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 wall  Throwing to partner  Throwing to moving partner  Partner throw and catch on the move  3 step lead up and throw through goal | “T” arms  Elbow down  Step with opposite foot  Follow across body | Throw ball through goal from 20’ 7/10 times |
| **Day 2 Dribbling** (soccer)  Dribbling alone in space  Dribbling changing directions  Dribbling with a defender  Dribbling with teammates | Instep  Head up  Soft touch | Dribble in 8’x8’ area, avoiding others and maintaining possession for 1 min. |
| **Day 3 kicking** (soccer)  Passing to self against wall  Pass back and forth to partner  Pass to moving partner  Kick ball through goal stationary  Kick ball through goal off dribble | Instep  Point toes  Swing from hip | Kick ball through goal from 10’ 7/10 times |
| **Day 4 Conversions**  Kick up to self  Lift to self against wall  Lift to partner  Lift to moving partner  Lift 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 arches  Point toes together  Tip toes under ball  Lift toes up  Lift toes up  “W” above waist/”M” below  Lead partner | Kick up to partner as many times as possible in :30sec  Kick up to partner in space 6/8 times |
| **Day 6 Speed ball game 6v6** | Point toes together  Lift toes up  Lead partner  3 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 describe  Partner passing back and forth stationary in lines | 2:00 | Direct Instruction | X X X X X X  T T  X X X X X X | P} Practice passing for conversions |
| **Set Induction:** setting the stage for the lesson  Introduce self, lesson focus, objectives, and rules | 2:00 | Direct Instruction | T T  X X  X 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 task  Label each task I, R, E, A  **I]** Kick up- self conversion | 2:00 | Point toes together  Cradle ball in arches  Roll ankles in  Bend knees  Swing arms | T  X X X X X X  T  X X X X X X | Briefly describe  Link 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 Instruction  Cradle ball in arches  Roll 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 Instruction  Point toes together  Cradle ball in arches  Roll ankles in  Bend knees  Swing 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 Instruction  Tip toes under ball  Toe lift/point toes up  Knee 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 Learning  Tip toes under ball  Toe lift/point toes up  Extend 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 Instruction  Independent learning  Toe lift/point toes up  Extend 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 Instruction  Cooperative learning  Tip toes under ball  Toe lift/point toes up  Extend leg out | X X X X X X  T 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 Instruction  Cooperative Learning  Lift toes to partner  “W” above waist  “M” below waist | X X X X X X  T 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 Instruction  Cooperative learning  Lift toes to partner  “W” above waist  “M” below waist | X X X X X X  T 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 | 8:00  after 4:00 (:30) | Cooperative Learning  Toes to partner  Show target | X X X  X X X T  X X X  T 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 | 8:00  after 4:00  (:30) | Cooperative Learning | X X X  X X X T  X X X  T 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 informal  Cognitive Skill Feature Quiz | 3:00 |  | T T  X X  X 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 T  X X  X X  X X X X X X X X | P] CFU on critical skill features  C] CFU on scoring/transfer methods |