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|---|-------------------------------|
| Daily Lesson Plan | B. Unit/ Theme: |
| | C. Lesson Focus: |
| Date: | Class Size: |
| Grade: 5th | Lesson Number: |
| Teaching Approaches <input type="checkbox"/> Direct <input type="checkbox"/> Divergent <input type="checkbox"/> Convergent <input type="checkbox"/> Peer Teaching <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Child Designed Instruction <input type="checkbox"/> Task Teaching | References (Use APA Style) |

D. STUDENT PERFORMANCE OBJECTIVES (SPOs)

Must include a psychomotor, cognitive, affective and literacy objective (Literacy objective could be the cognitive objective)

| Domains | Standard: | Objectives: | I. Assessment Tool and When It Is Used (formal/informal): |
|--|-----------|-------------|---|
| Psychomotor: | | | |
| Cognitive: | | | |
| Affective: | | | |
| Literacy: | | | |
| Academic Language: List and Define Vocabulary, Form(syntax: sentence, paragraphs) (Examples- exit slip, summary paragraph) or discourse (talking about content) (Examples- pair and share, walk and talk) | | | |

E. LIST ONLY THE STANDARDS THAT APPLY TO THIS LESSON (DELETE ALL OTHERS).

NATIONAL CONTENT STANDARDS

1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns
2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

NEW YORK STATE LEARNING STANDARDS:

STANDARD 1: PERSONAL HEALTH AND FITNESS

- 1a. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.
- 1b. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance and body composition.

STANDARD 2: A SAFE AND HEALTHY ENVIRONMENT

- 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity
- 2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.
- 2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.

STANDARD 3: RESOURCE MANAGEMENT

- 3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity
- 3b. Students will be informed consumers and able to evaluate facilities and programs
- 3c. Students will be aware of career options in the field of physical fitness and sports

F. DESCRIBE how each objective links to NYSLs and the central focus of the lesson.

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G. How will you universally design your lesson to meet the needs of all students in the class? ? (What *specific* techniques/strategies will you use to meet the needs of whole class? Small groups with similar needs (e.g., range of disabilities, skill level, language(s) used, and/or learning styles)? Individuals with IEP/504 Plans?):

PE Content Connections (How this lesson is connected to other content):
(CHOOSE 2 FOR LETTERS H,I,J,K,L)

- ☐ **H. Cross curricular Infusion-** State how the PE teacher candidate could incorporate another discipline into this lesson?
- ☐ **I. Multicultural Infusion-** State what cultural aspects this lesson will address.
- ☐ **J. Literature-** State what text are used in this lesson.
- ☐ **K. Connection to everyday life- Life skill-** State how students will connect this lesson to their everyday life.
- ☐ **L. Media and Technology Influences-** State how students could use current media and technology to enhance this lesson.

Give your rationale for the two selected items below:

1)

2)

M. Equipment Needed:

N. Goals for improving your teaching (specific teaching behaviors to improve instruction):

| TIME | SEQUENCE OF LESSON-Tasks must align with objectives Choose one: Extension/Refinement/Intratask Variation/Application (Delete all other choices) | ORGANIZATION <i>Draw or Bullet your organization (i.e. partners, 4-4x4 grids, 3 Ss and 1 ball, etc.</i> | Cues or Important Points to Enhance Technique & Addresses Common Errors | Safety Concerns for task | SPO # |
|------|---|--|---|--------------------------|-------|
| | <u>Entry Routine:</u> (Transition) Warm – up: (Transition) <u>Set Induction-</u> (Transition) <u>Informing Task:</u> (Transition) | | | | |

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|------|--|--|---|--------------------------|-------|
| | <u>Extension/Refinement/Intratask Variation:</u> (Transition) | | | | |
| | <u>Extension/Refinement/Intratask Variation/Application:</u> (Transition) <u>Extension/Refinement/Intratask Variation/Application:</u> (Transition) <u>Culminating Activity/Game:</u> (Transition) <u>Closure:</u> | | <u>Anticipated Responses:</u> | | |