University of Mary Division of Education Instructional Sequence

Grade Level: 5th Grade

Subject(s) Area: Physical Education and Social Studies (Vocabulary)

Materials Needed:

* Laminated flashcards with vocabulary words
	+ For this activity chapter 2 and 3 vocabulary terms
* 3 Fly Swatters
* Notebook
* Pencil
* Dry Erase Boards
* Dry Erase Markers

**S**tandards:

* S1.E24.5 – Strikes an object consecutively, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (Striking, short implement)
* S2.E3.5a,c – Applies movement concepts to strategy in game situations and analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments.
* RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 5 topic or subject area.
* SST 0.5.2.03 Explain the impact of climate, geography, and available resources on the daily lives of Native Americans

**O**bjectives:

* Students will be able identify the definition of their vocabulary words.
* Students will be able to demonstrate their understanding of the meaning of words based on their ability to recognize the definition.
* Students will display sportsmanship and hospitality in responsibly playing a game with classmates.

**L**earning Activities:

* As a class we will review and go over several of the definitions of the vocabulary words from chapters 2 and 3. The students have an opportunity to ask questions and get ideas clarified.
* I will explain the rules of the Fly Swatting Vocabulary Game.
	+ The students will be divided into 3 even teams.
	+ On the board will be each of the vocabulary terms with a picture of a fly.
	+ One person at a time in each group (3 people) will have a fly swatter. Once the definition is read aloud by the teacher the player must slap the correct word. The first student to slap the word will read the definition on the back of the card to make sure they chose correctly.
	+ If a player ever chooses the wrong word the class can discuss and explain the correct answer.
* We will make sure everyone understands the rules of the game and sportsmanship that is expected during this game.
* We will play the game as a class to review vocabulary word definitions.
* While it is not the students turn up on the board they will be writing a sentence using the vocabulary word on their dry erase board.
	+ They will share their answers with those around them to see if they used the vocabulary correctly.

**A**ssessment:

* As an informal assessment, I will observe whether the students are able to identify the correct word during the game. Also the classes’ discussion or questions they have will clarify whether or not they understand the meaning of the words.
* A more formal assessment will be completed at the end of the unit. The students will need to display their understanding of the vocabulary words and how they pertain to Native American history.

**R**eflection: (Physical Education and Social Studies)

 This lesson didn’t go as smoothly as I had planned. When doing an activity like this which was supposed to be a fun way for the students to review vocabulary, I think you have to be very conscious of what your class is like. The 5th graders were having a very talkative day today which made this game rather chaotic. When teaching this lesson you also need to be aware of how your classroom is set up. (Where will the students up at the board be standing? Where will the rest of the class and team members be?)

The children really enjoyed this lesson, but it is kind of difficult to keep control. The teacher has to read the definitions out loud for the game to go on. This means that whenever the teacher has to ask certain students to be quiet or stay on task the game is stopped. This makes it difficult to carry out the game. I really wanted to do this activity because I thought it would be a lot of fun for the students. It was a very good way for the students to review, but there should have been more organization.

One aspect of my lesson that I really like was using the dry erase boards for the students who weren’t up. When it wasn’t the students turn to be up at the board with the fly swatter, they would hear the definition and write down the word that thought it was. This was a good way to keep everyone engaged, listening, and learning the vocabulary. I really like this lesson and it was a fun way to review the definitions of their vocabulary words. I think for next time I want to have more organization and make sure I have a very clear precise lesson plan. I think if you thought every aspect out this would be a really fun review activity to do with your students.