**Lesson Plan**

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| **Lesson Title:**  **Dribbling and Trapping a Ball Date:** | | | |
| **Common Core/TN State Standard: Tennessee Physical Education Grade K-2 Standard One & Five:**  Standard 1 - **Movement Forms/Motor Skills and Movement Patterns –** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.  Standard 5 - **Personal and Social Responsibility -** Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | | | |
| **What is the learning target:** As a result of today’s class, students will be able to:  - Perform a soccer dribble and trap, while cooperating with others.  **1) During the Stretches and Warm Up:**  \*I CAN demonstrate a variety of locomotor skills to improve my movement, flexibility, strength, and balance to the Timber wolf workout. (Garage band – Technology)  \*I CAN identify why stretching and warming up are important before physical activity.  **2) During the Soccer Dribbling and Trapping Skills:**  \*I CAN dribble a soccer ball using the inside of my foot.  \*I CAN dribble a soccer ball using both feet.  \*I CAN trap a soccer ball with the bottom of my foot, while keeping the ball close to me and in control. | | | |
| **Formative Assessment:** What formative assessments will be used and how will they drive your instruction?  **During the Stretches and Warm Up:**  -Direct Teacher Observation (Visual Checks for Understanding) - The teacher will circulate around the room while the students are performing the exercises to check for proper form, foot placement, arm placement, technique, etc. and will give specific academic feedback to students that are performing the exercises correctly, as well as incorrectly. The teacher will be helping those students that will need extra attention or modified activity.  **During the Soccer Dribbling and Trapping Intro to Skills:**  -The teacher will ask the students if any of them have played soccer before and where soccer is normally played. (Previous knowledge and experience)  -The teacher will ask the students to give examples of other sports that have a component of dribbling in it. (previous knowledge and experience)  **Power Point – (**Visuals for students)  Question and Response - The teacher will ask the students (volunteers and non-volunteers) to answer questions from previous knowledge about characteristics of a soccer ball (thinking and problem solving). The teacher will also cover the (3) components of dribbling and trapping a soccer ball from the power point visual presentation. (I CAN statements)  Direct Teacher Observation –(Visual checks for understanding) --The teacher will circulate among the students to make sure they are engaging in the proper dribbling and trapping technique. The teacher will be giving specific academic feedback to those students that are dribbling correctly, as well as those that are dribbling and trapping incorrectly. The teacher will help those students that need extra attention or modified activity. Teacher will ask a variety of formative assessment questions that will prompt the students to respond by holding up certain number of fingers and/or clapping for understanding.  Closure - Higher Level Thinking and Out of School Questions – The teacher will call on (volunteers and non-volunteers) to recall the skills and information learned during the lesson verbally individually or as a class using, Bloom’s higher level of questioning. | | | |
| **Probing Questions for Differentiation** | | | |
| **Assessing Questions**  Create questions to scaffold instruction for students who are “stuck” during the lesson.  -The teacher will present the students with several verbal/modeled scenarios that will demonstrate skills/techniques involved in:  -stretching  -dribbling  -trapping    Example questions:  **During the Stretches and Warm Up:**  -Where should all of our toes be facing during our leg stretching?  -Should our knee be straight or bent during our Sit and Reach stretch?  **During the Soccer Dribbling and Trapping Skills:**  -What part of your foot are you supposed to use? (the inside and the outside)  -Should you only use one foot? (No, you should use both feet interchangeably).  -Where should the ball be while you are trapping it? (close to you)  - What do we spell after we trap the ball? (T-R-A-P) – Spelling  -Where should your head be? (up) | | **Advancing questions**  Create questions to further learning for students who are ready to advance beyond the learning target.  **During the Stretches and Warm Up:**  - Why is it important to warm up before we exercise?  -How can stretching prevent injuries?  -What could happen if you didn’t warm up or stretch before exercising?  -What more would you like to know about stretching and warming up that we haven’t talked about?  **During the Soccer Dribbling Drill:**  -Why is dribbling important in soccer?  -Why, in a soccer game, would you dribble a ball?  -Why is it important to keep the ball close to you while you are trapping?  -How is dribbling a ball in soccer the same as dribbling a ball in basketball? How is it different? (compare and contrast)  -What more would you like to know about dribbling that we haven’t talked about? | |
| **Planning Tasks** | **What will the teacher be doing?** | | **How will students be engaged?** |
| How will you communicate the lesson’s standards/ objectives to students and provide relevance? | **During the Stretches and Warm Up:**  -The teacher will review the objective and standards written on the whiteboard/wall in kid friendly terms with the students.  -The teacher will introduce the lesson and objective of stretching and warming up by building on previous knowledge and experience.  **During the Soccer Dribbling and Trapping Skills:**  -The teacher will introduce the lesson and objective of dribbling and trapping a soccer ball by building on previous knowledge and experience.  -The teachers will verbally, visually (power point), and physically model/demonstrate the objective of proper dribbling and trapping.  -Throughout the lesson, the teacher will refer to the I CAN statements for dribbling a ball.  -The teacher will ask the students why it is important to learn the skill of dribbling a soccer ball and in what game situations this skill would be beneficial (relevance). | | **During the Stretches and Warm Up:**  -The students will actively be participating in the exercises.  - The teacher for refinement will pull the students that are having problems performing locomotor skills to the side.  **During the Soccer Dribbling and Trapping Skills:**  -The students will actively be participating in the dribbling and trapping around the gym to music.  -The students will be performing/explaining to me, and to each other, the three components of dribbling and trapping a soccer ball.  -The student’s will be evaluating a peer and giving feedback on what they did correctly, and what they did incorrectly while performing their skills. Using that feedback, the students would then try to improve their dribbling and trapping skills.  -The students will be answering teacher questions on how, when, and why we dribble a ball, and other questions that the teacher and/or students generate. |
| How will you use teacher-student and student-student feedback to guide your instruction during the lesson? | **During the Stretches and Warm Up:**  -The teacher will directly describe and/or model some of the exercises being performed.  -The teacher will present the students with verbal cues that will descriptively assist in performing the exercises.  -The teacher will provide immediate and specific academic feedback to students that are doing the exercises correctly, as well as incorrectly, as well as positive reinforcement with each student response.  -When students answer incorrectly, the teacher will praise the student for his/her risk-taking effort while also describing and modeling the correct response.  -When students answer correctly, the teacher will provide positive reinforcement by specifically stating what they did correctly.  **During the Soccer Dribbling and Trapping Skills:**  -The teacher will directly describe and/or model dribbling and trapping through and power point presentation and with a soccer ball.  -The teacher will present the students with verbal scenarios of how to correctly perform the skills, then incorrectly perform the skills, then again follow with how to correctly perform the skills, in order to ensure student understanding of the proper form and technique. (Example: “When we dribble around the gym, make sure you are using the inside and outside of your foot like this. Should I only use the inside of my foot like I’m doing now? No, I should use both the inside and the outside of my foot like this.”  -The teacher will present the students with verbal cues that will descriptively assist in performing the dribbling and trapping skills.  -The teacher will choose one or two places during the activity to question the students.  -The teacher will circulate around the gym to make sure the students are engaging in the proper dribbling and trapping technique.  -The teacher will ask the students to watch a peer do the drill and to give academic feedback on their performance (student-student feedback).  -The teacher will provide immediate and specific academic feedback to students that are doing the drill correctly, as well as incorrectly, as well as positive reinforcement with each student response.  -When students answer incorrectly, the teacher will praise the student for his/her risk-taking effort while also describing and modeling the correct response.  -When students answer correctly, the teacher will provide positive reinforcement by specifically stating what they did correctly.  -The teacher will state the “I CAN” statements throughout the dribbling and trapping lesson. | | **During the Stretches and Warm Up:**  -The students will actively be participating in the stretches and warm up exercises, and will respond to the academic feedback that the teacher will be giving.  -The students will be engaged by performing skills to music they have selected.  **During the Soccer Dribbling and Trapping Skills:**  -The students will tell me the three components of dribbling and trapping a soccer ball.  -A student volunteer will model and demonstrate to the class and to me) how to properly dribble a soccer ball using the three components we talked about during the introduction of the lesson.  -The students will be actively engaged in the activity by dribbling and trapping a soccer ball to music. |
| What activities will you utilize to teach thinking and/or problem solving in this lesson? | **During the Stretches and Warm Up:**  -The teacher will ask the students to check their own form during the stretches to make sure they are doing them correctly.  **During the Soccer Dribbling and Trapping Skill:**  -The teacher will hold up a soccer ball and ask the student to identify the ball. The teacher will use assessing to have the student dig deeper into why they know it’s a soccer ball. The teacher will also ask the students the 3 components of dribbling and trapping a soccer ball.  -The teacher will ask the students WHY and How questions: why it is important to keep the ball close, why should we use both the inside and outside of our foot, how do we use both feet interchangeably, why we should keep our head up while dribbling.  -The teacher will ask the students to decide if making the distance between them and the ball shorter/longer would make dribbling more or less challenging, and have them tell why they think so.  -The teacher will ask in what game situations would you dribble the ball. | | **During the Stretches and Warm Up:**  -The students will check their own form and technique during the exercises to make sure they are doing them correctly.  **During the Soccer Dribbling Drill:**  -The students will have to be able to tell the teacher the thre components of dribbling and trapping a soccer ball.  -The students will answer higher order thinking questions, such as WHY questions, about the 3 components.  -The students will think mathematically by adding and calculating numbers and answering verbally.  -The students will have to use logical thinking skills and higher order thinking skills to determine if dribbling the ball closer or further, more or less challenging, and be able to tell why they think so.  -The students will be able to tell in what game situations they should use this dribbling skill, and be able to tell why they think so. |
| How will you provide differentiated materials, methods & student choice? | **During the Stretches and Warm Up:**  -The teacher will modify the activity for students as needed based on students IEP’s.  -The teacher will give verbal cues, academic feedback, and descriptive examples (for auditory learners).  -The teacher will have the students use their whole body to participate in the exercises (for kinesthetic learners).  - The teacher will modify the activity of those students that are injured or sick, depending on student need.  - The teacher will give the students a choice in which peer to watch during an exercise.  **During the Soccer Dribbling and trapping Skill:**  - The teacher will show all students a power point presentation of soccer players performing dribbling and trapping skills (for visual learners).  - The teacher will use modeling by demonstrating the drill for the students; the students and teacher will discuss and perform the drill together; then the students will perform the skills alone.  -The teacher will assist students that are struggling by re-teaching the activity and/or modifying equipment, distances, time, and techniques.  -The teacher will make himself available to the students to help correct the form struggling students or those students who have not mastered this skill (Remediation). | | **During the Stretches and Warm Up:**  -The students will perform skills provided through a garage band workout to verbal cues, descriptive examples, and academic feedback to improve their technique (for auditory learners).  -The students will use their whole body to participate in the exercises (for kinesthetic learners).  **During the Soccer Dribbling and Trapping skills:**  - The students will view a short power point presentation of soccer players dribbling and trapping a soccer ball to see how it is done correctly (for visual learners)  - Students will watch the teacher and/or peers model the dribbling and trapping skills. Students will then perform the skills under teacher supervision.  - The teacher will give help and assistance to those students that are struggling and/or modify their equipment or activity as needed.  - Students will find the activity personally meaningful through the application of their own choices in the activities. |
| How will you elicit student questions and reflection? How will your assessment be used to inform future instruction? | **During the Soccer Dribbling and trapping Skills:**  -The teacher will ask the students Assessing and Advancing Questions, such as, “Why do you think it’s important to use both the inside and outside of your feet? Why do you think it’s important to use both feet interchangeably? Why should you keep the ball close to you and in control? Why should you keep your head up?”  Power Point:  - The teacher will reshow power point presentation later in unit to refresh to recall information the of a summative evaluation of skill knowledge.  -The teacher will use teacher observation and verbal review questions to check for understanding.  -The teacher will assess the students using a rubric, on a scale of 1 – 4 and dribbling and trapping.  -The teacher will review the students performance with cooperating teachers. The teacher will use the data gathered to determine the understanding and mastery of the dribbling and trapping skills and will continue to reiterate the skills of dribbling and trapping in future lessons.  Based on student response and performance, the teacher will reteach the skill, add enrichment to the skill, or build on the skill.  -The teacher will work the students toward their goal of dribbling and trapping a ball around the gym, within a time frame of the end of the three-week soccer unit. | | **During the Soccer Dribbling and trapping Skills:**  -The students will answer Assessing and Advancing Questions. Based on their responses and previous knowledge, the teacher will scaffold the questions and check for understanding.  -The students will answer questions about the power point presentation, using knowledge about the three components of dribbling and trapping.  -The students will work towards their end goal of dribbling and trapping a soccer ball around the gym, using the three components of dribbling and trapping, by the end of the soccer unit (3 week soccer unit).  -The students will take a summative soccer test at the end of the unit. |