

Elementary School Lesson Plan 1

Lesson Sequence	Activities/Assessments	Teaching Points/Cues/Organization	Modifications/Challenges																									
Introduction	<p>Introduce sport of lacrosse</p> <p>Key points:</p> <ul style="list-style-type: none"> • Native American roots of game • Men's and women's game are similar but different in their own special ways • The version of lacrosse played in this unit is called soft lacrosse <p><u>KWL Chart</u></p> <p>Have students fill out the K and W columns of the chart individually or as a class</p>	<ul style="list-style-type: none"> • Show posters • See History Guide (Appendix A) • Show men's/women's equipment if available <ul style="list-style-type: none"> – stick, pads, gloves, helmet, eye protection, mouth guard • Lacrosse Stick Diagrams (reproducible #7, 8) <ul style="list-style-type: none"> - Review parts of the stick , compare and contrast the different sticks • Show This is Lacrosse video if available • Additional teaching aids 	<p>Check for previous knowledge</p> <p>Chart what your students want to learn</p>																									
Warm-up	<p>Students will pick up a stick</p> <p>Demonstrate grip (see Appendix B; reproducible #9)</p> <p>Pass out Grip Diagram (reproducible #9)</p>	<ul style="list-style-type: none"> • Pick up a stick • How might you hold a stick? • Stress soft hands • Which hand do you prefer on top? • The shaft should lie across the fingers of your top hand, which then curl around the shaft. The bottom hand should gently grip the butt end of the stick 	<p>Challenge students with prior knowledge to share with class</p> <p>Encourage holding stick comfortably on left and right side</p>																									
Guided Instruction	<p>Demonstrate cradling (see Appendix B ; reproducible #10)</p> <p>Pass out Cradling Skill Sheet (reproducible #10)</p>	<ul style="list-style-type: none"> • Stick held vertical face out next to ear on same side of body as top hand • Elbows out, arms away from body (as if hugging a tree) • Move stick from ear to facing in front of your nose. Face of stick should now be turned toward your head • Move stick back the way it came so that it is now next to ear 	<p>Introduce centrifugal force concept – why use cradle skill?</p> <p>Sample answers:</p> <ul style="list-style-type: none"> • Keep the ball in the stick • Make it harder for you opponent to get it away from you 																									
Guided Instruction - Activity	<p><u>Carry'n Cradle</u></p> <ul style="list-style-type: none"> • Students will pick up a ball. • Students will jog across the area carrying the ball safely in the stick. Once comfortable, students will begin to cradle • Students will run in between cones in different patterns keeping the ball safely in pocket <p>Students can follow a partner and mimic partner's movements as they run throughout cones</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td colspan="5" style="text-align: center;">X = CONES</td> </tr> </table>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X = CONES					<p>Students who have played lacrosse before may be able to switch hands. Use these students for demonstration. For struggling students, you may want to affix the guard (small removable plastic strap) across the lower portion of the head of the stick</p>
X	X	X	X	X																								
X	X	X	X	X																								
X	X	X	X	X																								
X	X	X	X	X																								
X = CONES																												

Lesson Sequence	Activities/Assessments	Teaching Points/Cues/Organization	Modifications/Challenges
Error Detection and Correction	Error: Dropping the ball	<p>Correction: Often the bottom hand is stationary and the cradle resembles a windshield wiper movement. If the top and bottom hands are not working in unison, move the bottom hand up the shaft to 12 inches from the top and continue to develop a rhythm of the arms together</p>	
Guided Instruction	<p>Demonstrate scooping (see Appendix B ; reproducible #11)</p> <p>Hand out Scooping Skill Sheet (reproducible #11)</p>	<p>Scoop</p> <ul style="list-style-type: none"> • Lower body, bend knees • Position stick almost parallel to the ground • Place same side foot as the top hand even with and beside the ball and push strongly with the bottom hand so that stick head slides under the ball • Player's head must be directly over the ball (imagine your nose dripping on the ball) • Push stick under and through the ball • Raise the head toward your face (as if you were going to kiss the ball) and begin cradling immediately 	<p>*Teachable Moment: When balls are dropped students must pick up the ball by scooping/pick up</p>
Error Detection and Correction	Error: Player has difficulty getting ball in stick	<ul style="list-style-type: none"> • Check the position of the foot and head. Often they are aligned behind the ball instead of over/next to the ball • Players need to have "both butts down" — the butt of the stick and their body must be low to the ground • Player must push his or her bottom hand down so he or she does not push, or "vacuum" the ball down the field 	
Guided Instruction - Activity	<p><u>Scoop Practice</u></p> <ul style="list-style-type: none"> • Have students practice scooping up ground balls on their own • Then progress them to having a partner roll the ball toward each other, taking turns scooping up the moving ball 	Use scooping cues from above	

Lesson Sequence	Activities/Assessments	Teaching Points/Cues/Organization	Modifications/Challenges
Cool Down/Closure	<p>Students will either mimic the teacher or mimic a partner cradling throughout the rectangle area</p> <p>Using Grip Diagram have students check their grip or the grip of a fellow student</p> <p>Use Skill Evaluation Checklist (reproducible #3) to self check or teacher check skill taught in lesson</p>	<ul style="list-style-type: none"> • Show me a correct grip • Where do you hold your stick when carrying the ball; cradling the ball? • Tell me one thing you learned from the video (if used) • Hand out Skill Sheets for grip, cradling, and scooping for students to take home if you have not done so already 	Students with prior skills can lead this activity