Teacher(s) Nicholson and Lees Date: 10/30/12 Lesson: PE 3 # Students: 15 Grade Level: 4 # Class Minutes: 50

Unit: Games Lesson Focus: Modified Speedball Instructional Strategies: Co-teaching Equipment: 15 volleyballs, 12 cones, two basketball hoops

What happened in the last lesson? N/A

1. **Learning Objectives**: *Behavior, (Condition), and [Criteria]*. Include state standard(s), number(s), and write out standard(s)
2. Psychomotor: TSWBAT convert the volleyball (from the ground to self or partner in space) [using two different techniques.]

 4.1.2 Practice combinations of movement skills for specific sports.

1. Cognitive: TSWBAT List and recall critical skill features of speedball movement patterns and conversions (on a written quiz) [by correctly answering 5/6 questions.]

 4.2.4 Recognize and describe critical elements of complex movement patterns

1. Affective: TSWBAT Participate in a game of speedball (on a team with peers) [by playing entire game.]

4.6.3 Participate in new and challenging physical activities.

1. **Teacher Objectives: What are your goals for the lesson?**
2. Instructional: (1) TTWBAT Use appropriate learning cues to demonstrate skill features
3. Management: (1) TTWBAT Efficiently manage people and space to ensure student safety
4. **Safety** Considerations: Do not kick or throw when people are not looking, be aware of surroundings and space
5. **Special Needs** Modifications: None that we are aware of
6. **Alternative** Activities: Catching, throwing, handball
7. **Resources** (2+):
8. Cozine, K. (Director). (2011). *Invastion/Territorial Physical Education Games-Speedball* [Motion Picture]. youtube.com.

Mood, Musker, & Rink. (2007). *Sports and Recreational Activities* (14th ed.). McGrawhill.

1. **Developmental Analysis**

This is **your content knowledge (CK);** a thorough content analysis for a full unit of instruction – Review Chapters 5, 10, pp. 223-224 Rink 6th Ed

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| **Extension Tasks** | **Refining Tasks (Cues)** | **Application Tasks** |
| **Day 1 Throwing and Catching**Throwing against the wallThrowing to partnerThrowing to moving partnerPartner throw and catch on the move3 step lead up and throw through goal | “T” armsElbow downStep with opposite footFollow across body | Throw ball through goal from 20’ 7/10 times  |
| **Day 2 Dribbling** (soccer)Dribbling alone in spaceDribbling changing directionsDribbling with a defenderDribbling with teammates | InstepHead upSoft touch | Dribble in 8’x8’ area, avoiding others and maintaining possession for 1 min. |
| **Day 3 kicking** (soccer)Passing to self against wallPass back and forth to partnerPass to moving partnerKick ball through goal stationaryKick ball through goal off dribble | InstepPoint toesSwing from hip | Kick ball through goal from 10’ 7/10 times |
| **Day 4 Conversions** Kick up to selfLift to self against wallLift to partnerLift to moving partnerLift to moving partner with defender**Day 5 Drills/Mini games**3 person kick up, catch, throw ball through goal 3 person kick up, catch, throw to receiver in endzone 3 person kick up, catch, throw ball for TD to receiver with defender 3 v 3 game | Cradle ball in archesPoint toes togetherTip toes under ballLift toes upLift toes up“W” above waist/”M” belowLead partner | Kick up to partner as many times as possible in :30secKick up to partner in space 6/8 times |
| **Day 6 Speed ball game 6v6** | Point toes togetherLift toes upLead partner3 steps/ 3 seconds | Demonstrate two different lift or conversion techniques in a game setting |

**The Instructional Plan**

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| **Planned Progression of Tasks built from DA, Unit Plan & Block Plan**  | **Time in minutes** | **Communication:** How will you communicate the task to the learners? | **Organization Diagram** for people, space, time, and equipment | **Goal Orientation:** the **Purpose** of each task |
| **Instant Activity:** Briefly describePartner passing back and forth stationary in lines | 2:00 | Direct Instruction | X X X X X XT T X X X X X X | P} Practice passing for conversions |
| **Set Induction:** setting the stage for the lessonIntroduce self, lesson focus, objectives, and rules | 2:00 | Direct Instruction |   T TX XX X X X X X X X X X | C]P]Teach the students the rules of speedball, what they are going to be participating in and the objectives they are expected to make. |
| **Content Development:**Briefly describe each taskLabel each task I, R, E, A**I]** Kick up- self conversion | 2:00 | Point toes togetherCradle ball in archesRoll ankles inBend kneesSwing arms |  T X X X X X X T X X X X X X | Briefly describeLink to learning objective P, C, or A P] To teach students proper form of converting the ball to themselves or their teammates. |
| **R]** Roll ankles in and knees to chest  | 3:00 | Direct InstructionCradle ball in archesRoll ankles in |   T X X X X X X T X X X X X X | P] to make sure the students demonstrate the conversion with the proper technique. |
| **A]** convert kick-up self conversion to self as many times as possible in :30sec | :30 | Direct InstructionPoint toes togetherCradle ball in archesRoll ankles inBend kneesSwing arms |  T X X X X X X T X X X X X X | P] Will have a “+” or “-“ checklist for each student. We will be looking to see if the students are able to successfully convert the self “kick-up” |
| **E]** “lift” conversion against wall | 2:00 | Direct InstructionTip toes under ballToe lift/point toes upKnee extension | X X X X X X X X X X X X T T | P] to teach the students another form of conversion that can be used in speedball |
| **R]** Point toes out | 3:00 | Direct Instruction Independent LearningTip toes under ballToe lift/point toes upExtend leg out | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_X X X X X X X X X X X X T T | P] to make sure the students demonstrate the conversion with the proper technique |
| **A]** “lift” over cone to wallas many times as possible in :30sec | :30 | Direct InstructionIndependent learningToe lift/point toes upExtend leg out | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_X X X X X X X X X X X X T T | P) Will have a “+” or “-“ checklist for each student. We will be looking to see if the students are able to successfully convert the “lift” conversion to partner |
| **E]** Toe lift conversion to partner | 2:00 | Direct InstructionCooperative learningTip toes under ballToe lift/point toes upExtend leg out | X X X X X XT T X X X X X X | P] to make the conversion practice more “game-like”. |
| **R]** Lift toes to partner, “W”/”M” | 3:00 | Direct InstructionCooperative LearningLift toes to partner“W” above waist“M” below waist |  X X X X X XT T X X X X X X | P] to make sure the students demonstrate the conversion with the proper technique |
| **A]** convert lift transfer to partner as many times as possible in :30sec | :30 | Direct InstructionCooperative learningLift toes to partner“W” above waist“M” below waist | X X X X X XT T X X X X X X | P] Will have a “+” or “-“ checklist for each student. We will be looking to see if the students are able to successfully convert the “lift” conversion to partner |
| **A]** Speed ball game 6v6 (first half) **R]** toe lift partner conversion **-** toes to partner (accuracy) **-** show target **-** distance control | 8:00after 4:00 (:30) | Cooperative LearningToes to partnerShow target |  X X XX X X TX X XT X X X | A] The students will be assessed on whether or not they participate in the new and challenging game of speedball. |
| **E]** Arial self passing | 2:00 | Direct Instruction |   T X X X X X X\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  T X X X X X X  | C]P]to gain knowledge of a new skill and strategy that can align with the actual game of speedball. |
| **A]** Speed ball game 6v6 (second half) **R]** Arial Self pass - Timing - distance/height control | 8:00after 4:00(:30) | Cooperative Learning | X X XX X X TX X XT X X X | (A) The students will be assessed on whether or not they participate in the new and challenging game of speedball. |
| **Assessment:** Briefly describe & Insert wherever any assessment occurs; formal or informalCognitive Skill Feature Quiz | 3:00 |  |   T TX XX X X X X X X X X X | Type? Link to learning objective P, C, or A to make sure the students understand the basic movement features of both conversions and the rules of speedball.(C) The students will take the quiz and will be assessed on whether they meet our criteria for received a 5/6. |
| **Closure:**CFU on 2 learning cues and the 3 different ways to score with point values | 2:00 | Direct Instruction |  T TX XX X X X X X X X X X | P] CFU on critical skill featuresC] CFU on scoring/transfer methods  |