

Title of Lesson

Name: _____ Karlie Schauer _____ Date: _____ Age/Grade Level: _____

Subject: _____ Ground Balls(lacrosse) _____ # of Students: _____ # Students needing adaptations: _____ 0 _____

Objectives -

TSWBAT scoop a ground ball 7 out of 10 times, using the proper scooping technique.

Behavior- Scoop a ground ball

Condition- Proper technique

Criteria- 7 out of 10 times

TSWBAT discuss with their partner what they could improve on their ground ball scoops after the first 10 partner passes.

Behavior- Discuss improvement

Condition- With their partner

Criteria- After 10 passes

TSWBAT give their partner at least one constructive feedback comment after they have completed the 10 partner passes.

Behavior- Give constructive feedback

Condition- To their partner

Criteria- After 10 passes

Connections -

-NASPE Standard One: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- VA SOL: 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.

- a) Demonstrate most of the critical elements (small, isolated parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
- b) Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner).

Assessment Plan -

Use closure activity to judge the students understanding of today's unit.

Personal objective for the teacher –

I am still struggling to use students names when giving feedback. For this lesson my goal is once again to try to focus on using student names when giving feedback.

Pre-requisite Skills -

Some grounder skills from previous units (baseball, softball, ect), hand eye coordination, and lacrosse skills from the first days of the unit are needed to learn today's activity.

Modifications/ Adaptations-

If a student is struggling with this unit the balls could be rolled slower to them, so that it allows them more time to prepare.

If a student is excelling they could try using their non dominate hand to take it up a notch.

Resources/equipment -

-Lacrosse sticks for each student

-Lacrosse balls, as well as other balls varying in weight(but never larger than a lacrosse ball)

Safety -

To avoid injuries, we should try to keep the balls on the floor as much as possible. Students should also keep their heads up and pay attention at all times to avoid collision with a ball or another student.

Instructional Plan –

Describe in detail the strategies and activities you will use to involve students and accomplish your objectives.

Time	Task	Cues	Challenge	Drills/formations/organizations/transitions
0-5	<p><u>Instant Activity:</u> Have each student grab a lacrosse stick and wait on the end line for instructions. "To refresh our cradling skills, we are going to start off today with some line tag. Everyone needs a stick except for the person who is 'it'. As you run around the tape lines you must continually be cradling. If you get tagged, put your stick down and you now become it as well. We'll start off at a slow jog and work our way up to a run." Continue play until there is one student left who is not it. Make sure students understand that they must stay on the tape line and can only travel to connecting lines.</p>	<p>Go</p> <p>Jog-Run</p>	<p>If this becomes too easy, have the students actually cradle a ball verses just going through the motions.</p>	
5-8	<p><u>Set Induction:</u> "The next step we need to learn after cradling is how to pick a ball up off the ground properly. During a game you need to be able to pick balls up off the ground to avoid turn over's(or create them if the other team dropped the ball). Here is how your ground ball pickups should look." *Demonstrate a good ground ball pick up at a normal speed* Demonstrate again only this time slow it down so the students can really see what you are doing. "When the ball is in front of you, you want to plant your dominant foot next to the ball, then bend your knees to get low. As you scoop through the ball you want your knuckles to scrape the ground. Once you have the ball in your stick begin cradling to avoid being checked...which we will learn more about later in the unit."</p>	<p>Plant, knuckle, cradle *Bend(if students are forgetting)</p>		<p style="text-align: center;">T S S S S S S S S S</p>
8-12	<p><u>Drill One:</u> Every student grab a ball and a stick, then</p>	Go	If this task is too easy for some	<p>S S</p>

	line up on the end line. Teacher should place all kinds of balls down the court every few feet. When teacher says 'go' students jog from one end line to the next picking up the many ground balls(scoop it up, cradle it, then place it back on the floor before you get to the next ball). Teacher should watch students closely to see if any corrections need to be made.		students have them pick up the pace of their job. If some are struggling have them slow down and really focus on the cues and getting low.	<p>S S S T</p>
12-18	<u>Drill Two:</u> Have students get into groups of two. Each group should have one ball, with the pair being 10-20 yards apart. The first student with the ball with gently roll it to their partner so they may practice their scooping, once scooped they will now gently roll it back for their partner to scoop. After about two minutes of the drill pause and have the pairs come back together to discuss what they thought they did well on, then also tell their partner one thing to help them better their scoop. Students should then go back and work on the suggested improvement. If time allows have the pairs now stand together. This time the ball will be rolled out from behind/beside the student doing the scooping. The students should still be able to use their cues to pick up the ground balls.	Pause	Some students may be excelling with scooping at this point, try having them use their non dominant hand to scoop the ground balls.	<p>T S S S S S</p> <p>T SS SS SS SS</p>
18-23	<u>Drill Three:</u> Steal the bacon. Split the class into two teams. Give each student on each team a number 1-10(or however many are on the teams). Line students up in the middle of the basketball court, using the center circle as the boundaries for the game. The two teams should be lined up just outside the circle, facing	Yelling number	As the students get a better handle on scooping along with the game, start calling more numbers. If the students start to digress after more players are called, go back	<p>S S S S S T</p> <p>S S S S S</p>

	outward. Teacher places a ball in the middle of the court then shouts a few of the numbers. Then those numbers from both sides run to the middle and try to get the ground ball first.		to only calling one player from each side.	
23-25	<p><u>Closure:</u> Blow the whistle to signal the students to circle up. Have them put their balls away but keep their sticks. Begin asking questions about today lesson, when a student raises their hand to answer roll the ball to them. They must properly scoop the ball then answer the question. They may roll the ball to another student for the next question, and so on.</p> <p>-what are the cues for ground balls?</p> <p>-why are ground balls important?</p> <p>-what is one thing you should not do while scooping a ground ball?</p>	Whistle Ball roll		<pre> T S S S S S S S S S S S </pre>

Resources:

uslacrosse.org

-<http://www.uslacrosse.org/Portals/1/documents/pdf/resources/drills/mens/ground-ball-three-across-the-field.pdf>

doe.virginia.gov

-http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/