

## LESSON PLAN

Student Teacher Mr. Forbes

Grades 4<sup>th</sup>-6<sup>th</sup> Teaching Date Nov. 6

### Standard(s):

**Indiana Standard 1:** Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Indiana Standard 2:** Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Indiana Standard 5:** Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

### Performance Objective(s)/Indicator(s)

**Psychomotor:** TSW review serving while in stations with 80% accuracy. (5.1.2)

TSW rework passing while in stations with 80% accuracy. (5.1.2)

TSW rework setting while in stations with 80% accuracy. (5.1.2)

**Cognitive:** TSW demonstrate the knowledge of safety and rules by performing proper technique.(5.5.2)

**Affective:** TSW demonstrate teamwork by working in groups. (5.5.5)

**Equipment Needs:** 8 Hula-Hoops, 10 volleyballs, net

### PRACTICE OPPORTUNITIES

Time	Instructional Activities (Detailed)
15 Min.	<b>Warm Up:</b> The students will play the game, The Blob. In this game the students will run, jog, skip, etc. to tag other students not in the blob. One person starts out as the blob, and for every person he/she tags, they join the blob by holding hands. The blob works together, joining people with every person they tag, to tag everyone in the class to create one huge blob.
20 Min.	Lesson one <ul style="list-style-type: none"><li>- Today we are going to be reviewing skills within stations. Ask students to verify types of serving and have 2 students demonstrate each. Ask another student to demonstrate the pass and another the set.</li><li>- Station one will be a setting station. Students will have a partner within their group. One partner will lie on the floor on their backs looking at the ceiling with their hands straight up in the air ready to receive the ball to set it. The other</li></ul>

20 Min.	<p>partner will be at their head, dropping the ball to their hands and the partner setting will set the ball straight back up so the other partner can catch it. Students will do this 10 times then switch partners.</p> <ul style="list-style-type: none"> <li>- Station two will be a station for passing. There will be one line of students 10 feet in front of the volleyball net and a teacher will be tossing them a ball to pass over the net. Each student will pass the ball over the net, then return to the back of the line.</li> <li>- For station 3 all the students will come together. I will put 8 hula- hoops on one side of the net. The students will be split up into two teams on the other side of the net. The students will form a line facing the net, with two balls per line. The first student will serve the ball over the net, trying to hit or land the ball inside the hula-hoop. When the student is done serving he/she will return to the end of the line waiting for their next turn. Whichever line hits or lands 3 balls inside the hula-hoops wins. The first game will be an underhand serve, and the second game an overhand serve.</li> <li>- Closure. Bring students together and have them re-explain which types of serves we did today and proper techniques of setting and passing.</li> </ul> <p>Lesson Two</p> <ul style="list-style-type: none"> <li>- Ask students if they watched the Olympic beach volleyball this past summer. Ask them if they can recall how they hit the ball so hard and fast over the net. Explain to them that that move is called a hit.</li> <li>- Introduce and teach the hit.</li> <li>- Fingers together.</li> <li>- Palm flat.</li> <li>- Hit with heel of palm.</li> <li>- Jump and hit at the highest point.</li> <li>- Hit ball down into play on opponent's side.</li> <li>- Have each student grab a ball and position themselves 10 feet away from the wall, facing the wall. Have students toss the ball up into the air, to themselves, and hit the ball with proper technique between the bottom cement block to the 5<sup>th</sup> cement block.</li> <li>- Now have students partner up. Have one partner toss the ball up in the air high enough to where the student has to jump and hit the ball. Each student should hit the ball between the bottom cement block to the 5<sup>th</sup> cement block.</li> <li>- Closure. Explain to the students why hitting is important to scoring in volleyball and that scoring is the only way to win.</li> </ul>
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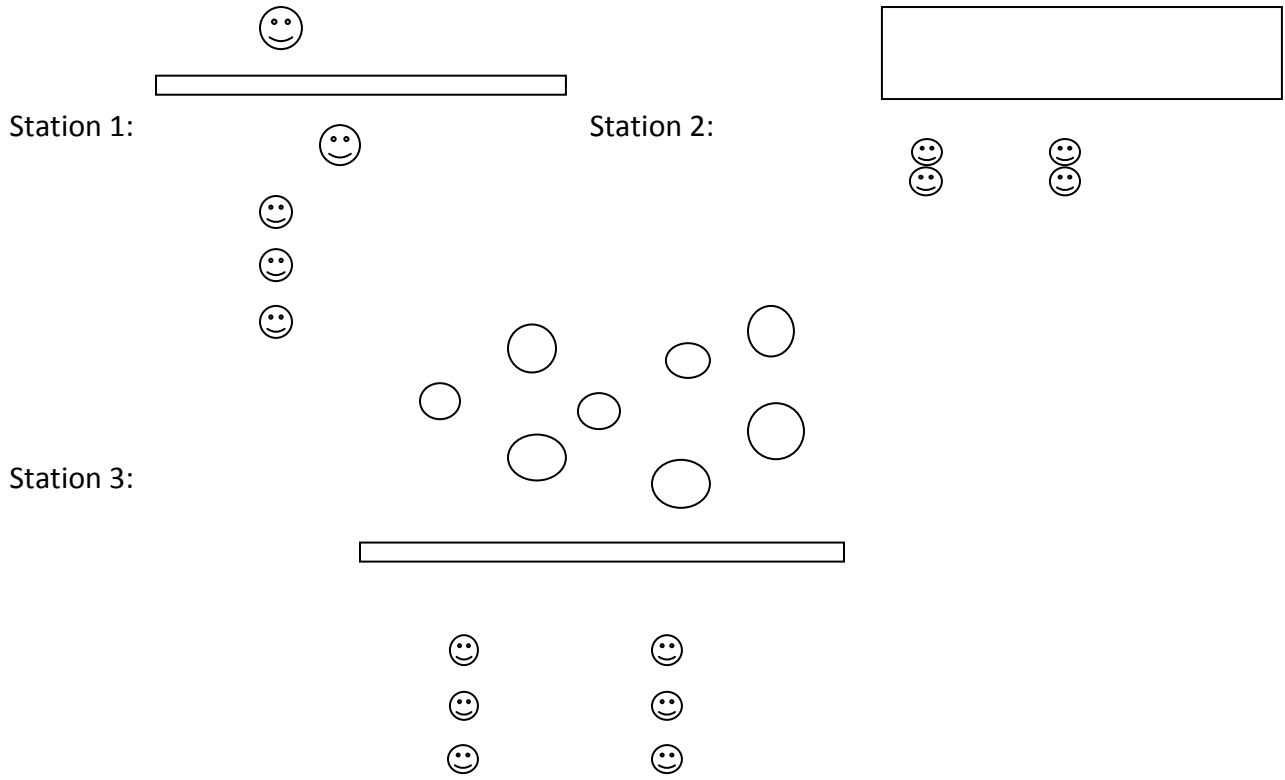
### PROCEDURES

<p><b>Introduction (Set Induction):</b></p> <ul style="list-style-type: none"> <li>- Today we are going to be reviewing skills within stations. Ask students to verify types of serving and have 2 students demonstrate each. Ask another student to demonstrate the pass and another the set. Who can explain the proper technique of the under hand serve? Who can explain the proper technique of the overhand serve? Who can show us the proper</li> </ul>
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technique of the set?

**Organizational Plan** (How will students and equipment be organized?):

After warm up activity have students meet on the north side of the gym near the volleyball net.



**SKILL ANALYSES**

Skills to be Taught	Teaching Cues
Passing:	<ol style="list-style-type: none"> <li>1. Legs at 90 degrees</li> <li>2. Arms extended fully, slightly pointed down</li> <li>3. Hands interlocked</li> <li>4. Hit ball 2-6 inches above wrist</li> </ol>
Setting:	<ol style="list-style-type: none"> <li>1. Hands just above forehead</li> <li>2. Palms up, hands symmetrical</li> <li>3. Hit with fingertips only</li> </ol>

<p>Underhand serve:</p>          <p>Overhand server:</p>	<ol style="list-style-type: none"><li>1. Toss ball with opposite hitting hand</li><li>2. Hitting hand extended back by waist</li><li>3. Swing hitting hand through, with fist made, hitting ball just off the hand.</li><li>4. Left foot striding forward as contact made</li></ol> <ol style="list-style-type: none"><li>1. Toss ball with opposite hand</li><li>2. Hitting hand extended back behind shoulders</li><li>3. Jump with both feet and swing arm through the ball, lifting the ball</li><li>4. Hand flat, hit with heel of palm</li></ol>
<p><b>Closure:</b> Closure. Bring students together and have them re-explain which types of serves we did today and proper techniques of setting and passing. Who can show us the proper technique of passing? Dismiss them for a drink break.</p>	

Student Teacher Mr. Garbes Lesson VB#3 Grade 4-6  
 Evaluator Dr. Hedstrom Teaching Date 11/6/08

COMPONENTS OF LESSON	Points Possible	Points Earned
Lesson Objective Stated in Opening of Lesson	10	8
Adequate Explanation/Demonstration	10	7
Distribution/Use/Collection of Equipment	5	5
Guided Practice Activity Appropriate for Objective	10	10
Effective Use of Cues/Corrective Feedback/Reinforcement <i>up</i> <i>you did a good job of stopping + correcting</i> <i>you explained/reinforced well!</i>	10	10
Most Students Actively Involved in Lesson <i>2 lies w/ hitting</i>	5	5
Supportive Learning Environment Established <i>good!</i>	10	10
Use of Assessment	10	10 (N/A)
Closure/Debriefing Focuses on Objective and Skill <i>More!</i>	10	7
Professional Appearance (PEP Shirt/Tan Pants)	5	5
Eye Contact/Voice Quality	5	4
Lesson Plan Submitted Thursday, the Week Before Teaching	5	5
Implementation of Feedback from Supervising Professor	5	5
<b>EVALUATION TOTAL</b>	<b>100</b>	<b>91</b>
<b>POINTS BASED ON EXPERIENCE LEVEL:</b>		
10 (5) (Mastery)	6 (2) (Below Average)	
9 (Excellent)	5 (1) (Unsatisfactory)	
8 (4) (Above Average)	0 (Not Completed)	
7 (3) (Average)		

*pretty dead*  
*get attention pull them together*  
*good!*  
*Work on Volume*

**LESSON PLAN ASSESSMENT**  
**ESS 250 Teaching Laboratory 1**

NAME Mr. Forbes

Lesson Heading	Assessment Criteria	Points Possible	Points Earned
<b>General</b>	Teacher's name, date of lesson, time structure, grade level	10	10
<b>Standard (s)</b>	Lesson connected to Indiana Standard(s)	10	10
<b>Performance Objective(s) or Indicator(s)</b>	- Provides one or two performance objectives for the psychomotor domain: describes specific <u>behaviors</u> that students will perform, <u>conditions</u> under which it will be performed, and <u>degree</u> for assessing mastery. - Learning outcomes must be linked to standard(s)	10 <i>good!</i>	10
<b>Equipment Needs</b>	All equipment and teaching materials are clearly identified (i.e., balls, task sheets, assessment forms); planned variety of resources	10	<del>10</del>
<b>Instructional Activities</b>	All activities, including transitions from one activity to another, thoroughly describes so that another teacher could understand procedures and implement lesson	15	15
<b>Introduction (Set Induction)</b>	States engaging main idea/concept of lesson; includes clear purpose of lesson (i.e., <u>what</u> you are going to do today); stimulates student interest by providing personal connection or illustration from life experience (i.e., <u>why</u> students need to learn this)	10	15
<b>Organizational Plan</b>	Clearly diagrams and explains how students and equipment will be organized. If more than one formation is to be used, indicate effective transition procedures	15	15
<b>Skill Analysis</b>	Identify each skill to be taught and list the specific teaching cues to be reinforced by each teacher	10	10
<b>Closure</b>	Summarizes lesson and includes one to three questions to engage students and check for understanding of objectives and connect to life situations	10	10

*98/100!*