students will come into the gym and will come to the whiteboard. They will have to look at the board to see what all they need to do for their warm-up (5 laps <b>outside</b> the blue line, 20 sit-ups, 10 jumping jacks, 16 lunges, and a 1-minute plank). In order to do this, they will need to multiply 5x1 (5 laps), 5x4 (20 sit-ups), 2x5 (10 jumping jacks), 8x2 (16 lunges), and then 1 divided by 1 (1-minute plank). They will then do their warmup, and once they finish, they will come sit down at the white board and be ready for the brief lesson.		
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> In order to engage the students, Mr. Mark will ask them “Have you guys ever seen a wild rabbit before?” Once the students have responded, Miss Andrea will ask “What do you think rabbits eat?” Once the students correctly respond with plants, we will confirm the answer and then Mr. Mark will ask “Do you guys think rabbits need to be scared of anything?” The correct answer will be hawks – if the students do not say this, we will ask them “Do you think that a hawk is something the rabbit needs to be scared of?” Students should then answer yes, as the hawk is a predator of the bunny. After this, we will then begin to explain the rules to them.		
<b>5</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		

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	<p>Students will be told that they need to remain within the blue lines, and that they cannot leave this area; however, in game there is no punishment for them leaving the area, due to the rules of the game not having any rules involving that. In the game that the students will be playing, they will be placed into four groups:</p> <ul style="list-style-type: none"> <li>• 1/2 will be plants</li> <li>• ¼ will be rabbits</li> <li>• ¼ will be hawks</li> <li>• 1 student will be the sun</li> </ul> <p>Students who are grass will have to run away from anyone who is a rabbit. Since they are plants, they will not be able to tag anyone. Next, the rabbits will be tagging the students who are plants. Rabbits will be asked to either hop or gallop around the gym. Rabbits will need to run away from the hawks. Hawks will flap their arms as their wings, and they will tag the rabbits. Finally, the hawks will need to avoid the sun. The sun has the ability to tag hawks, and then the hawks will be turned into grass. In this game, students will pretend that there is no water, and without water, animals will die of dehydration. After a long process, dead, decomposed animals eventually return to the soil and nourish plants. And the sun gives energy to these plants. We will then do a review with students to make sure that they understand how to play the game – after this, they will be separated into their groups and will then begin to play.</p>
<b>13</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Students will play the game during the explore section. If students are struggling with understanding how to explain, the above proficient students will be able to help them out – if the above proficient students are even struggling, then we will stop and do a brief overview. During this time, either Miss Andi or Mr. Mark will draw the pyramid on the board, and we will then use this during the review time. We will label the sections as producer, primary consumers, and secondary consumers.</p>
<b>5</b>	<p><b>Review (wrap up and transition to next activity):</b> Once there is five minutes remaining, we will stop the students by blowing the whistle three times. We will have them come over to the board and we will ask the students “Who do you guys think are the consumers?” Students should answer with plants – when they do, we will ask them why they think that and what makes plants producers. We will then do the same with both primary and secondary consumers. We will then ask them where the sun belongs on the pyramid – this is a trick question, as the sun is not on the pyramid. The sun provides energy to each of the different groups, and thus it is not in one single part of the pyramid. Once we finish this, students will be asked to line up at the door, and then they will be taken to their classroom.</p>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>During the lesson, we will be able to monitor student learning by seeing if they understand how to play the game.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>The summative assessment is at the end of the lesson when we do the review; they should be able to understand where each animal belongs by the end of the lesson.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p><b>Andrea:</b></p> <p>I think we could have done a better job of utilizing classroom management techniques to maintain an active listening audience. There would also have to be some changes made if I was teaching solo, because we were definitely working as a team for this lesson. Depending on how organized the class is, I might shorten the warmup, so they have enough time for the</p> <p><b>Mark:</b></p> <p>In our lesson, one thing that went really well was the review of the lesson, as well as the explain and explore section. Each of these went well with the students (and since most knew the game already), it made it easier to not have to teach the entire game to them. During the lesson, the students were able to learn what a keystone species was and how crucial they are to the environment, and I think that made the information stick out more to the students in regard to how important the information they learned was in the <i>real</i> world. I know this due to the students being very interactive throughout these portions of the lesson. As Andi said, I think we could have done a better job with our classroom management. I think it was pretty chaotic for our first lesson, as we didn’t quite apply the techniques we have seen used in class. This was something that I would change the for the next time if I were to do this lesson again. Another thing I would change would be the warm-up – this took a long time for the first class, and due to that the students were not able to play the game for very long. I think if we shortened it up, it would make it easier for the students to have more time to play the game and learn more overall.</p>	