



1. Lesson Plan Information	
<b>Subject/Course:</b> Phys. Ed.	<b>Name:</b> Ms. J. Barnett
<b>Grade Level:</b> Grade 8	<b>Date:</b> 30 September 2016 <b>Time:</b> 1:30
<b>Topic:</b> Introduction to volley – hand formation	<b>Length of Period:</b> 60 min (not incl. change times)

2. Expectation(s)	
<b>Expectation(s) (Directly from The Ontario Curriculum):</b>	
Grade 8 > Health & Physical Education > Movement Skills > B1.3: – Use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement	
<b>Learning Skills (Where applicable):</b>	
Responsibility	✓
Independent Work	✓
Initiative	✓
Comment	

3. Content
<p><b>What do I want the learners to know and/or be able to do?</b></p> <p>Eventually the students are going to play volleyball in class and try-outs for the volleyball team are coming up in November, so I want the students to be able to pass (send) the volleyball cleanly, with control, using the correct technique (hand formation, popping so no charge of directing, part of movement on the court not isolated, etc...).</p> <div data-bbox="129 1100 605 1260">  </div> <p><b>Today learners will:</b> standing in a circle formation, pass a volleyball to a partner using the correct hand formation (Essential Understanding / Refined Expectation)</p>

4. Assessment (collect data) / Evaluation (interpret data)
<p><b>(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)</b></p> <p><b>Based on the application, how will I know students have learned what I intended?</b></p> <p>Refined Expectation: pass a volleyball to a partner standing in a circle formation using the correct hand formation (Essential Understanding)</p> <p><b>assessment of expectation</b></p> <ul style="list-style-type: none"> <li>Observe the students passing the volleyball around the circle of potential partners, noting specifically their hand formation.</li> <li>On a checklist, across from individual student's name, record a ✓ if done correctly, a ↑ if almost done correctly, or a ✗ if flat handed or directing. A ✓+ will be recorded for exceptional skill.</li> </ul> <div data-bbox="784 1810 834 1839">  </div>

### **assessment of learning skills**

- Record in top right corner of same grid as expectation achievement is recorded.
- Staying On-task (Self-Regulation): E G S N; N-B for behaviour issue except attitude issue
- Class Participation: with others (Collaboration) & beginning the task (Initiative): E G S N; N-GC
- Responsibility: For no gym clothes, N-S for no gym shoes, N-A for attitude

## **5. Learning Context**

### **A. The Learners**

#### **(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?**

- Students have seen volleyball games
- Students have been introduced to the rules in grades 6 & 7 and the concept of passing over a barrier in grades 4 & 5
- Students have played mock volleyball games in grades 5, 6 & 7
- Students know the expectations re: participation, proper clothing, and cooperation from previous years with me as a Phys. Ed. Teacher. These were reviewed during the first PE class and have been in place as expected routines / expectations in every PE class since the start of the year. (see routine section of the binder)
- Students know the different warm ups and what is expected of each
- Students know one blow of the whistle means stop and listen; two means gather to the teacher or get into pre-assigned squads (see routine section of the binder)

#### **(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)**

- GB was on the volleyball team last year so he will know this – this lesson will thus be practice for him; in order to differentiate his instruction 1) have him demonstrate the skill in the consolidation and 2) during the circle passing (application) make sure he is in your group and you pass to him – if there is an opportunity, have him volley low for control (short pass)
- HG has CP (see IEP). While she cannot move side to side with fluidity, no accommodation or modification in terms of activity is needed. However, in terms of assessment, mark based on effort for this skill (as per IEP).
- BW has Reynaud's disease. If it is not bothering her, no accommodation is needed. If it is she will be wearing mittens when she arrives and can sit out without penalty. Give her another job as assistant, holding whistle, passing clipboard, getting and passing out balls, as she is able. Note: may get better during class and if does she can join class when able
- LL has a multiple identification as Behavioural, LD and Gifted. Mrs. Mackie will be coming in to help him participate well with others and will use 1,2,3 cueing to aid in control (see IEP). Prior to her arrival, situate yourself as teacher beside him while teaching and in application.

### **B. Learning Environment**

The assigned classroom is B101 (Gymnasium). All basketball nets should be in the closed position. The classroom is equipped with holes sealed with plugs for the volleyball nets. The floor is also marked for different sports. Use the large centre circle as meeting place after run (see routine section of binder for warm up #7). All other necessities (see Resources) will have to be brought into the gymnasium from the storage room, located in the southeast corner (key kept in the office). The teacher will be at the door during student entry after changing, and in the centre near the circle for the closure of warm up #7. During class, teaching is from the middle of the gym and during application, teacher will participate and step out to circulate for assessment purposes. The teacher will also be circulating throughout the groups to help out as needed and provide clarification if warranted. During the

conclusion, the class will be at the centre of the gym.

### **Adjustment to the Learning Environment: (before class)**

- Take out six volleyballs and set along the wall on the stage.
- See routine section re: changing for PE, warm up, etc...
- While students are changing, check the floor for potential hazards
- Have this lesson plan attached to clipboard (clipboard hanging on hook behind door of PE office). Under it put the checklist with the class list (see resource file, left-hand drawer, in PE office desk) – set aside on the stage for easy access

### **C. Resources/Materials**

#### I need to bring:

- ✚ clipboard
- ✚ pencil
- ✚ whistle
- ✚ classlist with checklist
- ✚ this lesson plan
- ✚ note re: who is the collection monitor this month

#### Set Out:

- ✚ six volleyballs

#### Remember:

- ✚ my all-purpose PE shoes
- ✚ model proper practice re: PE clothes

#### Students need:

- ✚ gym clothes  
(see routine section)

## **6. Teaching/Learning Strategies**

### **INTRODUCTION**

**How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)**

- 1) See routine section of binder for Preparation for Physical Education – Dressing and Arrival routines (10 min)
- 2) Greet students at the door. Inform them to start Warm Up #7 (they know what this is) (5 min)
- 3) Once all have arrived, wait 3 min, blow whistle once. Blow whistle twice. (Because no squad has been defined for today, students should come to you)
- 4) Number students off 1-6.
- 5) Have 1s go to south wall, 2s north wall, 3 east wall, 4s west stage, 5s, southwest corner, and 6s northwest corner. (10 min)
- 6) Tell students they will be doing warm up #3 when the whistle blows. Remind them to make sure their group has room on the gym floor. Tell them when whistle blows, send one representative to teacher to get the ball so they can begin. Blow whistle. (Tell students who come to pick up a volleyball off the wall by the stage, take it back to their group, and begin)

### **MIDDLE:**

**Teaching: How does the lesson develop?**

**How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).**

- 7) Blow whistle. Blow whistle twice and wave them in to you (10 min)
- 8) Have students sit on the floor in front of you
- 9) Show them appropriate hand formation (triangle), show how volleyball fits
- 10) Remind off fingers – demonstrate
- 11) Explain prevents directing the ball – explain what directing and pushing means
- 12) Remind strength in elbow and arm – amount of bend = amount of distance; it is not in the hand
- 13) Show them hand just off the forehead, not too far back (lose control) or too far forward (tempted to push / direct) – model each and then model proper way again

**Consolidation and/or Recapitulation Process:** *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

- 14) Call up GB and one other person. Have stand facing each other, only metre apart – give ball – have them control volley the short distance. Point out to class hand formation and location of arms.
- 15) Blow whistle. Have GB and other take two steps backwards each. Resume volleying. Note hand formation and arm location are same, just more power from flexing the elbows.
- 16) Thank the two demonstrators

**Application:** *What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)*

(20 min)

- 17) Tell students when the whistle blows they need to form circles in their groups. They are then to volley the ball. Remind them again of the hand formation and arm location. Blow whistle. (May have to tell the groups where they should go if they do not spread out automatically)
- 18) Circulate while students practice. Make observations. Join into groups as possible. Make sure you join in with LLs group or stand by group at least twice (more if needed, less if Mrs. Mackie has arrived). Correct errors in hands and arms. Watch for feet moving without moving into other's space. Start each group counting their volleys.
- 19) Blow whistle once. Tell one member to put the ball on the shelf by the stage wall. Ask the person who has the collection monitor role in their homeroom this month to put the balls away except one.

**CONCLUSION:** *How will I conclude the lesson?*

(5 min)

- 20) Have the monitor give you the one ball left out.
- 21) Form large circle. Start the volley and count.
- 22) Set realistic count goals based on the success the students have in passing
- 23) Blow whistle at end of time. Dismiss. Put ball away.

## **7. My Reflections on the Lesson**

***What do I need to do to become more effective as a teacher in supporting student learning?***

*To be completed after lesson is taught*