

Date: _____

Grade: 5th		Subject: Reading	
Materials: What is needed to make an end zone area		Technology Needed: Computer	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" 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 checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" 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 checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) S2. E3.5- applies movement concepts to strategy in game situations RL. 3 describe characters in a story (e.g. their traits, motivations, or feelings) and their actions (Grade 3)		Differentiation Below Proficiency: the students will have a hard time remembering who beats who in the rounds Above Proficiency: The students will be able to remember who beats who in the rounds. Approaching/Emerging Proficiency: The students can remember the poses of the things but are struggling to remember who beats who in the rounds. Modalities/Learning Preferences:	
Objective(s): The students will be able to know the difference of who beats who in the rounds This activity is the group version of Rock, Paper, Scissors combined with tag Bloom's Taxonomy Cognitive Level: Remembering/Applying		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Students will have to follow the rules and procedures that are part of their class Students will have to follow the instructions that the teacher is saying 	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will line up in a line and be numbered off by twos Students will sit quietly during instructions Students will have remembered the rules and procedures of safety in the gym while running			
Minutes	Procedures		
	Set-up/Prep: No set up needed If weren't in the gym we would have to make lines to indicate boundaries		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Ask the question, "What are some characters and creatures used in fairytale stories" Talk about how we are going to play a game called giants, elves and wizards <ul style="list-style-type: none"> Demonstrate how to convey each character Students will mimic each action 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Start by explaining Rock, Paper, Scissors format (giants squish elves, elves sneak past wizards, wizards charm giants) Then explain who beats who in each round and why those characters beat each other Then we will introduce the first stage of the activity. <ul style="list-style-type: none"> Have them walk around the gym and when they hear one of us say a character they would have to stop and show us the pose for that character. We will do this a couple of times to get the students familiar with the characters and the poses that they make After a few rounds of that we will then go into explaining stage 2 of the activity <ul style="list-style-type: none"> Split the students up into two teams Talk about how they will gather as a team and decide what they would want to be <ul style="list-style-type: none"> They will have ten seconds to decide on what character they will want to be Once time is up, each team will come back to the center and one of us will say ready, set, reveal Students will say who they are and who ever beats who will get a point After a team gets three points we will then talk about the third stage of the activity <ul style="list-style-type: none"> This involves the students picking a character and then if their character beats the other team, the other team would have to run to their safe zone before getting tagged. If a student gets tagged they then join the other team (explain that where ever you get tagged: examples shirts, hair, sleeve, etc. you are tagged) 		

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	<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 work as a team to decide on what character they will want to be• Students will make sure every one of their team knows how to do the pose• Ask the students how they thought the activity went• Let the students know that they could play this with friends out on the playground or other places
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• Once all students are on a single team the activity is over• To start a new game the students will return to their previously designated sides.
<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?)<ul style="list-style-type: none">• Watch and make sure all the students are doing the poses correctly and clearly.• Make sure all students are always following the rules and procedures	<p>Summative Assessment (linked back to objectives, END of learning)</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	