



College of Education

Teaching Candidate Name: Wentz School:PLANE-Gliders Students' Grade Level:2-5yrsTime needed: 1.5 mins
Subject/Content Area of Lesson: Fundamental Motor Skills Lesson Identifier (title/unit): Hop & Kick

LEARNING OUTCOMES (Rubric items- & connect to InTASC/Danielson)	
<p>STANDARDS ADDRESSED: Standard 1.1, 1.7,1.8,1.10,1.12, 1.18, 1.19, 1.21: Demonstrates competency in a variety of motor skills and movement patterns. Standard 2.1, 2.2, 2.3: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance Standard 3.2: Demonstrates the knowledge and skills to achieve and maintain a health-enhanced level of physical activity and fitness Standard 4.1-4.6: Exhibits responsible personal and social behavior that respects self and others</p>	
OBJECTIVES & OUTCOMES	ASSESSMENTS: FORMATIVE & SUMMATIVE
<ol style="list-style-type: none"> Students will be able to hop forward on each leg using correct form at least 1x (Psychomotor) Students will be able to kick the ball using correct form at least one time (Psychomotor) Students will be able to work effectively with their partner during "all hands-on deck" and complete 50% of the tasks in the time given (Affective) Students will be able to add single digits together and identify if a number is odd or even during the Even Kicks and Odd Hops activity (Cognitive) <p>Objectives for Differentiated Instruction</p> <ol style="list-style-type: none"> Students that are unable to hop forward on each leg using correct form will be instructed to focus on practicing balancing and seeing how long they can balance for. 	<ol style="list-style-type: none"> The instructor (coach) will assess students' ability to hop forward using correct form at least 1x by tracking with the task card. The instructor (coach) will assess students' ability to kick the ball using correct form by tracking with the task card The instructor (coach) will assess students' ability to work effectively with their partner using an observation checklist. The instructor (coach) will assess students' ability to add single digits and recognize an even or odd number using an observation checklist. <p>Assessments for Differentiated Instruction</p> <ol style="list-style-type: none"> Students that are unable to hop forward on each leg using correct form will be assessed on their ability to balance.
THE LEARNER & LEARNING ENVIRONMENT	STRATEGIES FOR STUDENT SUPPORT & SUCCESS
<p>STUDENTS: Students are ages 2-5 with ASD of varying diagnoses. Most students are residents of the City of Detroit. All students will have completed at least 14 weeks of online programming targeting their fundamental motor skills with the lead instructor prior to the start of in-person programming. Majority of the students will have</p>	<p>STUDENTS: Students will be paired 1:1 with a coach in order to provide individualized support when needed. Students and coaches will have access to large group and small group instruction as well as various visuals (Task cards, whiteboard examples, instructor models) throughout the entire session. Students require extra care and</p>



<p>been enrolled in the PLANE program for one full year of online programming.</p>	<p>vigilance when it comes to differentiated instruction due to varying ASD diagnoses. Students will be enthusiastic about being in-person and active after participating in online programming for at least 14 weeks and it is important to harness that enthusiasm.</p>
<p>MATERIALS & CLASSROOM: Large white board with dry erase markers, Task Cards (15 copies), 25 poly spots, 15 soccer balls, 10 cones, 24 bowling pins, 5 scooters, 15 hula hoops</p>	<p>ENVIRONMENT: All doors need to be closed to eliminate the risk of elopements from the gym area. Social-distancing protocols will be in place to reduce risk of COVID-19.</p> <p>Students will be kicking soccer balls, and it is important that they aim below the waist so as not to hurt each other. Remind them, that like with the throwing unit, it is important to stay aware of soccer balls in the air.</p> <p>Task card (1:1), small group and large group activities. Refer to Appendix A-C for gym set ups for various activities.</p>

INSTRUCTIONAL PRACTICE
*Utilize **HLP**, incorporate principles for **SEL**, **UDL** as appropriate*

<p>a. Introduction (sequence of the day)</p> <ol style="list-style-type: none"> 2. Pair and Play! 3. Animal Fitness (Trip to the Zoo) 4. Instant Activity: Bubble Buster 5. Task cards with coach to work on our hop and kick <p style="text-align: center;">Key Words</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td><u>Hop</u></td> <td><u>Kick</u></td> </tr> <tr> <td>1 foot</td> <td>Run</td> </tr> <tr> <td>Swing</td> <td>Leap</td> </tr> <tr> <td>Hop</td> <td>Kick</td> </tr> </table> <ol style="list-style-type: none"> 6. 7. Small Group game: Soccer bowling 8. Large group game: Stations 	<u>Hop</u>	<u>Kick</u>	1 foot	Run	Swing	Leap	Hop	Kick	<p>3 minutes needed</p>
<u>Hop</u>	<u>Kick</u>								
1 foot	Run								
Swing	Leap								
Hop	Kick								



- 9. Review the previous lesson: What did we work on last week? Exactly, dribble and gallop! Can I have two volunteers to help me demonstrate?
- 10. In student friendly terms, identify objectives and how students will be assessed → We will be watching to make sure that you can hop on each foot correctly at least one time, can show us one good kick using correct form, and that you are working respectfully with your peers.
- 11. Hook (Get the students interested in the lesson and link it to their life/culture): Okay athletes! Some of the fastest, most skilled athletes in the world are soccer players! Soccer players are so good at what they do, they can last 90 minutes on the playing field in a game! How amazing! Let's start working on our soccer star skills!

B. Instructional Sequence:

40 minutes needed

- 1. **15 MINS** Free Play/Pairing: Scarves and Musical Instruments
- 2. **5 MINS** Animal Fitness (Trip to the Zoo)
- 3. **5 MINS** Instant Activity: Bubble buster- Students will each have a basketball and a Polly spot. Students will try to bust their "bubble" with their basketball by dribbling on their poly spot.

***** Everyone needs a poly spot and a ball*****

- 4. **10 MINS** Task cards

- #1 Practice balance on left foot for 5 seconds. Repeat 3x.
- #2 Practice balance on right foot for 5 seconds. Repeat 3x.
- #3 How many times can you hop forward on your left foot? _____
- #4 How many times can you hop forward on your right foot? _____
- #5 Find a poly spot (5ft away) facing the wall. Kick ball against wall 10x

Key Words

Hop

1 foot

Swing

Hop

Kick

Run

Leap

Kick



#6 Find a poly spot that is a farther away (10 ft) facing the wall. Kick ball against wall 10x

***** Need Polly spots for markers to balance on and kick from *****

5. **10 MINS** Small group game- Soccer bowling with a partner → You'll see how many times out of 5 chances you can knock the ball off the low-profile cone using a controlled soccer pass.

*****Can use bowling pins or a ball on a low cone. Partner that is waiting for a turn can be tracking down balls for their friend! *****

6. **10 MINS** Large group game- Stations: Scooter on tummy on the long wall of the gym. Once reaching the end, turn around and scooter back on bottom. Gallop along the short wall. Hop through the hula hoop on the long wall. Take large jumps using arms for momentum along the short wall. Run back to the start!

*****Use poly spots to balance on when tagged *****

7. **7 MINS** Muscular Strength/Endurance: In pairs facing each other pass the scarves:

- Low levels
- Medium levels
- High levels
- Back-to-back having to twist your bodies
- Make up your own way
- Without throwing

8. **5 MINS** Animal Yoga

9. **15 MINS** WALKING

C. Closure-

2 minutes needed

1. Review keyword for hop and kick



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2. Preview next lesson

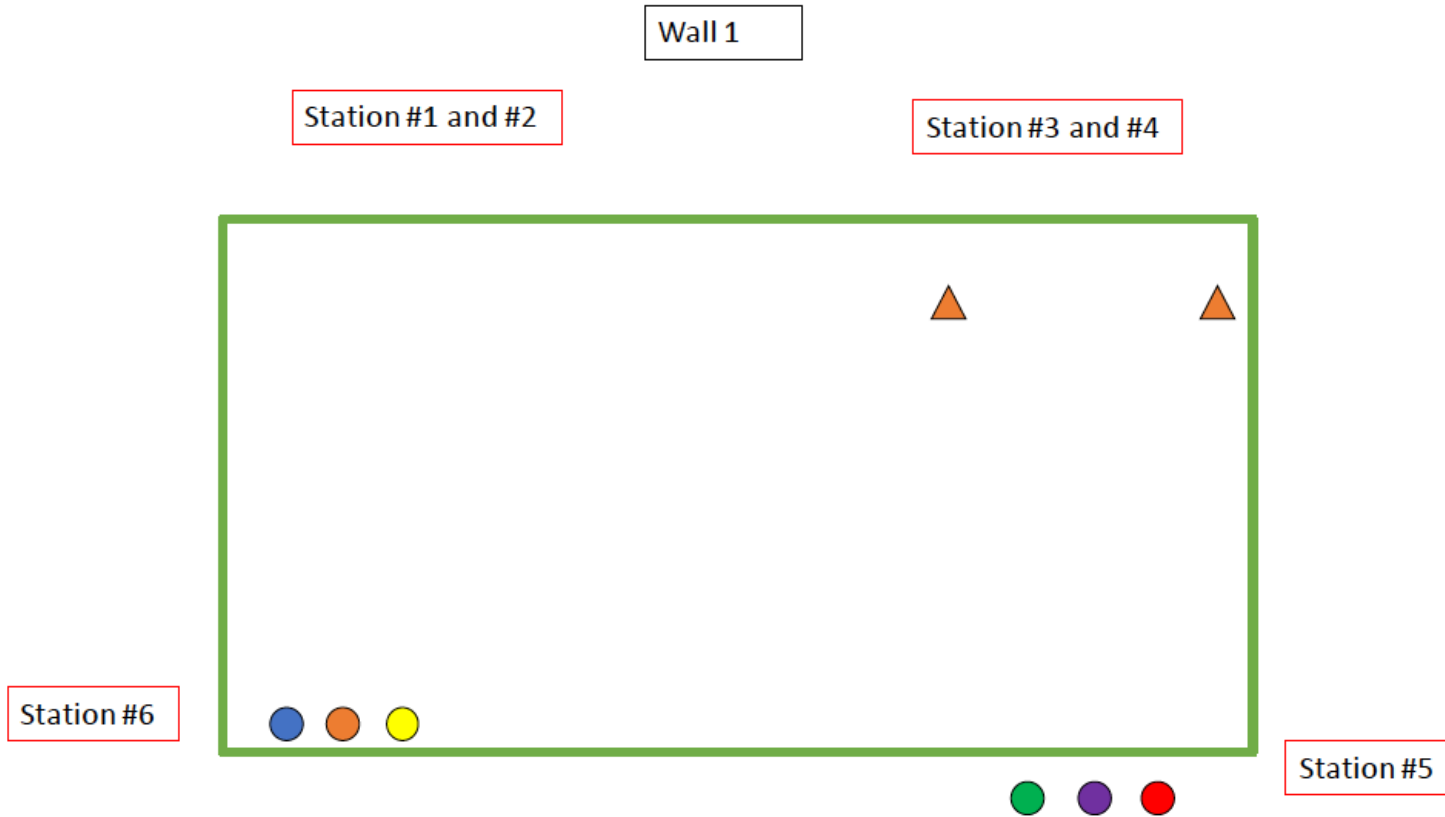
à Next week we will be working on our horizontal jump and two hand strike.

PROFESSIONAL RESPONSIBILITY (Teacher Reflection)

Appendix A: Gym Set up for Task Card (Full Court)

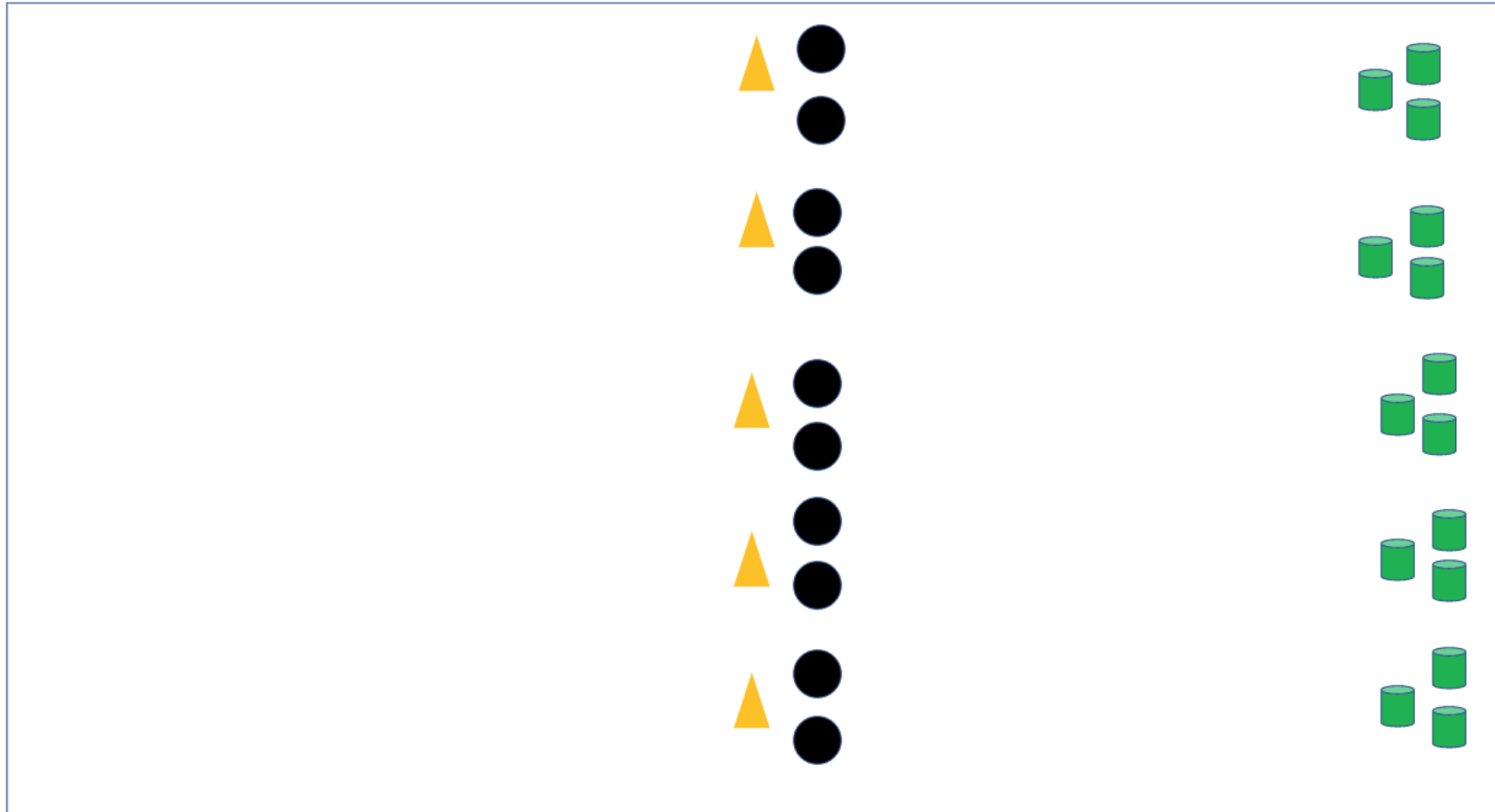


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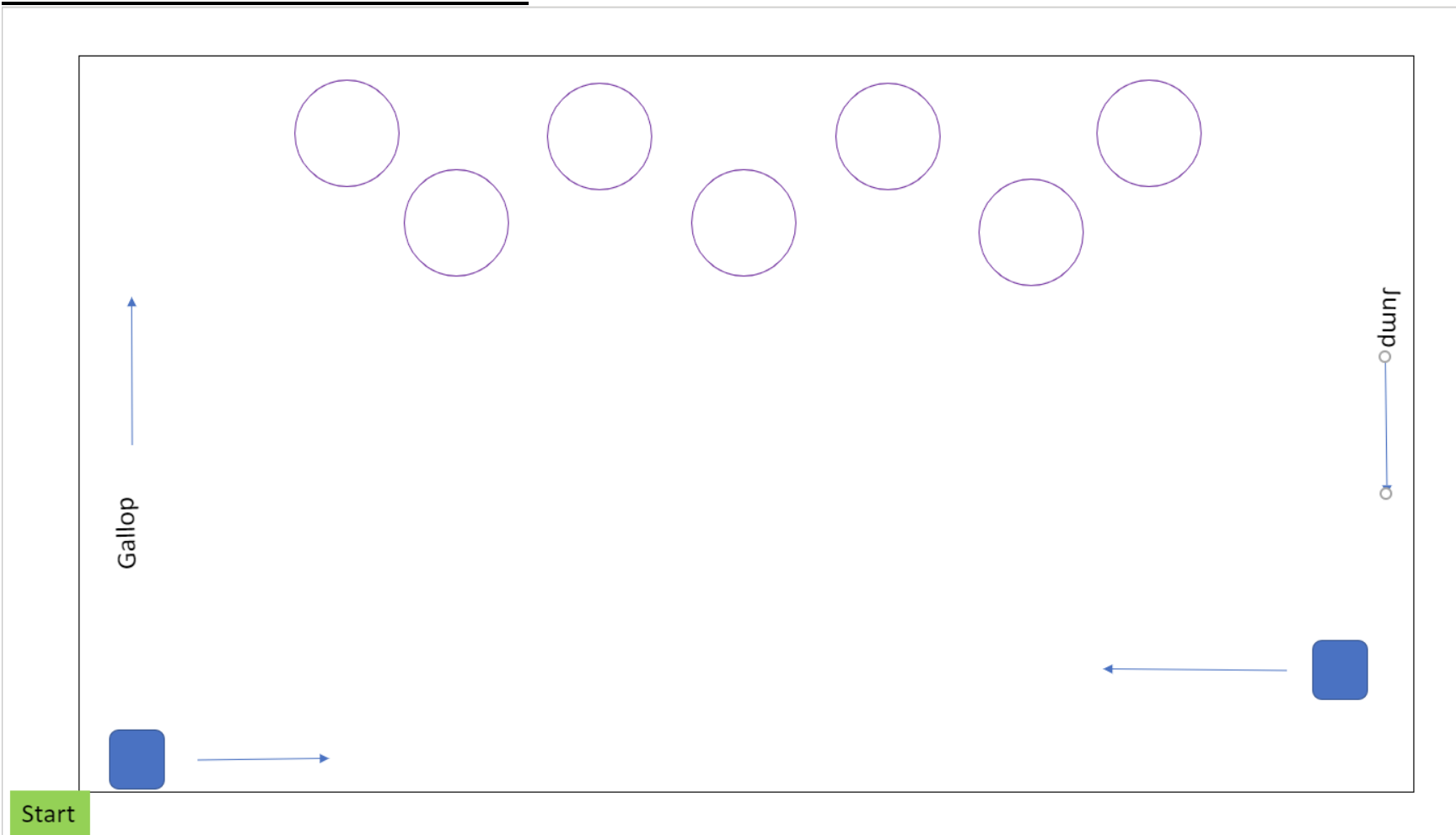


Appendix C: Gym Set up for Large Group Game (Full Court)



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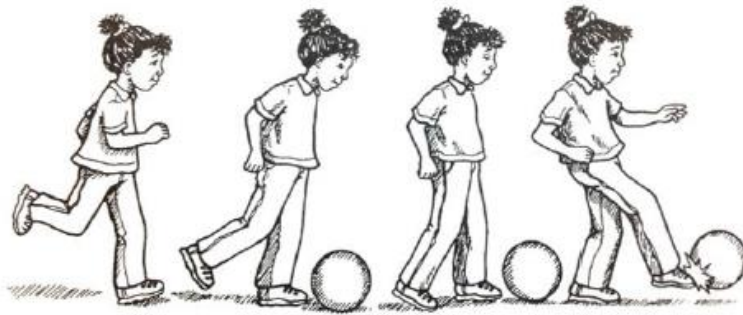




Key Words

KICK

(run, leap, kick)



HOP

(1 foot, swing, hop)





Directions

- Complete each task.
- Shade in the numbered star as you complete the task

1. Practice balance on left foot for 5 seconds. Repeat 3x.
2. Practice balance on right foot for 5 seconds. Repeat 3x.
3. How many times can you hop forward on your left foot? _____
4. How many times can you hop forward on your right foot? _____
5. Find a poly spot (5ft away) facing the wall. Kick ball against wall 10x
6. Find a poly spot that is a farther away (10 ft) facing the wall. Kick ball against wall 10x

Key Words

Flip over for key words and images

