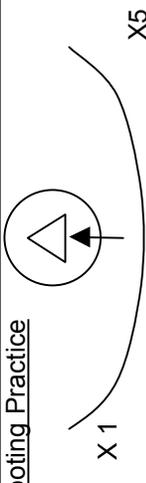
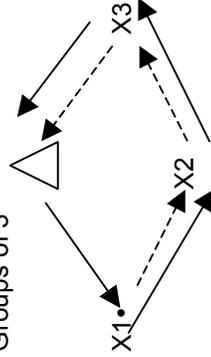
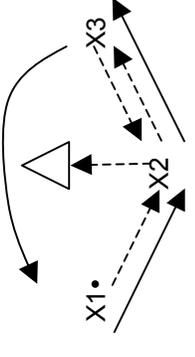
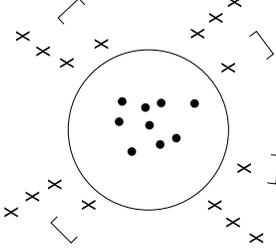


Middle School Lesson Plan 6

Lesson Sequence	Activities/Assessments	Teaching Points/Cues/Organization	Modifications/Challenges
Introduction	Students work with a partner to complete the skills on the Peer Assessment handout. (reproducible #5)	Review the key point that the students should be watching for as they complete the handout Encourage student feedback	
Warm-up	<u>Wall Ball in Small Groups</u> Throw to the wall and the next student in line catches ball off the wall	Cues: reaction timing	Throw and catch to self (lower level)
Guided Instruction	Demonstrate shooting (see Appendix B) Note: There is no fundamental difference between throwing and shooting. Shooting may require a quicker wrist snap, and different release points depending on low or high shot selection. Emphasis should be on placement (accuracy)	Cues: step with opposite foot, shooting from the center is best location, to get a clear shot, you may have to fake out two people (goalie and defense), follow through on shot, quick release, shot placement (accuracy)	Set up two goals with three students in a line behind a cone Student shoots when teacher gives the command Student retrieves the ball when teacher says retrieve Ball is given to next in line Goals: if you do not have lacrosse goals, use indoor soccer goals, floor hockey goals, cones, even a box or a garbage can Tennis balls are also useful

Lesson Sequence	Activities/Assessments	Teaching Points/Cues/Organization	Modifications/Challenges
Guided Instruction - Activity	<p data-bbox="186 1423 219 1654"><u>Shooting Practice</u></p>  <p data-bbox="430 1077 641 1640">Students line up in a semicircle around the goal approximately 8 meters from the goal. They take turns shooting from lines 1-5 until all students take a shot from each position. The sequence of practice is first from their knees, then with one hand standing, then with two hands standing.</p>		<p data-bbox="186 149 251 579">Use hands first without sticks (lower level)</p> <p data-bbox="277 296 310 579">Use alternate soft balls.</p>
	<p data-bbox="673 1356 706 1640"><u>Triangle Shooting Drill 1</u></p> <p data-bbox="706 1493 738 1640">Groups of 3</p>  <p data-bbox="950 1094 1073 1640">X1 starts with the ball. X1 passes to X2 and runs to X2's line. X2 passes to X3 and runs to X3's line. X3 takes a shot, retrieves ball and goes to X1's line.</p>		<p data-bbox="706 170 738 579">Modifications to Triangle Shooting Drill:</p> <ul data-bbox="764 180 888 569" style="list-style-type: none"> • Take out X3. X1 passes to X2 who shoots (lower level) • Use only X1 and X2 in a give and go situation (lower level)
	<p data-bbox="1096 1356 1128 1640"><u>Triangle Shooting Drill 2</u></p>  <p data-bbox="1382 1094 1534 1640">X1 starts with the ball. X1 passes to X2 and runs to X2's line. X2 passes to X3 and runs to X3's line. X3 passes the ball to X1 (who is now in X2's line) who takes a shot. X3 runs behind the cage and replaces on X1's line.</p>	<p data-bbox="1344 663 1409 1052">Remind X3 not to replace behind while X1 is shooting</p>	

Lesson Sequence	Activities/Assessments	Teaching Points/Cues/Organization	Modifications/Challenges
	<p><u>Groundball/Scoop Shooting Contest</u> Divide class into groups of 3-4 students</p> <p>The teams stand around a center circle that has many balls inside with goals (as many as there are groups) on the outside approximately 10-15 yards away from the circle. One person on each team starts out as a defender and moves out halfway between the hoop and their goal.</p> <p>On a "go" signal, the first person in the group runs into the circle, groundball/scoops a ball and runs to shoot on their goal. They go back towards their team and become the defender.</p> <p>The previous defender moves to the end of the line and now the next person goes. This continues until all the balls are gone. Any ball not inside the circle may not be picked up.</p>		Divide class into two teams (lower level) and run two games side by side in a smaller space
Cool Down/Closure	Answer the adjacent question on the Peer Assessment Form	<p>Why is shooting an important skill?</p> <p>This is their exit pass</p>	