

Lesson Plan Template

Teacher Candidate: Kevin Cassidy	Date: 06/21/26 Course for which the Lesson is developed: EDEL-6918 Teaching PE and the Fine Arts
Subject: Mathematics/PE Integration Central Focus: Understand the place value system/Demonstrate physical competency in a variety of motor skills and movement patterns Grade Level(s): 5th Grade	Classroom Teacher: Kevin Cassidy Time allotted: 1 hour

Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective. 5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. ILS.19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns. SHAPE 1.5.5 Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	Learning Objective(s): • My students will be able to read and write decimals to hundredths using base-ten numerals, number names, and expanded form on their pre-tests. • My students will be able to define the vocabulary words “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing” associated with the lesson in their notebooks. • My students will be able to use their graphic organizers to read and write decimals to thousandths using base-ten numerals, number names, and expanded form during their student interaction assignment. • My students will participate in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination	Assessment Tool(s) and Procedures: • My students will write base-ten numerals, number names, and expanded form to hundredths on their pre-tests for the following numbers: 123.45, 678.54, and 548.62. I will use verbal and visual cues to correct them if needed. I will document in my notes as to whether they understand the concepts. • My students will define the academic language in their notebooks. I will monitor them writing their definitions. I will use verbal and visual cues to correct them if needed. I will record a checkmark in my grade book for each child whose responses are accurate. • My students will go outdoors to the playground and participate in a line dancing game. They will bring their graphic organizers from today’s math lesson. I will monitor that they are
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	movement patterns using the “black socks” energizer and “Cowboy Hustle” line dance (Atzert, 2016; <i>Cowboy Hustle Line Dance Tutorial</i> 2026). • My students will combine locomotor, non-locomotor, and manipulative movements based on a variety of dance forms, beginning the integrated unit with the “Cowboy Hustle” line dance (<i>Cowboy Hustle Line Dance Tutorial</i> 2026).	showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “black socks” energizer for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate.
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
10 min.	A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) Pre-diagnostic test: My students will write base-ten numerals, number names, and expanded form to hundredths on their pre-tests for the following numbers: 123.45, 678.54, and 548.62 (<i>Expanded Form with Decimals Place Value Song for Kids</i> 2025). I will use verbal and visual cues to correct them if needed. I will document in my notes as to whether they understand these concepts. Problem 1 answers: Base-ten numerals: 123.45 Number names: One hundred twenty-three and forty-five hundredths Expanded form: $1 \times 100 + 2 \times 10 + 3 \times 1 + 4 \times (1/10) + 5 \times (1/100)$ Problem 2 answers: Base-ten numerals: 678.54 Number names: Six hundred seventy-eight and fifty-four hundredths Expanded form: $6 \times 100 + 7 \times 10 + 8 \times 1 + 5 \times (1/10) + 4 \times (1/100)$ Problem 3 answers: Base-ten numerals 548.62 Number names: Five hundred forty-eight and sixty-two hundredths Expanded form: $5 \times 100 + 4 \times 10 + 8 \times 1 + 6 \times (1/10) + 2 \times (1/100)$ I will demonstrate to my students the line dance that we will be learning today, the “Cowboy Hustle” (<i>Cowboy Hustle Line Dance Tutorial</i> 2026). I will explain to them that this week we’re going to be having math lessons that involve line dancing. This concept was voted on by my students during the last class as one of the most popular.
2 min.	B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):

Implemented August 2013, revised 2018 and adopted by the College of Education.

Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004)

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How to differentiate in mixed ability classrooms; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

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Adapted from Layzell, D., (2013). *Lesson Plan Model*. Illinois State University; Leland Stanford Junior University (2012) *ed-Teacher Performance Assessment*; Tomlinson, C. (2004) *How to differentiate in mixed ability classrooms*; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
	Questioning: (I will have three students write solutions for base-ten numerals, number names, and expanded form using their pencils and sheets of paper. The numbers that I will question them on include 34.385, 1,467.222, and 121.597.) Problem 1 answers: Base-ten numerals: 34.385 Number names: Thirty-four and three hundred eighty-five thousandths Expanded form: $3 \times 10 + 4 \times 1 + 3 \times (1/10) + 8 \times (1/100) + 5 \times (1/1000)$ Problem 2 answers: Base-ten numerals: 1,467.222 Number names: One thousand, four hundred sixty-seven and two hundred twenty-two thousandths Expanded form: $1 \times 1,000 + 4 \times 100 + 7 \times 1 + 2 \times (1/10) + 2 \times (1/100) + 2 \times (1/1000)$ Problem 3 answers: Base-ten numerals: 121.597 Number names: One hundred twenty-one and five hundred ninety-seven thousandths Expanded form: $1 \times 100 + 2 \times 10 + 1 \times 1 + 5 \times (1/10) + 9 \times (1/100) + 7 \times (1/1000)$ Questioning: “What do all of you know about line dancing?” Teacher: “That’s right! Line dancing is most known as a dance to country music. However, it can be used for other types of songs (Aitken, 2025). It is rising in popularity as a social activity and exercise.” Questioning: “Where does line dancing originate from?” Teacher: “While line dancing is a popular dance to country music, it has folk dance roots in Europe and Africa” (Aitken, 2025).

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
4 min.	I will play the <i>Cowboy Hustle Line Dance Tutorial</i> YouTube video that demonstrates the “Cowboy Hustle” line dance on the Smart board (<i>Cowboy Hustle Line Dance Tutorial</i> 2026).
18 min.	Student Interaction/Formative Assessment/Scaffolding: My students will go outdoors to the playground and participate in the line dancing game. They will bring their graphic organizers from today’s math lesson. I will monitor that they are showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “black socks” energizer for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate. My students will finish their game and go back inside to the classroom.
5 min.	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Teacher: “It was a great class today, fifth grade mathematicians and line dancers! All of you caught on to the mathematical concepts and dance quickly! Today we began our integrated unit of studying base-ten numerals, number names, and expanded form and played our line dancing game. First, all of you had taken a pre-test to assess your knowledge. Then, I had turned on a mathematics video and lectured about these concepts. Next, I engaged all of you in questioning. Afterward, we learned a line dance. We went outdoors and played our line dancing game with the ‘black socks’ energizer/chant (Atzert, 2016). Tomorrow we will continue with the activity. Please pack up your belongings and get ready for lunch.” My students will put away their mathematics belongings and prepare for lunch.

Lesson Plan - Details

Instructional Materials:

Expanded Form with Decimals YouTube video (*Expanded Form with Decimals | Place Value Song for Kids* 2025)
Cowboy Hustle Line Dance Tutorial YouTube video (*Cowboy Hustle Line Dance Tutorial* 2026)
Smart board
Whiteboard
Graphic organizers
Pencils
Notebooks
Paper

Selection and Use of Technology and/or Resources:

I will play the *Expanded Form with Decimals* and *Cowboy Hustle Line Dance Tutorial* YouTube videos on the Smart board (*Cowboy Hustle Line Dance Tutorial* 2026; *Expanded Form with Decimals | Place Value Song for Kids* 2025).

Safety in the Environment:

A poster board on the wall will display the classroom rules. My students will be instructed not to run or do other hazardous movements that are not associated with the dance. The children will be coached in respecting their peers' personal space, so that no accidents occur. I will monitor them performing the steps and model the correct ones. I will be walking around the room and move closer to the children who are off task so they maintain focus (Atzert, 2016). My students will be mentored to listen to and be polite to their classmates during the line dancing game. The first time a child misbehaves, I will give them a verbal warning (Arzuaga, 2026). I will provide them with a couple of chances to correct their misbehavior. If they don't, then I'll call their parents. If that doesn't work, I will write them up. My students who are sick will be told to wear a mask and wash their hands.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines	
Vocabulary Tier 1: Tier 2: Tier 3: Base-ten numerals, number names, expanded form, place value, thousandths, and line dancing	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. I will hand out graphic organizers for my students to compose notes about the <i>Expanded Forms with Decimals</i> YouTube video and my lecture (<i>Expanded Form with Decimals Place Value Song for Kids</i> 2025). I will play the <i>Expanded Form with Decimals</i> YouTube video on the Smart board (<i>Expanded Form with Decimals Place Value Song for Kids</i> 2025). I will lecture about the topic of base-ten numerals, number names, and expanded form to thousandths using the whiteboard. My students will define the vocabulary words “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing” in their notebooks. I will monitor them writing their definitions. I will use verbal and visual cues to correct them if needed. I will play the <i>Cowboy Hustle Line Dance Tutorial</i> YouTube video that demonstrates the “Cowboy Hustle” line dance on the Smart board (<i>Cowboy Hustle Line Dance Tutorial</i> 2026).

Assessment

(Identify the **type(s) of assessment** used in this lesson. Explain **how it provides evidence** that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)

Diagnostic (Pre-): *(Formal or Informal)* *Informal.* My students will write base-ten numerals, number names, and expanded form to hundredths on their pre-tests for the following numbers: 123.45, 678.54, and 548.62. I will use verbal and visual cues to correct them if needed. I will document in my notes as to whether they understand these concepts. This will ensure that the children have the pre-existing knowledge to succeed in these lessons, and clarify whether I need to review previously-learned material.

Formative: *(Formal or Informal).* *Informal.* My students will define the vocabulary words “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing” in their notebooks. I will monitor them writing their definitions. I will use verbal and visual cues to correct them if needed. I will record a checkmark in my grade book for each child whose responses are accurate. This will ensure that they understand the academic language required for this lesson.

Informal. My students will go outdoors to the playground and participate in a line dancing game. They will bring their graphic organizers from today’s math lesson. I will monitor that they are showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “black socks” energizer for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate. This will ensure that they comprehend the *Expanded Form with Decimals YouTube* video, lecture from the today’s lesson, and dance that I introduce them to when class begins (*Expanded Form with Decimals | Place Value Song for Kids* 2025).

Reflective: *(Formal or Informal).*

Summative: *(Formal or Informal).*

Lesson Plan - Differentiating Instruction

Identify the Element(s) of the Lesson that is Differentiated: Content Process Product X <i>Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.</i> All of my students will participate in the same line dancing game. Three of them will be recognized for their dance skills each round based on their effort. Because they are rewarded for effort, the activity doesn't provide an unfair advantage to any child. My student with cerebral palsy will be administered the diagnostic assessment's and student interaction assignment's math problems orally and allowed to answer the questions to me in the same way (<i>Accommodate or Modify?</i> 2026). He will be granted extra time for the test and game. He can take as many breaks as needed during class. Furthermore, he is permitted to complete the student interaction assignment to the best of his ability.
Identify the Student Characteristic that you will use to Differentiate: Student Readiness X Student Interest X Student Learning Profile X <i>Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.</i> All of my students will be presented with problems to solve during the student interaction assignment based on how they performed on the pre-test and how well they're doing during the game. All of my students had voted on which type of integrated unit they'd like to study during the end of the previous math class. Line dancing was one of the most popular choices. My student with cerebral palsy prefers auditory learning. He will be administered the pre-test and student interaction assignment questions by me orally, and permitted to answer me in the same way during both (<i>Accommodate or Modify</i> 2026). He is allowed to take the pre-test, perform the dances, and solve the game's problems in a quiet workspace.
Theoretical Principles and/or Research-Based Best Practices in this Lesson Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory. Activating prior knowledge is a crucial teaching strategy to use in the classroom (Creek, 2026). It was introduced by Linda and Bruce Campbell in 2009. This method enables students to remember key facts that are integral to the lesson. My students will recall their pre-existing knowledge by being assessed with a pre-test.

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson

What are common errors or misunderstandings of students related to the central focus of this lesson?

How will you address them for this group of students?

Some of my students did not remember where the hundredths is in place value. Several of them did not recognize number names, base-ten numerals, and exponential form from their prior grade. I used verbal and visual cues to correct them when needed.

On the first day, the students were confused about how to perform the line dance with the “black socks” energizer (Atzert, 2016). This was an adapted version of the chant. I spent extra time mentoring them in the activity and modeling the dance steps for them.

Lesson Plan Template

Teacher Candidate: Kevin Cassidy	Date: 06/21/26 Course for which the Lesson is developed: EDEL-6918 Teaching PE and the Fine Arts
Subject: Mathematics/PE Integration Central Focus: Understand the place value system/Demonstrate physical competency in a variety of motor skills and movement patterns Grade Level(s): 5th Grade	Classroom Teacher: Kevin Cassidy Time allotted: 1 hour

Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.	Learning Objective(s):	Assessment Tool(s) and Procedures:
5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. ILS.19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns. SHAPE 1.5.5 Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	• My students will be able to recall the vocabulary words “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing” associated with the lesson using their notebooks. • My students will be able to use their graphic organizers to read and write decimals to thousandths using base-ten numerals, number names, and expanded form during their student interaction assignment. • My students will participate in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns using the “boom chicka boom” energizer and the “Electric Slide” line dance (Atzert, 2016; <i>Electric Slide Line Dance</i>	• I will call on random students to define the academic language. I will use verbal and visual cues to provide them with hints if needed. I will record a checkmark in my grade book for each child whose responses are accurate. • My students will go outdoors to the playground and participate in a line dancing game. They will bring their graphic organizers from the previous day’s math lesson. I will monitor that they are showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “boom chicka boom” energizer with me as the leader for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them

	<i>Instruction 2019).</i> • My students will combine locomotor, non-locomotor, and manipulative movements based on a variety of dance forms, continuing the integrated unit with the “Electric Slide” line dance (<i>Electric Slide Line Dance Instruction 2019</i>).	math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate.
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
3 min.	A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) I will demonstrate to my students the line dance that we will be learning today, the “Electric Slide” (<i>Electric Slide Line Dance Instruction</i> 2019). I will announce the children who are in the lead with points in the line dancing game, and explain that there is still a lot of time left to be a winner.
2 min.	B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment): Teacher: “Good morning, fifth grade mathematicians and line dancers! Today we will be continuing our activity of playing our line dancing game. First, I will engage all of you in questioning. Then, we will learn a line dance, the ‘Electric Slide’ (<i>Electric Slide Line Dance Instruction</i> 2019). Next, we will go outdoors and play our line dancing game using the ‘boom chicka boom’ energizer that I taught all of you at the beginning of the year with me as the leader (Atzert, 2016). Remember, after each time that we stop the chant, three students will be chosen to answer math questions. It will be based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they’re correct. At the end of the three-day unit, I will hand out stickers for the first, second, and third place winners.”
7 min.	C. Instructional Sequence Teacher/Questioning: “What went well yesterday?” Teacher/Questioning: “What would you change about yesterday’s activity?” Teacher/Academic Language/Questioning: I will call on random students to define the academic language “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing.” I will use verbal and visual cues to provide them with hints if needed. I will record a checkmark in my grade book for each child whose responses are accurate.

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
4 min.	I will play the <i>Electric Slide Line Dance Instruction</i> YouTube video that demonstrates the “Electric Slide” line dance on the Smart board (<i>Electric Slide Line Dance Instruction</i> 2019).
39 min.	Student Interaction/Formative Assessment/Scaffolding: My students will go outdoors to the playground and participate in the line dancing game. They will bring their graphic organizers from the previous day’s math lesson. I will monitor that they are showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “boom chicka boom” energizer with me as the leader for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate. My students will finish their game and go back inside to the classroom.
5 min.	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) Teacher: “All of you had an excellent performance today, fifth grade mathematicians and dancers! I noticed that all of you were putting in your best effort to learn the line dance. Today we continued our activity of playing the line dancing game. First, I had engaged all of you in questioning. Afterward, we learned a line dance. Next, we went outdoors and played our line dancing game with the ‘boom chicka boom’ energizer/chant (Atzert, 2016). Tomorrow we will continue with the activity. At the end of the day, I will assess your knowledge of the mathematical concepts and hand out stickers for the first, second, and third place winners. Please pack up your mathematics belongings and get ready for lunch!” My students will put away their mathematics belongings and prepare for lunch.

Lesson Plan - Details

Instructional Materials:

Electric Slide Line Dance Instruction YouTube video (*Electric Slide Line Dance Instruction* 2019)

Smart board

Graphic organizers

Pencils

Notebooks

Paper

Selection and Use of Technology and/or Resources:

I will play the *Electric Slide Line Dance Instruction* YouTube video on the Smart board (*Electric Slide Line Dance Instruction* 2019).

Safety in the Physical Environment:

A poster board on the wall will display the classroom rules. My students will be instructed not to run or do other hazardous movements that are not associated with the dance. The children will be coached in respecting their peers' personal space, so that no accidents occur. I will monitor them performing the steps and model the correct ones. I will be walking around the room and move closer to the children who are off task so they maintain focus (Atzert, 2016). My students will be mentored to listen to and be polite to their classmates during the line dancing game. The first time a child misbehaves, I will give them a verbal warning (Arzuaga, 2026). I will provide them with a couple of chances to correct their misbehavior. If they don't, then I'll call their parents. If that doesn't work, I will write them up. My students who are sick will be told to wear a mask and wash their hands.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines	
Vocabulary Tier 1: Tier 2: Tier 3: Base-ten numerals, number names, expanded form, place value, thousandths, and line dancing	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. I will call on random students to define the academic language “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing.” I will use verbal and visual cues to provide them with hints if needed. I will play the <i>Electric Slide Line Dance Instruction</i> YouTube video that demonstrates the “Electric Slide” line dance on the Smart board (<i>Electric Slide Line Dance Instruction</i> 2019). My students will use their graphic organizers that contain the academic language for the student interaction assignment.

Assessment

(Identify the **type(s) of assessment** used in this lesson. Explain **how it provides evidence** that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)

Diagnostic (Pre-): *(Formal or Informal).*

Formative: *(Formal or Informal).* *Informal.* I will call on random students to define the academic language “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing.” I will use verbal and visual cues to provide them with hints if needed. I will record a checkmark in my grade book for each child whose responses are accurate. This will ensure that they understand the academic language required for this lesson.

Informal. My students will go outdoors to the playground and participate in the line dancing game. They will bring their graphic organizers from the previous day’s math lesson. I will monitor that they are showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “boom chicka boom” energizer with me as the leader for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate. This will ensure that they comprehend the lecture from the previous lesson and the dance that I introduce them to today.

Reflective: *(Formal or Informal).*

Summative: *(Formal or Informal).*

Lesson Plan - Differentiating Instruction

Identify the Element(s) of the Lesson that is Differentiated: **Content** **Process** **Product X**

Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.

All of my students will participate in the same line dancing game. Three of them will be recognized for their dance skills each round based on their effort. Because they are rewarded for effort, the activity doesn't provide an unfair advantage to any child.

My student with cerebral palsy will be administered the student interaction assignment's math problems orally and allowed to answer the questions to me in the same way (*Accommodate or Modify?* 2026). He will be granted extra time for the game. He can take as many breaks as needed during class. Furthermore, he is permitted to complete the student interaction assignment to the best of his ability.

Identify the Student Characteristic that you will use to Differentiate: **Student Readiness X** **Student Interest X** **Student Learning Profile X**

Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.

All of my students will be presented with problems to solve during the student interaction assignment based on how they performed on the pre-test and how well they're doing during the game.

All of my students had voted on which type of integrated unit they'd like to study during the end of the previous math class. Line dancing was one of the most popular choices.

My student with cerebral palsy prefers auditory learning. He will be administered the student interaction assignment questions by me orally, and permitted to answer me in the same way (*Accommodate or Modify* 2026). He is allowed to perform the dances and solve the game's problems in a quiet workspace.

Theoretical Principles and/or Research–Based Best Practices in this Lesson

Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory.

Graphic organizers are an excellent way for students to organize their thoughts (Creek, 2026). This strategy was pioneered by Daniels and Zimelman in 2004 and later adapted by Dr. Katherine McKnight in 2012. With this method, students can create visuals that allow them to execute problem solving. In the second class, my students will use their graphic organizers to ensure they can recall the *Expanded Form with Decimals* YouTube video and my lecture from the previous day.

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson

What are common errors or misunderstandings of students related to the central focus of this lesson?

How will you address them for this group of students?

Some of my students were discouraged that they didn't receive any points in the game yesterday. I explained that there is still a lot of time left to be a winner. Furthermore, I ensured that I called on them today. Some of them were still confused about how to perform line dancing. Today, I spent extra time modeling the dance steps.

The “boom chicka boom” energizer is usually used to boost students' energy levels (Atzert, 2016). This was an adapted version. Because student morale was low, at first it did not have its intended effect. I led the chant with a loud voice and enthusiasm to overcome this issue.

Lesson Plan Template

Teacher Candidate: Kevin Cassidy		Date: 06/21/26 Course for which the Lesson is developed: EDEL-6918 Teaching PE and the Fine Arts
Subject: Mathematics/PE Integration Central Focus: Understand the place value system/Demonstrate physical competency in a variety of motor skills and movement patterns Grade Level(s): 5th Grade		Classroom Teacher: Kevin Cassidy Time allotted: 1 hour
Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective. 5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. ILS.19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns. SHAPE 1.5.5 Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.	Learning Objective(s): • My students will be able to recall the vocabulary words “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing” associated with the lesson using their notebooks. • My students will be able to use their graphic organizers to read and write decimals to thousandths using base-ten numerals, number names, and expanded form during their student interaction assignment. • My students will participate in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns using the “Funga Alafia” energizer and “Itsy Bitsy Spider” line dance (Atzert, 2016; <i>Itsy Bitsy Spider Line Dance Tutorial</i> 2025). • My students will combine locomotor,	Assessment Tool(s) and Procedures: • I will call on random students to define the academic language. I will use verbal and visual cues to provide them with hints if needed. I will record a checkmark in my grade book for each child whose responses are accurate. • My students will go outdoors to the playground and participate in a line dancing game. They will bring their graphic organizers from the first day’s math lesson. I will monitor that they are showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “Funga Alafia” energizer for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded

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How to differentiate in mixed ability classrooms; Worldclass Instructional Design and Assessment (2012) *WIDA 2012 Amplified ELD Standards*.

	non-locomotor, and manipulative movements based on a variety of dance forms, continuing the integrated unit with the “Itsy Bitty Spider” line dance (<i>Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial 2025</i>).	form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate. • My students will write 3,488.558, 521.466, and 2,903.315 in base-ten numerals, number names, and expanded form. I will grade this assessment based on accuracy.
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
3 min.	A. Engage Students: (Diagnostic/Pre-Assessment may be included here.) I will demonstrate to my students the line dance that we will be learning today, the “Itsy Bitsy Spider” (<i>Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial</i> 2025). I will announce the children who are in the lead with points in the line dancing game, and explain that there is still a lot of time left to be a winner. Moreover, that I will be handing out stickers at the end of class to those of them who have the greatest amount of points.
2 min.	B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment): Teacher: “Good morning, fifth grade mathematicians and line dancers! Today we will be continuing our activity of playing our line dancing game. First, I will engage you in questioning. Then, we will learn a line dance, the ‘Itsy Bitty Spider’ (<i>Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial</i> 2025). Next, we will go outdoors and play our line dancing game using the ‘Funga Alafia’ energizer that I taught all of you at the beginning of the year (Atzert, 2016). Remember, after each time that we stop the chant, three students will be chosen to answer math questions. It will be based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they’re correct. At the end of today, I will assess your knowledge of the mathematical concepts and hand out stickers for the first, second, and third place winners.”
10 min.	C. Instructional Sequence Teacher/Academic Language/Questioning: I will call on random students to define the academic language “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing.” I will use verbal and visual cues to provide them with hints if needed. I will record a checkmark in my grade book for each child whose responses are accurate. Questioning: “What problems, if any, are you facing with these mathematical concepts?”

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
	I will review how to overcome the problems that my students are having with writing solutions using base-ten numerals, number names, and expanded form.
5 min.	I will play the <i>Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial</i> that demonstrates the “Itsy Bitsy Spider” line dance on the Smartboard (<i>Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial</i> 2025).
18 min.	Student Interaction/Formative Assessment/Scaffolding: My students will go outdoors to the playground and participate in the line dancing game. They will bring their graphic organizers from the first day’s math lesson. I will monitor that they are showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “Funga Alafia” energizer for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate.
7 min.	My students will finish their game and go back inside to the classroom. They will sit down at their desks and I will call on them to engage in peer critiquing to the class in a polite and respectful manner (Creek, 2026).
10 min.	Summative Assessment: My students will write 3,488.558, 521.466, and 2,903.315 in base-ten numerals, number names, and expanded form. I will grade this assessment based on accuracy. Problem 1 answer: Base-ten numerals: 3,488.558 Number names: Three thousand, four hundred eighty-eight and five hundred fifty-eight thousandths Expanded form: $3 \times 1000 + 4 \times 100 + 8 \times 10 + 8 \times 1 + 5 \times (1/10) + 5 \times (1/100) + 8 \times (1/1000)$

Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
5 min.	Problem 2 answer: Base-ten numerals: 521.466 Number names: Five hundred twenty-one and four hundred sixty-six thousandths Expanded form: $5 \times 100 + 2 \times 10 + 1 \times 1 + 4 \times (1/10) + 6 \times (1/100) + 6 \times (1/1000)$ Problem 3 answer: Base-ten numerals: 2,903.315 Number names: Two thousand, nine hundred three and three hundred fifteen thousandths Expanded form: $2 \times 1000 + 9 \times 100 + 0 \times 10 + 3 \times 1 + 3 \times (1/10) + 1 \times (1/100) + 5 \times (1/1000)$ Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment) I will announce the first, second, and third place winners to the games and hand out stickers for their efforts. Teacher: “It was a fantastic end to our integrated unit, fifth grade mathematicians and line dancers! All of you adhered to our classroom’s and game’s rules perfectly! Today we continued playing our line dancing game. First, I had engaged all of you in questioning. Afterward, we learned a line dance. Next, we went outdoors and played our line dancing game with the ‘Funga Alafia’ energizer/chant (Atzert, 2016). At the end of the day, all of you critiqued your peers’ performance. I assessed your knowledge of the mathematical concepts and handed out stickers for the first, second, and third place winners. We learned how to write solutions in the thousandths using base-ten numerals, number names, and expanded form. Please pack up your mathematics belongings and get ready for lunch!” My students will put away their mathematics belongings and prepare for lunch.

Lesson Plan - Details

Instructional Materials:

Itsy Bitsy Spider Line Dance Tutorial YouTube video (*Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial* 2025)

Smart board

Graphic organizers

Pencils

Notebooks

Paper

Stickers

Selection and Use of Technology and/or Resources:

I will play the *Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial* on the Smart board (*Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial* 2025).

Safety in the Physical Environment:

A poster board on the wall will display the classroom rules. My students will be instructed not to run or do other hazardous movements that are not associated with the dance. The children will be coached in respecting their peers' personal space, so that no accidents occur. I will monitor them performing the steps and model the correct ones. I will be walking around the room and move closer to the children who are off task so they maintain focus (Atzert, 2016). My students will be mentored to listen to and be polite to their classmates during the line dancing game and peer critiquing (Creek, 2026). The first time a child misbehaves, I will give them a verbal warning (Arzuaga, 2026). I will provide them with a couple of chances to correct their misbehavior. If they don't, then I'll call their parents. If that doesn't work, I will write them up. My students who are sick will be told to wear a mask and wash their hands.

Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines	
Vocabulary Tier 1: Tier 2: Tier 3: Base-ten numerals, number names, expanded form, place value, thousandths, and line dancing	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports. I will call on random students to define the academic language “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing.” I will use verbal and visual cues to provide them with hints if needed. I will play the <i>Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial</i> YouTube video that demonstrates the “Itsy Bitty Spider” line dance on the Smart board (<i>Muddy Muddy AKA Itsy Bitsy Spider Line Dance Tutorial</i> 2025). My students will use their graphic organizers that contain the academic language for the student interaction assignment.

Assessment

(Identify the **type(s) of assessment** used in this lesson. Explain **how it provides evidence** that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)

Diagnostic (Pre-): *(Formal or Informal).*

Formative: *(Formal or Informal).* *Informal.* I will call on random students to define the academic language “base-ten numerals,” “number names,” “expanded form,” “place value,” “thousandths,” and “line dancing.” I will use verbal and visual cues to provide them with hints if needed. I will record a checkmark in my grade book for each child whose responses are accurate. This will ensure that they understand the academic language required for this lesson.

Informal. My students will go outdoors to the playground and participate in a line dancing game. They will bring their graphic organizers from the first day’s math lesson. I will monitor that they are showcasing good behavior and safety procedures. I will model the dance steps. I will initiate the previously-taught “Funga Alafia” energizer for two minutes so the children can chant and dance (Atzert, 2016). Next, I will select three of them based on who presents the best effort with dancing. I will give them math problems to solve using base-ten numerals, number names, and expanded form with their pencils and sheets of paper. They will share their answers with the class and receive a point if they are correct. Then we will repeat the process. I will record a checkmark in my grade book for each student who puts forth effort in their dance performances and has math solutions that are accurate. This will ensure that my students comprehend the math lecture from the previous lesson and the dance that I introduced them to today.

Reflective: *(Formal or Informal).*

Summative: *(Formal or Informal).* *Formal.* My students will write 3,488.558, 521.466, and 2,903.315 in base-ten numerals, number names, and expanded form. I will grade this assessment based on accuracy. This will enable me to analyze whether my students have acquired knowledge during my integrated plan.

Lesson Plan - Differentiating Instruction

Identify the Element(s) of the Lesson that is Differentiated: **Content** **Process** **Product X**

Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.

All of my students will participate in the same line dancing game. Three of them will be recognized for their dance skills each round based on their effort. Because they are rewarded for effort, the activity doesn't provide an unfair advantage to any child.

My student with cerebral palsy will be administered the student interaction assignment's and summative assessment's math problems orally and allowed to answer the questions to me in the same way (*Accommodate or Modify?* 2026). He will be granted extra time for the game and test. He can take as many breaks as needed during class. Furthermore, he is permitted to complete the student interaction assignment to the best of his ability.

Identify the Student Characteristic that you will use to Differentiate: **Student Readiness X** **Student Interest X** **Student Learning Profile X**

Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.

All of my students will be presented with problems to solve during the student interaction assignment based on how they performed on the pre-test and how well they're doing during the game.

All of my students had voted on which type of integrated unit they'd like to study during the end of the previous math class. Line dancing was one of the most popular choices.

My student with cerebral palsy prefers auditory learning. He will be administered the student interaction and summative assessment questions by me orally, and permitted to answer me in the same way during both (*Accommodate or Modify* 2026). He is allowed to perform the dances, solve the game's problems, and take the summative assessment in a quiet workspace.

Theoretical Principles and/or Research-Based Best Practices in this Lesson

Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory.

Peer critiquing facilitates students to learn to collaborate with each other, holds them accountable for their own development, and ensures they give constructive feedback to their classmates (Creek, 2026). This method was documented in "The Impact of Peer Assessment on Academic Performance: A Meta-analysis of Control Group Studies" by *Education Psychology Review*.

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson

What are common errors or misunderstandings of students related to the central focus of this lesson?

How will you address them for this group of students?

My student with cerebral palsy was struggling with answering the summative assessment. I first tried moving him to another quiet workspace. Then, I told him that he could finish the test during the next class.

The “Funga Alafia” energizer is primarily used to calm students down (Atzert, 2016). This was an adapted version. My students’ dancing was slower paced today, as was the expectation that I had. However, the activity was causing some of the children to be very tired. I led the activity with a louder voice, enthusiasm, and quicker dance steps to resolve this issue.

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