Joseph Monosmith - Lesson Plan – Lacrosse Two-Day Plan Date: <u>October 2020</u>

C I - Cth	Oth	Cubinst Physical Education
Grade: 6 th -		Subject: Physical Education
Materials: pinnies/jers	Lacrosse sticks, Lacrosse or tennis balls, cones, buckets,	Technology Needed: N/A
, ,	al Strategies:	Guided Practices and Concrete Application:
_		Guided Practices and Concrete Application.
	instruction Peer teaching/collaboration/	Large group activity Hands-on
	d practice cooperative learning	☐ Independent activity ☐ Technology integration
Socrat	ic Seminar Visuals/Graphic organizers	Pairing/collaboration Imitation/Repeat/Mimic
□ Learni	ng Centers PBL	
☐ Lectur		☐ Simulations/Scenarios
		☐ Other (list)
	5, 5	Explain:
□ Other	(list)	
Standard(s	S1. M20 Throwing, S1. M21 Catching, S2.M10 Offensive	Differentiation
Strategies.		Below Proficiency: More demonstration, help from above
		proficiency peers.
Objective(s	Students will be able to perform the lacrosse skills of	Above Proficiency: Students will help peers below proficiency.
	ooping, throwing, catching, and shooting with the	, , , , , , , , , , , , ,
		Approaching/Emerging Proficiency:
арргорпас	e grip and ready stance.	Approaching/Emerging Proficiency.
Bloom's To	xonomy Cognitive Level: Identify, Use	Modalities/Learning Preferences:
Biooiii s i a	xonomy cognitive level. Identity, ose	Wiodanties/ Learning Frenerences.
Classroom	Management- (grouping(s), movement/transitions, etc.)	Pohavier Expectations (systems strategies precedures specific to
		Behavior Expectations- (systems, strategies, procedures specific to
	ents based on varying abilities. Make sure students are	the lesson, rules and expectations, etc.) Safety first, Respectful of
aware of sa	ifety measures.	others, No talking when teacher talking, Pickup equipment, Be aware
		of personal space and boundary area.
Minutes	Procedures	
5	Set-up/Prep: Have lacrosse sticks and lacrosse or tennis ba	lls ready for students.
10	Engage: (opening activity/ anticipatory Set – access prior I	earning / stimulate interest /generate questions, etc.)
	-Warmup activity jogging two laps around gym.	
	-Stretches led by students including arm circles, toe touche	s, etc.
5	Explain: (concepts, procedures, vocabulary, etc.)	
	-Explain the lacrosse skills that will be learned – ready stand	ce, grip, cradling, scooping, throwing, catching, shooting.
	-Explain how eyes up is important in lacrosse.	
	-Explain the activities of Scoop Relay and Toss Across Lacro	sse on the appropriate days.
20	Explore: (independent, concreate practice/application wit	h relevant learning task -connections from content to real-life
	experiences, reflective questions- probing or clarifying qu	
	Day 1 – Lacrosse skills – Ready stance, grip, cradling, scoop	·
	-Teacher will explain the Lacrosse skills of ready stance, grip	o, crading, and scooping.
	-Students will practice the skills learned in pairs.	
	-Scoop relay	
	-Divide the class into 4 teams for a relay.	
	-One student will cradle the ball on the other side of the f	ield.
	-The student will roll the ball back to the next student in I	ine who scoops the ball.
	-The same student cradles the ball to the other side.	'
	-This continues until each student has taken a turn.	
		4
	-All students will end up on the other side of the gym/fiel	u.
	Day 2 – Lacrosse skills – Throwing, catching lacrosse skills &	Toss Across Lagrassa
	-Teacher will explain throwing and catching skills for Lacros	se.
	-Students will practice the skills learned in pairs.	
	-Toss Across Lacrosse	
	-Make a line down the middle of the gym/field.	
	-Place one empty bucket behind a catcher one behind a t	hrower for each team.
		vith enough balls so that each thrower has at least 3 throws.
	-Each team divides into an equal number of throwers and	-
		edicine 13.
	-Throwers go to the buckets of balls on the end line.	
	-Catchers go to the opposite midline from the throwers.	a the catherine and a sately and
	-When the teacher signals, the throwers throw the balls t	
	-If the catcher catches the ball without it hitting the groun	
	-The balls that are not caught can be picked up by the nea	arest thrower once the bucket of tennis balls is empty.
	-All throwers must throw from the end line.	

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	-The first team to have 10 balls into the midline bucket wi -Switch throwers and catchers after each game.	ns.
5	Review (wrap up and transition to next activity): -Briefly review skills learned and practiced in activity.	
Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?) Assessment will be based on participation, following directions, and simple observation of skill performance. Reflection (What went well? What did the students learn? How do you		Observation and level of participation will determine whether objectives have been met and students are able to perform ready stance, grip, cradling, scooping, throwing, catching, and shooting for lacrosse. A short written test with multiple choice, True/False, and short answer will be given at the end of the Lacrosse unit.