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| **A. Lesson Information** | |
| Name(s): Greg Sonnentag | Teaching Date: 9-27-12 |
| School/Grade: 3rd | Class Size: 18 |
| Unit/Lesson Focus: Floor Hockey | |
| Equipment: twenty yellow and blue hockey sticks, pucks and balls, 16 cones | |
| **B. Student Performance Objectives (SPOs):** *What should students be able to do as a result of this lesson? Please list and number each one separately, beginning with TSWBAT. Additionally, each objective should include a behavior, criterion, and condition.* | |
| Psychomotor: Students will be able to dribble the puck back and forth without loosing control while walking. | |
| Cognitive: Students will demonstrate their knowledge of the safety rules by not high sticking, checking their partner, and by keeping their eyes up. | |
| Affective: Students will cooperatively work together and cheer one another on during a relay. | |
| C. National and State Standards | |
| National: Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings | |
| WI: Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. | |

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| **D. Instant Activity:** *What will students do as soon as they enter the gym?* |
| Description: Students enter the gym and find their designated area so they are prepared for warm-ups. |
| Safety: Be sure students are following protocol. |
| Adaptations (for students with special needs): This class doesn’t have any students with special needs, but we do have one student who has very limited vision and he has either his aid help him find his area, or another student. |
| Transition (equipment/students): Helpers that are designated for each week sit up front and help set up cones for warm-ups. |
| **E. Set Induction:** *How will you introduce the lesson? What questions will you ask? Why are these skills important to learn? Can you connect it back to something they already know? Be creative—this is your chance to sell them on this lesson!* |
| Time: two minutes |
| Description: I will introduce floor hockey and review rules and expectations from last year. This will take place after warm-up |
| Transition (equipment/students): Students will get into pairs and I will set-up task 1. |

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| **F. Warm-Up Activity (if applicable)** |
| Time: 4 minutes |
| Description (What is the activity? Who will demonstrate?): Students do exercises and take a quick jog around the room |
| Safety: Be sure that students are keeping their space and not sliding during their jog. |
| Checks for Understanding: This warm-up is a routine for the students so they should have a good idea of what is expected for the warm-up. Remind students which way they will be jogging so they are all going in the same direction. |
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| Adaptations (for students with special needs): Our one student that a visual impairment has other students hold his hand during the jog. (He isn’t in this class) |
| Transition (equipment/students): Helpers pick up cones and students all find their way back to their starting spots so I can discuss task 1. |
| **G. Task 1** |
| Time: 8 minutes |
| Description: I will demonstrate stick grip and dribbling the hockey puck under control. I will start stationary and slowing build my speed. I will then have students get into pairs. One person will get a blue stick and one will get a yellow stick. Yellow sticks will start dribbling stationary and I will cue them when the start walking. After about two minutes they will switch with their partner. Students who are sitting out can invent ways of stretching using their stick. |
| Safety: Be sure student use of hockey sticks is appropriate and be sure students aren’t running into others while dribbling |
| Checks for Understanding: Who do you switch with? Do we start off stationary or moving? How far away should the puck get from us? |
| Diagram: I will do a demonstration of what the activity should look like. |
| Adaptations (for students with special needs): In this particular class we don’t have any students with special needs, but some students who have behavior issues and “Check-in and Check out” sheets may need to be reminded of safety a few extra times. One student with visual impairment will need to use a bright puck. |
| Refinements (cues): Dribble, Back and forth, puck close |
| Extensions (upward/downward): Students who are a little more skilled with dribbling will be able to move a little faster than the other students. This is good as long as they are doing it safely and under control |
| Application/Assessment: Teach observation of techniques |
| Transition (equipment/students): Next task will be with the same partner. I will blow the whistle and have the students how on to the equipment while I explain and demonstrate. |
| **H. Task 2** |
| Time:8 |
| Face Off and Keep Away  Students will learn to Face Off in Hockey and play a game of keep away from their partner. I will encourage students to keep working on their puck control while playing keep away. |
| Safety: Students cannot “Check” or push partner. Be sure students are participating at safe speeds. Stress the idea of having your eyes up. |
| Checks for Understanding: What are you going to do to keep it from your partner? |
| Diagram: I will demonstrate the face off along with a few good techniques to keep the puck away from your partner. |
| Adaptations (for students with special needs): Some students may be better pair with certain students. If necessary I will do so. |
| Refinements (cues): ): Dribble, Back and forth, puck close, body guard FACEOFF: Down-up, Down-up, Down-Up, Go! |
| Extensions (upward/downward): Students will partner with students around their own abilities. |
| Application/Assessment: Teach Observation of skills and behavior. |
| Transition (equipment/students): I will blow the whistle and have students restart. Then after one more round I will have blue sticks swap partners. Lastly, I will stop play and have yellow sticks put the pucks away and have students line up against the wall. |

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| **H. Task 3** |
| Time: 8 |
| Dribbling relay  Students will be set into 4 teams. The objective is to weave between 4 cones and dribble the puck to the end. Then come back doing the same thing and switch with your teammate. All teammates go and it is a race. If groups are uneven, one kid may have to go twice. |
| Safety: Be sure to stay in your lane |
| Checks for Understanding: Where do you dribble to? What do I mean by weave through the cones? |
| Diagram: Demonstrate the weave and the path they need to take. |
| Adaptations (for students with special needs): Larger ball is a good adaption for a student with a visual impairment or lower skilled students. |
| Refinements (cues): Dribble, Back and forth, puck close, |
| Extensions (upward/downward): Faster vs. Slower and a smaller puck or ball |
| Application/Assessment: Teach Observation of skills: Be sure all the rules are being followed |
| Transition (equipment/students): I will have students put the equipment away and take a seat at their “spot” where they begin class |
| **K. Closure:** *What questions will you ask to review the lesson? Can the students explain why was the lesson important? If relevant, let them know what they will be doing next time.* |
| Time: 2 minutes |
| I will tell students what they did a great job at and what they need to continue to work on. Then I have them line up at the door |