

 <b>CCSU</b> <b>PHYSICAL EDUCATION TEACHER EDUCATION LESSON PLAN</b>		Teacher Candidate(s):		Class/School:		Date:	
		Unit/Activity:				Grade:	
		Lesson Plan # ____ of ____				# in class:	
		Central Focus:				Length of Class	
		Instructional Materials, Resources & Equipment:					
Learning Domain	National Standard/ Bench Marks	Learning Objectives Content, Criteria & Condition	Assessment Tool	Evaluative Criteria	Interdisciplinary Connection (Bold)		
Psychomotor Domain	/				Reading ELA Math Science Technology Social Studies Arts Other: _____		
Affective Domain	/						
Cognitive Domain	/						
Academic Language (Min of 2 – Bold)	Function   Vocabulary   Syntax   Discourse						
Teaching Styles: (Bold)	Command   Practice   Reciprocal   Self-Check   Inclusion   Convergent ( <i>Guided Discovery</i> )   Divergent ( <i>Problem Solving</i> )						
Specific Provisions for Safety:	Social/Emotional Safety: Physical Safety:						
<b><u>National Standards</u></b>			<b>References</b> (e.g. Book, course packet, pg. #, complete web address URL):				
<b><i>The physically literate individual:</i></b>  1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.							
			<b>Research Connections:</b>				

Lesson Components	Description of Learning Tasks				Accommodations/ Adapting for Special Needs, Academic Language, CFU	
Initiation  Time (Mins)____  Diagram # ____						
Planned Supports						
Transition						
Introductory Activity  Time (Mins)____  Diagram # ____						
Planned Supports						
Transition						
Lesson Focus (Teaching Sequence)						
Learning Tasks a) Describe the learning task. (e.g.: hit the ball over the net to your partner). b) For each learning task, please describe demonstrations and/or questions that will facilitate student learning and engagement. c) Identify the common errors and strategies for responding to those common errors and/or misunderstandings.			Instructional Cues/Prompts Simple words to improve performance and understanding.	Differentiated Instruction Add variations to the learning tasks to make it easier and harder according to needs and abilities of the students (lower and higher skilled students).	Accommodations/ Adapting for Special Needs	Academic Language
Time (Mins)____  Diagram # ____	Task #1	a.	1.	Simplify -  Challenge -		
		b.	2.			
		c.	3.			
Planned Supports						
Transition						
Time (Mins)____  Diagram # ____	Task #2	a.	1.	Simplify -  Challenge -		
		b.	2.			
		c.	3.			
Planned Supports						
Transition						

Time (Mins)____  Diagram #____	Task #3	a.		Simplify -  Challenge -		
		b.				
		c.				
Planned Supports						
Transition						
Culminating Activity						
Planned Supports						
Transition						
Lesson Closure  Time (Mins)____  Diagram #____						
Reflective Commentary	<p><i>Answer the following questions after teaching the lesson:</i></p> <p>What went well and why? (Provide specific evidence.)</p> <p>What changes could, or should be made to improve student learning?</p> <p>How will I use assessment data to plan the next lesson?</p>					

# CCSU Physical Education Lesson Plan Instructions

## Section 1: Contextual Information

Lesson Plan Component	Directions	Course/s
Teacher Candidate/s	Write name of teacher(s)	
Class/School	CCSU course number (e.g. PE405) or the school where lesson is taught	
Unit/Activity	List the unit or activity	
Lesson plan #	Indicate the # in the lesson sequence or unit	
Central Focus	<b>Central Focus:</b> A statement that captures or summarizes the overarching learning outcomes associated with content standards and learning objectives. It may not be as broad or comprehensive as a central focus used in a longer unit of instruction, but it should represent a focus beyond facts and skills. <b>For example</b> , the central focus for a physical education learning segment might be executing basic basketball skills in a small-sided game.	
Instructional Materials, Resources & Equipment:	List all the instructional materials, resources and equipment & number used in the lesson.	
Date	Date or anticipated date the lesson is expected to be taught.	
Grade	Indicate the grade level of the lesson. This may be a range for secondary. For example, Grades: 7 <sup>th</sup> -8 <sup>th</sup> .	
# in Class	Number of students in the class or give a range (15-20 students).	
Length of class	Total duration of the lesson.	
Learning Domain	Identify the specific domain of learning	
National Standards & Bench Marks	Indicate the national standard(s) which align with the lesson (#) and the grade level benchmark(s) e.g. S1.E13.1: Throws underhand, demonstrating two of the five critical elements of a mature pattern.	
Learning Objectives	Learning objectives must be measureable and specific and include the 3 C's: Content (in bold), Criteria (underlined) & Condition (italicized)	
Assessment Tool	Identify a formal or informal assessment tool for each objective. The tool must match the corresponding objective criteria. Formal assessment tool examples include: written quiz, rubric, rating scale, checklist, self-report, journal, etc. Examples of informal procedures include teacher observation and CFUs. Indicate the assessment tool in the identified column.	
Evaluative Criteria	Define the standards for satisfactory performance for the objective measured by the assessment?	
Interdisciplinary Connections	<b>Bold</b> disciplines where specific connections are made within the lesson.	
Teaching Styles	<b>Bold</b> the styles used in the lesson	
Academic Language	<b>Bold</b> the language type used in the lesson	
Specific provisions for safety	Brief statement or statement in form of a quote/script for each of the identified safety areas (Social/emotional & physical).	
References	Full internet URL; APA format on books w/ page #, references are proof of standard practice such as: <ul style="list-style-type: none"> <li>Malmberg, E. (2003). <i>Kidnastics: a teacher-centered approach to teaching gymnastics</i>. Champaign, IL: Human Kinetics. (pp.33-35)</li> <li>Internet site; use the FULL URL, such as: <a href="http://www.exrx.net/Articulations/Shoulder.html#anchor102874">http://www.exrx.net/Articulations/Shoulder.html#anchor102874</a></li> </ul>	
Research Connections	Identify research and theory methods about how students learn that support the teaching you propose in the lesson	

## Section 2: Lesson Activities

Lesson Plan Component	Directions	Course/s
Time	Provide a range of estimated time for each task presented	
Diagram #	Provide a diagram of S and T placement and the organization of tasks/activities – attach numbered supplemental diagrams to lesson	
Accommodations/ Adapting for Special Needs	If you have a specific focus student or students that need individual adaptations, you will write it in here as well.	
Academic Language,	Academic language: <ul style="list-style-type: none"> <li>➤ What content specific terms (vocabulary) do students need to understand in order to attain the lesson objective?</li> <li>➤ What language function do you want students to develop in this lesson?</li> <li>➤ How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</li> </ul>	
Initiation	Transcribe an introduction to the day's lesson. Be sure to include the What? Why? And How? Make sure to provide a set induction, outline, and introduce your academic language. Signal for Attention Overview of Expectations Address any objectives/assessments you will expect your students to accomplish – be explicit!	
Introductory Activity	Plan and describe a task that students will participate in upon arriving to the learning environment. May be used as a 5 minute fitness or warm-up activity	
Planned Supports	Identify and attach copies of appropriate planned supports for the whole class, individuals, and/or groups of students with specific learning needs (i.e. cue cards, station cards, class handouts, assignments, slides, and interactive whiteboard images, etc.). Remember to include language cards you will use within your lesson.	
Transition	Explain how the students will move from one space to another. Example: When I say “go”, when the music stops, when you hear the signal for attention...Place the equipment in the hula-hoop/ basket and meet in the circle.	
<b>Lesson Focus</b>		
<ul style="list-style-type: none"> <li>• Tasks</li> </ul>	Describe the task with enough detail so someone else could teach it: a) describe the task in detail, b) explain how you will get the students engaged in the activity (through questions, demonstrations) and c) Describe common student errors or misunderstandings within your central focus and how you will address them.	
<ul style="list-style-type: none"> <li>• Cues/Prompts</li> </ul>	List the instructional cues/prompts used for each task.	
<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> </ul>	Add modifications to make the tasks easier and harder according to the skill level of the students. (use GLSP)...(examples: change the time, distance, challenges, 3 of people, etc.).	
Culminating Activity	Plan and describe a task that students will participate in which incorporates the culmination of various tasks learned within the lesson and/or unit.	
Lesson closure	Review lesson; check for understanding, hook to the next lesson.	
Reflective Commentary	From the data and post planning, what can you do as the teacher moving forward to the next lesson? The reflective commentary includes What went well and why? (Provide specific evidence.), What changes could, or should be made to improve student learning? And how will the assessment data be used to plan the next lesson?	