

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✓ **Standard 1 [E6.3-4]** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 3 [E6.3-5]** Identifies foods that are beneficial for pre- and post-physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports & personal health (5).

### FOCUS TARGETS

- ✓ **Skill:** I will demonstrate the cues for cradling a lacrosse ball.
- ✓ **Cognitive:** I will discuss healthy foods that provide fuel for physical activity.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe activity behaviors.

### ACADEMIC LANGUAGE

- ✓ Cradle
- ✓ Lacrosse
- ✓ Lacrosse Stick
- ✓ Stick Head
- ✓ Stick Shaft
- ✓ Cradle
- ✓ Ground Ball
- ✓ Safety
- ✓ Scoop

### SELECTED ASSESSMENT

- ✓ Lacrosse Self-Assessment

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

**1**

INSTANT  
ACTIVITY

Hoops and cones are set up in area for Yum, Yum, Yum and Clean Your Yard. Students complete their victory laps around the perimeter created by hoops and cones.

R, P, S  
Victory Lap

**DOK 1:** What would you include on a list of healthy foods?  
**DOK 2:** What do you know about how healthy foods fuel our bodies?  
**DOK 3:** What would happen if you ate fresh fruit right before playing a game of lacrosse?

**2**

LEARNING  
TASK

Lacrosse stick safety is covered in detail before starting this activity. Once safety is discussed, students move to equipment area and pick up a lacrosse stick. Play the game without a ball first. Once students demonstrate safe behaviors, add the ball.

Yum, Yum,  
Yum

**DOK 3:** What would happen to your body and performance if you ate foods filled with processed sugar right before playing a game of lacrosse?  
**DOK 3:** What would happen if you ate foods filled with fat right before playing a game of lacrosse?

**3**

LEARNING  
TASK

Pair students, each pair to a hoop. When students are at hoops, scatter foam balls and bean bags.

Clean Your  
Yard

**DOK 1:** What would you include on a list about lacrosse safety?  
**DOK 2:** How can we apply what we know about safety to lacrosse activities?  
**DOK 3:** How is safety related to learning?  
**DOK 4:** Let's develop a class action plan for keeping everyone safe during lacrosse activities.

**4**

EXIT  
ASSESSMENT

Students return equipment and pick up self-assessments and pencils. Self-Assessment Worksheet is their exit slip. Students return the sheets and then get in line, ready for their teacher.