



Peachtree Charter Middle School

Teacher	Savage	Unit Length: 2 weeks	Unit Implementation: Week 3
Course	Physical Education	Unit Theme: Invasion	Unit Name: Soccer
Priority Standard:	<p>PE1a Performs complex movement patterns used in small-sided game situations.</p> <p>PE1b Performs specialized manipulative skills in an applied setting to include throwing and catching</p> <p>PE2a Identifies concepts that apply to the movement and sports skills being practiced</p> <p>PE2c Describes basic strategies for offense and defense in small sided game play</p> <p>PE3a Identifies opportunities in school and community to be physically active</p> <p>PE4b Identifies the basic principles of training to improve physical fitness</p> <p>PE4c Participates in activities designed to improve or maintain flexibility</p> <p>PE5a Participates responsibly by following rules and making appropriate decisions</p> <p>PE5b Identifies and demonstrates safe practices in the physical education setting</p> <p>PE5c Identifies the importance of etiquette in physical activity</p> <p>PE6a Selects and evaluates physical activities to participate in for social enjoyment and self-expression.</p>		
Supporting Standards	<p>PE3b Identifies ways to increase levels of physical activity in daily routines.</p> <p>PE4c Participates in cardiovascular activities for a sustained period.</p> <p>PE5a Demonstrates the ability to resolve conflicts in a physical activity setting.</p> <p>PE5b Assumes leadership roles to facilitate class management.</p> <p>PE6a Recognizes the role of sport, games, and dance in modern culture.</p> <p>PE6c Appreciates the aesthetic performance of self and others.</p>		
Non-Content Standards	<p>ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		
Learning Targets	<p>In this unit, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate the basic skills of soccer: dribbling, passing, shooting, goalkeeping, and sportsmanship 2. Apply basic skills into game situations. 3. Demonstrate knowledge of the rules of different soccer games. 4. Demonstrate knowledge of basic offensive and defensive tactics utilized in soccer. 5. Demonstrate knowledge of how to play and use equipment safely. 		
Essential Question(s)	<ol style="list-style-type: none"> 1. What are the safety rules that should be followed when playing soccer? 2. What are tactics/strategies? How are these used in different sports? 3. How can you maintain possession of the ball by moving to open space? 4. How can you maintain possession of the ball by passing and receiving with the inside of the foot? 5. How can you maintain possession of the ball by passing and receiving with the outside of the foot? 6. Using the skills we've already learned, how can you attack the goal? 7. How can you use a target player to help you create shooting opportunities? 8. How do you restart play using a throw in? 		
Big Idea(s):	<p>Inactivity adversely affects fitness, growth and performance.</p> <p>Personal behavior impacts the ability to balance lifelong fitness.</p> <p>Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports.</p> <p>Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful.</p> <p>There are basic defensive and offensive strategies when playing the game of soccer.</p>		
Academic Vocabulary	Soccer, Dribble, Field, Goalie, Foul, Offense, Defense, Forward, Defender, Sweeper, Target Player, Throw In		
STEM/STEAM	N/A		

Engaging Performance	Class soccer tournament that is both played and officiated by students.									
Research-Based Instructional Strategies	Opening	Activate prior knowledge	X	Questioning	X	Clarify previous lesson	X	Phenomenon		
		Provide feedback	X	Scaffold instruction	X	Create interest	X	Other		
	Work Period	Facilitate learning	X	Academic discussions		Cooperative learning	X	Other		
		Demonstrate mode	X	Generating and testing hypothesis		Independent learning		Other		
		Explain/apply extend concepts	X	High-level questioning	X	Interdisciplinary writing		Other		
	Closing	Summarize lesson	X	Provide alternative explanation		Respond to EQ	X	Review rituals & routines	X	
		Student assess their own learning	X	Quick write	X	3-2-1 K-W-L		Other		
DCSD RCD Aligned Lesson Plan Template										
Components of this lesson plan may change according to the needs of the students										

21st Century Learning Skills	Teamwork and collaboration	X	Innovation and creativity		Accessing and analyzing information	
	Initiative and leadership	X	Critical thinking and problem solving	X	Effective oral and written communication	X
	Curiosity and imagination		Flexibility and adaptability	X	Other	

Intervention Strategies

Intervention Strategies (Tiers 1, 2, 3) Additional Support in Classroom		Specially Designed Instruction for Exceptional Education Students			Strategies for English Language Learners	
X	Re-voicing	X	Conferencing	X	Visuals/reality	
X	Explaining	X	Additional time		Front loading	
X	Prompting for Participation	X	Small group collaboration	X	Echoing/ Choral response	
	Challenging or encountering	X	Modify quantity of work	X	Color coding	
X	Asking "why?" "how?"	X	Take student's dictation		Multiple exposures in different media	
	Reread	X	Scaffold information	X	Pair share	
X	Practice new academic vocabulary		Differentiated Content/process/product	X	Modeling	
X	Assistive technology	X	Consistent reward system		Language scaffolds	
X	Pre-teach & re-teach in a different way	X	Refer to student's IEP or 504		Deconstruct complex sentences	
	Use of manipulatives	X	Assistive technology	X	Increase student-to-student talk	
X	Collaborative work			X	Strategies vocabulary instruction	
	Create differentiated text sets			X	Additional think time	

Gifted – Extensions for Learning

Tier 1

X	Flexible learning groups	X	Varied pacing with anchor options	X	Varied supplemental material	
	Choice of books	X	Work alone or together		Computer mentors	
	Homework options	X	Flexible seating	X	Think pair share	
	Use of reading buddies		Varied scaffolding	X	Open-ended activities	
	Various journal prompts	X	Varied computer programs	X	Explorations by interest	
X	Student/teacher goal setting		Design A-Day	X	Options for competition	

Tier 2

	Gifted Ed. Cluster classes	X	Alternative assessments	X	Community mentorship	
	Gifted Ed. Collaboration classes	X	Subject advancement within class	X	Stations	
X	Tiered activities		Curriculum compacting		Group investigations	
	Use of literature clubs		Tiered centers	X	Assess students in multiple ways	
X	Multiple testing options		Spelling by readiness	X	Student choice	
	Multiple texts		Varying organizers		Simulations	

Tier 3

Tier 4

Advanced content (all core content)			Above grade level accelerated (all core content)			
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	Resource classes		Advanced placement classes
	Independent /directed study		International baccalaureate classes
	Socratic seminars		Internship/mentorship [
Differentiated Instruction (content, process, product)		Assessment evidence (formative, summative)	
1. All skill levels will be encouraged to participate in a manner to increase their heart rate. 2. Students may use different levels of intensity (i.e. walk or jog instead of run). 3. Length of fields can be shortened to accommodate lesser skilled students. 4. Size of soccer balls and goals can be increased or decreased according to ability level.		1. Soccer summative assessment 2. Soccer ball passing and shooting peer assessment 3. GPAI assessment for teacher	
DCSD RCD Aligned Lesson Plan Template Components of this lesson plan may change according to the needs of the students			

Resources	Internet	X	Polyspots	X	Cognitive assessments	X
	Audio/visual aids	X	Soccer balls	X	Instructional Models for Physical Education book	X
	Handouts	X	Hula hoops	X		
	Electronic devices	X	Goals	X		
	Cones	X	Mesh jerseys	X		

Daily Lesson Plans for Monday

Pre-Instructional Activity	CARDIOVASCULAR (CV) DAY (all students) Dress out – Roll call.
Opening	Student-led warm up activities to prepare for running. 1. Boxer shuffle 2. Jumping jacks 3. Squats 4. Toe touches 5. Butt kickers
Work Period	Students move to track to run 2 miles.
Closing (evaluate)	Preview of beginning of Soccer unit.

Daily Lesson Plans for Tuesday

Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	What are the safety rules that should be followed when playing soccer? What are tactics/strategies? How are they used in different sports?
Work Period	5-7 min: Introduction of Teaching Games for Understanding What are tactics? Can anyone give me an example of a tactic or strategy used in sports? We're going to learn about soccer through a series of games, which I will present to you as tactical problems for you to solve. You'll be learning what to do in the right situation and how to do it while also working on improving your dribbling, passing, and shooting skills. You'll be working both in pairs and in small teams with 5-6 other students, so you'll be working with new groups of people. 5 min: Jog Students will jog 1 lap around the edge of the field. Transition to Game Form: Teacher will call students to stop activity and gather around the center of the field for discussion of game play, safety rules, and organizing teams. 20 min: Modified Game Play Rules of Game Form: - 2 games of 7v7 (for higher skilled students), 1 game of 6v6 (for lower skilled students), with 5 students rotated as referees. - Game begins in the middle of the field with a kick off (alternate btw Team A and B kicking off). - After every goal scored, ball returns to center of field with non-scoring team receiving ball. - If any foul occurs it results in an indirect free kick at the spot where the foul occurred (depending on the severity of the foul, teacher may remove student who committed the foul from the game). - Ball is only out of play if it completely exits the field of play. If any part of the ball is on the line, it is still in play. - Once a goal is scored (by either team) the referee is switched out (may change to after 5 minutes of play).

	<ul style="list-style-type: none"> - No offsides play. - A throw-in will restart the game when the ball goes out of bounds (must be a player from the offending team, but not the player who touched it last). - Teams cannot score directly from a throw-in. <p>Team Organization: Teacher will have higher skilled students working together on 2 teams. Since there will be 3 games going on simultaneously, teacher will color code each playing field by cone color (i.e. blue field, yellow field, green field, etc....). The 5 remaining students will be assigned to referee a field and will periodically be rotated into a game.</p>
Closing (evaluate)	<p>Preview of First Tactical Problem:</p> <p>Teacher will give a preview of the first tactical problem - maintaining possession of the ball by moving to open space and using controlled actions.</p>
<p>DCSD RCD Aligned Lesson Plan Template</p> <p>Components of this lesson plan may change according to the needs of the students</p>	

Daily Lesson Plans for Wednesday	
Pre-Instructional Activity	<p>Dress out</p> <p>Roll call</p> <p>Students can stretch while they are sitting at role call waiting.</p>
Opening	How can you maintain possession of the ball by moving to open space?
Work Period	<p>5 min: Partner Pass</p> <p>Upon entering the field, students will practice passing and trapping with a partner.</p> <p>5 min: Introduction of Lesson</p> <p>Today's lesson will focus on maintaining possession of the ball. You will play a series of games with one partner, which will allow you to have a lot of time with the ball. After we play the first game, I'm going to call you together to talk about what worked well and what didn't, and how that can be applied to the next game.</p> <p>10 min: Game 1</p> <ul style="list-style-type: none"> - 1v1 play on a 20 by 10-yard area (roughly about, will let students spread out over the field). - 1 set of cones will be at the edge of the playing area to act as the goal (cones will line the edge of the soccer field). - The goal is to stop the ball on the opponent's line (in between the 2 cones) to score. - After a goal is scored, the ball is returned to the player who conceded the goal. - The player who scored the goal must move to halfway down the playing area before play begins again. - Since there will only be 1 goal per pair of students, students will switch places after a goal is scored. <p>Team Organization:</p> <p>Students will be allowed to pair up with a friend, or can work in a group of 3 if there are an odd number of students.</p> <p>5 min: Identifying and Solving Tactical Problem Questions to Ask</p> <ol style="list-style-type: none"> 1. What is the goal of the game? 2. How do you get the ball to the line? 3. What problem does the opponent give you? 4. How many parts of the foot can you use to dribble? <p>10 min: Keep Away Game</p> <p>Rules:</p> <ul style="list-style-type: none"> - No goals needed. - Students work with a partner. Partner 1 has possession of the ball first; the goal is for Partner 2 to steal the ball away from Partner 1. After every steal, the ball is returned to Partner 1. - After 2 minutes of play, possession will switch and Partner 2 will have the ball. <p>Team Organization:</p> <p>Students will be allowed to work with their partner of choice. Student pairs will be scattered throughout the field to work in self-space.</p> <p>10 min: Return to Game 1</p> <p>Rules:</p> <ul style="list-style-type: none"> - 1v1 play on a 20 by 10-yard area (roughly about, will let students spread out over the field). - 1 set of cones will be at the edge of the playing area to act as the goal (cones will line the edge of the soccer field). - The goal is to stop the ball on the opponent's line (in between the 2 cones) to score. - After a goal is scored, the ball is returned to the player who conceded the goal. - The player who scored the goal must move to halfway down the playing area before play begins again. - Since there will only be 1 goal per pair of students, students will switch places after a goal is scored. <p>Team Organization:</p> <p>Students will be allowed to pair up with a friend, or can work in a group of 3 if there are an odd number of students.</p>
Closing (evaluate)	Preview of next lesson:

	Teacher will give a preview of the next tactical problem - maintaining possession of the ball by passing and receiving using the inside of the foot.
Daily Lesson Plans for Thursday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	How can you maintain possession of the ball by passing and receiving using the inside of the foot?
Work Period	<p>5 min: Partner Pass Upon entering the field, students will get a partner and practice kicking and trapping.</p> <p>5 min: Introduction of Lesson Today's lesson will focus on maintaining possession of the ball by passing and receiving. You will play a series of games in groups of 3 and with a partner, so you'll have a lot of time with the ball. After we play the first game, I'm going to call you together to talk about what worked well and what didn't, and how that can be applied to the next game.</p> <p>5-7 min: 3v3 Possession Rules: - 3v3 possession game. - The goal is for each team to make 5 consecutive passes without the ball being stolen. - A point is awarded for each time the team can successfully complete 5 passes. - After a point is scored, possession of the ball goes to the other team.</p> <p>Team Organization: Teacher will allow higher skilled students to work together and play against each other. Other teams will be randomly assigned. Students will be given mesh jerseys to wear. Groups will be scattered throughout the soccer field, playing in personal space.</p> <p>5 min: Identifying and Solving Tactical Problem Questions to Ask 1. What was the purpose of the game? 2. How can your team keep the ball? 3. How can you make accurate passes? 4. How can you be an effective receiver?</p> <p>7-10 min: Pass and Move Rules: - Students will work with a partner. Partner 1 will have the ball and will pass it to Partner 2. After the pass is completed, Partner 1 will move to a different spot for Partner 2 to pass it to. This back-and-forth passing continues for the entire duration of the task.</p> <p>Team Organization: Students will be allowed to work with their partner of choice. Student pairs will be scattered throughout the field to work in self-space. Higher skilled students may choose to work in groups of 3.</p> <p>5-7 min: Modified 3v3 Rules: - Modified 3v3 game, no goalies. - Cones or small goals will be used, 2 per game. - Player with the ball is allowed 3 touches before passing. - Once a goal is scored, ball is returned to center of field for kick off.</p> <p>Team Organization: Students will return to their original 3v3 teams. There will be 7 games being played simultaneously on the field. If 7 games do not fit, then 6 games will be played with 1 group of 6 students rotating as referee duties for other games.</p>
Closing (evaluate)	During last game, teacher will use GPAI on randomly selected students of varying skill levels. Teacher will give a preview of the next tactical problem - maintaining possession of the ball by passing and receiving with the outside of the foot.
Daily Lesson Plans for Friday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	How can you maintain possession of the ball using the outside of the foot?
Work Period	<p>5 min: Jog Upon entering the field, students will jog two laps around the field and meet at the sideline.</p> <p>5 min: Introduction of Lesson</p>

	<p>Today's lesson will focus on maintaining possession of the ball by passing and receiving using the outside of the foot. You will play a series of games in groups of 4 and with a partner, so you'll have a lot of time with the ball. After we play the first game, I'm going to call you together to talk about what worked well and what didn't, and how that can be applied to the next game.</p> <p>5-7 min: 4v4 Possession Rules: - 4v4 possession game. - The goal is for each team to make 5 consecutive passes without the ball being stolen. - A point is awarded for each time the team can successfully complete 5 passes. - After a point is scored, possession of the ball goes to the other team.</p> <p>Team Organization: Teacher will allow higher skilled students to work together and play against each other. Other teams will be randomly assigned. Students will be given mesh jerseys to wear. Groups will be scattered throughout the soccer field, playing personal space. Cones will be used to mark playing quadrants.</p> <p>5 min: Identifying and Solving Tactical Problem Key Questions to Ask 1. What was the purpose of the game? 2. How can your team keep the ball?</p> <p>5-7 min: Partner Practice Rules: Students will work with a partner. They will practice kicking the ball back and forth using the outsides of both feet. Students will be allowed to work with their partner of choice. Student pairs will be assigned to quadrants to work. Higher skilled students may choose to work in a one-on-one keep away game, using only the outsides of their feet to dribble.</p> <p>Critical Elements for Passing/Receiving with Outside of Foot: Passing: - Face the direction you're passing. - Keep non-kicking foot next to the ball. - Use the outside of the foot and point toe inward. - Strike ball through its center.</p> <p>Receiving: - Get in line with the ball as it comes. - Use one touch with the outside of the foot to set up for the next pass.</p> <p>7-10 min: Modified 4v4 Rules: - Modified 4v4 game, no goalies. - Cones or small goals will be used, 2 per game. - Player with the ball is allowed 4 touches before passing (3 for higher skilled students). - Once a goal is scored, ball is returned to center of field for kick off.</p> <p>Team Organization: Students will return to their original 4v4 teams playing in their quadrant. There will be 5-6 games being played simultaneously on the field in playing quadrants.</p>
Closing (evaluate)	<p>Preview of Next Lesson and Checking for Understanding: Teacher will ask students to verbalize and demonstrate passing/receiving using the outside of the foot. Teacher will preview next tactical problem – attacking the goal.</p>
Components of this lesson plan may change according to the needs of the students	

Week 2

Daily Lesson Plans for Monday	
Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting in roll call waiting.
Opening	Using the skills we've already learned, how can you attack the goal?
Work Period	5 min: Jog Upon entering the field, students will jog 2 laps around the field and line up at the sideline for instruction. 5 min: Introduction of Lesson

	<p>Today's lesson will focus on attacking the goal by shooting. You will play a series of games in groups of 6 and have some practice time with your team. After we play the first game, I'm going to call you together to talk about what worked well and what didn't, and how that can be applied to the next game.</p> <p>5-7 min: Modified 6v6 Note: Field size should be relatively small to focus on shooting.</p> <p>Rules:</p> <ul style="list-style-type: none"> - Games of 6v6. - Game begins in the middle of the field with a kick off or 3 bounces. - After every goal scored, ball returns to center of field with non-scoring team receiving ball. - If any foul occurs it results in an indirect free kick at the spot where the foul occurred (depending on the severity of the foul, teacher may remove student who committed the foul from the game). - Ball is only out of play if it completely exits the field of play. If any part of the ball is on the line, it is still in play. - No offsides play. - A throw-in will restart the game when the ball goes out of bounds (must be a player from the offending team, but not the player who touched it last). - Teams cannot score directly from a throw in. <p>Team Organization: Teams will be randomly assigned via roll call numbers. Students will be given mesh jerseys to wear. Groups will be scattered throughout the soccer field, playing personal space. Cones will be used to mark playing quadrants.</p> <p>5 min: Identifying and Solving Tactical Problem Key Questions to Ask</p> <ol style="list-style-type: none"> 1. What should you do when you're playing this close to the goal? 2. Why should you shoot? 3. Should you aim high or low? 4. Why should you aim low? <p>7-10 min: Shooting Practice</p> <p>Rules: Students will work within their teams of 6. Each team will be assigned to a goal. Four students will be in line to shoot while one student plays the role of goalie. The first student in line shoots the ball, then takes the place of the goalie. The goalie moves to the back of the line and the line rotates up.</p> <p>Team Organization: Students will be working with their assigned teams of 6 within a playing quadrant at an assigned goal.</p> <p>Critical Elements for Shooting: Shooting:</p> <ul style="list-style-type: none"> - Take a long step towards the ball. - Keep the non-kicking foot next to the ball. - Use instep/laces. - Keep head up and toe down. <p>5-7 min: Modified 6v6 Note: Field size should be relatively small to focus on shooting.</p> <p>Rules:</p> <ul style="list-style-type: none"> - Games of 6v6. - Game begins in the middle of the field with a kick off or 3 bounces. - After every goal scored, ball returns to center of field with non-scoring team receiving ball. - If any foul occurs it results in an indirect free kick at the spot where the foul occurred (depending on the severity of the foul, teacher may remove student who committed the foul from the game). - Ball is only out of play if it completely exits the field of play. If any part of the ball is on the line, it is still in play. - No offsides play. - A throw-in will restart the game when the ball goes out of bounds (must be a player from the offending team, but not the player who touched it last). - Teams cannot score directly from a throw in. <p>Team Organization: Teams will be randomly assigned via roll call numbers. Students will be given mesh jerseys to wear. Groups will be scattered throughout the soccer field, playing personal space. Cones will be used to mark playing quadrants.</p>
Closing (evaluate)	<p>Checking for Understanding and Preview of Next Lesson: Teacher will ask students to verbalize/demonstrate the critical elements for shooting. Teacher will preview next tactical problem – attacking the goal by using a target player to create shooting opportunities.</p>
Daily Lesson Plans for Tuesday	

Pre-Instructional Activity	Dress out Roll call Students can stretch while they are sitting at role call waiting.
Opening	How can you create shooting opportunities by using a target player?
Work Period	<p>5 min: Partner Pass Upon entering the field, students will get a partner and will practice passing and receiving using both the inside and outside of the foot.</p> <p>5 min: Introduction of Lesson Today's lesson will focus on attacking the goal by using a target player to create shooting opportunities. You will play a series of games in groups of 6 and have some practice time with your team. After we play the first game, I'm going to call you together to talk about what worked well and what didn't, and how that can be applied to the next game.</p> <p>5-7 min: Modified 6v6 Rules: - Games of 6v6. - Each team has a target player and a defender marking the target player. - Goal is to get an early pass to the target player, then move to support the target player.</p> <p>Team Organization: Teams will be randomly assigned via roll call numbers. Students will be given mesh jerseys to wear. Groups will be scattered throughout the soccer field, playing in personal space. Cones will be used to mark playing quadrants.</p> <p>5 min: Identifying and Solving Tactical Problem Key Questions to Ask 1. What should other players do when their own target player has the ball? 2. Where is a good place to support?</p> <p>7-10 min: Shooting Practice with a Target Player Rules: - Students will work within their teams of 6. Each team will be assigned to a goal. - 4 students will be in line to shoot. - 1 student plays the role of goalie. - 1 student is the target player. - The first student (the shooter) in line passes the ball to the target player, who then runs to the right or left of the target player. The target player then passes the ball back to the shooter, who shoots the goal. - The target player then becomes the goalie, the goalie gets behind the line to shoot, and the shooter becomes the target player.</p> <p>Team Organization: Students will be working with their assigned teams of 6 within a playing quadrant at an assigned goal. Students waiting for their turn to shoot will complete peer assessments on passing/shooting.</p> <p>Critical Elements for Shooting: Shooter: - Firmly pass to target. - Run to the side of the target to receive the pass. - Shoot the moving ball immediately.</p> <p>7-10 min: Modified 6v6 Rules: - Games of 6v6. - Each team has a target player and a defender marking the target player. - Goal is to get an early pass to the target player, then move to support the target player.</p> <p>Team Organization: Teams will be randomly assigned via roll call numbers. Students will be given mesh jerseys to wear. Groups will be scattered throughout the soccer field, playing in personal space. Cones will be used to mark playing quadrants.</p>
Closing (evaluate)	<p>During practice task, students should complete peer assessments on passing and shooting while they are waiting for their turn.</p> <p>Preview of Next Lesson: Teacher will give preview of next tactical problem – restarting play with a throw in.</p>
<p>DCSD RCD Aligned Lesson Plan Template</p> <p>Components of this lesson plan may change according to the needs of the students</p>	

Daily Lesson Plans for Wednesday

Pre-Instructional Activity	Dress out Roll call
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	Students can stretch while they are sitting at role call waiting.
Opening	How can you restart play with a throw in?
Work Period	<p>5 min: Jog Upon entering the field, students will jog two laps around the field and line up on the sideline for instruction.</p> <p>5 min: Introduction of Lesson Today's lesson will focus on restarting play. You will play a series of games in groups of 6 and have some practice time in groups of 3. After we play the first game, I'm going to call you together to talk about what worked well and what didn't, and how that can be applied to the next game.</p> <p>5-7 min: 6v6 with Narrow Field Rules: - Games of 6v6. - Narrow field of play so players make many throw-ins.</p> <p>Team Organization: Teams will be randomly assigned via roll call numbers. Students will be given mesh jerseys to wear. Groups will be scattered throughout the soccer field, playing in personal space. Cones will be used to mark playing quadrants.</p> <p>5 min: Identifying and Solving Tactical Problem Key Questions to Ask 1. How can you quickly get the ball into play on a throw-in? 2. What are some tips/cues for throwing in a ball?</p> <p>7-10 min: Thrower/Receiver Drill Rules: - 2v1 set up. 2 attackers, 1 defender. - Attacker 1 starts play with a throw in to Attacker 2. - Attacker 2 must receive ball and return it back to Attacker 1. - Defender's goal is to prevent Attacker 2 from receiving the pass or prevent Attacker 1 from receiving the return pass. - After each throw in players rotate positions - Attacker 1 becomes Attacker 2, Attacker 2 becomes Defender, and Defender becomes Attacker 1.</p> <p>Team Organization: Students will work within groups of 3 (teams will be split in half to form groups). Each group will be assigned to a playing quadrant.</p> <p>Critical Elements for Throwing: - Use 2 hands. - Take ball behind head. - Keep both feet on the ground. - Aim for receiver's feet and move onto the field.</p> <p>5-7 min: 6v6 with Narrow Field Rules: - Games of 6v6. - Narrow field of play so players make many throw-ins.</p> <p>Team Organization: Teams will be randomly assigned via roll call numbers. Students will be given mesh jerseys to wear. Groups will be scattered throughout the soccer field, playing in personal space. Cones will be used to mark playing quadrants.</p>
Closing (evaluate)	<p>Checking for Understanding and Preview of Next Lesson: Teacher will ask students to verbalize and demonstrate proper throw-in technique. Teacher will announce that cognitive assessment and class tournament will be the next day.</p>
Daily Lesson Plans for Thursday	
Pre-Instructional Activity	<p>Dress out Roll call Students can stretch while they are sitting at role call waiting.</p>
Opening	<p>Cognitive Assessment (15 min): While teacher is taking roll, students will be scattered in general space and taking the cognitive assessment on critical elements of skills learned and knowledge learned about rules and tactics of soccer.</p>
Work Period	Once assessment has been completed, students will move outside to the field to play a round robin 6v6 tournament.
Closing (evaluate)	<p>Preview of Next Unit: Teacher will introduce next unit (to start Monday).</p>
Daily Lesson Plans for Friday	
Pre-Instructional Activity	<p>CHOICE DAY (all students) Dress out</p>

	Roll call
Opening	Students will get equipment from storage closet for a variety of games/activities. (i.e. basketballs, soccer balls, footballs, frisbees, jump ropes, hockey sticks and nets, volley balls, etc.)
Work Period	Students will have their choice of physical activity for the class period. All students must be participating in an activity.
Closing (evaluate)	Preview of next unit.
DCSD RCD Aligned Lesson Plan Template Components of this lesson plan may change according to the needs of the students	