**2012-2013 SCS Lesson Plan**

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| **Lesson Title: 1) Stretches and Warm Up –**  **2) Soccer--Dribbling a Ball Date: October 2, 2012** | | | |
| **Common Core/TN State Standard: Tennessee Physical Education Grade 6-8**  **Standard One and Two:**  **Standard 1 – Skilled Movement** – Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.  1.2.1. Utilize basic locomotor, non-locomotor and manipulative skills in a practice situation.  1.1.2. Dribble a ball with proper form and control while moving.  **Standard 2 – Movement Principles and Concepts –** Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.  2.2.1 Identify reasons for using proper warm-up techniques | | | |
| **What is the learning target:** At the end of the soccer unit (3 week unit), all of the students will be able to dribble a soccer ball, weaving in and out of cones, in a time of 35 seconds, using the four components of dribbling.  **1) During the Stretches and Warm Up:**  \*I CAN demonstrate a variety of non-locomotor skills (stretches) to improve my movement, flexibility, strength, and balance.  \*I CAN identify why stretching and warming up are important before physical activity.  **2) During the Soccer Dribbling Drill:**  \*I CAN dribble a soccer ball using the inside and outside of my foot.  \*I CAN dribble a soccer ball using both feet interchangeably.  \*I CAN dribble a soccer ball keeping the ball close to me and in control.  \*I CAN dribble a soccer ball keeping my head up. | | | |
| **Formative Assessment:** What formative assessments will be used and how will they drive your instruction?  **During the Stretches and Warm Up:**  -The teacher will ask the students – (volunteers and non-volunteers) to explain why we stretch and “warm up” our muscles and have them explain the possible consequences of not warming up before exercising, based on previous knowledge and experience.  -The teacher will ask the students (volunteers and non-volunteers) what sports they play outside of school that require or encourage them to warm up or stretch before performing (previous knowledge and experience).  -Question and Response - During the stretches, the teacher will ask the students (volunteers and non-volunteers) what muscles we are stretching and what components of physical fitness we are testing with certain stretches (based on previous knowledge and experience).  Higher Level Thinking— (Student to Students Assessment) The teacher will ask the students (volunteers and non-volunteers) to calculate how many total sit-ups they performed. (Example: If you were to do 3 sets of 15 sit-ups, how many would you do altogether? Then, 4 sets?) Students will answer verbally.  -The teacher will ask the students (volunteers and non-volunteers) to calculate the percentage of correctly/incorrectly-performed pushups they did. (Example: If you think you did 9 out of 12 push ups correctly, what percentage of push ups were done correctly? Incorrectly?) Students will answer verbally.  Self-Assessment – (Visual checks for understanding) The teacher will ask the students to assess their ability to perform push-ups with a “thumbs up”, “thumbs sideways”, or “thumbs down”. The teacher will call on various students to explain why they gave themselves a “thumbs up”, or how they could improve a “thumbs sideways” or “thumbs down”.  -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 Drill:**  -The teacher will ask the students if any of them have played soccer before. (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)  Question and Response--The teacher will ask the students (volunteers and non-volunteers) to revisit and restate the four (4) components of dribbling a soccer ball. (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 technique. The teacher will be giving specific academic feedback to those students that are dribbling correctly, as well as those that are dribbling incorrectly. The teacher will help those students that need extra attention or modified activity.  Assessment – The teacher will assess the students using a rubric. On a scale of 1-4, the teacher will assess the students’ dribbling performance, based on the I CAN statements for soccer.  Self-Assessment/Exit Ticket/Higher Level Thinking Questions-- The teacher will ask the students to rate their performance using a rubric. The teacher will ask the students to think of a time during a soccer game when they would use this dribbling technique. | | | |
| **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    Example questions:  **During the Stretches and Warm Up:**  -Where should all of our toes be facing during our calf stretch? (forward) Where should our back heel be? (on the floor)  -Should we grab our ankle or our toes during our quadricep stretch? (ankle)  -Should our knee be straight or bent during our Sit and Reach stretch? (straight)  **During the Soccer Dribbling Drill:**  -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 dribbling it? (close to you)  -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 dribbling?  -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 state standards written on the whiteboard 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.  -The teacher will verbally/physically model and demonstrate the objective, while using student volunteers.  -Throughout the lesson, the teacher will refer to the I CAN statements for stretching and warming up.  -The teacher will ask the students (volunteers and non-volunteers) to tell why it is important to stretch and warm up before exercising (relevance).  **During the Soccer Dribbling Drill:**  -The teacher will  introduce the lesson and objective of dribbling a soccer ball by building on previous knowledge and experience.  -The teacher will verbally/physically model and demonstrate the objective of proper dribbling, while also using  student volunteers.  -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 students will be explaining to me and to each other why it is important to stretch, what muscles they are stretching, and what can happen if you don’t stretch.  -The students will be assessing themselves on their push-ups.  -The students will be evaluating a peer on their calf stretch. Using that feedback, the students will then correct their form for the stretch on the other leg.  -The students will be answering teacher questions on what muscles we are stretching, why we stretch, and other questions that the teacher and/or students generate.  **During the Soccer Dribbling Drill:**  -The students will actively be participating in the dribbling drill.  -The students will be performing/explaining to me, and to each other, the four components of dribbling 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 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 scenarios of how to correctly perform the exercises, then incorrectly perform the stretches, then again follow with how to correctly perform the stretches, in order to ensure student understanding of the proper form and technique. (Example: “When we do our calf stretch, make sure all of your toes are facing forward like I’m doing. Don’t turn your toes out sideways like this. Keep them facing forward like I’m doing now.”)  -The teacher will present the students with verbal cues that will descriptively assist in performing the exercises.  -The teacher will choose one or two places during the activity to question the students.  -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.  -The teacher will state the “I CAN” statements throughout the stretches and warm up exercises.  **During the Soccer Dribbling Drill:**  -The teacher will directly describe and/or model the dribbling drill.  -The teacher will present the students with verbal scenarios of how to correctly perform the drill, then incorrectly perform the drill, then again follow with how to correctly perform the drill, in order to ensure student understanding of the proper form and technique. (Example: “When we dribble between the cones, 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 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 drill.  -The teacher will choose one or two places during the activity to question the students.  -The teacher will circulate around the soccer field to make sure the students are engaging in the proper dribbling 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.  -The teacher will assess the students with a rubric, on a scale of 1 – 4, on the 4 components of dribbling a ball.  -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 drill. | | **During the Stretches and Warm Up:**  -The students will choose their “partner” during the calf exercise. They will watch this partner’s technique and share with them academic feedback, telling them specifically what they did correctly and incorrectly, and then switch positions (pair share).  -The teacher will ask a few students to volunteer to demonstrate and model how to properly execute the stretch or warm up exercise.  -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 answering questions that the teacher asks them.  **During the Soccer Dribbling Drill:**  -The students will tell me the four components of dribbling 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 4 components we talked about during the introduction of the lesson.  -The students will be actively engaged in the activity by dribbling a soccer ball in and out of cones.  -The students will be responding to the academic feedback that the teacher gives, changing their form and technique, if necessary.  -The students will give academic feedback to a peer, telling them specifically what they did correctly, as well as incorrectly.  -The students will watch a video clip of a soccer player dribbling a ball correctly. |
| 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 (volunteers and non-volunteers) to tell why it is important to warm up and stretch before exercising and what could happen if we didn’t warm up first.  -The teacher will ask the students to check their own form during the stretches to make sure they are doing them correctly.  -The teacher will ask the students to think mathematically by having them multiply and calculate percentages.  -The teacher will have the students choose a peer to watch during one of the exercises and have them give academic feedback, telling them specifically what they did correctly and incorrectly (peer share).  **During the Soccer Dribbling Drill:**  -The teacher will ask the students the 4 components of dribbling the ball.  -The teacher will ask the students WHY questions: why it is important to keep the ball close, why we should use both the inside and outside of our foot, why we should 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 the cones shorter/longer would make the drill 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 use higher order thinking skills to answer “why” questions.  -The students will check their own form and technique during the exercises to make sure they are doing them correctly.  -The students will think mathematically by multiplying and calculating percentages and answering verbally.  -The students will choose a peer to watch during one of the exercises and give specific academic feedback, telling them what they did correctly, as well as incorrectly.  **During the Soccer Dribbling Drill:**  -The students will have to be able to tell the teacher the 4 components of dribbling a ball.  -The students will answer higher order thinking questions, such as WHY questions, about the 4 components.  -The students will have to use logical thinking skills and higher order thinking skills to determine if making the cones wider or more narrow makes the course 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 Ghena, a student in a wheelchair with cerebral palsy. She will work on her gross motor skills by trying to get a half inflated beach ball into a target (goal) at least 5 out of 10 times.  -Ghena will work on her fine motor skills by trying to move 5 clips from one bowl into the next bowl, without letting any clips fall to the floor.  The teacher will show all students a video clip of a soccer player doing a dribbling drill (for visual learners).  -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 Drill:**  -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 drill 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 let the students choose which foot they want to use during their 2nd dribbling drill.  -The teacher will narrow the distance between the cones for the students that have mastered this skill (Enrichment).  -The teacher will time the students and have them do the drill in less than 25 seconds while still being in control of the ball (Enrichment).  -The teacher will make the distance wider between the cones for those students who have not mastered this skill (Remediation).  -The teacher will have the students dribble straight down the field instead of weaving in between the cones (Remediation). | | **During the Stretches and Warm Up:**  -Ghena, my student with cerebral palsy, will work on her gross motor skills by trying to get a half inflated beach ball into a target (goal) at least 5 out of 10 times.  -Ghena will work on her non-locomotor fine motor skills by trying to move at least 5 clips from one bowl into the next bowl, without letting any clips fall to the floor.  -The students will watch a short video clip of a soccer player dribbling a soccer ball to see how it is done correctly (for visual learners).  -The students will respond 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).  -The students will choose which peer to watch during an exercise and give specific academic feedback (for auditory learners).  **During the Soccer Dribbling Drill:**  -Ghena will carry the ball on her lap while manipulating her wheelchair in between an obstacle course of cones (dribbling modification). This will also help with Ghena’s fine motor skills in maneuvering her wheelchair throughout a course.  -If Ghena masters this skill, the teacher will make it more challenging by putting the cones closer together (Enrichment).  -If Ghena needs extra help on this skill, the teacher will give her extra practice time. I could also make the distance between the cones farther apart to help Ghena (Remediation).  -Students will watch the teacher and/or peers model the dribbling skill. Students will then perform the skill 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 Stretches and Warm Up:**  -The teacher will ask the students Assessing and Advancing Questions, such as, “What muscles are we stretching? Why do we stretch? Why do we warm up? What sports do you play that you have to stretch or warm up first? What could happen if you didn’t stretch or warm up before exercising?”  Higher Order Thinking Questions:  “If you did 9 out of 12 sit ups correctly, what percentage of sit ups did you do correctly? Incorrectly?”  Reflection:  “Show me with a Thumbs Up, Thumbs Sideways, or Thumbs Down on how you think you did on using proper form on sit ups.”  **During the Soccer Dribbling Drill:**  -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?”  Video Clip:  “Is he using both feet? Is he using the inside and outside of his feet? Do you think that is helping him dribble the ball more efficiently? Is he keeping his head up? Is he keeping the ball close and in control?”  Self-Assessment/Exit Ticket/Writing Portion:  “What does a complete sentence look like? What does a sentence begin with? What does a sentence end with?”  -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.  -The teacher will collect and score exit tickets and self-assessments. The teacher will use the data gathered to determine the understanding and mastery of the dribbling skill and will continue to reiterate the skills of dribbling in future lessons.  Based on student response and performance, the teacher will either reteach the skill, add enrichment to the skill, or build on the skill.  -The teacher will work the students toward their goal of dribbling a ball in and out of cones, down the field, within a time frame of 35 seconds (by the end of the 3 week soccer unit). | | **During the Stretches and Warm Up:**  -The students will answer the Assessing and Advancing Questions. Based on their answers and previous knowledge, the teacher will scaffold the questions and check for understanding.  -The students will answer Higher Order Thinking Questions, specifically math questions, about their performance.  Reflection:  -The students will Self-Assess their performance of sit ups with a Thumbs Up, Thumbs Sideways, or Thumbs Down.  **During the Soccer Dribbling Drill:**  -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 video clip, using knowledge about the four components of dribbling.  -The students will complete a Self-Assessment/Exit Ticket. Based on student response, the teacher will either reteach the skill, add enrichment to the skill, or build on to the skill.  -The students will work towards their end goal of dribbling a ball down field, weaving in and out of cones, using the four components of dribbling, in a time frame of 35 seconds 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. |