**Teacher:** Mr. Moran **Date: 3/23/14 Lesson #: 3 of 3** **Lesson Time:** 40 Minutes

**Unit Topic:** Hockey **Lesson Topic:** Hockey Gameplay **# of Students:** 25 **Grade:** 3rd, 4th, & 5th

**Objectives & National Standards** –

**State:** 10.4.12 F, 10.5.12 A, 10.5.12 B, 10.5.12 C

**National Standards:**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns in floor hockey.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance in floor hockey.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and or other social interaction in Floor Hockey.

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| **TYPE** | **OBJECTIVE** | **STANDARD(s)** |
| Psychomotor | Students will demonstrate correct form for receiving the puck by giving with the puck and stick handling by pushing side to side and keeping their heads up while playing the game of hockey | **10.5.12 C** |
| Cognitive | Students will demonstrate proper knowledge of how to play floor hockey correctly and safely while playing hockey | **10.5.12 A, 10.5.12 B** |
| Affective | Students will demonstrate teamwork by communicating when passing to players during the hockey activities and games by calling for the passes and complimenting on good shots. | **10.4.12 F** |

**Equipment/Supplies:** hockey nets, hockey sticks, cones, pucks/balls, pinnies, and equipment bin

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| LESSON CONTENT & PROGRESSIONS | **TEACHING CUES**  | **CHALLENGES: TEACHING BY INVITATION & INTRA-TASK VARIATION** – one challenge must be described for each activity/task | MANAGERIAL STRATEGIES | SAFETY | ASSESSMENT – at least one formal or informal assessment measure must be listed for each activity/task. |
| **Set Induction**- Has anyone ever been to a Penn State hockey game before? Today were going to play some hockey like they do at Penn State and in the NHL. |  |  |   |  |  |
| **Instant Activity****Cone Mania**- Have the students come into class and grab a hockey stick and a ball and have them stick handle around the designated area avoiding other students and cones around the gym**.** |  | Teaching by invitation: Have students choose stick type and type of ball |  X X X X X X X XX X X X XStudents will spread out throughout the gym. Students will stick handle within the general space, avoiding the cones and other students.  = cones, X= students | Remind students to always keep their heads upAvoid the others around the gym |  |
| **Activity/Task****Circle Passing:**Students are going get into groups of 3. Demonstrate to the students how to stick handle by going side to side and receive a pass by giving with the stick.Each member in the group will have a stick.The group will share a ball. Students will spread out and stand 5 feet apart and stand in a triangle shape to pass the ball to each other.Student A starts with the ball and passes the ball to another partner B using the forehand or backhand. Partner B should receive the ball by giving and then precede to stick handle the ball side to side and passing it back to partner C and repeat this process.Explain how proper stick handling is key to securing the puck and making good passes to your teammates. | “Side to Side”“Receive by giving” | Teaching by invitation: Have students choose stick type and type of ballIntra-task variation: Give a larger size ball to simply the task or a smaller ball to increase the difficulty of the task |     = students Students will work in groups of three for this activity. Allow space between groups. Each group will pass the puck within their triangle, attempting to maintain control throughout the activity. Have students place balls back in hula-hoop after activity. | Never use the stick as a weapon. | **Informal Assessment:**I will be visually assessing the students to make sure they are stick handling by going side to side and receive the ball by giving. |
| **Transition –** When I blow the whistle everyone in the gym is to freeze and not move.When I say “bring it in” students will hold their sticks by their side and come to the front of the class for the following instructions with your current group. Students will stand on a colored poly spot. There are 2 blue poly spots, 2 yellow, 2 green, 2 red. Current groups will go and stand on a colored poly spot to form teams with another group standing on that color poly spot. |  |  | . |  |  |
| **Activity/Task****3 Goal Hockey**There are three sets of goals made with traffic cones in the different areas. Break the students into 4 teams.Teams will designate a goalie for each team.3 students on offense and 2 of them defense and 1 goalie.Offense and defense that will switch places after 2-3 minutes throughout the game.Each member on offense must touch the puck once before shooting the ball on a netThere are 3 goals set up. A goal can be scored on any of the cones but ONLY the goalie can stand in front of the net to stop/block the ball.To start the game, there will be a face off where the teacher drops the ball to a student on each team. A goal is scored by a ball going through the cones.Once a goal is scored on that colored cone, it cannot be scored on again.Safety Rules:No sliding, 2 hands on the sticks at all times, and not bringing the stick above your waistBreaking of any rules results in a one-minute penalty.When a ball goes out of play the team, the opposite team that touched it last will start with the ball. Teams will play for 6 – 8 minutes.Leave enough space between zones for safetyIf there is an odd amount of students, any student not participating can be a scorekeeper, referee, or the team can use them as a sub and if they pass the ball to them, they may switch roles and play the game while the current player will keep score or referee. After each round have teams rotate around the gym counter clockwise. \*For 3rd grade start out with one ball and slowly add more. Also allow 2 goalies to defend the net.\*For 4th/5th Grade - Modify the game to only 2 goals to shoot at for each time.Only allow 1 goalie per team.Also have the nets vary in size.- Add in another ball (2 balls per game). | “Side to Side”“Receive by giving”“Side to Side”“Receive by giving” | **Intra-task variation:** Give a larger size ball to simply the task or a smaller ball to increase the difficulty of the taskHave the students pass the puck to everyone on the team before shooting to make it more difficult**TBI:**Students can select their sticks. | There will be 2 games in the gym. One on each half.X(Goalie) X X=Defense X x x=Offense X X X= Offense X X=DefenseX( Goalie)The cones represent the three goals on each end of the court (rink). There will be one goalie, two defenders, and three offensive players for each team. The face-off will take place at center court, if a second ball is added, the face-offs will take place toward each sideline. X= students  = colored cones (nets)  | Students must not body check or raise stick higher than their kneesAlways keep the stick below the knees when you swing the stick.Review the playing area to make sure everyone is positioned correctly If any player is caught breaking the rules they must sit out a minute. | **Informal Assessment:**I will be visually assessing the students to make sure they are stick handling by going side to side and receive the ball by giving. |
| **Transition** – When I blow the whistle everyone in the gym is to freeze and not move.When I say “bring it in” students will hold their sticks by their side and put all the sticks back in the equipment bin. |  |  |  |  |  |
| **Closure**Everyone did a great job-playing hockey today. During 3 way hockey, when each of you rotated positions who think being the goalie was the easiest or hardest?! Next week we get into more modified hockey games or maybe even a hockey tournament! |  |  | X X X X X X X X X X XStudentsMr. M |  |  |

**Reflection:** Overall, I felt as though the hockey lesson went well for all class periods. It was clear that my lessons improved throughout the day, after I reflected on the effectiveness of each lesson and made the appropriate adjustments prior to each class period. For instance, I caught myself talking too much during the demonstrations for the third grade class, following this lesson I wrote out a much simpler way of saying what I needed to for the demonstration. In addition, my transitions went much smoother for my last class of the day because I organized the poly spots by color, making it easier to form the teams for three-goal hockey.

 Along with the adjustments that I made between each lesson, I noticed a few weaknesses in my teaching for this lesson. First, I feel as though I need to work on my voice projection. I recognize that my voice must carry across the gym, so that all students can hear what I am saying during instructions and demonstrations. In addition, I would like to provide students with more specific-congruent feedback during future lessons. I caught myself giving a lot of general feedback, such as “good job” or “good shot.” I realize that students are more likely to understand the proper form for skills by offering feedback such as, “great job giving with the puck as you received it Mikey.” Specific-feedback also gives students a feeling of accomplishment when you point them out for performing a skill correctly! During my next lesson, I am going to focus on increasing my voice projection and providing students with more specific-congruent feedback in order to improve the overall quality of my instruction!