**Rivera Early College High School**

**Weekly Lesson Plan**

**2018-2019**

**Week of: 1/21/19-1/25/19 UNIT: Speedball**

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| **Lesson Components** | **Initial Instruction** | **Support** | **College & Career Readiness** |
| **Lesson Focus: skills, rules.Speedball** **Game.** | Review with students the game rules so they can participate in a game. |  | □ Intellectual Curiosity |
| □ Reasoning |
| □ Problem Solving |
| **TEKS:B1,2C1,2,3,4** | Acquiring knowledge and skills for enjoyment, continued development through physical activity and access to a physically-active lifestyle through physical education. | □ Academic Behaviors |
| □ Work Habits |
| □ Academic Integrity |
| **Comprehension Purpose Question(s):****Why is it important to know the rules before you play?** | **Discuss how knowing the rules in Speedball can give you an advantage when playing in a match.** |  | □ Reading Across the Curriculum |
| □ Writing Across the Curriculum |
| □ Research Across the Curriculum |
| **Resource(s):** | Prior knowledge, notes.  |  | □ Use of Data |
| □ Technology |
| **Common Instructional Framework** |
| **Required Materials and/or Technology:** | Speedball, hoops for goal, ball | □ Collaborative Group Work |
| □ Writing to Learn |
| □ Questioning |
| **Physical Classroom Setup:** | Squads. | □ Scaffolding |
| □ Classroom Talk |
| □ Literacy Groups |
| **Student Grouping(s):** | Alphabetically |  | **Texas Literacy Initiative** |
| □ Think Turn Talk |
| □ Making Connections |
| **Expectations:** | Students will be able to provide activities that are enjoyable and challenging. Provide activities that promote a respect for the environment and can be enjoyed for a lifetime. | □ Creating Mental Images |
| □ Making Inferences and Predictions |
| □ Questioning |
| **Student Product(s)/****Accountability:** | Students will be monitored by the teachers who will be supervising the skills and participation in the game of Speedball. |  | □ Determining Importance and Summarizing |
| □ Monitoring and Clarifying |
| **ELPS** |
| **Rubric:****□ grid****□ Likert scale****□ observation-based**  **checklist** | □ Reading |
| □ Writing |
| □ Listening |
| □ Speaking |