

4th - 5th Grade PE and Social Studies Lesson Plan

Grade: 4-5		Subject: PE and Social Studies	
Materials: <ul style="list-style-type: none"> • Display Map of the World • Floor Dots • List of exercises for each continent 		Technology Needed: <ul style="list-style-type: none"> • Computer and speaker for playing music 	
Instructional Strategies: <ul style="list-style-type: none"> <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 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <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: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) Social Studies G.3_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective. Physical Education S1.E1.4* Hopping, galloping, running, sliding, skipping, leaping S2.E2.5* Pathways, shapes, levels S3.E2.5 Engages in physical activity		Differentiation Below Proficiency: Activities can be altered and fewer reps can be completed. Concentrating on form, rather than quantity. Above Proficiency: If students are finding that they are breezing through the exercises with very little exertion, they can add on to their sets, until they feel that the difficulty level is appropriate. Approaching/Emerging Proficiency: So long as the students are doing as many repetitions as they can with the best form they can manage, this is acceptable. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: For students who do not understand the instructions verbally given, there will be demonstrations of each exercise available • Auditory: The processes will be explained through direct instruction • Kinesthetic: Students can practice the exercises and procedures prior to beginning the activity if they feel more comfortable this way • Tactile: If students still need help they can have one on one instruction or direction from the teachers 	
Objective(s) <ul style="list-style-type: none"> • By the end of this lesson, students will be able to identify the seven continents. Bloom's Taxonomy Cognitive Level: Applying			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • For the activity, students will be grouped by counting 1-2-3-4-5-6-7. • Students will be expected to work together to complete the objectives at each continent and to do their best. • Transitions will be signaled through the cutoff of music and/or by using the whistle. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will be expected to transition as soon as they are signaled to do so. • Students are expected to always try their best. • Students are expected to actively engage in the activities 	
Minutes	Procedures		
5 min.	Set-up/Prep: <ul style="list-style-type: none"> • Set up the floor dots according to the map on the floor. <ul style="list-style-type: none"> - Next to each dot, have a list of physical activities that the students need to complete before moving on. • Hang the display map on the bulletin board. The map should have: <ul style="list-style-type: none"> - The seven continents - Labels for the continents • Have music ready to play 		
5 min.	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have the students warm up with the normal warmups listed on the board. Have them warm up for the length of one song. <ul style="list-style-type: none"> - Once the music stops, students should stop and come to the front where the teacher will give them instructions. 		

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5-8 min.	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Explain the activity to the students and what they will accomplish during it. <ul style="list-style-type: none"> - “Today we are playing a game called <u>A Trip Around the World!</u>” - “Does anyone know what the 7 continents are?” <ul style="list-style-type: none"> > Have the students respond - “How many continents have you traveled to?” <ul style="list-style-type: none"> > Have the students give a few responses - Give Instructions <ul style="list-style-type: none"> > Make 7 groups (one will go to each floor dot[continent]) > The goal is for students to move from one continent to the next utilizing the lines on the floor. They should try to go to all the different continents. <ul style="list-style-type: none"> > the floor is to be considered the oceans > Student must only step on the lines on the gym floor to cross the ocean. > Students will complete the activities at each of the “continents” before moving to the next one. > Students will move to the next “continent” when the music is changed.
10 min.	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will all participate in the activity as they have been instructed. They will: <ul style="list-style-type: none"> - Travel from one “continent” to another - Students will move on to the next continent when the music switches - Travel on <u>ONLY</u> the lines of the gym floor - Complete the exercises for each continent - Try to make it to Africa (the end goal) - If they step off of the lines, they are caught by the sea monster and have to start over again from the continent that they started on. (This should only be done if there is time) - When they get to “Africa,” they can stop and do a 10 second victory dance.
5 min.	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • When it is time for the students to move on to their next class, the teacher will stop the music and call the students back. • If there is time, students will be asked to shout out the 7 different continents and the fun facts they saw on each one.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>- Students will be assessed throughout the activity through observation. (How is their execution of physical education skills?)</p> <p>- Observe how many continents students are able to identify.</p> <p>- Observe student’s interaction and engagement in the activity</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>- Students will be assessed mostly through observation of how they execute the physical activities for each continent.</p> <p>- Students will also be assessed by how many continents they are able to identify at the end of the lesson.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	