Unit Plan One: Third Grade Soccer

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| **STANDARDS OF LEARNING: PHYSICAL EDUCATION**   1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)** 2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)** 3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)** 4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)** 5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)** |

WEEK 1 of Soccer UNIT

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| **DAY 1**  **Focus:** Dribbling | **DAY 2**  **Focus:** Dribbling | **DAY 3**  **Focus:** Dribbling | **DAY 4**  **Focus:** Dribbling |
| **Learning Target:** Students will know and be able to demonstrate the 5 critical elements of dribbling a soccer ball through open space. | **Learning Target:** Students will know and be able to demonstrate the 5 critical elements of dribbling a soccer ball through open space. | **Learning Target:** Students will know and be able to | **Learning Target:** Students will know and be able to demonstrate engage in multiple |
| **Materials**   * Soccer Balls * Cones * Hula Hoops * Nutrition Cards * MyPlate Posters | **Materials**   * Soccer Balls * Cones * Hula Hoops * Nutrition Cards * MyPlate Posters | **Materials**   * Soccer Balls * Pinnies | **Materials:**   * Soccer Balls * Pinnies * Hula Hoops |
| **Activity #1:**   * Musical Dribbling   *Teacher will introduce the 5 critical elements of dribbling a soccer ball. Each student will receive a soccer ball and begin dribbling through general space. When the music stops, students will stop.* | **Activity #1:**   * MyPlate Dribbling Relay   *Review this activity from yesterday as a warm-up.* | **Activity #1:**   * Red Light Green Light   *Review this activity from yesterday as a warm-up.* | **Activity #1:**   * Soccer Tag |
| **Activity #2:**   * MyPlate Dribbling Relay   *Students will line up in equal groups behind the cones. On the signal, the first student in each line will dribble the soccer ball in a straight pathway to the corresponding hula hoop. They will then pick up a nutrition card that is face down and bring back to their group. Before the next student continues the relay, they must work cooperatively to sort the food on their MyPlate poster. Their goal is to work on their dribbling skills as well as creating a balanced meal as a group.* | **Activity #2:**   * Red Light Green Light   *Students will line up on the black baseline with their soccer balls. One student will be chosen to begin calling out red light/green light. On “green light” the caller will have their back facing the dribblers and students will dribble in the direction of the opposite baseline. On “red light”, the caller will turn around and students will stop and then continue dribbling on the next “green light” signal. The first student to make it to the opposite baseline will become the next caller.* | **Activity #2:**   * Soccer Tag | **Activity #2:**   * Soccer Steal the Bacon |

WEEK 2 of Soccer UNIT

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| **DAY 5**  **Focus:** Passing | **DAY 6**  **Focus:** Passing/ Trapping | **DAY 7**  **Focus:** Passing/ Trapping | **DAY 8**  **Focus:** Soccer Assessment |
| **Learning Target:** Students will know and be able to successfully demonstrate the 5 critical components of passing and the 5 critical components of trapping both against the wall and with a partner. | **Learning Target:** Students will know and be able to successfully demonstrate the 5 critical components of passing and the 5 critical components of trapping a soccer ball during a game type situation. | **Learning Target:** Students will work cooperatively as they demonstrate their passing and trapping skills during game play. | **Learning Target:** Students will know and be able to demonstrate dribbling, passing, and trapping as they navigate through a soccerobstacle course. |
| Materials   * Soccer Balls * Gator Skin Balls * Soccer Cues Anchor Chart | Materials   * Soccer Balls * Bowling Pins | Materials   * Soccer Balls * Soccer Goals | Materials   * Cones * Dome Cones * Soccer Balls * Poly Spots |
| **Activity #1: Passing against the wall**  *Teacher will introduce the 5 critical elements of passing and the 5 critical elements of trapping a soccer ball. Each student will begin following those cues and passing against the wall with their choice of ball (soccer ball or gator skin ball).* | **Activity #1: Passing/ Trapping with a Partner**  *Review this activity as a warm-up, but this time everyone will be using soccer balls.* | **Activity #1: Passing/ Trapping with a Partner**  *Repeat this activity as a warm-up.* | **Activity #1: Practice going through Soccer Obstacle Course**  *Repeat this activity as a warm-up.* |
| **Activity #2: Passing/ Trapping with a partner**  *Students will pass and trap their choice of ball with a partner. They can challenge themselves by counting how many successful passes and traps they complete in a row.* | **Activity #2: Soccer Pin Elimination**  *Students will be divided into two equal teams. Each team will line up on opposite end lines. Ten pins should be set up along the blue line in front of each baseline. Students will execute their passing skills as they attempt to knock down the opposing teams bowling pins. Once one team has all of the pins down, game play stops and pins are reset.* | **Activity #2: Sideline Soccer** | **Activity #2: Soccer Obstacle Course Assessment**  *Students will line up in relay-style lines being the cones. Students will complete 3 obstacles (demonstrating 3 skills).*   * ***Dribbling*** *– students will dribble in a zig zag pattern through the dome cones while maintaining control.* * ***Passing*** *– the second student in each line will meet the dribbler at a designated poly spot to exchange in 4 passes/ traps* * ***Trapping*** *– students will be scored on their trapping while exchanging in the 4 passes with a partner* |

Skill #1: **Dribbling**

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| **Critical Components** | **Adapted Critical Components** |
| Keep the soccer ball close to feet | Keep the adapted soccer ball (weighted with sand) in front of gate trainer |
| Use the inside of the foot to strike the ball | Strike the ball with foot |
| Use the outside of the foot to strike the ball | Keep the ball close |
| Use small taps to control the ball | Move forward with the ball |
| Look Up | Modify distance to dribble (shorter) |

Skill #2: **Passing**

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| **Critical Components** | **Adapted Critical Components** |
| Face Target | Position gate trainer in front of target |
| Place non kicking foot next to the ball | Place modified soccer ball in front of gate trainer |
| Contact ball in the middle | Look at partner |
| Use the inside of the foot | Strike the ball |
| Follow through to target | Modify passing distance (closer) |

Skill #3: **Trapping**

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| **Critical Components** | **Adapted Critical Components** |
| Move quickly in front of the ball | Position gate in front of the passer |
| Get in ready position | Make eye contact with passer |
| Relax the body part you will stop the ball with (i.e., inside of the foot, thigh, etc.) | Track pass with eyes |
| Give with the body part you are trapping with | Stop ball with body |
| Keep the ball close by | Keep the ball close by |

**Assessment for one of the three skills:**

How will you know if your student met the learning target? This assessment can be a checklist, self-assessment, peer-assessment, etc.

Students will complete the soccer obstacle course as a summative assessment on the last day and will be scored on the following rubric:

**Rubric**

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| **SOCCER SKILL** | 4 – Super Star | 3 – Star | 2 – Working on it | 1 – Practice |
| **Dribbling** | Student demonstrates all five critical components of dribbling through the cones | Student demonstrates four of the five critical components of dribbling through the cones | Student demonstrates three of the five critical components of dribbling through the cones | Student demonstrates less than three of the five critical components of dribbling through the cones |
| **Passing** | Student demonstrates all five critical components of passing to a partner | Student demonstrates four of the five critical components of passing to a partner | Student demonstrates three of the five critical components of passing to a partner | Student demonstrates less than three of the five critical elements of passing to a partner |
| **Trapping** | Student demonstrates all five critical components of trapping a ball passed to them by a partner | Student demonstrates four of the five critical components of trapping a ball passed to them by a partner | Student demonstrates three of the five critical components of trapping a ball passed to them by a partner | Student demonstrates less than three of the five critical components of trapping a ball passed to them by a partner |

**Grading Rubric**

**4** = 10-12 Points on Rubric

**3**= 7-9 Points on Rubric

**2**= 6 Points on Rubric and Below