

Lesson Outline

Candidate:		Field Supervisor:
Date:	Grades: 9-12	Mentor:

Lesson Part	Activity description/Teacher does	Students do
Formal/Informal Assessment of Prior Learning	<p>Teacher gathers all students to come and sit on the smaller side of the gym, seated, where they can see the white board.</p> <p>Teacher administers Formative Assessment 1.1</p> <p>Teacher addresses whole class in assessing prior knowledge (by show of hands) of Lacrosse.</p> <p><i>Has anyone ever heard of Lacrosse before?</i> <i>Has anyone played Lacrosse before?</i></p> <p>If students have prior experience playing Lacrosse, teacher will go to the whiteboard to discuss specific prior knowledge of the sport.</p> <p>Teacher asks <i>what do they know about Lacrosse? What's the general objective of the sport? What equipment is used? What terminology is used on or off the field?</i> (Ideas are written up on the board).</p> <p>Teacher addresses any common misconceptions or misunderstandings of Lacrosse</p> <p>Teacher uses students' contributions on past experiences to decide on further instructional practices and learning activities.</p>	<p>Students gather on smaller side of the gym, seated, in front of the whiteboard without any equipment.</p> <p>Students raise hands if "yes" Students raise hands if "yes"</p> <p>Students raise hands to share answers/ideas/previous experiences</p>

Title	Lesson 1-Lacrosse: Introduction, safety & grip, cradling, scooping	
Standard	1.2.1 Analyzes how to perform activities and tasks safely and appropriately. 1.2.2 Evaluates skills and strategies necessary for effective participation in physical activities	
Central Focus (CF)	Students will demonstrate the necessary skills and strategies to effectively participate in Lacrosse	
Academic Language	Demonstrate (function), lacrosse, cradling, scooping, stick, cardiorespiratory	
Learning Target (LT)	Students will perform proper methods in grip, cradling and scooping to develop basic skills and strategies needed to effectively participate in Lacrosse with a 90% accuracy rate.	Students read LT quietly, projected on screen
Instruction Inquiry Preview Review	<p>Teacher begins Instructional Material 1.1 (PowerPoint presentation)</p> <p>The teacher begins the lesson by presenting the central focus (goal) of the unit to the class on the projector screen, reading it aloud.</p> <p>Teacher presents the intention behind selecting Lacrosse as the next unit, presenting goals for students relating to psychomotor,</p>	<p>Students stay seated and quietly follow along with the presentation without taking notes.</p> <p>Students listen to the central focus ("goal").</p>

	<p>cognitive and affective domains.</p> <ul style="list-style-type: none"> • <i>Why? Lacrosse strengthens your Cardiorespiratory Endurance, enhances your teamwork skills, develops understanding of player positions (offense vs. defense)</i> 	
<p>Informal Assessment</p>	<p>Formative Assessment 1.2</p> <p>Teacher conducts a formative assessment of student comprehension regarding Safety Guidelines and Expectations during the Lacrosse Unit by presenting theoretical examples of situations that may occur and requests the students to verbally answer whether they are accepted or not.</p> <p><i>“Are you allowed to pick up Lacrosse equipment before being instructed to do so by the teacher?”</i></p> <p><i>“Are you allowed to make stick to stick contact under any circumstances with another peer?”</i></p> <p><i>“Can you run with your stick?”</i></p> <p><i>“Can you intentionally make contact with another peer during Lacrosse drills?”</i></p> <p><i>“What happens if you fail to abide by the Safety Guidelines?”</i></p>	<p>(Student share out to whole class whether they think the theoretical situations are acceptable or not)</p> <p>(Students identify consequences of failing to meet Safety Guidelines)</p>
<p>Instruction</p>	<p>Students are instructed to each pick up a Lacrosse stick and return to their spots for further instruction. They may remain standing.</p> <p>The teacher introduces the Lacrosse stick, labeling its specific parts using sport-specific vocabulary (i.e. stick, pocket, dodge), and demonstrates the proper way to grip it so that basic skills can be developed and the game can remain safe.</p> <p><i>“Dominant hand half-way up the stick, non-dominant hand just above the butt of the stick”</i></p> <p>The teacher introduces “cradling” to the class, demonstrating the right and wrong ways to perform the skill and explaining its importance in the game regarding defense vs. offense.</p> <p><i>“Swing or twist the pocket of the stick from side to side to prevent the ball from dropping out for your opponent to steal”</i></p> <p>The teacher introduces “scooping” and demonstrates the proper method to retrieve a ground ball to maintain possession, explaining its importance regarding defense vs. offense.</p> <p><i>“Step forward, past the ball with your dominant foot, get low to the ground and scoop the ball up quickly with a bit of power. Your goal is to keep possession of the ball, preventing it from falling out for another team mate to scoop up”</i></p>	<p>Students pick up a Lacrosse stick and return to the gym floor.</p> <p>Students practice gripping the Lacrosse stick properly.</p> <p>Students practice cradling the Lacrosse stick properly, without a ball.</p> <p>Students practice scooping up a ball with the Lacrosse stick properly, without a ball.</p>

	For all three skills: grip, cradle, scoop, teacher demonstrates common student errors so there is a distinction between the correct and incorrect as well as safe and unsafe way to approach practicing these skills.	
Practice Activity Support	<p>Teacher introduces learning activity 1: cradle</p> <p>Teacher directs students to line up across the same horizontal line facing the opposite wall, gripping sticks in the proper way, as practiced.</p> <p>Teacher says “go” and all students practice cradling, without a ball down and back on the gym court, practicing the combined first two learned skills of gripping stick with proper hand alignment and cradling smoothly.</p> <p>Modification: students with IEPs/504 plans prohibiting full participation or success with this skill should begin practicing cradling at a slow walking pace, without a ball in the pocket of the net.</p> <p>Teacher distributes a ball to every other student, and repeats the activity.</p> <p>Teacher directs students to pass their ball to the student to the left, who does not have a ball, and repeats the exercise.</p>	<p>All students line up horizontally against the gym wall, facing the same direction</p> <p>Students walk/jog down and back practicing the combined first two learned skills regarding their Lacrosse stick, grip and cradle.</p> <p>Students walk/jog down and back practicing the combined first two learned skills regarding their Lacrosse stick, grip and cradle. This time, half have balls in their pockets.</p> <p>Students walk/jog down and back practicing the combined first two learned skills regarding their Lacrosse stick, grip and cradle. This time, half have balls in their pockets.</p>
Informal Assessment	<p>Formative Assessment 1.3</p> <p>Teacher circulates the gym as students walk/jog down and back with or without balls, practicing the combined first two learned skills: grip and cradling, offering formative verbal feedback and modified skill demonstration when necessary and ensuring the Safety Guidelines are being met.</p>	<p>Students adjust movements and timing as needed to develop learned skills.</p>
Practice Activity Support	<p>Teacher gathers class in the center of the gym and presents learning activity 2 to practice their third skill, scooping with a ball.</p> <p>Teacher directs students to split off into partners with one ball between the two of them.</p> <p>Teacher directs partners to practice rolling each other “grounders” so that one partner can practice the proper scooping technique demonstrated earlier in the lesson. Each student should attempt to successfully secure 9/10 ground balls for an accuracy rate of 90%</p>	<p>Students stop their cradling drill and gather in the center of the gym around the teacher.</p> <p>Students select partners and collect one ball for the two of them.</p> <p>Partners take turns rolling each other ground balls to develop their skill at maintaining possession of the ball. Their goal is to secure 9/10 ground balls for</p>

	<p>Modification: students with IEPs/504 plans prohibiting full participation or success with this skill should begin practicing grounders pitched to them at a slow, consistent pace. The ball can be replaced with something softer to catch as well such as a tennis ball.</p>	<p>an accuracy rate of 90%.</p>
<p>Practice Activity Support</p>	<p>Teacher gathers class in the center of the gym and presents learning activity 3, "Lacrosse Tag" which will incorporate all 3 skills learned in today's lesson.</p> <p>Teacher explains rules and guidelines of Lacrosse Tag, choosing a student to be the tagger (the tagger does not have a stick) and directing all other students to spread out and wait for the cue to begin the game. Half the students should have balls and half should not.</p> <p>Teacher says "go" and Lacrosse Tag begins. Students practice all three learned skills: grip, cradling, scooping in 3-minute increments switching out which student is the tagger.</p>	<p>Students gather in the center of the gym and listen for direction.</p> <p>Students move into a starting position, ready for the game to begin.</p>
<p>Closure Assessment of Student Voice</p>	<p>Teacher reassembles the class after Lacrosse Tag is over and directs students to put all equipment away and meet in the center of the gym.</p> <p>The teacher asks the whole class if anyone can remember what the learning target was that was presented at the beginning of class.</p> <p>Teacher listens for words such as: <i>perform, show, combine, apply, grip, scoop, cradle, dominant-hand, stick, pocket, safety, teamwork, communication, respect</i></p> <p>The teacher hands out 1 post-it note to each student in the class and directs them to use it to self-assess their understanding of the learning target before leaving class today. There are three self-assessment statements students can stick their post-it note to show their level of achievement.</p> <p>-I feel confident in my stick handling, cradling and scooping skills and am currently at a 90% accuracy rate! -I feel pretty good in my stick handling, cradling and scooping skills but am not at a 90% accuracy rate yet! -I do not feel confident in my stick handling, cradling and scooping skills and need more practice!</p> <p>The teacher counts up the responses in all three self-assessment columns and adjusts the next lesson support activities based on students' comprehension level and skill development.</p>	<p>Students put sticks and balls away properly on the equipment cart and meet peers in the center of the gymnasium.</p> <p>Students share out their interpretation of the day's learning target.</p> <p>Students wait until they hear all three rating scales to self-assess their progress on the day's learning target.</p> <p>Students place their post-it note on one of three columns on the whiteboard underneath the statement that best describes their current achievement level.</p>

Lesson Outline

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 2-Lacrosse: passing and catching	
Standard	1.2.1 Analyzes how to perform activities and tasks safely and appropriately. 1.2.2 Evaluates skills and strategies necessary for effective participation in physical activities	
Central Focus (CF)	Students will demonstrate the necessary skills and strategies to effectively participate in Lacrosse	
Academic Language	Demonstrate (function), lacrosse, cradling, scooping, stick, cardiorespiratory	
Learning Target (LT)	Students will perform how to pass and catch a Lacrosse ball successfully with a 90% accuracy rate.	Students read LT quietly, projected on screen
Instruction Inquiry Preview Review	<p>Teacher gathers all students to come and sit on the smaller side of the gym, seated, where they can see the white board.</p> <p>Teacher presents Instructional Material 2.1 (PowerPoint presentation), exhibiting the central focus for the Lacrosse unit so students can assess their understanding from the previous lesson of why Lacrosse was the chosen focus.</p> <p>Teacher asks students if they can recall the three components of the overall goal in our Lacrosse unit (Lacrosse strengthens your Cardiorespiratory Endurance, enhances your teamwork skills, develops understanding of player positions: offense vs. defense)</p> <p>Teacher continues with Material 2.1 (PowerPoint presentation), presenting the lesson agenda so that students have a road map to follow.</p> <p>Teacher continues the lesson by presenting the learning target (Instructional Materials 2.2), reading it aloud and asking that each student turn to the person next to them and share what it means to them in their own words.</p> <p>Teacher reviews Safety Guidelines and Expectations with the class (Instructional Materials 2.6), summarizing the most important behaviors students should model in today's lesson. During this review, teacher shares any common student mistakes observed in lesson one that should be addressed and corrected in front of all students.</p> <p><i>Example: I noticed some students choosing to pick the ball up with their hands instead of practicing their "scooping" technique if they were having a hard time regaining possession of the ball. Let's try and correct this habit before it starts and re-trace our "scooping" guidelines.</i></p>	<p>Students gather on smaller side of the gym, seated, in front of the whiteboard without any equipment.</p> <p>Students raise hand and share their prior learning from the previous class and attempt to name all three components of our goal in learning Lacrosse as a class.</p> <p>Students stay seated and quietly follow along with the presentation without taking notes.</p> <p>Students listen to the learning target and explain the LT in their own words.</p> <p>Students ask questions on reviewed rules of Lacrosse skills if clarification is needed.</p>

<p>Informal Assessment</p>	<p>Formative Assessment 2.1</p> <p>Teacher then briefly quizzes the students by using one volunteer to perform each of the learned skills in lesson 1: grip, cradle, scoop. As the student demonstrates, the teacher points out accurate choices the student makes to successfully complete the skill while also posing questions when necessary to the class as to what the student could have done to demonstrate the skill more accurately.</p> <p>Teacher observes student misconceptions and corrects any common errors in skills or strategic choices when volunteer demonstrates grip, cradle, scoop</p>	<p>One student performs all three movements separately while the other students observe movements, discussing as a class the correct and incorrect choices for accurate skill development.</p>
<p>Instruction Inquiry Preview Review</p>	<p>Students are directed to participate in two warm up activities: “Flag Tag” and “Push-up Ball Fury”. These activities are targeted to increase heart rate while warming up muscles and joints used in Lacrosse (specifically shoulders, wrists, hips) while reestablishing teamwork skills of communication and respect for other players.</p> <p>Teacher reminds students during both warm-up activities what muscles are being used, relevant to their participation in Lacrosse and also reminds them to begin thinking strategically depending who is on their team (offense vs. defensive cognitive development).</p> <p>Students are directed to return to their original seats where they can see the projector for two instructional videos on passing and catching (Instructional Materials 2.3).</p> <p>At the end of each video, teacher summarizes the most important verbal and visual cues-repeating them to the class and demonstrating them (Instructional Materials 2.4).</p>	<p>Students participate in 3 rounds of “Flag Tag” and 3 rounds of “Push-up ball fury”.</p> <p>Students work together and establish team strategies.</p> <p>Students sit where they can see the projector.</p>
<p>Practice Activity Support</p>	<p>Teacher directs students to pick up a Lacrosse stick and select a partner to begin learning activity 1: wall-balls.</p> <p>Each student has a Lacrosse stick and shares one ball. Students are instructed to find an open space along a wall where there are no physical interferences (scoreboard, basketball hoops, windows, bleachers) and practice passing against the wall on their dominant side. If students are right-handed, they will begin practicing passing over their right shoulder. Their partner is responsible for recovering any missed passes their partner did not complete by utilizing their “scooping” technique.</p> <p>Each partner should attempt 25 wall-balls on their dominant side before switching roles with their partner. Then each partner will begin their second set of wall-balls, 25 on their non-dominant side.</p> <p>Modification: students with IEPs/504 plans prohibiting full participation or success with this skill should change the distance they are from the wall by stepping closer or farther away from their target. They can also practice with a tennis ball until they feel confident in their skill development.</p>	<p>Students select a partner and pick up one Lacrosse stick for themselves and Lacrosse ball for their partners to share.</p> <p>Partner A passes against a wall on their dominant side while Partner B scoops up any ground balls that their partner missed (did not catch successfully).</p> <p>After partners have 50 attempts total on their dominant sides, they will attempt 25 each on their non-dominant side.</p>

<p style="text-align: center;">Informal Assessment</p>	<p>Formative Assessment 2.2</p> <p>After each partner has attempted a total of 50 wall-balls, the teacher asks everyone to freeze and assess their progress. When the teacher says “go” each partner has once chance to measure how many successful passes/catches can they complete to reach 90%. This means out of 10 attempts, how many were successful. This number measures accuracy.</p> <p>The teacher circulates the room while students assess their practice and offers assistance, feedback or a modification to those who need it. Observations on students who may need additional practice on passing or catching are noted for the next day’s lesson.</p>	<p>Students take turns measuring their accuracy at passing and catching by attempting 10 wall-balls. Each partner is in charge of keeping track of his or her accuracy rate as a percentage.</p>
<p>Practice Activity Support</p>	<p>Teacher transitions the class into learning activity 2 by instructing partners to now move away from the wall and practice their new skills with each other.</p> <p>Teacher specifies that partners should begin facing each other approximately 8-10 feet apart from each other and choose whether they would like to modify up or modify down throughout the activity. This means, the students take control of their progression. As they progress with the skill and feel more confident in their development, they can increase the distance between them or perhaps change the velocity at which the ball is passed. Partners can also choose to shorten the distance between them if the original 8-10 feet was too much.</p> <p>Teacher directs students to offer their partners constructive feedback during the learning activity that can assist them in their development of these skills.</p> <p><i>Example: I noticed when you set-up to pass the ball, you are not standing perpendicular to me, try it again but with your shoulder facing me and see if that works better.</i></p> <p><i>Example: Nice job on that last catch! Make sure you are cradling the ball before passing it back to me so you can make sure not to loose possession of it in a real game.</i></p> <p>Modification: students with IEPs/504 plans prohibiting full participation or success with this skill should begin approximately 4-6 feet from their partner adjusting their target. They should also be partnered with a student who has developed accuracy in passing so that they can direct the path of the ball appropriately.</p>	<p>Partners find a new space to practice their passing and catching away from the wall facing each other with approximately 8-10 feet between them.</p> <p>Partners share constructive feedback in a respectful manner, practicing goals from both psychomotor and affective domains.</p>
<p style="text-align: center;">Informal Assessment</p>	<p>Formative Assessment 2.3</p> <p>Teacher instructs the students to stop their practice drill and assess their accuracy once more to measure their skill development. To measure their accuracy rate, students will attempt 10 passes and catches with their partner, and are responsible for remembering how many attempts were successful. This number measures their developing accuracy in passing and catching in Lacrosse as a</p>	<p>Partners take turns passing each other balls to develop their skill of passing and catching of the ball. Their goal is an accuracy rate of 90%.</p>

	percentage. Each student should attempt to successfully pass and catch 9/10 balls for an accuracy rate of 90%	
Closure Assessment of Student Voice	<p>Teacher reassembles the class after Formative Assessment 2.3 is over and directs students to put all equipment away and meet in the center of them gym.</p> <p>The teacher asks the whole class if anyone can remember what the learning target was that was presented at the beginning of class.</p> <p>Teacher listens for words such as: <i>perform, show, combine, apply, grip, scoop, cradle, pass, catch, stick, pocket, dominant-hand, perpendicular, safety, teamwork, communication, respect</i></p> <p>The teacher hands out 1 post-it note to each student in the class and directs them to use it to self-assess their progress at achieving the learning target before leaving class today. They are instructed to assess themselves in two ways so they will need to rip the post-it note in half. There are three self-assessment statements students can stick their post-it note to show their level of achievement (Instructional Materials 2.5 & 2.8).</p> <p><i>I am making progress on passing and catching skills, but still need more practice and am not at 90% yet.</i></p> <p><i>I am feeling fairly confident in my passing and catching skills, but am not at 90% yet.</i></p> <p><i>I feel confident in my passing and catching skills, and am at 90%.</i></p> <p>With the remaining half of the post-it note, students are asked to assess themselves on which skills they feel they are progressing faster it (which skill are you more successful at so far?)</p> <p>Students are instructed to place the other half under “passing” or “catching” (Instructional Materials 2.7)</p>	<p>Students put sticks and balls away properly on the equipment cart and meet peers in the center of the gymnasium.</p> <p>Students share out their interpretation of the day’s learning target.</p> <p>Students wait until they hear all three rating scales to self-assess their progress on the day’s learning target.</p> <p>Students place their post-it note on one of three columns on the whiteboard underneath the statement that best describes their current achievement level.</p> <p>Students place their other post-it note under one of two columns on the whiteboard underneath “passing” or “catching”.</p>

Lesson Outline

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 3-Lacrosse: combining essentials	
Standard	1.2.1 Analyzes how to perform activities and tasks safely and appropriately. 1.2.2 Evaluates skills and strategies necessary for effective participation in physical activities	
Central Focus (CF)	Students will demonstrate the necessary skills and strategies to effectively participate in Lacrosse	
Academic Language	Demonstrate (function), lacrosse, cradling, scooping, stick, cardiorespiratory	

Learning Target (LT)	Students will demonstrate ability to combine knowledge of proper methods in grip, cradle, scoop, passing and catching techniques to effectively participate in Lacrosse with a 90% accuracy rate.	Students read LT quietly, projected on screen
Instruction Inquiry Preview Review	<p>Teacher gathers all students to come and sit on the smaller side of the gym, seated, where they can see the white board.</p> <p>Teacher presents Instructional Material 3.1 (PowerPoint presentation, introducing the agenda and learning target for the day's lesson, reading it aloud and asking that each student turn to the person next to them and share what it means to them in their own words.</p> <p>Teacher explains how today's lesson is about combining the learned skills from each learning activity in lessons 1 & 2 to apply them to a more competitive setting, more closely resembling Lacrosse.</p> <p>Teacher directs students to participate in one warm up activity: "Flag Tag". This activity is targeted to increase heart rate while warming up muscles and joints used in Lacrosse (specifically shoulders, wrists, hips) while reestablishing teamwork skills such as communication and respect for other players.</p> <p>Teachers direct students to choose a red or yellow flag belt and clip it around their waist for the activity, dividing the class into two teams.</p> <p>Teacher reminds students during warm-up activity what muscles are being used, relevant to their participation in Lacrosse and also reminds them to begin thinking strategically during the activity (offense vs. defensive cognitive development).</p> <p><i>Example: Yellow team; begin thinking about where is a smart starting position before the game begins so that you are in close proximity to a Red player.</i></p> <p><i>Example: How many opposing team members are in your view? Are you helping to protect your other team members through defensive strategy or are you just protecting yourself?</i></p> <p><i>Example: When you see a member of the opposite team approaching you, what is your strategy? You have to think fast!</i></p> <p>Students are directed to return to their original seats where they can see the projector to find which team they have been assigned to for today's learning activities: yellow 1, yellow 2, red 1, red 2.</p>	<p>Students gather on smaller side of the gym, seated, in front of the whiteboard without any equipment.</p> <p>Students listen to the learning target and explain the LT in their own words.</p> <p>Students participate in 3 rounds of "Flag Tag".</p> <p>Students choose a red or yellow flag belt and clip it to their waist.</p> <p>Students work together and establish team strategies.</p> <p>Students sit where they can see the projector.</p>
Practice Activity Support	<p>Teacher introduces learning activity 1: "Rob the Nest". This is a fast, competitive activity where teams work together to apply their grip, cradle and scoop skills in order to steal the most Lacrosse balls and bring them back to their team's nest (Instructional Materials 3.2)</p> <p>Teacher explains to students that there are multiple strategies in this activity, and that their team should work together and select the one they feel is best. Teacher guides students throughout</p>	Students participate in "Rob the Nest" for 3 games lasting 3 minutes each. Each team's goal is to steal (scoop) as many balls and bring (cradle) them back to their "nest".

	<p>activity to continue applying skills developing their psychomotor, cognitive and affective domains, as they are equally crucial in a team's success.</p> <p>Example: <i>The faster and more accurately you scoop up the ball, the more possessions your team will have.</i></p> <p>Example: <i>Are you communicating to your teammates to ensure you are all employing the same strategy? Help guide your teammates!</i></p> <p>Modification: students with IEPs/504 plans prohibiting full participation or success with this skill should be allowed more time to complete each run to another's team's nest so that speed is not their determining factor for success.</p>	
<p>Informal Assessment</p>	<p>Formative Assessment 3.1</p> <p>Teacher circulates the gym as students work in four separate teams to apply their first learned skills to accurately grip, cradle and scoop in a timed setting, offering formative verbal feedback and modified skill demonstration when necessary and ensuring the Safety Guidelines are being met.</p> <p>Example: <i>Nice work on that last scoop, next time it's your turn to rob the nest, try choosing a team that is closer to yours to steal from and see if it saves you any time in getting another possession.</i></p> <p>Example: <i>That was a great scoop! You stepped out in front of the ball and got down low to the ground just like we practiced. Keep it up!</i></p> <p>Example: <i>Be sure to cradle your ball all the way back to your nest before dropping it so you do not loose possession!</i></p>	<p>Students adjust movements, timing and team etiquette as needed to develop learned skills.</p>
<p>Practice Activity Support</p>	<p>Teacher gathers class in the center of the gym and presents learning activity 2 "Toss Across Lacrosse" to incorporate the next two learned skills: passing and catching. This activity requires students to apply all five learned skills as accurately as possible in a single activity to play effectively.</p> <p>Teacher divides the two yellow teams into catchers and throwers while also dividing the red teams into catchers and throwers.</p> <p>Teacher says "go" and students play 3 rounds of "Toss Across Lacrosse" before switching the catchers and throwers so each student can practice the both positions (catcher/thrower).</p> <p>Modification: students with IEPs/504 plans prohibiting full participation or success with catching should be placed closer to the bucket which is their team's goal so that the distance they must carry the ball is shortened. When practicing tossing in this activity, students should be placed closer to their catchers, shortening the</p>	<p>Students stop their game of "Rob the Nest" and gather in the center of the gym around the teacher.</p> <p>Students divide themselves into the appropriate position and resume the correct place to begin the activity.</p>

	distance that the ball must travel to be saved.	
<p>Informal Assessment</p>	<p>Formative Assessment 3.2</p> <p>Teacher circulates the gym as students work in two separate teams to apply all learned skills in the unit thus far to accurately grip, cradle, scoop, pass and catch in a timed setting, offering formative verbal feedback and modified skill demonstration when necessary and ensuring the Safety Guidelines are being met.</p> <p>Example: <i>Good pass! You had a lot of power on that last one, next time you get possession of the ball; try aiming a little lower so your team can reach it.</i></p> <p>Example: <i>You almost had that last catch, try moving your top hand up farther on the stick, closer to the pocket so that you have more control of where your stick moves.</i></p> <p>Example: <i>You are nailing passing today! I'm proud of you! Be sure you are sharing the ball so that others can practice as well and learn from your example. The goal is for everyone on your team to excel at passing.</i></p>	<p>Students adjust movements and timing as needed to develop learned skills.</p>
<p>Closure Assessment of Student Voice</p>	<p>Teacher reassembles the class after Formative Assessment 3.2 is over and directs students to put all equipment away and meet in the center of them gym.</p> <p>The teacher asks the whole class if anyone can remember what the learning target was that was presented at the beginning of class.</p> <p>Teacher listens for words such as: <i>perform, show, combine, apply, grip, scoop, cradle, pass, catch, possession, stick, pocket, offense, defense, safety, teamwork, communication, respect.</i></p> <p>The teacher hands out 1 post-it note to each student in the class and directs them to use it to self-assess their progress at achieving the learning target before leaving class today. They are instructed to assess themselves in two ways so they will need to rip the post-it note in half. There are three self-assessment statements students can stick their post-it note to show their level of achievement (Instructional Materials 3.3).</p> <p><i>I was able to perform most of the learned skills and apply them to a competitive setting today, but there are still a couple skills I need more practice on and I do not understand offensive and defensive strategies yet. I am not yet at 90%.</i></p> <p><i>I was able to perform most of the learned skills and apply them to a competitive setting today, and I am developing an understanding of how offensive and defensive strategies are important. I am almost at 90%.</i></p> <p><i>I was able to perform all of the learned skills and apply them to a competitive setting today, and I understand why offensive and defensive strategies are important: I am at 90%.</i></p>	<p>Students put sticks and balls away properly on the equipment cart and meet peers in the center of the gymnasium.</p> <p>Students share out their interpretation of the day's learning target.</p> <p>Students wait until they hear all three rating scales to self-assess their progress on the day's learning target.</p> <p>Students place their post-it note on one of three columns on the whiteboard underneath the statement that best describes their current achievement level.</p>

	<p>With the remaining half of the post-it note, students are asked to assess themselves on their ability to contribute as an effective team member (Instructional Materials 3.4).</p> <p>Students are instructed to place the other half under one of the two columns assessing their competencies in the affective domain:</p> <p><i>“I am an effective team player: I respect my teammates by including them, guiding them on how they can improve and play safe.”</i></p> <p><i>“I am not yet an effective team player: I do not include everyone, have not offered guidance on how they can improve but I am playing safe”</i></p>	<p>Students place their other post-it note under one of two columns on the whiteboard.</p>
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<p>Formal Assessment or Postassessment (Sequence end)</p>	<p>Formal Assessment 4.1 is not administered during lesson 3.</p> <p>Students are directed they will take a formal written assessment after completing Lesson 4 which evaluates them in following ways:</p> <ol style="list-style-type: none"> 1. Performance assessment of learned movement patterns and skills (psychomotor) 2. Knowledge and understanding of rules and strategies (cognitive) 3. Development of social skills assisting in teamwork such as respect, responsibility and accountability (affective) 4. Self-assessment of developing competencies in psychomotor, cognitive and affective domains. 	
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