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Grade Level: 5th Grade

Subject(s) Area: Physical Education (integrated with Social Studies)

Materials Needed: -Bean bags with the names or abbreviations of U.S. states
-Large area for running (playground or gym)

Standards: S1.E2.5: Jogging, running: Uses appropriate pacing for a variety of running distances

S2.E3.5a: Speed, direction force

a. Applies movement concepts to strategy in game situations

S2.E5.5a: Strategies & tactics

a. Applies basic offensive and defensive strategies and tactics in invasion small sided practice tasks

S4.E2.5a & b: Personal Responsibility

a. Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities

b. Exhibits respect for self with appropriate behavior while engaging in physical activity

S4.E4.5: Working with others: Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects

Objectives: 1. Students will collaborate with peers

2. Students will be able to identify southeastern, mid-western, and northeastern states based on different clues.

Learning Activities: 1. Students will be divided into 5 groups of 5 (or into 4-5 even groups if there are any absences).

2. Students will go into designated areas surrounding state name bean bags

3. Students will be asked a question regarding a specific state/city/landform that they have learned and been tested on, as well as states/cities/landforms they are currently learning about

a. i.e. "I am the capital of Illinois. I am known as 'The Windy City' who am I?"

4. After the question is asked, students must collaborate with their group to find the answer.

5. One student will be the runner and will run to the pile of bean bags and pick the correct state bean bag, taking it back to their corner.

Assessment: Informal: Students correctly identify the state and pick the correct bean bag.

Informal: Students are playing fair and working together to achieve the most points/bean bags

Formal: Students will have a test on the southeastern states at the end of the unit.

Reflection: - This lesson went PERFECTLY. The students really enjoyed it & remained focused the entire time. They also were able to find the answers with relative ease.

- ~~One~~ ^A change that could be beneficial to this game would be to add more questions with more difficulty (adding Southeast, Northwest, Southwest, and Northeast).

- Another change I could make in the future to add a challenge by asking the students capitals or questions such as "What state is the ~~delta~~ delta of the _____ River in?"