

Tennessee Tech University  
PHYSICAL EDUCATION LESSON PLAN

**THE INFORMATION HERE IS TO HELP GUIDE YOU AS YOU WRITE YOUR OWN PLANS. ANYTHING IN ITALIC OR COLORED FONT IS FOR YOUR INFORMATION AND SHOULD NOT BE INCLUDED ON ANY LESSON PLAN THAT YOU SUBMIT. THIS IS A WORD DOCUMENT FOR YOUR CONVENIENCE. DOWNLOAD AND SAVE THE TEMPLATE SO THAT YOU HAVE IT EASILY AVAILABLE!**

**Name:**

**Date:**

**Lesson Title:**

**Grade/Level:**

Curriculum Standards	Central Focus Question/Big Idea/Goal
State Curriculum Standards <i>(Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).</i>	What question(s), big idea(s), and/or goals drive your instruction?
Lesson Objective(s)	
<p><i>Objectives are measureable.</i></p> <p><b>Psychomotor:</b> <i>(Should always have at least 2-3 psychomotor objectives per plan. This is the skill development that you want to accomplish that day. This should be directly linked to the TN standards and you should put the standard number from the box above at the end of each objective. If you have an objective that cannot be linked to a standard, then it should not be an objective for the lesson!)</i></p> <p><b>Cognitive:</b> <i>(Should always have at least 1 cognitive objective per plan. This is what indicates students are learning and understanding. There should be a standard from the box above that can link to this objective. Same, if not, then it should not be an objective.)</i></p> <p><b>Affective:</b> <i>(Likely to be able to include an affective objective but remember it must be measured during the course of the class AND it must be linked to the standards from the box above. If you can include, then do, but if not, don't try to make something fit if it doesn't. Remember that FUN is not an objective and is not measurable, even though it is a feeling.)</i></p>	
Vocabulary/ Academic Language (Language Function)	
What opportunities will you provide for students to practice content language/vocabulary and develop fluency? <i>There is some sort of vocabulary that can be incorporated into every lesson, no matter what skill you are teaching. Here you should put the vocabulary words with definitions. If you have vocab here, it should also be present in your lesson!</i>	
Academic Language (Language Function)	
<i>We will get to this a little later on – once we get to this part in the 6881 EdTPA preparation part. For now, don't worry about this section. On the first plans you write, include it but leave it blank.</i>	
Assessment/Evaluation	
<p><b>Formative (Informal):</b> <i>How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback? You must include informal assessment of student learning on every lesson plan. It can be in the form of teacher observation during skill practice using a checklist or something like that. Remember that formative is informal and must be done every time you teach!!! Multiple times every time you teach for individuals and for the class.</i></p> <p><b>Summative (Formal):</b> <i>What evidence will you collect and how will it document student learning/mastery of lesson objective(s)? Summative assessment is formal and must be planned for in every lesson/lesson plan but know that you may or may not formally assess student learning and skill development every time you see them. For success in EdTPA and to pass and get your license, you must practice this here and must have it included in your submissions, but you may or may not formally assess on any given day. More to come about this later – just be sure to have this here. It should be something like skills test using a rubric. NOT a pencil and paper assessment for young children. The evaluators are going to look for you assessing skill development in this way.</i></p>	

## Instruction

**Set/Motivator:** *How to engage student interest in the content of the lesson? Use knowledge of students' academic, social, and cultural characteristics. The set is how you will introduce the lesson so the students are interested in being involved that day. Be careful if you ask questions to stimulate interest – you should ask a question so that all students can give a thumb's up or raise their hand. Don't ask them to speak, as this is a rabbit hole that is very hard to come out of. For example, you might say, "Raise your hand if you know who Michael Jordan is". NEVER SAY, "RAISE YOUR HAND IF YOU CAN TELL ME WHAT SPORT MICHAEL JORDAN PLAYED". The latter here sets you up for lots of children to want to talk, and remember, we are very limited on the amount of time we have with each class.*

*The set should last about 1-2 minutes no more. It needs to be something that you say or do that is relevant to the students you are teaching. It will spark interest and make them want to participate and learn.*

**Instructional Procedures/Learning Tasks:** *Provide specific details of lesson content and delivery.*

Skill	Cue	Analysis/Assessment

*In the table above you will put the skill (from your objectives) that will be covered in the first box, then any associated cues or critical components that students need to know to learn and be successful in the second box and then how you will assess their learning of the skill in the 3<sup>rd</sup> box. If you have more than 2 skills (which you should – and you should also include cognitive and affective) then add more lines to the table. This is to help you be organized as you prepare for the table below.*

Task	Time	Activity

*This table is to help you map out your time and what activities you need to plan for the children to do in order to reach the objectives you listed at the beginning of the lesson plan. A Task is not the same as a skill from table 1. For example, if the skill is underhand throw, then the task might be body position or arm movement or something like that. You should estimate how much time you will spend on each task and then tell in logical sequence what activities the students will perform to learn/perforM/master the task. Please see the examples that I have provided for you to know how this should look.*

**Brief Narrative of how the lesson will progress:** *Using the info you have already provided, write a brief narrative of how your lesson will go. Include things like transitioning from one activity to another, grouping, equipment distribution and things that are not visible in the tables above. This also helps you to know what to do when - when you are actually teaching the lesson.*

**Questions and/or activities for higher order thinking:** *These cannot be answered by yes or no.*

*Here you should provide at least 3-5 questions that you can ask the students that will prompt them to think about what they have learned and formulate and answer that cannot be yes or no. These questions can be linked to the objectives or can be outside the scope. For example, if the lesson is underhand throw, you might ask – "Raise your hand if you can name one activity or sport that uses underhand throw". The students have to think about what they know and may say, "kick ball pitcher or bowling". This is an example of higher order thinking questioning. It is required, so don't dismiss this. Your questions should be strong even for very young children. When you put the questions here, also provide the answers in ( ) or italic or colored font.*

**Closure:** *Verbalize or demonstrate learning or skill one more time. Must state future learning. To satisfy the requirements of the exercise science department you must include closure of the lesson plan and closure of the lesson in the following way. Failure to do so will result in poor grades and poor evaluation of your teaching. Closure is very important to the success of your lesson. It's the last time the student will see and/or hear the relevant pieces – perhaps for days or a week, so closure is your last chance to close the deal in them remembering until next time. There are 3 parts to closure!*

- 1. Revisit the Objectives here you will write how you will revisit the objectives with the students. It should never be you saying the objectives to the students. It should be you guiding them to say and/or show you what the objective were that day. You should write out what you will do or say and what you will have the students do or say to be sure the objectives are revisited.*
- 2. Check for Understanding this is related to the cognitive piece. This will be questions you will ask the students to either tell or show parts of a skill or some way for you to "assess" that they remember what you were wanting them to learn that day. For example, you might ask them to show you the body position or body language for throwing a ball underhand. The students will step with the opposite foot, arm will go way back (tick, tock) and they will release the imaginary ball at the farthest front point as they follow through. If they can do this, you know they understand HOW to throw a ball underhanded. You could also ask them to say the cues as they perform each to reinforce the learning.....understanding. This might also be where you ask those higher order thinking questions! It's a good time to tie the understanding of their learning to real world. Just saying ☺*
- 3. Set up the Next Lesson If you can tie what they learned today to what will happen next time, it gives the lesson meaning. It will also help the flow into the next class and hopefully spark student interest.*

*All of these 3 parts are required and should be on the lesson plan in this format.*

**Material/Resources:** *What do you need for this lesson? everything you need to teach the lesson should be listed here. Also, with numbers. Don't just say, tennis balls say 25 tennis balls, etc.*

**Adaptations to Meet Individual Needs:** *How will you adapt the instruction to meet the needs of individual students? think about the full range of skills that will be in every class. You should plan for the middle (average) and then here list how you will adapt your lesson for the lowest and highest skilled students in the class. You must be specific. On a side note, when you are planning a lesson for a real class that you will teach, you should consider if there are any students with special needs in the class. If you have a blind student, how will you adapt for him/her? If you have kids with ADHD, what adaptation will you provide? I promise, it is very important to think through these things before you are in front of the class with students who need special adaptations and you haven't thought of them already. Some students leave this out, but it's perhaps the most important part for the success of EVERY student!!!*

**Management/Safety Issues:** *Are there any management and/or safety issues that need to be considered when teaching this lesson? You should address management and safety on every lesson plan. How you will manage and provide a safe learning environment will depend on what your lesson is, what equipment you will use and where the class will be conducted. This must be thoroughly thought out and addressed on the plan.*

**Reflections/Future Modifications:** *To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher? Reflection is the number one way you will improve as a teacher. You must, after you teach a lesson, think about what went well, what didn't, what you should change, what will stay the same, what will be added, what should be deleted. All that goes here. Also, the things listed above in italic. You can number each question off to be sure you address it, or you can just write paragraphs. Then how is open to individual preference. Doing it is required of all EVERY TIME YOU TEACH!!*