**Mrs. Bobbi Sisock**

**Step #1: Lesson Plan**

* (To be completed by the teacher in advance of announced observation and sent to the evaluator 2 days in advance)

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|  | **Domain 1 Planning and Preparation** |
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 | 1. **Demonstrating Knowledge of Content and Pedagogy:**
* What is the content to be taught?
* What prerequisite learning is required?
1. Students will describe the center/wing/forward role in the offense.
2. Students will explain proper techniques in dribbling/handling the puck.
3. Students will identify the difference between backhand/forehand and wristshot/slapshot.
4. Students will describe goalie responsibilities in and out of the goal crease.
5. Students will provide knowledge of skills and tactics in a wide variety of drills/team-based activities.

Prerequisites* Students should know the difference between offense and defense.
* Students should know the importance of spatial awareness.
* Students should know that sportsmanship is the foundation of any game/activity.
* Students should know that safety is an integral part of any sporting activity.
* Students should know the basic principles of floor hockey.
* Students should know game/period lengths.
* Students should know game differences between ice hockey/field hockey.

Connection to Standards10.5.A. Explain how agility coincides with transition from offense to defense, passing to shooting, and puck handling.10.5.C. Describe the progression from basic passing/dribbling/shooting during drills into game-time situations (beginning, intermediate, advanced play).10.5.C. Demonstrate skill improvement with constant physical/skill practice to: refine game skill timing, game/skill speed and body control in relationships to others while playing.10.5.F. Explain offensive strategies in game situations to: score goals, retain possession, and make advancements.  |
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 | 1. **Demonstrating Knowledge of Students**
* Characterize the class.
* How will you modify this lesson for groups or individual students?

19 students. Two students enrolled in SBBH, one gifted, no ESL, and one special education student in this class.Modifications for this lesson will include groups of different skill levels (beginning, intermediate, advanced) in which peer tutoring and individual improvement are utilized. Whole group demonstration of skill and breakdown of skill will be performed by the teacher. Students will receive a printout of skills, terms and procedures which lay out proper game play.Sources:http:// [www.nirsa.org](http://www.nirsa.org)Hazleton Area School District Phys. Ed. CurriculumThis lesson will be taught with limited or extensive modifications based upon skill set/level during game-play if success is achieved during drills.  |
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 | 1. **Selecting Instructional Outcomes**
* What do you want students to learn during this lesson?

The objective of this lesson is to have students learn the importance of strategy and technique in floor hockey. I want students to increase their knowledge of basic rules and strategies, increase their ability to handle the puck dribbling in game play, and increase their ability to pass and shoot as needed in floor hockey/activities. I would also want to instill value and enjoyment in a lifetime physical activity that could promote living a healthy, active lifestyle.Connection to Standards10.5.A. Explain how agility coincides with transition from offense to defense, passing to shooting, and puck handling.10.5.C. Describe the progression from basic passing/dribbling/shooting during drills into game-time situations (beginning, intermediate, advanced play).10.5.C. Demonstrate skill improvement with constant physical/skill practice to: refine game skill timing, game/skill speed and body control in relationships to others while playing.10.5.F. Explain offensive strategies in game situations to: score goals, retain possession, and make advancements.  |
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 | 1. **Demonstrating Knowledge of Resources**
* What resources were considered for this lesson and rejected? Why?
* What resources will be used? Why?
1. Internet
2. NCAA Division I Hockey Rules
3. Special Olympics Floor Hockey Rules

Resources will enhance student’s ability towards mastery. |
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 | 1. **Designing Coherent Instruction**
* List very briefly the steps of the lesson.
1. Students will complete a daily lesson that reinforces concepts/skills previously taught on floor hockey by utilizing skills in a “game-like” situation. Open ended question will be: “What is the goalies role in the power play and penalty kill?”
2. Whole group instruction will be used in this lesson through the use of introducing concepts and skills necessary to fulfill lesson objectives and teacher modeling and student mimic/demonstration during skillset/game/drills.
3. Small group instruction will reinforce whole group instruction, work with mixed-skill level (beginner, intermediate, advanced) to further advance understanding/concept thru student modeling, and further student collaboration.
4. Students will stop during drills/gameplay and complete “think alouds” to demonstrate connection between strategy and accomplishment. For example, “Right wing defenseman is responsible for what part of the court -Izzy- move into that space”.

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 | 1. **Designing Student Assessment**
* How will you measure the goals articulated in Domain 1c?
* What does success look like?

Directed questioning from teacher and student responses. This class has a relatively small size of 19, which will allow every student to be called upon at least one time during activity/gameplay.I will use formative and summative assessments, which include “think aloud” quizzes as well as observation analysis/checklist on the improvement of skills, effort, attitude, teamwork, and the ability to follow classroom rules.1. Practice – student centered activity (i.e. – puck handling using forehand and backhand around the cones).
2. Self-Check – students assess their own performance gains criteria sheet (i.e. – how many wrist shots were scored from the leftwing side).
3. Individual – the most student centered (i.e. – create your own practice drill and demo to the class).
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