

Name: Stephanie Williams
 Grade Level: K
 Subject/Concept: Kicking
 Duration of lesson: 30 min

| Day 1 | Day 2 |
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| <p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT to remember the verbal cues for kicking. 1-P-1.1 Demonstrate an awareness of personal and general space while moving in different directions.</p> <p>Psychomotor- TSWBAT to use the inside of the foot when kicking 80% of the time 1-P-3.4 Demonstrate the ability to kick a stationary object.</p> <p>Affective- TSWBAT work cooperatively in partners during class. 6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.</p> | <p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT to remember the verbal cues for kicking. 1-P-1.1 Demonstrate an awareness of personal and general space while moving in different directions.</p> <p>Psychomotor- TSWBAT to use the inside of the foot when kicking 80% of the time 1-P-3.4 Demonstrate the ability to kick a stationary object.</p> <p>Affective- TSWBAT work cooperatively in partners during class. 6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.</p> |
| <p>Procedures:</p> <ol style="list-style-type: none"> 1. Warm up: 2. Trapping with partner- 10 good kicks then can take a step back 3. Kicking competition- one partner stand behind the other, they have to kick it past the line using dominant foot then kick using non-dominant foot 4. Put all materials back up, clothespin up, and line up on green line | <p>Procedures:</p> <ol style="list-style-type: none"> 1. Warm up: 2. Review kicking and passing 3. Partner passing 4. Touches on the ball 5. Dribbling the ball- inside of the foot 6. Scramble 7. Put all materials back up, clothespin up, and line up on green line |

Individual differences

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| Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities | Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities |
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Materials

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| iPad Music Player Playground balls Poly spots | iPad Music player Playground balls Poly spot |
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Evaluation

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| Visual assessment of students. | Visual assessment of students. |
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Grade Level: 1st

Subject/Concept: dribbling with feet

Duration of lesson: 30 min

Day 1

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| <p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT identify different body parts when moving to different levels 2-P-1.2 Identify various body parts and levels in performing physical activities.</p> <p>Psychomotor- TSWBAT dribble the ball continuously in a stationary position using inside of the feet 80% of the time 1-P-3.6 While stationary, dribble a ball continuously.</p> <p>Affective- TSWBAT follow directions and instructions first time given 5-P-1.1 Follow rules, directions, and procedures from the instructor with little reinforcement.</p> |
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Day 2

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| <p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT identify different body parts when moving to different levels 2-P-1.2 Identify various body parts and levels in performing physical activities.</p> <p>Psychomotor- TSWBAT dribble the ball continuously using inside of the foot 80% of the time 1-P-3.6 While stationary, dribble a ball continuously.</p> <p>Affective- TSWBAT follow directions and instructions first time given 5-P-1.1 Follow rules, directions, and procedures from the instructor with little reinforcement.</p> |
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| <p>Procedures:</p> <ol style="list-style-type: none"> 1. Warm up: Scramble 2. How to dribble with inside of foot 3. Work on touches, partner passing with trapping 4. Driver test- partners follow by dribbling 5. Put all materials back up, clothespin up, and line up on green line | <p>Procedures:</p> <ol style="list-style-type: none"> 5. Warm up: Kick and Chase 6. Touches 7. Pass vs. Dribble- person run on the outside 8. Zigzag dribble through the cones 9. Put all materials back up, clothespin up, and line up on green line |
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Individual differences

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| Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities | Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities |
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Materials

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| iPad Music Player Soccer balls Poly spots | iPad Music player Soccer balls Poly spots |
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Evaluation

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| Visual assessment of students. | Visual assessment of students. |
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Grade Level: 2nd

Subject/Concept: Kicking and trapping

Duration of lesson: 30 min

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| Day 1 | Day 2 |
| <p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT remember how to kick the ball using proper form: inside of the foot and step in opposition</p> <p>2-E-2.2 Recognize proper techniques for a variety of fundamental skills while</p> | |

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| <p>practicing with a partner.</p> <p>Psychomotor- TSWBAT dribble the soccer ball and kick the ball back to their partner 80% of the time 1-E-3.1 Identify and demonstrate the critical elements for manipulative skills. (i.e. catch, kick, dribble, strike, volley, and, throw).</p> <p>Affective- TSWBAT comply with rules throughout the whole class, in groups and individual work. 5-E-2.2 Comply with rules and procedures during grade appropriate group and individual activities.</p> | |
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| <p>Procedures:</p> <ol style="list-style-type: none"> 1. Warm up: 2. Work on touches, partner passing with trapping 3. Scramble 4. Pass vs. Dribble- person run on the outside 5. Put all materials back up, clothespin up, and line up on green line | |
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Individual differences

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| <p>Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities</p> | |
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Materials

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| <p>iPad Music Player Poly spots Soccer balls Cones</p> | |
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Evaluation

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| Visual assessment of students. | |
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Grade Level: 3rd
 Subject/Concept: dribbling with hands
 Duration of lesson: 30 min

| Day 1 | Day 2 |
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| <p style="text-align: center;">Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT identify different body parts when moving to different levels 2-E-1.2 Identify various body parts and levels in performing physical activities.</p> <p>Psychomotor- TSWBAT dribble the ball continuously in a stationary position using fingertips 80% of the time 1-E-3.1 Identify and demonstrate the critical elements for manipulative skills. (i.e. catch, kick, dribble, strike, volley, and, throw).</p> <p>Affective- TSWBAT follow directions and instructions first time given 5-E-2.2 Comply with rules and procedures during grade appropriate group and individual activities.</p> | <p style="text-align: center;">Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT identify different body parts when moving to different levels 2-E-1.2 Identify various body parts and levels in performing physical activities.</p> <p>Psychomotor- TSWBAT dribble the ball continuously using fingertips 80% of the time 1-E-3.1 Identify and demonstrate the critical elements for manipulative skills. (i.e. catch, kick, dribble, strike, volley, and, throw).</p> <p>Affective- TSWBAT follow directions and instructions first time given 5-E-2.2 Comply with rules and procedures during grade appropriate group and individual activities.</p> |
| <p>Procedures:</p> <ol style="list-style-type: none"> 6. Warm up: 7. Break the bubble- bubble is the poly spot. Bounce and catch the ball on the poly spot 3 times. 8. How to dribble a ball using hands- fingertips, push down, catch below the waist 9. Dribble the ball on the poly spot 3 times using dominant hand then switch hands 10. Moving while dribbling using dominant hand and non-dominant hand | <p>Procedures:</p> <ol style="list-style-type: none"> 10. Warm up: 11. Balance ball: balance bean bag on hand while dribbling 12. Partner passing using a bounce pass 13. Dribble tag 14. Dribbling relays- down with dominant hand, 5 jumping jacks, back with dominant hand. Down with non-dominant, 5 tuck jumps, down with non-dominant 15. Put all materials back up, clothespin up, and line up on |

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| 11. Put all materials back up, clothespin up, and line up on green line | green line |
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Individual differences

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Materials

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| iPad Music Player Playground balls | iPad Music player Playground balls Beanbags |
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Evaluation

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| Visual assessment of students. | Visual assessment of students. |
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Grade Level: 5th

Subject/Concept: Finish throwing/Passing and shooting

Duration of lesson: 30 min

| James | Bybee |
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| <p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT find pathways to move through while maintaining proper spatial awareness 1-E-1.2 Apply directional awareness movement concepts and pathways using strategies in individual and group activities.</p> <p>Psychomotor- TSWBAT dribble, pass and shoot the soccer ball and make the goal 80% of the time 1-E-3.4 Demonstrate the ability to change directions while in motion and manipulating an object.</p> <p>Affective- TSWBAT maintain self-</p> | <p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT identify the proper form of throwing while practicing with a partner 2-E-2.2 Identify proper techniques for a variety of fundamental skills while practicing with a partner</p> <p>Psychomotor- TSWBAT throw overhand using proper form 80% of the time 2-E-2.1 Apply mature form for manipulative skills that include striking, volleying, dribbling, kicking, throwing,</p> |

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| control and cooperation throughout group and individual work. 5-E-3.2 Demonstrate self-control in physical activity settings | and catching (use critical elements). Affective- TSWBAT work cooperatively with partner while the teacher is working with individual students 5-E-4.2 Demonstrate cooperation with a partner or others in a group in order to achieve successful participation |
| Procedures: 12. Warm up: Scramble 13. How to pass the ball- partner passing 14. Pass with partner to shoot on goal 15. Passing vs. dribble: group of students will pass in a circle. An outside student will run around circle for time 16. Put all materials back up, clothespin up, and line up on green line | Procedures: 1. Warm up: Poly spot relay 2. Formative Assessment: students will get into groups of 3 and give feedback based on throwing performance 3. Monster Ball: teams are divided into sides. Throw small ball at big ball to push it outside the lines and score a point 4. Put all materials back up, clothespin up, and line up on green line |

Individual differences

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Materials

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| iPad Music Player Soccer balls Soccer goals Poly spots | iPad Music player Foam balls Yoga ball Softballs |
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Evaluation

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| Visual assessment of students. | Visual assessment of students. Students will assess each other |
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