

| Week Of  | Jennings Junior High Lesson Plan Template  |   |   |   |  |
|--|--|---|---|---|--|
| 9/22- 9/29   |  |   |   |   |  |
| <b>Subject:</b><br><b>P.E.</b>   | <b>Grade Level: 7<sup>th</sup>/8<sup>th</sup></b>  | <b>Instructor(s): 9/15 - 9/22</b><br><b>Allen/Thomas</b>  |   |   |  |
| Note on Lesson Plan<br>This lesson will be re-taught from the previous week because of the new information.  | <b>Mon., Tues.</b>   | <b>Wed., Thurs.</b>   | <b>Fri., Mon.</b>   | <b>Tues., Wed.</b>  | <b>Thurs., Fri.</b>  |
| <b>Key Concepts - Learning Targets /Daily Objective</b><br>Why is teamwork just as important as rules?<br>HPE 4<br>Students will be able to display their level of fitness by participating in the presidential fitness test.<br>Students will be able to demonstrate a volleyball serve   | <b>Monday-</b><br>QUESTION: Why is teamwork just as important as rules?<br>LESSON PLAN: Rules and regulations. Seating arrangement<br>Processing: Students will review rules as a group. Students will get their seating assignment. Students will discuss the importance of teamwork.<br>Retaining: Students will review rules of class as well as routine and expectations.<br>18<br>Students will go over PE rules. Students will be assigned spots and start going over stretches. com | <b>Tuesday-</b><br>QUESTION: Why is teamwork just as important as rules?<br>LESSON PLAN: <i>Students will review classroom rules and perform fitness testing.</i><br><i>Priming: Students will perform the curl up part of the presidential fitness test. Students will be primed for the test by stating the state standards.</i><br>Processing: Students will perform curl up test and after curl up, they will participate in 4 corner dodge ball.<br>Retaining: Following rules will be reinforced. | <b>Wednesday-</b><br>QUESTION: How do rules help?<br>LESSON PLAN: Fitness testing<br>Priming: Students will be given the state standard for girls and boys on push ups.<br>Processing: Students will perform push up test. Students will perform 4 corner dodgeball game working on sportsmanship and following rules.<br>Retaining: Reinforcement of following rules will be emphasized. | QUESTION: Why is teamwork important?<br>LESSON PLAN: Students will perform the sit and reach test.<br>Introduction to serving the volleyball.<br>Priming: Students will be given standards on the sit and reach t.<br>Students will attempt serves under observation<br>Students will work in small groups using fundamental skills , serving, setting and bumping.<br><br>Processing: Students will practice serves with peers and perform sit and reach with peers as well.<br>Retaining: Students will be asked to explain why their serve is good and why sometimes it is not good. | Students will assess their volleyball skills.                            |
| <b>Essential Question(s)</b>   | Essential question (What does it mean to be fit?)  |   |   |   |  |
| <b>Common Core Standards</b>   |  |   |   |   |  |
| <b>DOK Level(s)</b>  |  |   |   |   |  |
| <b>Vocabulary</b>  |  |   |   |   |  |
| <b>Class Procedures/Lesson Design</b>  | <b>Do Now: (3-5 minutes)</b> Enrichment: Extra practice on fitness components<br><br>Intervention: Emphasis on rules and regulations<br><br>Reteaching: Reteach volleyball serve and rules of classroom  | <b>Do Now: (3-5 minutes)</b><br>Review<br>How many situps can you do in a minute?   | <b>Do Now: (3-5 minutes)</b><br>Review<br>How many pushups can you do in a minute?  | <b>Do Now: (3-5 minutes)</b><br>What are some tips to make sure that everyone is safe?  | <b>Do Now: (3-5 minutes)</b><br>Can you explain how to bump a volleyball |
| <b>Anticipatory Set/Objective</b><br>Priming: {Teacher present mini character lesson on teamwork before starting activities.} Why is teamwork just as important as rules?<br><br><b>Whole Group Lesson including strategies (12 – 15 minutes)</b><br>1. <b>Assign Seating arrangements</b><br>2. <b>Review rules and consequences</b><br>3. <b>Importance of rules.</b>  | <b>Whole Group Lesson Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b><br><br>After warm up and fitness assessment.<br><br>Small group practice  | <b>Whole Group Lesson Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b><br><br>After warm up and fitness assessment.<br><br>Small group practice   | <b>Whole Group Lesson Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b><br><br>After warm up and fitness assessment.<br><br>Small group practice   | <b>Whole Group Lesson Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b><br><br>Students answer and discuss the DO NOW.<br><br>Lesson Objective is stated after anticipatory set: Which is to show your understanding and knowledge of scoring, rules as well as sports etiquette through playing a modified game of wiffleball.<br><br>Before game students will have to explain rules of sportsmanship, getting an out, when to take a base and when a force out occurs.  |  |
| <b>Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)</b><br><br><b>Impromptu questions on all 3 areas. A. Where does the last names with t's sit? A's? B. Name at least one rule. C. Importance of rules</b>  | <b>Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)</b><br><br>Skill demonstration simulating game play or activity of drills utilizing all 3 volleyball skills for game play.   | <b>Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)</b><br><br>Skill demonstration simulating game play or activity of drills utilizing all 3 volleyball skills for game play.  | <b>Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)</b><br><br>Skill demonstration simulating game play or activity of drills utilizing all 3 volleyball skills for game play.  | <b>Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)</b><br><br><b>Students will continue into a regulation game of wiffleball. Instructor will observe game and evaluate understanding of application of knowledge and rules through game play.</b>   |  |
| <b>Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes)</b><br><br>Students are to read the school handbook on school rules with a partner. They Will buddy read all of the rules. After 8 minutes, each group will explain several school rules to the class using the jigsaw method.<br><br><b>Closure will be restating the objectives that were accomplished after students name them. Exit slip is used by students explaining 2 rules of the classroom.</b> | <b>Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes)</b><br><br>Reflections about performance<br><br><b>Feedback on Skill</b><br>Skill stations will be utilized for serving, setting and bumping  | <b>Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes)</b><br><br>Reflections about performance<br><br><b>Feedback on skills</b><br>Skill stations will be utilized for serving, setting and bumping  | <b>Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes)</b><br><br>Reflections about performance<br><br><b>Feedback on skills</b><br>Skill stations will be utilized for serving, setting and bumping.   | <b>Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes)</b><br><br>Practice opportunities for serving and bumping the volleyball   |  |
| <b>SSD Modifications (if applicable):</b>  | Modified fitness test and participation rubric   |   |   |   |  |

