

EDU 320 – Synthesis Paper

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EDU 320 – Synthesis Paper

This semester, we discovered and discussed many different topics in education. Throughout the course, there has been assignments, projects, and class-wide discussions that have allowed me to feel more prepared to have my own classroom. This course allowed us to explore and dig deeper into the curriculum, ways of instruction, and ways to assess students properly and efficiently in the classroom. We looked at ways to become an effective teacher, how to understand and work with your students, and things such as goals, learning objectives, standards. We also explored how to integrate technology into lessons, how to ask questions with a purpose, the different types of learning, and how to properly assess students. By learning about these topics, I feel confident that I am becoming closer and closer to becoming a physical educator.

The Effective Teacher

Description

The effective teacher is one who always ensures professionalism, is effective in their teaching, and finally is always there for their students. Being an effective teacher starts in the job interview. The teacher that is interviewing for the open position needs to make sure that the school is a good fit for both parties involved. The effective teacher can easily handle different situations and know how to adapt their classroom to ensure that each student can learn to the best of their ability.

Artifact

As a class, we discussed inTASC standards. We discussed how these standards can be implemented and effectively utilized in the classroom. We broke off into small groups and researched what inTASC standards are and why they are important.

How it Will Be Used in Classroom

I will be an effective teacher by planning and creating efficient lesson plans and by building positive relationships with my students. I will also incorporate the inTASC standards into my lessons. By doing these things, the students will have the opportunity to thrive. I believe that building relationships with students is the best way to be an effective teacher. If there is a positive relationship, the students are more inclined to feel safe and exert more effort into their work. I am eager to begin working with students and will always do my best to become an effective teacher.

Understanding Your Students**Description:**

Understanding your students is one of the most critical components of being an educator. This process begins during the first meeting between the teacher and the student. Understanding your students means more than simply get to know you activities. While this is important and needs to be done, there is more than can be done to get to know your students. Throughout the school year, teachers should be digging deeper and trying to understand their students. I am excited to use the information and strategies that I learned from this class and execute them as I try to understand my future students.

Artifact: Refer to Appendix A

How it Will Be Used in Classroom

I will use this “Get to Know You” activity during the first week of class. Physical education is much different from the typical classroom. Some students absolutely love the class,

but there are also those students that do not enjoy PE and I want to ensure that I can make the class useful and enjoyable for all. This can be done through differentiation. Differentiation is a method of designing and delivering instruction to best reach each student. There is a wide variety of techniques and adaptations for students to succeed. In certain situations, I will allow my students to have a choice of how they want to conduct an activity. I will also have conversations and complete other activities to try and understand each one of my students. Understanding your students is a vital component and this course has provided me with key materials and information to make this possible with my future students.

Goals, Standards, and Objectives

Description

Goals, standards, and learning objectives are vital pieces in the instruction of students. These topics are a guide for teachers to follow throughout the school year and ensure that the students are learning what they need to learn. A goal is defined as general expressions of our values that give us a sense of direction. Standards which are derived from goals to identify more specifically what must be accomplished and who must do what to meet the goal. Each state has different standards, and it is important that teachers are familiar with them. This course has given me the ability to work with these standards and become more familiar with them. Standards are also directly correlated to the learning objectives. Learning objectives convey the specific behavior to be attained, the conditions under which the behavior must be demonstrated, and the proficiency at which the behavior must be performed. By using goals, standards, and objectives, teachers can focus on specific things that allow the student to thrive in the classroom.

Artifact

Refer to Appendix B

How it Will Be Used in Classroom

Goals, standards, and objectives are used in primarily every classroom. My physical education classroom will be no different. While PE is not a conventional classroom, goals, standards, and objectives are instilled in each lesson. Like core and elective classes, there are standards tied to each lesson. I will base my lessons off the set goals and objectives and then ensure that the lessons are synchronized with the required standards. The assignment listed in Artifact B was one that we completed earlier in the semester. We were to research standards for a grade level and list ten things that we learned. I will refer to this document as I continue to educate myself with these standards.

Unit and Lesson Planning**Description**

Unit and lesson planning is critical in education. Without them, a teacher will be unprepared and not well equipped to teach the students the information required. I believe that lesson planning can be one of the most important aspects in teaching. Being prepared to teach is half the battle in education. The school year can be long and can even cause teachers to feel as if they are burnt out. If a teacher efficiently has lesson plans and unit plans prepared, it can decrease the amount of stress or burnout that a teacher may have. They are also beneficial to the students. Unit and lesson plans map out the lesson and convey what standards and objectives will be covered during the lesson. Throughout my college career, I have learned more and more about unit and lesson planning and am looking forward to continuing practicing and learning about how to efficiently write and utilize lesson plans.

Artifact

Refer to Appendix C

How it Will Be Used in Classroom

I will use different variations of unit and lesson plans daily. While I most likely will not use the University of Mary template, I will have a base lesson plan that allows me to properly explain what the lesson will entail, what standards and objectives will be met during the lesson, and a reflection space that will allow me to reflect on how the lesson went. The lesson plan listed below in Appendix C was completed during the semester and has allowed me to grow while writing them. I have learned to stay clear and concise while writing them and how to properly word the objectives. I am eager to look back at this lesson plan later in my teaching career.

Technology Integration in Instruction

Description

Our world today heavily relies on technology. This applies just the same in the classroom. Each year there are more and more modifications that can allow students to use technology in the classroom. Using technology can be beneficial for multiple reasons. It allows students to play an active role in their learning, receive frequent and personalized feedback, allows critical analysis, and allows teachers to connect the outside world and the classroom. While technology can be useful in the classroom, there is a fine line that cannot be crossed. Teachers need to be responsible and ethical while using technology. Misuse of technology is one of the leading causes of why educators lose their teaching license. While there can be risks involved with using technology in the classroom, it is an important piece that increases the student's ability to learn. Technology in education can change the way that students learn but we need to make sure that educators and students are using the technology correctly.

Artifact

See Appendix C (lesson plan includes use of technology)

How it Will Be Used in Classroom

I will use technology in the classroom in two different ways. Firstly, I will record the students at different points throughout the school year and use the video to help the students develop their skills. Secondly, I will use informational videos that can help explain the rules of a game or help explain a lesson. Not all students are auditory learners so I believe that it is important to use differentiation so all students can learn effectively. I will also use music in the classroom. While the music is playing, the students will be allowed to engage in the activity but when the music stops, the students will stop what they are doing and wait for further instructions. I have seen this in a practicum, and it worked well for both the students and the teacher. I am eager to begin teaching and properly use technology in the physical education setting.

Questioning Strategies**Description**

Efficiently questioning students can be vital to their learning. If an educator can ask questions in ways that are beneficial to the students, there can be a better opportunity to increase the amount of information that the students learn. Each question that is asked needs to have a purpose behind it. Educators need to have the ability to use different levels of questions. In class, we discussed the seven purposes of questions. The purposes are getting the students' interest and attention, diagnosing, and checking student's knowledge, recalling specific facts and information, managing, encouraging higher-level thinking thought processes, structuring, and redirecting learning, and finally, allowing expression of affect. Some these questions require a lower thinking level, while others require a higher thinking level. It is important to know when

and how to ask these questions. By doing so, students can reach a higher level of thinking and succeed in the classroom. We practiced the different ways to integrate a question into a lesson plan which is listed below in appendix D.

Artifact

Refer to Appendix D (questions are highlighted in green)

How it Will Be Used in Classroom

I will use the different questioning strategies in my classroom each day. I will implement the ways to question students into the lessons and during explanations of lessons/activities. I have seen practicum teachers do this and it allows the students to partially teach themselves parts of games. The question of “what is one key rule during this game/activity?” can be used during an explanation of a game. Using this question can generate student interest and engage them during the lesson. Asking follow up questions can also be beneficial for students. By doing this, educators are checking to see how much information that students have retained. This can be done in PE by conversing with the students after the lesson is completed. I will be using these steps as well as the other five strategies listed above to allow my students the best opportunity for learning.

Teaching Strategies for Direct Instruction

Description

Direct instruction is one of the most utilized formats for teaching. This can be described as a strategy to utilize the student’s type one learning. Type one learning emphasizes on facts, rules, and action sequences. Knowledge, comprehension, and application levels of the cognitive

domain are also vital when teaching students with direct instruction. There are ways to check to see if direct instruction is effective for the students. Some of these ways include examples throughout the lecture, feedback from the instructor, and allowing the students to practice what they just learned. In my past experiences, I have received a lot of direct instruction or “type one learning”. It is especially prevalent in college/lecture-based courses. I think that direct instruction is important in the classroom but I also believe that there needs to be indirect instruction as well.

Artifact

Refer to Appendix E (lesson plan on Human Foosball that I presented to my peers)

How it Will Be Used in Classroom

In physical education, direct instruction is prominently used and is mainly what I have seen throughout my experiences in the physical education classrooms. I plan to use direct instruction on a frequent basis because it primarily works while teaching lessons or explaining things to students. After the lesson is taught, the students then can demonstrate or practice their newly acquired information and display it during the activity or the assignment. I will also continue to reintroduce or refer back to the lessons so that the students do not forget the information. Direct instruction can be key in the physical education setting and I plan to utilize it to the best of my abilities.

Teaching Strategies for Indirect Instruction

Description

Like direct instruction, indirect instruction can be very important in the classroom. Not all students learn the same way so it is critical that we provide students different ways to succeed in the classroom. While this strategy may not be as common, it is still prevalent in classrooms.

Type two learning prioritizes analysis, synthesis, and evaluation levels of cognition domain. Type two learning also includes things that tap into the student's interest and thinking abilities. By doing this, the student is in control of their learning and get to decide how they will continue with their work. Some commonly used strategies when using indirect instruction are having the students create projects and reports. This way, the students are in control of their learning and can learn the information in a different way.

Artifact

Refer to Appendix F (Indirect PBL PowerPoint)

How it Will Be Used in Classroom

I will utilize indirect instruction in the classroom by doing projects and reports. While I am unaware of the exact age group I will teach, I think that older students can learn more by indirect instruction. I also think that it is important to allow students to do things that interest them. Not all students enjoy PE class, and this is a way that they can express themselves and learn about things that piques their interest. I can create lessons that allow the students to work with things that they are interested in as well as align with the standards and objectives that need to be met.

Assessing Learners

Description

Assessing learners is a critical part in education. While some people think that assessments are pointless and difficult, there is a reasoning on why teachers give assessments to students. There are different types of assessments that are used in the classroom. As a class, we mainly focused on formative assessments and summative assessments. A formative assessment are ways to check on how the students are learning. This can be done by using entry and exit

slips or quick and easy check-ins with the students. The second type of assessment is a summative assessment. Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the end of an instructional period. Examples of summative assessments include end of unit exams, final projects, or standardized tests. The different types of assessments are crucial when examining where the student's level of knowledge is at.

Artifact

Refer to Appendix G (example of a summative assessment on a basketball unit)

How it Will Be Used in Classroom

I will use both formative and summative assessments in my classes. I will mainly use formative assessments with the students but there will be times where summative assessments are required. For example, I will use summative assessments when examine a student's skills and I will use a formative assessment when practicing skills with the students. From my experiences, formative assessments are more common in physical education, and I plan to continue this use these ways of assessment in my classroom.

Conclusion

This course has been very informational as I continue to develop the skills and knowledge required to become an educator. Throughout the semester, I have learned about ways and strategies to connect with students, understand curriculum, and finally properly instruct and assess students. I learned best by having large class discussions and working with the information that was provided during lectures. I enjoyed working on all the assignments, especially when we were to work with other students in our respective teaching subjects. By

being able to do this, we had the opportunity to have discussions about how the information is applied and can be used in our classrooms. I feel grateful to have been able to be a part of this course and will use the information and resources that have been provided as I continue with my teaching journey.

References

L Borich, Gary D. (2017). *Effective teaching methods: Research based practice*. University of Texas at Austin: Pearson Education, Inc.

Appendix A

Get to Know You Activity- EDU 320

- Have the students create a slide displaying information about themselves
- Using pictures, words, or both, create a slide of your “FIT” of what makes you who you are as well as other information about yourself!
 - o Required to list one F, one I, and one T
 - o List one thing that you do for Fun
 - o List one thing that Interests you
 - o List one thing that you are Thankful for
- Favorite PE activity
- Favorite athlete? (if they have one)
- Favorite sport? (if they have one)
- What is your favorite subject in school?
- Who are some of your family members?
- What kind of things do you do outside of school?
- Who are some of your role models and why?
- Can use images from the internet or pictures from home!
- Likes and dislikes in school

Purpose: introduction to the class and teacher, allows the student to tell everyone about themselves!

Appendix B

Standards and Objectives (fourth grade)

1. The standards for fourth grade physical education were written to provide physical education teachers and school districts with a guide for re-thinking and re-defining physical education for the future.
2. The ND PE standards are organized into three grade span levels: elementary, middle, and high school.
3. The recommendation for Elementary PE is 150 minutes per week per SHAPE America.
4. The new view of physical education places a greater impact on emphasis on encouraging students to regularly engage in physical activity.
5. The North Dakota Clarifications column was created by the ND Physical Education Standards Writing Committee to highlight modifications to the SHAPE America standards document.
6. Along with the standards listed, there are suggestions for instruction and resources for instruction and assessment.
7. Quality PE programs consistent with are evolving to provide a more comprehensive lifestyle management approach, encouraging improved physical fitness and dietary habits, and providing assessment through the latest use of technology.
8. The bolded terms throughout the list of standards indicate the first appearance of vocabulary words and phrases within a grade level.
9. To maximize student learning and enhance outcomes, physical education teachers should collaborate to align curricula whenever it is possible.

10. “By the end of Grade 5, the learners should be able to demonstrate competence in fundamental motor skills and a combination of selected skills, use basic movement concepts in rhythmic activities/dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle.”

Appendix C

<p>Grade: 4th</p>	<p>Subject: Physical Education</p>
<p>Materials: soccer ball, cones</p>	<p>Technology Needed: camera to view student's form</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Hands-on</p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: The entire class is playing so it is a large group activity. There needs to be active participation between the students as well as collaboration among teammates.</p>
<p>Standard(s)</p> <ul style="list-style-type: none"> - S1. E18.4- Dribbling/ball control with feet - S1. E 19.4 – Passing and receiving with feet - S1. E20.4- Dribbling in combination - S1. E21.4- Kicking - S.1.E26. 4 – In combination with locomotion - S2. E1. 4a, b, &c- Space - S2. E5.4a, b, &c- Strategies and tactics - S4. E5.4- Rules and etiquette - S4. E6.4 Safety - S4. E4.3- Working with others 	<p>Differentiation</p> <p>Below Proficiency: the students will be able to understand the concept of the game</p> <p>Above Proficiency: the students will be able to both understand and apply concepts of offense and defense during the game.</p> <p>Approaching/Emerging Proficiency: students will be able to understand the concept of the game and then make plays on the ball in attempts to score or play defense for their team</p>
<p>Objective(s)</p> <ul style="list-style-type: none"> - The students will be able to pass to teammates and shoot the ball at the goal (attempting to score) while working together with their teammates. - The game will be played at the end of the soccer unit. This game can be played when there is no field or if it is too cold to play outside. - At the beginning of the week, the students will practice dribbling the ball, passing with a teammate, and shooting at a target. After these skills have been worked on, the students can then play the game. - Students will refer back to video from during the game and find errors and then explain how the errors can be fixed. - Students that are playing goalie will attempt to keep the ball out of their "net" <p>Bloom's Taxonomy Cognitive Level: Remember, Understand, Apply</p>	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> - Use a softer or smaller ball - Auditory: students will listen to directions given by teacher - Visual: Students will see how the game is played by observing other players - Kinesthetic- students will be able to perform multiple different locomotive movements.

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - Class will warmup as a large group and then meet in front of board and they will be divided up into the teams. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</p> <ul style="list-style-type: none"> - Students will understand and apply the rules of the game. - Students will be good teammates to one another. - Students will remain positive regardless of the outcome of the game.
<p>Minutes</p>	<p>Procedures</p>
<p>2-3 mins</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Set up cones at each end of the gym and have a soccer ball ready.
<p>5 mins</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Greet students - If warmup is not written on the board, explain it to the students - If the unit is at the beginning, have the students practice passing the ball between partners. - If there is enough space, have the students practice shooting the ball at a target. - After the warmup is completed, gather students to begin the activities for the day.
<p>3 mins</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>RULES</p> <ul style="list-style-type: none"> - Explain how there are four teams - Students will then be divided into their teams (Team 1, Team 2, Team 3, Team 4) - The game is played like soccer but instead of two teams there are four. - When the whistle blows, I will pick two numbers to play against each other for a few minutes at a time. - The objective of the game is to score on the other team. - The two teams that are not called will then be the goalies on both sides of the gym. The goalies cannot shoot the ball at the opposite goal, instead they are to pass the ball to members of the team on offense. - Explain how the students are to only use their feet or legs (no hands allowed, if a ball is played with hand/arm, possession will go to opposite team) - Explain that they goal is the wall (in between cones and must be below shoulders level) - Students will then line up on end lines of the gym and get ready to play. - When the first whistle blows, I will announce the two teams playing and the game will begin. - I can either keep score for individual teams or play the game with the score(s) being kept. - Students will be recorded during the game. After the game, the students will be assigned to watch a part of the activity and point out what went wrong during that clip.
<p>15-20 mins</p>	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Allow the students to play the game - Make sure that the students are following the rules - Remind the students that they need to work as a team - If there any issues, address the student that is having the issue individually
<p>1-2 mins</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Ask students what the enjoyed or did not enjoy the activity - Have students grab any items that they brought into the gym - Line up at the door and wait until it's time to leave - Remind students that the next class will include time to look at video of games
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - Monitor students throughout the game 	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <ul style="list-style-type: none"> - The students will have figured out the easiest ways to move throughout the playing field - Students will have successfully scored a goal

<ul style="list-style-type: none"> - Observing teamwork - Encourage students <p style="text-align: center;">Consideration for Back-up Plan:</p> <p>If there are not enough students to complete the game, a regular game of soccer can be played. The net will be made up from the wall and cones if there is not net present.</p> <p>*Can also do another soccer related activity such as practice dribbling, passing, or shooting the ball.</p>	<ul style="list-style-type: none"> - The students successfully made saves while playing goalie - Students will watch video clip of the game and point out what the error was and what could have fixed the error. - Students will have successfully worked as a team <p style="text-align: center;">If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> - Soccer
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> - Will complete after lesson is taught/ a peer reviews in this case <p>This is a good lesson plan. I like the game and it was well explained. The one thing I would maybe suggest is to work on a kicking/passing skill before playing the game. This is not necessary if it is in the middle of the lesson and students have already worked on these skills. Good variety and choice of standards, but maybe be a little more specific with a timeline for your objective. Overall very good lesson plan.</p>	

Appendix D

<p>Grade: 4th</p>	<p>Subject: Physical Education</p>
<p>Materials: soccer ball, cones</p>	<p>Technology Needed: Round Robin App</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain: The entire class is playing so it is a large group activity. There needs to be active participation between the students as well as collaboration among teammates.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <ul style="list-style-type: none"> - S1. E18.4- Dribbling/ball control with feet - S1. E 19.4 – Passing and receiving with feet - S1. E20.4- Dribbling in combination - S1. E21.4- Kicking - S.1.E26. 4 – In combination with locomotion - S2. E1. 4a, b, &c- Space - S2. E5.4a, b, &c- Strategies and tactics - S4. E5.4- Rules and etiquette - S4. E6.4 Safety - S4. E4.3- Working with others <p>ISTE Standards:</p> <ul style="list-style-type: none"> - 1.7 Global Collaborator (1.7c) - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 	<p>Differentiation</p> <p>Below Proficiency: the students will be able to understand the concept of the game</p> <p>Above Proficiency: the students will be able to both understand and apply concepts of offense and defense during the game.</p> <p>Approaching/Emerging Proficiency: students will be able to understand the concept of the game and then make plays on the ball in attempts to score or play defense for their team</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> - Use a softer or smaller ball - Auditory: students will listen to directions given by teacher - Visual: Students will see how the game is played by observing other players - Kinesthetic- students will be able to perform multiple different locomotive movements.
<p>Objective(s)</p> <ul style="list-style-type: none"> - By the end of the unit, the students will be able to pass to teammates and shoot the ball at the goal (attempting to score) while working together with their teammates. - The game will be played at the end of the soccer unit. This game can be played when there is no field or if it is too cold to play outside. - At the beginning of the week, the students will practice dribbling the ball, passing with a teammate, and shooting at a target. After these skills have been worked on, the students can then play the game. - By the end of the unit the students that are playing goalie will attempt to keep the ball out of their "net" <p>Bloom's Taxonomy Cognitive Level: Remember, Understand, Apply</p>	

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - Class will warmup as a large group and then meet in front of board and they will be divided up into the teams by using the Round Robin app. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.)</p> <ul style="list-style-type: none"> - Students will understand and apply the rules of the game. - Students will display the rules and etiquette of the classroom - Students will be good teammates to one another. - Students will remain positive regardless of the outcome of the game.
<p>Minutes</p>	<p>Procedures</p>
<p>2-3 mins</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Set up cones at each end of the gym and have a soccer ball ready.
<p>5 mins</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Greet students - If warmup is not written on the board, explain it to the students - If the unit is at the beginning, have the students practice passing the ball between partners. - If there is enough space, have the students practice shooting the ball at a target. - After the warmup is completed, gather students to begin the activities for the day. - Ask How many students enjoy playing soccer or currently play soccer? (Getting interest or attention)
<p>3 mins</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>RULES</p> <ul style="list-style-type: none"> - Explain how there are four teams - Students will then be divided into their teams (Team 1, Team 2, Team 3, Team 4) - The game is played like soccer but instead of two teams there are four. - When the whistle blows, I will pick two numbers to play against each other for a few minutes at a time. - The objective of the game is to score on the other team. - The two teams that are not called will then be the goalies on both sides of the gym. The goalies cannot shoot the ball at the opposite goal, instead they are to pass the ball to members of the team on offense. - Explain how the students are to only use their feet or legs (no hands allowed, if a ball is played with hand/arm, possession will go to opposite team) - Explain that they goal is the wall (in between cones and must be below shoulders level) - Students will then line up on end lines of the gym and get ready to play. - When the first whistle blows, I will announce the two teams playing and the game will begin. - I can either keep score for individual teams or play the game with the score(s) being kept. - The Round Robin app will randomly divide the students into four teams, if the teams appear to be unfair, I can move players around with or without the app. - Ask students: What are some things that they know about soccer? (Diagnosing and checking) - Ask students what the overall objectives of soccer are- (Recalling specific facts or information)
<p>15-20 mins</p>	<p>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Allow the students to play the game - Make sure that the students are following the rules - Remind the students that they need to work as a team - If there are any issues, address the student that is having the issue individually

	<ul style="list-style-type: none"> - During the game, ask students about some of the different rules throughout the game (can you use your hands during the game?)- (Managing) - During the game, ask the students what can make passing to your teammates more efficient? -(Encouraging higher level thought processes) - During the game, explain how quick passes can lead to more success but ask what other strategies can give your team an advantage? (Structuring and redirecting learning)
<p>1-2 mins</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Have students grab any items that they brought into the gym - Line up at the door and wait until it's time to leave - Ask students: What did they enjoy or not enjoy during the activity? What could have been better? (Allowing expression of affect)
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> - Monitor students throughout the game - Observing teamwork - Encourage students <p>Consideration for Back-up Plan:</p> <p>If there are not enough students to complete the game, a regular game of soccer can be played. The net will be made up from the wall and cones if there is not net present.</p> <p>*Can also do another soccer related activity such as practice dribbling, passing, or shooting the ball.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <ul style="list-style-type: none"> - The students will have figured out the easiest ways to move throughout the playing field - Students will have successfully scored a goal - The students successfully made saves while playing goalie - Students will have successfully worked as a team <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> - Soccer
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> - Will complete after lesson is taught/ a peer reviews in this case <p>This is a good lesson plan. I like the game and it was well explained. The one thing I would maybe suggest is to work on a kicking/passing skill before playing the game. This is not necessary if it is in the middle of the lesson and students have already worked on these skills. Good variety and choice of standards, but maybe be a little more specific with a timeline for your objective. Overall very good lesson plan.</p>	

Appendix E

<https://docs.google.com/presentation/d/1vvLaGI8A2j-Yk3LoKa8KEDycKwsbGoxV/edit#slide=id.p1>

Appendix F

<https://docs.google.com/presentation/d/14m2xV->

[qHEyXVZZfmAQDZP_bOCjInnliL/edit?usp=sharing&oid=113154292223512347235&rtpof=t](https://docs.google.com/presentation/d/14m2xV-qHEyXVZZfmAQDZP_bOCjInnliL/edit?usp=sharing&oid=113154292223512347235&rtpof=t)

[rue&sd=true](https://docs.google.com/presentation/d/14m2xV-qHEyXVZZfmAQDZP_bOCjInnliL/edit?usp=sharing&oid=113154292223512347235&rtpof=true&sd=true)

Appendix G

Name: _____ Date: _____ Class: _____

True and False: Circle T/F when selecting the correct answer

1. Basketball is played with 5 players on each team.
 - a. True
 - b. False

2. Players do not have to dribble while they are moving with the ball.
 - a. True
 - b. False

3. A free throw is worth 2 points.
 - a. True
 - b. False

4. A pass that bounces off the floor before it gets to the person receiving the pass is called a bounce pass.
 - a. True
 - b. False

5. There is a limit to the number of fouls that a player can commit.
 - a. True
 - b. False

Matching: Choose the answer that corresponds with the term listed.

- | | |
|---|---------------------|
| 6. _____ The act of gaining possession of the ball after a missed shot | |
| 7. _____ A pass that is made to the person who scores a basket | A. Foul |
| 8. _____ A player that moves with the ball and does not dribble | B. Traveling |
| 9. _____ A personal foul committed when an offensive player illegally contacts a defensive player who has established position or is stationary | C. Rebound |
| 10. _____ A violation resulting from illegal contact with an opposing player | D. Assist |
| | E. Charging |

Multiple Choice: Choose the answer and circle the correct letter. Choose the best answer that applies to the question.

11. What is it called when a player picks up their dribble and begins to dribble again?
- a. Rebound
 - b. Dribbling
 - c. Double Dribble
 - d. Traveling
12. Shots behind the line that is 28 feet away from the basket are worth?
- a. Three points
 - b. 1 point
 - c. Two points

- d. 4 points
13. What is it called when a player brings the ball over the half court line and then re-crosses the line with possession of the ball?
- a. 5 second violation
 - b. Offensive foul
 - c. 3 second violation
 - d. Over and back/Backcourt violation
14. When the offensive player runs into a defensive player whose position has not been established?
- a. Charging foul
 - b. Common foul
 - c. Blocking foul
 - d. Technical foul
15. What is a two-handed pass than an offensive player throws from over the top of their heads?
- a. Overhead pass
 - b. Bounce pass
 - c. Chest pass
 - d. Baseball pass

Essay Questions: Answer the questions below using at least 3 complete sentences.

16. Johnny attempted to block Paxton's shot but accidentally hit him in the nose, causing it to bleed. If you are the referee, what call you make if you were the referee? How would you explain your call?

17. In your own words, explain what the difference is between a common foul and a flagrant foul? Give one example of both a common foul and a flagrant foul.