



## Grade 5 Sample Lesson Plan: Unit 5 – Adapted- Floor Hockey

### **Description**

Please see attached handout for a lesson submitted by a Virginia teacher

### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.

Adapted PE

## Physical Education Lesson Plan Template

Name:

Class Length: 40 minutes

Lesson Topic: Floor Hockey

Class Size: 18-21

Grade Level: 4, 5

### VDOE SOL's:

5.1. The student will demonstrate mature movement forms, create movement patterns, and begin to describe movement principals.

d) Demonstrate use of space in a variety of activities

g) Apply concepts of direction and force to strike an object with purpose and accuracy.

5.4. The student will participate in establishing and maintaining a safe environment for physical activities.

### Essential Content

It's critical that students recognize how to keep themselves safe in a physical education class to prevent injuries while staying on task. Communication between peers and teamwork alone contribute to the development of students socially in the "real world" as well as to the physical education setting.

### Objective(s) (1.1 WCU Unit)

By the end of the lesson, students will further their knowledge of floor hockey skills including passing, shooting, stick-handling, and defending by competing in a floor hockey "round robin" game play.

### Safety

Throughout the unit, the teacher reminds students to keep their blade down. Students must stay on their feet. Students must not pick up a floor hockey ball with their hands during play. The teacher reminds students there are no "out of bounds" and to be careful of the wall. Students must always receive and put back equipment safely (slowly).

### Equipment & Technology Needed (1.8, 1.9 WCU Unit)

25 floor hockey sticks

25 floor hockey pucks

6 small 2inch cones for "warm-up"

8 cones (4 one color, 4 a different color) for game play

3 floor boards to separate 2 games of hockey

Beeper sound device taped/ glued to hockey puck

### SWD Information

This student is in 5<sup>th</sup> grade, is ten years old and legally blind. She has been legally blind since the age of six. Since coming into the public-school system, in kindergarten, she has required an IEP. She requires a Teacher for the Visually Impaired, Adapted Physical Education Specialist, and of recently, counseling services to access the curriculum. She is above grade-level for reading and on grade-level for other subject areas in school. Her motor skills are for the most part, slightly lower than her typically developing same-age peers. Her annual IEP goal for adapted physical education is as follows:

**ANNUAL GOAL:** By June 2020, Student will turn and jump a short rope, at least 5 times in succession, 2/3 trials in 4 out of 5 data samples measured quarterly.

**OBJECTIVE 1:** By June 2020, Student will jump forward, 10 times in succession, 4 out of 5 data samples collected quarterly.

OBJECTIVE 2: By June 2020, Student will jump rope with an adult partner \*, 5 times in succession, 2/3 trials, 4 out of 5 data samples collected quarterly. \*Student stands facing away from adult, adult turns the rope, student jumps in same spot, they jump together.

### Critical Elements

#### Stick Handling:

- Eyes up frequently to see open space, teammates, defenders, etc.
- Uses both sides of the blade with gentle taps or carry along blade
- Moves with purpose and control
- Displays proper grip with hands apart, dominant hand lower

#### Passing/ Shooting:

- Body perpendicular to target and displays opposition during the passing/shooting motion (sideways, step, contact, follow through)
- Puck is struck with control and accuracy
- Teammate is able to receive pass
- Blade remains down

### Lesson Introduction (1.3 WCU Unit)

Boys and girls we are going to continue with floor hockey today. I want to get started doing the same activity we did in our previous class to warm up our stick handling, passing, and shooting. Then we will get into a game situation similar to last class, but with different teams this time. Let's get started.

### Content Development (1.4 WCU Unit Procedures), Part 1

Time Allotted: 5-7 min

#### Informing Task

Go over the first activity with students. Explanation: Students will get into partners. The way students get into partners is by "hand up, pair up." Students put one hand up, and high-five a person next to them. That is he/ she's partner. One partner will stand on the end line and one partner will stand on the "red" line about 4 feet away from the partner. The first partner (on the red line) will start to stick handle down to the center of the gym. Once they get to the center they shoot the puck into one of the "goals" at the other end of the gym along the wall. Once students shoot, they will jump, 10 times toward the goal to retrieve their puck. After that, they stick handle back, and pass to their partner. The teacher informs the students that they need to keep their sticks DOWN when shooting/ passing. Students also should be calling each other's names when looking for a pass.

SWD Mod: Student will find a partner by doing "hand up, pair up." The partner will tell Student his/ her name. Student will walk with sighted guide (APE teacher or partner) to the end line, while her partner stands on the red line. Tape an arrow poly spot to the floor on both the end line and red line for Student so she knows where to stand and how to face her body (tactile). Student and her partner will use a puck with a small beeper attached to it (audio cue). When her partner passes her the puck, it's her turn to stick handle the puck down to the other end of the gym. Her partner will yell "Student, shoot," when she gets close enough to the other end of the gym. She jumps 10 times to retrieve the puck (annual objective), and her partner claps for her to come back to the first arrow. When she comes back to the first arrow, the tactile arrow tells her how to stand, and what direction she is passing to. A partner may clap again, to help her understand the distance between her and her partner and how much force is needed to pass the puck.

#### Transition Task

The teacher will call students by name to come to the floor and get their equipment (hockey puck and hockey stick). Students will get into partners themselves.

#### Introductory Task

First, the teacher will have a student demonstrate this action, then students will begin their activity with a partner.

SWD Mod: APE teacher will talk through what the students are doing, while they are demonstrating. APE teacher will check for understanding with Student.

#### Transition Task

The teacher will ask that the students sit down at the sideline of the gym where they started their previous activity. The teacher will also ask that any students who have a puck, bring it to the stage and safely put it in the bucket with the other hockey pucks.

#### Content Development (1.4 WCU Unit Procedures), Part 2

Time Allotted: 30 min

#### Informing Task

The teacher will divide students into 4 different teams. The teacher divides students by ability level to try and even out the teams as best as possible. Once students are divided and ready to play, the teacher will remind the students that two games will be going on at one time. If the puck from the court 1 goes into court 2, students aren't to touch the puck, but simply leave it alone. Students should only worry about the puck in their court during their game. Also remind students of the wall for safety reasons. Remind students to keep their blades DOWN at all times.

SWD Mod: Student will use her own beeper puck during the hockey game. Everyone else will use 1 hockey puck. Student is on a team, and when she passes her hockey puck, someone will call her name and pass it back to her. APE teacher will step in when needed. Student works down toward her goal to shoot on, and when she gets close enough, she will shoot. APE teacher may clap where the net is or use another auditory cue (may be difficult with beeper puck). Once beeper is shot, Student will start back down at her defensive end of the court, and work her way down the court again. Again, she can pass to people on her team, and her teammates are encouraged to call her name for her to pass them to, but the other team cannot take her puck away from her. Her goal of the game is to pass down the court with her partners, or stick handle down to eventually take a shot on goal.

#### Transition Task

Students will begin to join their teams as the teacher divides them. Once all students have been assigned to a team, the teacher will ask that students on ONE SIDE of the gym get the same color stick, while the students on the OPPOSITE SIDE of the gym get the other color stick (orange or blue). Once students have completed this task, they are ready for game play.

#### Introductory Task

Students will begin to play their hockey game.

#### Extending Task

Students on COURT 1 with orange blades will switch with students from COURT 2 with orange blades. A new game begins with the students.

#### Extending Task

Students from COURT 1 with blue blades will switch with students from COURT 2 with orange blades. While students are making the switch, students will also switch their blades out. A new game begins with the students.

Differentiation (1.5 WCU Unit):

- Challenge Task
  - Have students make 5 passes before trying to shoot.
- Simplifying Task
  - Stop game play and provide students with evidence how to complete a pass to each other.

Lesson Closure (1.6 WCU Unit)

What do we think was the most important skill used today? Do you think you're more able to score a goal by passing or by shooting it yourself? Why? How many of you tried to pass to your partners today? Were you successful? Were you able to hear your partner calling your name without looking up to see them? I hope everyone had fun today and I know everyone got a great workout 🏀!