

Soccer 3-4

Week of 21-25th

Google Slide Link:

[PE this week!](#)

Materials/Tools/Equipment Needed:

- **Ball for each student.** We have a limited supply of soccer balls so balls will be a mix of soccer balls, playground balls, and any other types of ball needed to have enough for everyone. Please include the soccer and playground balls from your recess bag.
- **Chalk to mark standing spots (or poly spots if they are outside waiting for you)..**

Prep Before the Lesson: Please take the soccer and playground balls from your recess bag to include during PE.

2-4 Lessons are focused on skill development

LESSON #1

Opening:

- Watch 5 minute video
- **Transition to outdoor space**

ACTIVITY/ACTIVITIES:

- Review tag expectations: stay in the boundaries, watch where you are running/walking, taggers choice
- Warm-Up: **Foot five Tag**
1 student has a noodle to tag people. When tagged, the student freezes in their spot while trying to balance on one foot with the other foot is held in front of them. To be unfrozen a friend will need to run/fast walk over and “foot five” the frozen friend.
- Activity #1: **Soccer Freeze**
- Remind students of the cues of dribbling in soccer:
 - **Use the inside and outside of your foot (not your toes)**
 - **Keep the ball close to your body**
 - **Stay on the balls of your feet**
 - **Head up/look forward**
- Have students spend some time getting comfortable with having a ball while dribbling around the PE space. (5 minutes or whatever feels comfortable).
- Before telling them to start they should be told to put their foot on top of the ball whenever you ask them to freeze. Remind them to keep the ball under control. If they don't have control of the ball they

will need to do 5 toe taps before starting again.

- If students are able to quickly accomplish “freezing” without losing the ball, move onto changing their speeds. When you tell students to go you can give a speed to go with it-slow, medium, fast.
- Finish by asking the class what they noticed about going fast with the ball vs. slower. Were they able to control the ball at all times?

LESSON #2

Opening:

- Transition to outdoor space

ACTIVITY/ACTIVITIES:

- Review tag expectations: stay in the boundaries, watch where you are running/walking, taggers choice
- Warm-Up: **Foot five Tag**
1 student has a noodle to tag people. When tagged, the student freezes in their spot while trying to balance on one foot with the other foot is held in front of them. To be unfrozen a friend will need to run/fast walk over and “foot five” the frozen friend.
- Activity #1: **Soccer Scramble.**
- Remind students of the cues of dribbling in soccer:
 - **Use the inside and outside of your foot (not your toes)**
 - **Keep the ball close to your body**
 - **Stay on the balls of your feet**
 - **Head up/look forward**
- Each person starts with a ball. When you give the cue to “GO” students will dribble their ball around the PE space. When you yell “SCRAMBLE” students will stop their ball, leave it where it is, and find a new ball quickly. Students will put their foot on the ball they find until you give the cue to go.
- At the end of every lesson we will be doing a thumbs up scale: 2 thumbs up, 1 thumb up, thumbs to the side. Today’s question is : How did it feel moving your body?

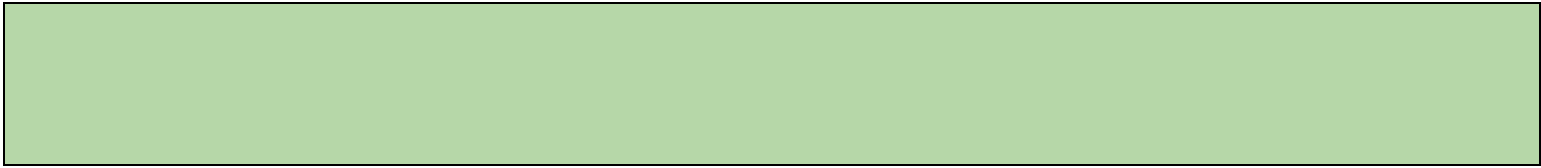
Activity #2: **Jumping Jack Goals (IF TIME ALLOWS)**

- Partners will work in groups of 2. One partner will stand on a polyspot (if we cannot figure out a way to provide poly spots for each class we will have to just make a chalk X for one student to stand on.) Partner 1 will stand on a polyspot and jump to legs open, then legs closed continually-think slow jumping jacks. Partner 2 will dribble the ball around and kick the ball through other kids legs. When they have scored 5 goals they will return to their partner and switch places. Partner 2 will then stay on their spot becoming a goal.

Closure:

- At the end of every lesson we will be doing a thumbs up scale: 2 thumbs up, 1 thumb up, thumbs to the side. Today’s question is : How did it feel moving your body?

After the Lesson:



Cooperative Activities 2-4

Week of 21-25th

(U) Enduring Understandings

- I am an athlete with a healthy mind and body.
- Everyone has space to grow as an athlete.
- Moving our body can help keep us healthy.
- Moving our body with friends is fun.

(?) Essential Questions

- What could I do to become better at this activity?
- How can I continue to keep my body healthy after PE is over?
- Could I take any of these skills to use outside of PE?

LEARNING TARGETS/Success Criteria

- I CAN describe when I feel happy, sad, angry, tired, calm, etc.
- I CAN describe/show how to play by the rules: example, playing tag.
- I CAN describe my strengths and areas of growth when working with others.

National Standards Addressed:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behaviors that respects self and others.

Standard 5: The physically literate individual recognized the value of physical activity for health, enjoyment, challenge, self-expression and/or social

Assessment:

Please fill this out to leave us feedback:

https://docs.google.com/forms/d/e/1FAIpQLSfHVht0kaUA7g4SPVpAKU6JOz_UnrGKcF98S6W7k9lorEaoqA/viewform