

Jazmine Bowling

Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Description:

Name of Artifact: Physical Education Lesson Plan

Date of Artifact: July 14th, 2024

Course in which this artifact was produced: EDUC 240: Introduction to Health and Physical Education for Elementary Teachers

Brief Description:

I wrote a physical education lesson plan that integrates movement (physical activity) with at least one academic subject (mathematics).

Rationale:

What is the artifact:

My artifact is a physical education lesson plan. The purpose of this physical education lesson plan is to educate third grade students on the importance of movement and physical activity while also practicing mathematics in this case the students are able to practice multiplication problems.

Why am I choosing this particular artifact for this standard? Why does it fit here?

Choosing this artifact for standard eight makes sense for many different reasons. One being because this health lesson plan integrates mathematical (multiplication) problems into movement or physical exercises (relay race/running), which showcases my ability to create interdisciplinary lessons using a variety of instructional strategies. This approach not only promotes movement and physical activity but also reinforces math skills in a fun and engaging way that the students can use in or outside of school!

How does this artifact relate to the standard as a whole or to a certain part of the standard?

This artifact relates to standard eight as a whole by demonstrating my ability to combine different subject areas into my teaching, which enhances student engagement and knowledge. By incorporating, mathematic multiplication problems into movement or physical exercises, I am

not only promoting movement but also reinforcing the students' academic knowledge and skills which aligns with the using a variety of instructional strategies to encourage learners to develop deep understanding of the content.

Physical Education Lesson Plan:

GENERAL INFORMATION

Lesson Title: Math in Motion: Multiplication Relay.

Subject(s) or Topic: Physical Education, Mathematics.

Grade/Level: Third grade.

Movement Form: Relay race.

Setting: Gymnasium or Playground (blacktop).

STANDARDS AND OBJECTIVES

State Standard(s) Addressed:

Physical Education Standard One- 3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations (DOE, *Physical Education* 2016).

Physical Education Standard Five- 3.5.1 Work cooperatively with others to obtain common goals in a game situation (DOE, *Physical Education* 2016). 3.5.3 Demonstrate respect and compassion for the individual differences of others while participating in physical activities (DOE, *Physical Education* 2016).

Mathematic Process Standard: PS.1: Make sense of problems and persevere in solving them. (DOE, *Indiana Academic Standards Mathematics* 2023).

Lesson Goals:

To enhance students' mathematic and multiplication skills through physical activity.

To promote teamwork and cooperation among the students.

To improve students motor skills and physical fitness.

Lesson Objective(s):

Students will be able to solve mathematical (multiplication) problems up to ten times ten.

Students will demonstrate the ability to work effectively with one another in teams.

Students will participate in a relay race, demonstrating coordination and speed.

MATERIALS AND RESOURCES

Instructional Materials/Equipment:

Multiplication flashcards (homemade or from the store), Cones (to mark relay race lanes), Stopwatches, Whiteboards, Markets, Whiteboard erasers.

Resources:

Multiplication charts, PE or gym equipment

INSTRUCTIONAL PLAN

Anticipatory Set: 10 minutes

Begin with a quick warm up activity (jumping jacks and stretching). This is important because in the Education 240 classroom book it states, "Warm-up is important, especially for activities that require quickness, force, or endurance" (Evans & Sims, 2021).

Discuss the importance of both physical activity and mathematical skills in our daily lives.

Direct Instruction or Modeling: 5 minutes

Explain the rules of the relay race and demonstrate how to solve the multiplication problem using the different flashcards.

Shoe students how to line up, run to the cone, pick up a flashcard, solve the problem and then run back to tag the next teammate (their class peer).

Guided Practice: 15-25 minutes

Divide the students into teams and have them practice the relay race with teacher guidance, ensuring that they understand what they are doing, the rules and how to solve the mathematical problems. In the Education 240 book it states, “Teachers can divide students into groups by ability, gender, social compatibility, or size”, which is exactly what is done for this lesson (Evans & Sims, 2021).

Independent Student Practice: 15-25 minutes

Students will complete the relay races one at a time allowing them to compete while solving multiplication problems independently (one their own).

Culminating or Closing Procedure/Activity/Event: 10 minutes

Gather the students and discuss what they learned about multiplication and teamwork.

Celebrate the winning team and acknowledge everyone’s effort and participation. In the Education 240 classroom book it states, “Positive reinforcement and corrective skill feedback are the most important ways you can communicate with your students” (Evans & Sims, 2021).

Pedagogical Strategy (or Strategies):

Use a combination of direct instruction, modeling and cooperative learning to engage students and reinforce the lesson objectives.

Differentiated Instruction:

Provide easier multiplication problems for students who need extra support.

Challenge advanced students with more complex multiplication problems.

Allow students to work in pairs if they need additional help.

Provide physical disabled students with a different movement/exercise they can complete.

Assessment: Unit Completed

Observe and take thorough notes on the students’ abilities to solve multiplication problems and participate in the relay race.

Use a quick quiz with a few multiplication problems and a few additional questions (to see if they enjoyed the lesson) to assess their understanding (example listed below).

1. Solve the following multiplication problems
 - a. $4 \times 3 =$
 - b. $7 \times 5 =$
 - c. $6 \times 6 =$
 - d. $8 \times 2 =$
2. What did you enjoy most about the relay race today?
3. What is one thing you learned about multiplication today?

Answers:

- a. 12
- b. 35
- c. 36
- d. 16

References:

DOE. (2023, May 30). *Indiana Academic Standards Mathematics* .
<https://media.doe.in.gov/standards/indiana-academic-standards-grade-3-mathematics.pdf>

DOE. (2016, June 7). *Physical Education*.
<file:///C:/Users/jazmi/Downloads/Indiana%20physical%20education%20standards%202010.pdf>

Evans, R. R., & Sims, S. K. (2021). *Health and Physical Education for Elementary Classroom Teachers* (2nd ed.). Human Kinetics Publishers.
<https://yuzu.vitalsource.com/books/9781492597193>