

Grade: Freshmen		Subject: Physical Education	
Materials: Volley balls/nets		Technology Needed: music	
Instructional Strategies: <div><input type="checkbox"/> Direct instruction</div> <div><input type="checkbox"/> Guided practice</div> <div><input type="checkbox"/> Socratic Seminar</div> <div><input type="checkbox"/> Learning Centers</div> <div><input type="checkbox"/> Lecture</div> <div><input type="checkbox"/> Technology integration</div> <div><input type="checkbox"/> Other (list)</div> <div><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</div> <div><input type="checkbox"/> Visuals/Graphic organizers</div> <div><input type="checkbox"/> PBL</div> <div><input type="checkbox"/> Discussion/Debate</div> <div><input type="checkbox"/> Modeling</div>		Guided Practices and Concrete Application: <div><input type="checkbox"/> Large group activity</div> <div><input type="checkbox"/> Independent activity</div> <div><input type="checkbox"/> Pairing/collaboration</div> <div><input type="checkbox"/> Simulations/Scenarios</div> <div><input type="checkbox"/> Other (list)</div> <div><input type="checkbox"/> Hands-on</div> <div><input type="checkbox"/> Technology integration</div> <div><input type="checkbox"/> Imitation/Repeat/Mimic</div> <div>Explain:</div>	
Standard(s) <div><div>L1.MSD.3 Demonstrate combinations of movement skills in a variety of lifetime physical activities.</div><div>L1.MSD.7 Demonstrate techniques for at least two skill-related fitness components.</div><div>L1.KM.4 Evaluate risks and identify safety considerations for physical activities.</div><div>L1.KM.9 Evaluate risks and identify safety considerations for fitness activities.</div><div>L1.MM.9 Participate in self-directed physical activities in physical education.</div></div>		Differentiation <div>Below Proficiency: Just standing in 1 spot and not moving</div> <div>Above Proficiency: Moving towards the ball and getting after it before it touches the floor. Example diving down for the ball to stay up.</div> <div>Approaching/Emerging Proficiency: learning the moves and how to properly use them.</div> <div>Modalities/Learning Preferences: modeling how to hit the volley ball.</div>	
Objective(s) <div><div>Teach the students how to serve the volleyball</div><div>Teach the students how to bump the volleyball</div><div>Teach the students how to set the volleyball</div><div>Group the students up into 6 to 8 in a group and try to keep it in the air as long as they can.</div></div>			
Bloom's Taxonomy Cognitive Level: <div><div>Understand</div><div>Apply</div><div>Evaluate</div></div>			
Classroom Management- (grouping(s), movement/transitions, etc.) <div><div>The students will pair up with a partner to hit the volleyball over the net depending on the move set learned. The moves they will be using are serving, bumping, and setting. To bring them back for each transition is to turn off the music and line up on the line.</div></div>		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <div><div>Listen to the teacher when he is talking.</div><div>Line up on the line once music stops</div><div>No talking back but come up and ask questions</div><div>No goofing off</div><div>Hold onto the volleyball.</div></div>	
Minutes	Procedures		
10 minutes	Set-up/Prep: have the students learn how to set up the volleyball nets		
50 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The students learn how to serve, bump, and set. While the students are doing the moves, I'll walk around making sure they are doing it the right way by showing them 1 on 1 in the gym space.		
5 to 10 minutes	Explain: (concepts, procedures, vocabulary, etc.) The student will learn to serve, bump, and set. <div><div>Serving- is when the player holds the volleyball in 1 hand and hitting it with the other hand with a fist. The player will want to hit it with their palm facing upwards.</div><div>Bump- this is where the player takes both arms and hands together. The player should not cross thumbs over each other, that will hurt the person when bumping it. One hand makes a fist while the other wraps around it.</div><div>Set- here the player uses his or her fingers to push up and off the volleyball bringing the hands to spread out wide.</div><div>The students learn 1 move and go out to try it for themselves and once the teacher feels adequate that the majority if not all of the students have the move down then they transition to the next move by hearing the music stop to go to the black line.</div></div>		

	<ul style="list-style-type: none">• The last thing to transition to is to keep the ball up in the air by using all the moves/skills learned for the day in groups of 6 to 8 people in them.
5 to 10 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) These moves will be used and known for your whole life, this is for mostly people that play volleyball competitively but can also be used for down time and free time.
2 to 3 minutes	Review (wrap up and transition to next activity): The music stops and once the music stops that means it's time to go to the black line to learn the next move.
<div>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. For this lesson plan it was a new start to a new unit which is Volleyball. The students are learning the different move sets to hit the volleyball. The students will get into game type situation by playing against each other. How the game will work is by letting the students to have a bounce on their side and then being able to knock the volleyball back over the net. This will give students to be able to participate more and play longer rounds. Consideration for Back-up Plan: The back up plan is to get into a game type activity for volleyball.</div> <div>Summative Assessment (linked back to objectives) End of lesson: Now that the students know how to play Volleyball and have been given more reaction time. The students have progressed to where they don't need the bounce and can knock the Volleyball over the net without it. This makes it so that they can play a real live game and challenge each other.</div>	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Looking back and looking at the video I found that there are areas that I need to work on. This includes being louder, having a better transition method, either no touching the equipment or to hug the volleyballs, and instead of making them line up on the line that they just bunch up together sitting down on the floor of the gym. Overall, I feel it went good because we got through the content and the teens learned how to use those moves for volleyball. I did go around and correct students how to properly hit the volleyball depending on the move being learned. I believe part of my problem in some areas is having an assumption that these moves would be easy for the students to learn. After teaching the teacher told me that I should go in thinking that the students don't know what to do. My explanations could also be clearer in that I don't stumble over my words.	