**Lesson Plan**

Grade/Subject: Grade 9/ Physical Education Unit: Gymnastics Lesson Duration: 42mins

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will be able to:** | | **Formative & Summative ASSESSMENTS (How will you know they met learning objectives?)**  (Observations, Key Questions, Products/Performances) |
| **A 9-12** | *LO1 (A9-12): practice basic gymnastic skills in combination with self.* | | **Rubric**  I will be finishing assessing the students on their gymnastic skills today with jumps, turns and leaps. |
| **D 9-7** | *LO2 (A9-9): continue to choreograph a dance with others.* | | **Observation**  View the groups and see how they are progressing through the routine. Are they doing what is expected? Following safety guidelines? |
| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1: Program of Studies**  **Resource #2: Teaching for Gymnastics** | | | |
| **SAFETY** | | | |
| **General**  -Safety talk to begin class  -On-site supervision  -Gymnasium is clear and dry | | **Specific (REMIND THEM OF SAFETY)**  -Bare feet or shoes wore  -No jewelry/ belts, zippers  -Proper progressions  -Movements should be done within ability  -Fix mats | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| * Mats * Music | | * Individual Rubric sheets | |
| **PROCEDURE** | | | |
| **Introduction** (2 min.) | | | |
| *Attention Grabber: Music will be playing when the students enter the gym.*  *Expectations for Learning and Behavior:*   * My expectations for today is that everyone is staying on task when practicing their dances. Remind them of safety expectations.   *Advance Organizer/Agenda:*   * Intro/Attendance * Warm-up * Group practice time/ assessments * Closure   *Transition to Body: Stand up, we are going to do our warm-up.* | | | |
| **Body** (35 min.)**:** | | | |
| ***What is the teacher doing?***  ***Warm-up: Cat and mouse tag (5mins)***   * Start with one pair that’s it * Groups of two laying on the ground * The student that is running away from the cat, can get free by laying next to a person, the person on the opposite side is now the person that is it and has to run away   Progressions:   * Add more groups that are it (2, 3, 4 groups that are it)🡪 people are still chasing the same person   *Transition to activity #2: We are now going to get into our groups and continue to create our dances.*  ***Learning Activity #2: Practice Final Routine***   * Students will get into their groups * Find space in the gym and continue to work on their routines. * I will be coming around to do the last of the skill testing * When I come to the group I first want to see what their routine looks like so far and then I will finish the skill testing with that group   ***\*During the group practice time I will be coming around to do some skill testing.*** *\**  *Formative & Summative Assessments*  Rubric: skill testing with the groups, by going group to group and seeing their turns, jumps, leaps, and falling technique.  *Specific Learner Expectations:*  - Groups that are not on task I will be putting time on the score clock and when the horn goes off I will be coming around to see what you have done in the 4 minutes. If I find that your group has not been on task, then that will reflect your daily participation mark.  *Transition to Closure: Thank you grade 9’s for the great class!* | | | ***What are the students doing?***  Students will be moving around the gym playing knee tag. Once they get a point (by touching their opponents knee) they will move on to the next person  Students will get together with their group and continue to work on creating their dance.  Students will demonstrate their skills to me when I come to their group. |
| **Closure** ( 5 min.)**: \* Connect your closure with learning objectives\*** | | | |
| *Feedback from Students: How are the routines coming? One more day until we present to the class.*  *Feedback to Students: Let them know how you felt the on task behavior went today.*  *Transition to Next Lesson: Next class will be the last practice time for your routines, and then Wednesday we will be presenting.* | | | |
| Lesson Reflections (After you teach):  What went well:  What can be improved upon:  Describe how the students met your lesson objectives: | | | |