

Unit: 4th Striking

Lesson Focus: Hockey Dribbling/Ball Handling Skills

Guiding Objectives	
Focus Physical Education Standards:	1.18 Manipulate an object by using a long-handled implement.
Common Core State Standards:	SL.1. Engage effectively in a range of collaborative (one-on-one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Student Learning Objectives:	Students will: <ol style="list-style-type: none"> 1. Collaborate with a partner to determine hockey dribbling skills. 2. Use the posted dribbling cues to practice correct form when dribbling with a hockey stick.
Instruction	
Warm-Up:	<p>Warm-up: Red light, green light hockey dribbling: Green light- Dribble Red light- Stop quickly If you keep moving when you hear red light, you dribble back to the start and start over. When you get to the finish line, go back to the beginning and try to get to the finish again. Challenge students to see how many times they can get to the finish in a certain amount of time. (This way keeps kids continuously moving through the game and diminishes wait time. If you have large classes and not enough hockey sticks, you can partner students up and they can take turns.)</p>
Anticipatory Set:	<p>Tie to experience: Raise your hand if you have ever played or watched hockey before. There are many different types of hockey. (Ice, Field, Roller, Street) We are going to use hockey sticks to reach our 4th grade standard of manipulating a long-handled implement.</p> <p>What: By the end of class today, you should be able to successfully move and control the ball/puck with your hockey stick.</p>

	<p>Why: Being able to manipulate an object with a long-handled implement is one of the 4th grade standards. It is also a good activity to practice hand-eye coordination.</p> <p>How: You will know you have gained the objective for the day if you are able to control the ball/puck with your hockey stick.</p>
<p>Instructional Input/ Sequencing:</p>	<ul style="list-style-type: none"> • At the very beginning of class, when students arrive, ask them to grab a hockey stick and a ball (partner up and take turns if you don't have enough equipment) and ask them to take 2-3 minutes to explore using the hockey stick to dribble the ball around the boundaries. • After students have had time to explore, ask them to come in and begin anticipatory set. • Tell students that we are going to come up with the cues for hockey dribbling. • Ask students to think about what they needed to do to be successful when moving the ball around the court during exploration time. • Ask students to share their ideas with a partner and then have a class share out to come up with some dribbling cues. • Write the cues on a whiteboard. • Next, compare the class cues to your cues by posting yours. • While going over the cues, either you or a student should demonstrate proper form. <p>Activities:</p> <ol style="list-style-type: none"> 1. Use a basketball court or a large coned square as the boundaries. 2. After the warm-up, ask students to pair up with a partner. P1- Takes the stick and ball and goes to the outside of the boundaries. P2- Goes into the center of the boundaries where there are posted exercise lists. When the music starts, P1 dribbles around the outside of the boundaries, making sure to go around the cones and watch out for other people dribbling around them. P2 begins completing exercises on the posted lists in the center. (Place a few different stations in the center to spread all the P2's out) When the music stops, P1

	<p>freezes and P2 jogs over to P1 to switch places. Partners high-five, switch equipment and begin again before the music starts. Partners keep switching each time the music stops.</p> <p>3. Phase 2: Quickly add some cones on the outside of the court. Now, when P1 is dribbling on the outside of the court, they will dribble through the cones. Continue to switch each time.</p> <p>Variations: If you have enough hockey sticks for all students to have their own, you can let the students in the middle practice ball handling skills instead of straight fitness activities.</p> <p>Ball handling ideas:</p> <ul style="list-style-type: none"> • Figure 8's- Set up two cones and students move the ball around the cones in a figure 8 pattern. • Quick touches (L,R,M)- Small little touches in the front of your body and on the left and right side. • Big circle pulls- Set a stick or cones on the ground and pull the ball the length of the stick or cones and circle it to the other side and pull again. <p>Hockey Cues:</p> <ul style="list-style-type: none"> • Grip: Place your dominant hand at the top of the stick and your non-dominant hand in the middle of the stick. • Athletic Stance: Bend your knees with your feet shoulder width apart. • Small touches: Use small touches to control and move the ball where you want it to go. • Both sides: Use both sides of the stick to move the ball. <p>Fitness ideas:</p> <ul style="list-style-type: none"> • Squats, Lunges, Star Jumps, Mountain Climbers, Planks, Push-ups, Curl-ups, Jumping Jacks, Balance Poses, Burpees
<p>Strategies for Differentiation:</p>	<ul style="list-style-type: none"> • Give think time before partner share. • Sentence starters to guide partner discussions: "I rated myself as a ___ because..." • Post vocab used in the lesson. You can even use pictures, such as a picture of athletic stance, or proper grip to go along with the vocab definitions. • Partner students up with a language partner.

4th Grade: Hockey Dribbling Lesson Plan

	<ul style="list-style-type: none"> Model the activity and the skill while explaining the cues.
Guided Practice:	<ul style="list-style-type: none"> Teacher is monitoring while students complete activities and is giving feedback on form. Make sure you have enough equipment to keep kids moving with high MVPA. If you need to share sticks, give the students waiting some exercises to keep them moving. Post the cues so students can refer to them during the practice time.
Formative Assessment:	<ul style="list-style-type: none"> Teacher will monitor while students complete activities and give feedback using cues discussed in class. During the activity, ask player 2 to pause and watch their partner (P1). When they switch places, ask P2 to use the posted cues to do a quick verbal partner assessment. Next have P1 do the same.
Application:	<ul style="list-style-type: none"> Students will use feedback given by the teacher or their partner to adjust their movement.
Closure:	<p>Self-Assessment: Fist to five and partner share: Ask students to rate themselves using the fist to five Method.</p> <ol style="list-style-type: none"> I couldn't control the ball at all I was able to control the ball a little I need more practice I was able to control the ball pretty well I have perfect ball control <ul style="list-style-type: none"> Ask students to discuss with a partner next to them why they rated themselves where they did and what exactly they need to improve on. (Use the posted cues to answer this) Do a class share out Ask students to hold up their number where it is visible and snap a quick picture for you to use as data later.
Outcomes	
Evidence of Student Learning:	<ul style="list-style-type: none"> Partner share Fist to Five Self-Assessment
Follow-Up	
Re-Teaching Strategies:	<ul style="list-style-type: none"> Readdress these games and cues later in the year.