

Grade: 4		Subject: Human Foosball (idea from physedgames.com)	
Materials: <ul style="list-style-type: none"> - One or two soccer balls - Colored pennies - Cones/nets - Pool noodles 		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct <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) <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		Guided Practices and Concrete Application: <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) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) S1. E18.4 – Dribbling/ball control with feet S1 E19. 4a&b- passing and receiving with feet S1. E20. 4- Dribbling in combination S1. E21.4- Kicking S1. E26.4 In combination with locomotor S2. E5. 4 a, b, & c- Strategies and tactics S4. E6.4 -Safety S4. E4.3- Working with others		Differentiation Below Proficiency: The students will be able to stay in their lines. Above Proficiency: The students will be able to stay in their lines while shooting the ball to score a goal. Approaching/Emerging Proficiency: the students will be able to work with their teammates and move the ball around the gym floor. Modalities/Learning Preferences: <ul style="list-style-type: none"> - 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. 	
Objective(s) The students will be able to pass and shoot the ball at the goal while working together with their rows. Bloom’s Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Class will warmup as a large group and then meet in front of board and they will be divided up into the teams.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules, and expectations, etc.) <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. 	
Minutes	Procedures		
2-3 mins	Set-up/Prep: <ul style="list-style-type: none"> - Set up the dots on the floor where the rows need to be - If needed, set up or reset positions of the goals - Get jerseys ready for one team 		
5 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - Greet students, explain the warmup - After the warmup is completed, have students come to board and explain rules of game/demonstrate 		
3 mins	Explain: (concepts, procedures, vocabulary, etc.)		

	<p>Rules:</p> <ul style="list-style-type: none"> - Explain how the game is just like soccer but students must move laterally - Have students pick the formation that they want to play in. Ex: 2,4,3- not including goalie - Students must stay connected to their teammates in the row (2-4 players) - Explain that nobody can move without the entire row moving - Teams can only move side to side - If a ball is in a spot where it cannot be played by anyone, the ball will be reset in the center of the gym - Goalie is the only one that can use their hands, but must stay inside of their box - May add other balls if pace of game is slow or if some students are not getting chances to get the ball
<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"> - Watch students play the game and make sure that all rules are being followed - Make sure students are understanding the concept of the game - Remind students that they need to work as a team to have success
<p>2 mins</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Have students put the jerseys back, grab any water bottles, sweatshirts, etc. and then line up and head to next class
<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: Have class play end line soccer if number of students present in class is too small or if equipment is not available. Students will be divided into two teams; each team will have 3 groups within their team. Each minute, a whistle will blow and one of the groups will enter the center of the gym and play. The other two groups will be on the end line playing goalies.</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 correct ways to move across the floor - Students will have successfully scored a goal - Students will have successfully worked as a team <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	