

## Source of Evidence: Volleyball Lesson

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| <b>Teacher Candidate Name:</b><br><b>Ages/Grades of Students:</b> 5 <sup>th</sup> Grade<br><b>Number of Students having IEP/504:</b> 2<br><b>Number of Students who are ELL:</b> 0   | <b>Date of Observation:</b> November 27, 2017<br><b>Number of Students in Class:</b> 19<br><b>Number of Gifted Students:</b> 0 |
| <b>Lesson Title:</b> Volleyball  |  |
| <b>Unit #</b> 2 of 3   |  |
| <p><b>Context: Describe the students for which this lesson is designed.</b> Identify your students' background, special needs, cultural differences, interested, and language proficiencies.</p> <p>The lesson is for a 5th grade class, made up of eight boys and eleven girls, ranging from below average to above average physical abilities and minimal experience in volleyball. This is the first exposure of the year students will receive on volleyball. Students receive physical education for three days and rotate, waiting six more days until they are back in P.E. There are no English Language Learners in the class; however there are two students with IEP's in speech and reading. Support will be provided with multiple group activities for peer teaching and feedback.</p>   |  |
| <p><b>Lesson Learning Target(s)/Objectives</b></p> <p>a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.</p> <p>a) Students will overlap hands, palms up, creating a flat surface with the forearms for a hitting surface. (KAS: 2.34, 2.35, 4.1)</p> <p>b) Students will position feet shoulder length apart, knees slightly bent, with chest over knees, displaying the "ready" position. (KAS: 2.34, 2.35, 4.1)</p> <p>c) When contacting the volleyball students will motion through the ball with arms, body, and legs towards the intended target. (KAS: 2.34, 2.35, 4.1)</p> <p>b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.</p> <p>a) Students will overlap hands, palms up, creating a flat surface with the forearms for a hitting surface. (KAS: 2.34, 2.35, 4.1)</p> <p>b) Students will position feet shoulder length apart, knees slightly bent, with chest over knees, displaying the "ready" position. (KAS: 2.34, 2.35, 4.1)</p> <p>c) When contacting the volleyball students will motion through the ball with arms, body, and legs towards the intended target. (KAS: 2.34, 2.35, 4.1)</p> <p>d) Students will wear pedometers showing how many steps they take and comparing it to the recommended daily total. (KAS: 2.31, 2.34, 2.35, 4.1)</p> <p>c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.</p> <p>a) Students will overlap hands, palms up, creating a flat surface with the forearms for a hitting surface. (KAS: 2.34, 2.35, 4.1)</p> <p>b) Students will position feet shoulder length apart, knees slightly bent, with chest over knees, displaying the "ready" position. (KAS: 2.34, 2.35, 4.1)</p> <p>c) When contacting the volleyball students will motion through the ball with arms, body, and legs towards the intended target. (KAS: 2.34, 2.35, 4.1)</p> |  |
| <p><b>Students' Baseline Knowledge and Skills</b></p> <p>Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Students were given a pre-assessment to evaluate their positioning, contact surface, along with contact and follow through while bumping a volleyball with a partner. On a scale of one to four with: 1-Struggling (less than 50% successful) 2-Average (50% successful) 3-Reliable (70% successful) 4-Exceptional (85% successful) approximately half the class scored a 1 and the other half scored a 2.</p>  |  |

**Formative Assessment**

Describe and include the formative assessment(s) to be used to measure student progress during this lesson. Teacher observation will be used to evaluate student progress during the lesson. Providing feedback to students when necessary. Students will also keep track of their successful attempts to monitor progress. Reporting results to the teacher after each counted task.

Tablets along with a handout will be used to evaluate forearm passing

**Resources**

Identify the resources and assistance available to support your instruction and facilitate students' learning.

Volleyballs

Poly spots

Tape for marking

Hula hoops

Tablets

Handout

**Lesson Procedures** – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.

- a) provide a detailed outline of your lesson
  - Warm-up activity (high knees, karaoke, lunges, butt kickers) along the sideline.
  - With students lined up on the sideline, review the forearm pass by discussion, questions, and demonstration.
  - (Pepper) Split students into groups of two or three if not enough volleyballs. Line one of the partners along the baseline and the other student 5ft away inside a hula hoop. Person inside the hula hoop tosses to their partner if they bump it back within the hula hoop and it is caught, person in the hula hoop takes a step back. 5 minutes and rotate.
  - Divide students into groups of three, pre-selected. One student will toss the ball, another will be performing a forearm pass and the third student will be recording. Explain the purpose of the tablets is for reviewing forearm technique. Pass out paper for students to check for correctness.
  - (Forearm 21) In groups of 3, students try passing back and forth between each other, keeping the ball off the ground, while displaying proper technique.
  - (4-Square volleyball) Object of game is to try and move to #1. Students are matched in pairs and lineup in one of the four squares marked 1 thru 4. Each group has two hits to try and get the ball to another square. If a mistake is made that team moves to #4.
  
- b) describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)
  - Balloons will be available for lesser skilled students
  - Partner the IEP students with a peer, as needed, to successfully complete the activities
  - Move the distance closer or farther away, depending on the student's ability
  - Lightweight, soft volleyballs are used to enhance skills
  - Partners and groups will be used to help each other
  - Use of tablets for visual representation on skill technique—students will self-assess their abilities by viewing the recording of their performance of the skill
  
- c) identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students

Who can remember the three important steps for a successful forearm pass?

**Co-Teaching**

Will this lesson be co-taught (yes or no)? Yes (A **“yes” answer is mandatory during clinical experiences**).

If yes, which co-teaching approach will be used?

(One teach/one observe; one teach/one assist; station teaching; parallel teaching; alternative; team teaching)

One teach/one assist

How did you co-plan your lesson with your P-12 clinical educator?

Time was spent prior to each class period and after classes discussing and planning the different strategies and learning goals for the lesson

Explain why this co-teaching approach is an appropriate instructional choice for this class and content.

The one teach/one assist approach provides me with the opportunity for teaching and learning experiences but also involves an experienced teacher in case I need help.