

# Joseph Monosmith - Lesson Plan – Soccer Drills

Date: April 2020

<b>Grade:</b> 6 <sup>th</sup> – 8 <sup>th</sup>		<b>Subject:</b> Physical Education	
<b>Materials:</b> Soccer balls		<b>Technology Needed:</b> N/A	
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> <b>Direct instruction</b> <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> <b>Modeling</b>		<input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> <b>Imitation/Repeat/Mimic</b>	
<b>Standard(s)</b> S1.M9 Dribbling/ball control		<b>Differentiation</b>	
<b>Objective(s)</b> Students will be able to dribble, pass, and trap (stop) the soccer ball.  <b>Bloom's Taxonomy Cognitive Level:</b> Identify, Use		<b>Below Proficiency:</b> More demonstration, help from above proficiency peers. <b>Above Proficiency:</b> Students will help peers below proficiency.  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Group students based on varying abilities. Make sure students are aware of safety measures.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Safety first, Respectful of others, No talking when teacher talking, Pickup equipment, Be aware of personal space and boundary area.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> Have soccer balls ready for students.		
10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> -Warmup activity jogging while dribbling soccer ball.		
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> -Explain and demonstrate the soccer drills that will be completed. -Explain how to properly dribble and pass the soccer ball. Eyes up is important		
20	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> - Teacher will explain dribbling safely. - Students will dribble the soccer ball and try to take the soccer ball away from another student. No slide tackles or pushing. - Discuss how to trap (stop) the soccer ball. - Students will pass the ball with inside of foot, stop the ball with heel, and trap the soccer ball after teacher demonstration. - Teacher will demonstrate modification of passing drill to alternate legs with each pass. Students will perform drill. - Teacher will demonstrate dribbling with outside of foot, switching legs on each lap. Students will perform drill. - Teacher will demonstrate dribbling with outside of foot, alternating feet with each kick. Students will perform drill. - Teacher will demonstrate dribbling with outside of foot. Students will practice drill. - Students will play Monkey in the Middle with the soccer ball using the skills learned today of dribbling with outside of foot, passing with the inside of the foot, and trapping the soccer ball.		
5	<b>Review (wrap up and transition to next activity):</b> -Briefly review skills learned and practiced in activity.		
<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b> Assessment will be based on participation, following directions, and simple observation.</li> </ul>		<b>Summative Assessment (linked back to objectives, END of learning)</b> Observation and level of participation will determine whether objectives have been met and students are able to dribble, pass, and trap (stop) the soccer ball properly.	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> In reflecting on this lesson, it would have been much easier in a large gym or outside, but the weather and COVID-19 did not cooperate with that, so I had to adjust. I felt the lesson went well in communicating the information and modeling the skills learned, which were dribbling, passing, and trapping the soccer ball properly. The changes that I would make include having more space to complete the drills and demonstrating better within eyesight of the students. I also need to better connect standards to lesson goals as a general rule. Therefore, I will try to focus on identifying standards and implementing them into the lesson plans.			