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| Lesson Title: | Date: |
| Unit/Learning Segment: | Grade/Level: |
| Curriculum Standards | Central Focus Question/Big Idea/Goal |
| *State Curriculum Standards (Include the number and text of the TN standards for physical education)* | *What question(s), big idea(s), and/or goals drive your instruction? This is for the entire unit or learning segment not just today’s lesson. This should be the same on all daily plans in the unit.* |
| Lesson Objective(s) | |
| *Objectives are measurable. (Put the number of the corresponding standard at the end of the stated objective.)*  **The Learner Will:**  Psychomotor:  Cognitive:  Affective: | |
| Vocabulary/ Academic Language Function | |
| *What opportunities will you provide for students to practice content language/vocabulary and develop fluency*? *Vocabulary specific to your learning segment with definitions should go here. Also what language function you might have students focusing on (compare, explain, describe, evaluate, model)* | |
| Academic Language (Language Demands) | |
| *AL is the oral and written language used for academic purposes. Discourse or Syntax. Make it relevant as applied here. FYI: Syntax=organize language in order to convey meaning….like CUES or Critical Components. A CUE is a sequence of words or phrases that serve to guide students to proper performance of a movement.* | |
| Assessment/Evaluation | |
| Formative (Informal)*: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*  Summative (Formal): *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?* | |
| Instruction | |
| Instant Activity: *Explain how the IA progresses in detail here. It’s ok to attach the instructions of how to play but you still must describe here.*  Set/Motivator: *How to engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics. (What will you say or do to get students interested and excited about today’s lesson?)*  Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery.*   |  |  |  | | --- | --- | --- | | Skill | Cue | Analysis/Assessment | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | | Task & Transition | Time  (# min) | Practice | Extension | |  |  |  |  | |  |  |  |  | | Task & Transition | Time  (# min) | Practice | Extension | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |     Brief Narrative of how the lesson will progress: *(Be sure you know what narrative means and write in narrative form.)*    Questions and/or activities for Higher Order Thinking: *These cannot be answered by yes or no. 3-5 questions directly related to the objectives and practice.*  Closure: *Verbalize or demonstrate the learning or skill development one more time. Must state future learning.*   1. Revisit the Objectives *This is you asking questions directly related to the objectives for this lesson. Have students answer or demonstrate.* 2. Check for Understanding *(Ask higher order thinking questions here!) These questions are the ones you wrote out in the section above. The purpose of checking for understanding is to make students think past what you just said and what they just did. If they can put things together…they likely understand what’s just happened and what they were suppose to have learned.* 3. Set up the Next Lesson  *You always tell the students what to expect the next time they come to your class. Give them something to think about and look forward to!*     Material/Resources: *What do you need for this lesson?* ***Everything*** *you will need to teach the lesson and be specific. Don’t write “cones” tell how many and/or what color cones.*  **Ex: 4 blue cones, 4 green cones, 4 red cones and 4 yellow cones** | |
| Adaptations to Meet Individual Needs: *How will you adapt the instruction to meet the needs of individual students?* **1 higher skilled, 1 lower skilled and 1 special needs. All specific examples of the modification.**  Management: *What things will you do to make sure the class is managed in a way that facilitates maximum student learning? All of it!!*  Safety Issues: *List anything that might be a safety concern and how you will address it for this class.* | |
| References: *(written in* ***APA format*** *and should always include: TN Standards for Physical Education, 1 print or text source and 2 credible internet sources)* **This is not negotiable. You should never make up everything in a lesson plan. You will not pass if you do not have references on this and every lesson plan.** | |
| Reflections/Future Modifications: *You come back to this box after you teach the lesson and reflect. 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?* | |