

<b>Grade:</b> 5 <sup>th</sup>		<b>Subject:</b> Physical Education	
<b>Materials:</b> 6 Basketballs, hoops, 6 clipboards, pencil for each student, worksheet for each student for recording data		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <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"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>  <b>5.NF.1</b>  Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.  <b>S1.E14.5a &amp; b</b>  Overhand throw  b. Throws overhand to large target with accuracy.		<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> By the end of the lesson, the students will be able to compare unlike fractions with uncommon denominators, by making three fractions from their three shooting trials to have common denominators, and circling greatest-valued fraction.			
<b>Bloom's Taxonomy Cognitive Level:</b> Convert, Compare, Execute			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ol style="list-style-type: none"> <li>Students sitting at board to explain warmup,</li> <li>line up in lines of four with basketball after getting numbered off (6 lines of four)</li> <li>participate and follow directions for warmup relays</li> <li>Go to assigned basket with group</li> <li>Sit at basket to hear directions for shooting and data collection</li> <li>Come to board with sheet and grab pencil</li> <li>Sit quietly for explanation</li> <li>Move to 1 of 3 baskets for lighting when assigned</li> <li>Line up when asked</li> </ol>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> On task with activity, voices off during explanation, engaged in role during timed trials, trying best and participating.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> Three dots set at each basket to indicate shot locations, have six basketballs, have 6 clipboards on pile, have sheets printed and clipped to clipboard, jar of pencils for students to grab, whistle/buzzer, and timer		
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> -“Who can raise their hand and tell me their favorite basketball team??” -“Today we’re going to get a chance to have some fun with a little basketball practice. “ -“Have you ever wondered why you’re going to use fractions in real life??” -“Well your favorite teams, and teams in all sports, use math and fractions to decide how successful of a game the players had” -“Today, we’re going to be doing the same thing!”		

<p>3</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)          -“During games and practice, athletes like Steph Curry or Carson Wentz have someone keeping track of their stats. They have someone writing down how many times they attempted something, and how many times they were actually successful doing that.”          -“So they use fractions and put their success or makes over their number of attempts (or times they tried)”          -“Today, we’re going to shoot baskets for three rounds. Then we will compare which round we did our best!”</p>	
<p>(Warmup: 5 min)</p> <p>8 min activity</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)          -“But first, let’s get started with a warmup.”              -Number off by fours and tell them to line up at end line with their number          -“We are doing basketball relays”          -“First, go to half court and hand off ball to next person. When everyone has done exercise, sit down.”          -“1. Around waist          -“2. Hold ball above head          -“3. Dribble with one hand          -“4. Shuffle facing same wall          -Assign each line to basket          -“When we say go, you will each take turns shooting at the three dots”              -“First person, grab the ball and stand at a dot.                  Person 1. You will shoot five shots.                  Person 2. You will count out five shots, and tell them to stop.                  Person 3. You will count how many shots they make.                  Person 4. You will help rebound.          -“We will switch so everyone shoots 5, then 10, then 15.          -“Start at the whistle. When the whistle goes again, everyone sit down with ball.”</p>	
<p>Remainder of the time ( with two min to finish and line up)</p>	<p>Review (wrap up and transition to next activity):          -“Bring papers to board with pencil”          -“Put basketball away”          -“After games and practices, the athletes look at their stats and see if they reached their goals, had a tough game, or improved. So now we are going to compare how we did through each round.”          -“Sit at board with pencil and data sheet”          -“Now you need to get fractions to have common denominators and circle the greatest one.”          -“When you have your biggest fraction circled, raise your hand.”          -Walk around and help with math.          -“If your first round was best or had the biggest fraction, go to this basket....”          -“We are going to play lighting in groups for the rest of the class!”</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>Progress monitoring throughout lesson (how can you document your student’s learning?)</li> </ul> <p>-Walk around and see how converting fractions is going</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>-Collect data sheets</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):          This lesson was definitely one where my partner and I learned as we taught. When imagining and creating the lesson plan, we predicted that things would go rather quickly and that we may have too much time on our hands towards the end of the class period. For that reason, we even accounted for time to play an extra,</p>		

Date: \_\_\_\_\_ 3/08/18 \_\_\_\_\_

miscellaneous game of lightning so the kids wouldn't have to sit or stand around. However, when we got into our activity after warmups, this proved to be a very false prediction. To reduce time spent on explaining directions, we could have had polypots laid out ahead of time and assign group members and group spots more clearly and directly. I thought our warmups went well, but also could've have been moved along more quickly. I think we did a decent job adapting with the second class we taught. We at least got through the 5 and 10 shot category for each student so they were able to get the prescribed concept of comparing unlike denominators. Also they seemed to be interested in the concept of taking stats as it is common practice with sports teams and players that many of them are fans of.