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| Lesson Plan ⁱ 1 of 5 | NYS/National Standards | Teacher Candidate(s): | School: | Date: |
| | | Unit/Activity: | Grade: | |
| | | Central Focus (entire lesson segment): | # in class: | |
| | | Lesson Focus: National Outcomes (Code + Text): NYS Outcomes (Code + Text): | | |
| | | Objectives Situation / Task / Criteria | Assessment Tool | Length of class: mins |
| Psychomotor Domain | / | | | Teaching Styles: Command Practice Reciprocal Self-Check Inclusion Discovery Problem Solving Cooperative Stations Jig-Saw |
| Affective Domain | / | | | |
| Cognitive Domain | / | | | |
| | List of Academic Language Used | | | |
| Fitness Objective Health/Skill PM/Cogn | / | | | |
| Common Core Standards | CC Standard | | | Equipment: |
| Safety Statement | / | | References(e.g. Book, course packet, pg #, complete web address URL): | |
| New York State Standards (2020) – Click the link to find the outcomes under each standard Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: Exhibits responsible personal and social behavior that respects self and others. Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression. Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness. | | | National Standards – The physically literate individual: 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | |

| Lesson Components | Time (mins) | Organization | Description | Adaptations, Assessments, Reminders CFU, Academic Language, Alignment to objectives |
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| Instant Activity | | | | |
| | | Transition | | |
| Introduction, Signal for Attention, Hook, Expectations | | | | |
| | | Transition | | |
| Fitness Activity | | | | |
| | | Transition | | |
| Body of Lesson (Lesson Focus) | Teaching Progressions – Show some of the major tasks/activities listed on your Activity Progression Worksheet . | | | |
| | | Learning Tasks a) For each learning task, please describe demonstrations and/or questions that will facilitate student learning and engagement. b) Describe the learning task. <i>E.g. Hit the ball over the net to your partner 10 times.</i> | Cues (Refinements) – Simple words to improve performance and understanding. <i>E.g. Eyes at target</i> | Variations / Modification – Add variations to the learning tasks to make it easier and harder according to needs and abilities of the students (lower and higher skilled students). |
| | | Task #1 | a. | |
| | | | b. | 1. 2. 3. |
| | | Transition | | Easier – Harder - |
| | | Task #2 | a. | |
| | | | b. | 1. 2. 3. |
| | | Transition | | Easier – Harder - |
| | | Task #3 | a. | |
| | | | b. | 1. 2. 3. |
| | | Transition | | Easier – Harder - |
| | | Task #4 | a. | |
| | | | b. | 1. 2. 3. |
| | | Transition | | Easier – Harder - |
| | Task #5 | a. | | |

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| | | b. | 1. 2. 3. | Easier – Harder - | |
| | Transition | | | | |
| Lesson Closure, Hook to Next Lesson | | | | | |
| Evaluation of Lesson | <i>Pre-planning: Previous instruction in this activity (earlier grade levels)</i> <i>Post-planning: "Assessment Informs Teaching:" future needs based on assessment results</i> <i>Teacher Reflection Notes:</i> | | | | |
| Instructional Supports | <i>(Include any assessment, task cards, exit slips you used): Describe and number</i> | | | | |

Lesson Plan Instructions – Delete After Planning

Section 1: Contextual Information

| Lesson Plan Component | Directions | Course/s |
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| Lesson plan # | Indicate the # in the lesson sequence or unit | EDU 255 |
| Teacher Candidate/s | Write name of teacher(s) | EDU 255 |
| School | SUNY Cortland or the school where lesson is taught | EDU 255 |
| Unit/Activity | List the unit or activity | EDU 255 |
| Central Focus | Central Focus: A statement that captures or summarizes the overarching learning outcomes associated with content standards and learning objectives. It may not be as broad or comprehensive as a central focus used in a longer unit of instruction, but it should represent a focus beyond facts and skills. For example , the central focus for a physical education learning segment might be executing basic basketball skills in a small-sided game. | EDU 255 |
| Lesson Focus & National Outcomes | More specific than the central focus as in what is being taught today and what are the national outcomes that are being addressed? List the national outcomes (words and #) and in section 2 of the lesson, be sure to indicate where you will meet these outcomes e.g. S1.E13.1: Throws underhand, demonstrating two of the five critical elements of a mature pattern. | EDU 255 EDU 355 |
| Date | Date or anticipated date the lesson is expected to be taught. | EDU 255 |
| Grade | Indicate the grade level of the lesson. This may be a range for secondary. For example, Grades: 7 th -8 th . | EDU 255 |
| # in Class | Number of students in the class or give a range (15-20 students). | EDU 255 |
| Length of class | Total duration of the lesson. | EDU 255 |
| NYS/National Standards | Indicate the NYS and the National Standards & outcomes which align with the lesson. NYS standards were modified in 2020. Standard 1-5 for NYS and National are the same. Standard 6 is added for NYS. NYS and National standards have different outcomes. | EDU 255 |
| Objectives | PED 201 writes objectives as proposed goals. Include a situation, task, and criterion in each objective in this format: i.e.- SITUATION- TASK (in bold); <u>CRITERIA</u> (underlined). The criteria must be measurable, observable and specific. Affective and Fitness objectives should be THEMED based | PED 201 PED 434 |
| Assessment tool | Identify a formal or informal assessment tool for each objective. The tool must match the corresponding objective criteria. Formal assessment tool examples include: written quiz, rubric, rating scale, checklist, self-report, journal, etc. Examples of informal procedures include teacher observation and CFUs. Indicate the assessment tool in the right hand column on pg. 2-3. | PED 434 EDU 255 |

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| Teaching Styles | Bold the styles used in the lesson | EDU 255/355 |
| Academic Language | A list which includes the “ <i>Language of the activity/discipline</i> ”. – could include vocabulary, symbols, concepts, cues such as: “drop shot”, a referee’s ‘T’ for time-out, F.I.T.T., “step w/ opposition”. The students are expected to use these terms within the lesson. EDU 355 uses academic language at a higher level and goes beyond vocabulary. AL is indicated in the right column on pg. 2-3. | EDU 255 EDU 355 |
| Common Core Standards | Identify the CC standard the lesson will support. Copy from the CC website. Physical Education supports Literacy/Language Arts in the CC. Go to: http://www.corestandards.org/ELA-Literacy/CCRA/L/ Click on reading, writing, speaking standards and the grade on the right and find the corresponding standard - copy # and text **Connect the CC standard with your academic language task** e.g. Grade 3 comprehension: CCSS.ELA-LITERACY.SL.3.1.D: Explain their own ideas and understanding in light of the discussion. | EDU 355 |
| Equipment | List all the equipment and number used in the lesson. | PED 201 EDU 255 |
| Safety Statement | Brief statement or statement in form of a quote/script. Also indicate in the right column on pg. 2-3 | PED 201 EDU 255 |
| References | Full internet URL; APA format on books w/ page #, references are proof of standard practice such as: <ul style="list-style-type: none"> Malmberg, E. (2003). <i>Kidnastics: a teacher-centered approach to teaching gymnastics</i>. Champaign, IL: Human Kinetics. (pp.33-35) Internet site- use the FULL url!!! Like this: http://www.exrx.net/Articulations/Shoulder.html#anchor102874 | EDU 255 |

Section 2: Lesson Activities

| Lesson Plan Component | Directions | Course/s |
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| Column: time | Provide a range of estimated time for each task presented | EDU 255 |
| Column: organization | A “map” of S and T placement, if space is limited, attach supplement | EDU 255 |
| Column: adaptations, assessments, reminders, CFUs Academic Language Alignment | Explain the protocol (management of students, equipment, time and space) used in each assessment. Describe CFU procedures; write out specific questions. Show the alignment between task, objective and assessment. If you have a specific focus student or student that needs individual adaptations, you can write it in here as well. | EDU 255 PED 434 PED 356 |
| Instant Activity | Plan and describe a task that students will participate in upon arriving to the learning environment. May be used as a 5 minute fitness or warm-up activity | EDU 255 |
| Transition | Explain how the students will move from one space to another. Example: When I say “go”, when the music stops, when you hear the signal for attention...Place the equipment in the hula-hoop/ basket and meet in the circle. | EDU 255 |
| Introduction | Transcribe an introduction to the day’s lesson. Make sure to provide a set induction, outline, and introduce academic language. Hook Signal for Attention Overview/Expectations Address any objectives/assessments you will expect your students to accomplish – be explicit! | EDU 255 |
| Fitness Activity | Every lesson should come with an activity where fitness is EXPLICITLY taught. Explain the fitness activity here and be sure it is aligned to your fitness objective. Include the full (words and #) National Outcome! | EDU 255 PED 382 EDU 355 |
| Body of Lesson | | |
| <ul style="list-style-type: none"> Tasks | Describe the task with enough detail so someone else could teach it. In the first row of the task (a), explain how you will get the students engaged in the activity (through questions, or demonstration?). In the second row (b) you will describe the task in detail. | EDU 255 |

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| • Cues | List cues used for the task. | PED 434 EDU 255 |
| • Variations | Add modifications to make the tasks easier and harder according to the skill level of the students. (use GLSP)...(examples: change the time, distance, challenges, 3 of people, etc.). | PED 434 EDU 255 |
| Lesson closure | Review lesson; check for understanding, hook to the next lesson. | EDU 255 |
| Evaluation of lesson | | |
| • Pre-planning | Name of school, date and grade (PED 201). Knowledge of students, community, personal assets/characteristics. What do the students know and what can they do before the lesson. Include info about pre-assessment. Include a summary of previous instruction in the activity or related activities. Describe the present level of performance if known. | PED 201 EDU 255 PED 434 |
| • Post-planning | Analysis of student performance. What did the students learn in this lesson? Explain what your observations were or what your assessments tell you. | EDU 255 PED 434 |
| • Teacher reflection notes | From the data and post planning, what can you do as the teacher moving forward to the next lesson? Teacher reflection includes what worked, what didn't, why, and what to change. | EDU 255 PED 434 |
| Instructional supports | Attach copies of the assessment tools, recording forms, cue cards, station cards, etc. Be sure to list and number. Remember to include language cards you will use within your lesson. | PED 434 EDU 355 |

ⁱ Lesson plan updated August 14, 2020 – Dr. Baert