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| Class/Grade/Period  **6-8 graders** | Lesson Focus: Lesson Number: \_\_\_\_\_ Date:  **Locomotor Skills** |
| # of students:  **25** | Safety considerations:  **Spacial Awareness, making sure your partner is looking at you** |
| Context of teaching: **direct teaching** | |
| Equipment/Materials: Primary teaching model or method:  **Direct Teaching**  **Frisbee, Orange Cones** | |
| Objectives: (What will your students know and be able to do by the end of the lesson?) (3.c and 3.b)  **The student will be able to: (SWAT)**  Psychomotor: **TSWBAT demonstrate proper locomotor skills with 80% proficiency as observed by the teacher**  Cognitive: **TSWBAT demonstrate when/how to throw and catch a frisbee with 80% proficiency as observed by the teacher**  Affective: **TSWBAT demonstrate sportsmanship with the students with 100% proficiency as observed by the teacher** | |
| Summative assessment of one objective (5.a, 5.b):  **Come up with a modified version of Ultimate Frisbee/ Making a written test** | |

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| How are you teaching biomechanics in this lesson? (1.c) | How are you teaching physiology in this lesson? (1.c) | What motor learning technique are you using in this lesson? (1.d) | What aspects of motor development are addressed in this lesson? (1.e) | What forms of communication are you including? (Task sheets, visuals, etc.) (4.a) |
|  |  | **Locomotor** |  | **Visual and Verbal** |

**\*\*Please highlight in yellow the standards from each box that your lesson addresses:**

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| **National Content Standards (SHAPE, 2017) The physically literate individual**   1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction | **Virginia Standards of Learning (2015)**   1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)** 2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)** 3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)** 4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)** 5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)** |

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| **Time** | **Learning Activities/Tasks/Transition** | **Organization** | **Skill & Behavior Cues (extensions (3.c), refinements (3.b) applications)** | **Assessment – 5.b** |
| **9:30am** | Anticipatory set:  **-Instant Activity- running, dynamic activity**  **-Learning how to catch and throw a --Frisbee** | **Rows before and After “squat lines”** | Cues (1.c, 4.b)  Extensions (3.c) Modifications  Applications and Feedback |  |
| **9:35am** | **Instructional Period:**  **-Hand position**  **- Forehand throw from side start**  **- Demonstrate safety**  **- Student will use the Hudle Technique to record one another** | **Arms width apart** | Cues (1.c, 4.b)  **-curl, step, uncurl, flick, point (all with your arm)**  Extensions (3.c) Modifications  Applications and Feedback  **-Student will watch their own video** | **Students will write about what they saw when watching their video and what they should do better.** |
| **9:45am** | **-Demonstrate/safety**  **-Two-handed catch**  **-Student will use the Hudle Technique to record one another** |  | Cues (1.c, 4.b)  **-Alligator mouth, open & close (catching)**  Extensions (3.c) Modifications  **One handed catch**  Applications and Feedback  **-Student will watch their own video** | **Students will write about what they saw when watching their video and what they should do better.** |
| **10:00 am** | **-Demonstrate & safety**  **- 5 on 5**  **- Only throw Frisbee half court** | **Cut court in half**  **5 / 5** | Cues (1.c, 4.b)  Extensions (3.c) Modifications  Applications and Feedback |  |
| **10:20am** | -**Demonstrate & safety**  **- 1968- began (history)**  **-Started in New Jersey** |  | Cues (1.c, 4.b)  Extensions (3.c) Modifications  Applications and Feedback |  |
| **10:25am** | Closure:  **-Discuss what we learned in Ultimate Frisbee**  **-Cues** |  | **Summative assessment**  **-Written test** |  |