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|--|--|---|
| Content: P.E. | Grade/Course: 5th | Length: Two class periods Timeline: 30 minutes |
| <p>Standard(s): 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p> <p>5.3.2 Recognize the positive effects of participation in leisure time physical activity. EXAMPLE(S): Awareness of mental benefits (e.g., alertness, focus) of physical activity participation; discuss emotional benefits (e.g., joy, acceptance, satisfaction) of being physically active in a game that is personally enjoyable.</p> | | |
| <p>Lesson Overview: The focus of this lesson will be aware and perform various locomotor and nonlocomotor movements as part of their daily physical exercise to keep healthy.</p> <p>Driving Question: How may performing daily physical activities improve your life?</p> | <p>Lesson Objective(s): In this lesson, students will be able to identify</p> <ul style="list-style-type: none"> • the benefits of physical activity. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various locomotor and nonlocomotor exercises <p>Students will increase through time the number of nonlocomotor exercises.</p> <p>Objectives have a criteria of 80% mastery.</p> | |
| <p>Vocabulary: locomotor, nonlocomotor, warm ups and cool down.</p> | <p>Focus Question(s): How may performing daily physical activities improve your life?</p> | |

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

In the classroom, have the students review pages 154 and 155, “How Can I Prepare to Take Physical Fitness Tests?” from Totally Awesome Health text (Macmillan/ McGraw-Hill). Prepare the students that they will be in an open area and they are to “partner up” with one of their classmates. They are to help keep a record on the number of times each partner is able to do the following: V-Sit and Reach, Curl Ups, Pull ups, Push Ups, and Trunk Lift. Refer to. Each exercise is to be timed for one-minute. The One-Mile Walk/ Run may be modified to laps around the field.

Procedure:

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

Pass out the Physical Fitness Record Sheet. Demonstrate the proper way of counting and keeping a record of results. NOW, have the students start exercising, counting, and timing their partners independently. Monitor their performance.

Upon completion of the One-mile run/ walk, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Day 2: Write the following vocabulary words: locomotor, nonlocomotor, warm ups and cool down. Ask the students based on Day 1 activity to guess what may be some locomotor and nonlocomotor exercises.

Write on newsprint, listing exercises in their respective title. Now, write the definition for the vocabulary words:

Locomotor movement is when you actually move from one place to another, like walking, running, and swimming. Nonlocomotor movement is when you move on one spot without going anywhere, like stretches, V-Sit and Reach, Curl Ups, Pull ups, Push Ups, and Trunk Lift. Discuss and have the students write the definitions and examples in their Health-P.E. notebook.

Then, discuss why a person who is about to perform any strenuous/ rigorous exercise must warm up and cool down. Write the two vocabulary words on the board and define (found in Totally Awesome Health page 161).

Now, share the Physical Fitness Record results with class. Let the class know that they will, again, repeat the same exercises and the number count per minute. They will also time the run per lap per minute/sec.

LET'S EXERCISE!!!!

Guided Practice:

Additional practice sheets, "Walking and Running – Building Endurance" and "Aerobics Can Be Fun" (Personal Care Series – Exercise)

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test
Physical Fitness Record
Note taking
Participation
Practice Sheets
Exit Ticket

Closure:

After the last "cool down", walk over and hand them an Exit Ticket, "How may performing daily physical activities improve your life?" (Any answer is possible)

Independent Practice: Students will complete the following practice sheets:
“Walking and Running – Building Endurance” and “Aerobics” (Personal Care Series – Exercise)

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.

Resources (Textbooks and Supplemental): Totally Awesome Health (Macmillan/ McGraw-Hill), Practice Sheets (Personal Care Series Exercise (Remedia Pub.)), timer, Physical Fitness Record, pencils, markers, newsprint, notebook, index card (Exit Card), and notebook

Reflection

Physical Fitness Record

Name:

Partner's Name:

| Type of Exercise/ 1 minute | Day 1 | Day 2 | Average (Total/2) |
|-----------------------------------|-------|-------|-------------------|
| V-Sit and Reach | | | |
| Curl Ups | | | |
| Pull Ups | | | |
| Push Ups | | | |
| Trunk Lift | | | |
| One Lap Run (clocked in min.sec.) | | | |

P.E. Test
Locomotor and Nonlocomotor Movements

Name:

Date:

A, Match the following definitions to the appropriate word: (Worth 7 points each)

- | | |
|--|--------------------------|
| 1. When you actually move from one place to another | A. Cool Down |
| 2. Do five to ten minutes of easy exercise | B. Nonlocomotor Movement |
| 3. Twisting, bending, swaying, stretching | C. Warm Up |
| 4. Do slow muscle stretches to get your muscles Ready to do more work. | D. Locomotor Movement |

B. Student Reflection:

5. Explain the importance of having a partner when you exercise?

Answer Key

P.E. Test

Locomotor and Nonlocomotor Movements

Name:

Date:

A, Match the following definitions to the appropriate word: (Worth 7 points each)

- | | |
|--|--------------------------|
| 1. When you actually move from one place to another (D) | A. Cool Down |
| 2. Do five to ten minutes of easy exercise (A) | B. Nonlocomotor Movement |
| 3. Twisting, bending, swaying, and stretching (B) | C. Warm Up |
| 4. Do slow muscle stretches to get your muscles Ready to do more work. (C) | D. Locomotor Movement |

B. Student Reflection:

5. Explain the importance of having a partner when you exercise? (Any answer possible)
6. Explain how you felt when you were assigned to do these exercises (V-sit and Reach, Curl Ups, Pull Ups, Push Ups, Trunk Lift, and the One-Mile Run/ Walk)? (Any answer possible)
7. Explain how you feel now after two days of planned and rigorous exercises. (Any answer possible)

Physical Activity Test

Name:

Date:

| | | |
|-----------------------------|----------|--------------------|
| Fats | aerobics | one mile walk/ run |
| Cardiorespiratory endurance | Fitness | reduces |

Physical activity (1) reduces the risk of having heart disease and some cancers. (2) Cardiorespiratory endurance is one of the five kinds of health fitness, which allows you to stay active without getting tired. (3) Fitness skills help you enjoy exercises, sports, and games. They also keep you from being injured as you perform daily exercises. One of the most popular kinds of exercise nowadays is called, (4) aerobics. It uses a lot of oxygen for a period of time. It also keeps (5) fats from sticking to artery walls. However, one of the best physical exercise is (6) one mile walk/run. This kind of physical activity measures cardiorespiratory endurance.

Match the following definitions to the appropriate word:

- | | |
|---|---------------------|
| 7. The force of blood against the artery wall (E) | A. Heart rate |
| 8. The amount of blood pumped by your heart each minute (A) | B. Physical Fitness |
| 9. The number of times your heart beats each minute (A) | C. Health Fitness |
| 10. Skills that can be used during physical activities (F) | D. Cardiac output |
| 11. Having your body in top condition (B) | E. Blood pressure |
| 12. Having the heart, lungs, muscles, and joints in top condition (C) | F. Fitness skills |

C. Explain:

13. What is your favorite work out? How does it help you stay healthy?
List one of the five: isometric, Isotonic, Isokinetic, Anaerobic, and aerobic. See page 151 of Totally Awesome Health (Macmillan/ McGraw-Hill) on how that specific exercise helps the body.
14. Explain why it is important to be a “Good Sport” in a sport like softball or football?
See page 159 of Totally Awesome Health (Macmillan/ McGraw-Hill) page 159.

| | | |
|---|--|---|
| Content: P.E. | Grade/Course: 5th | Length: Two class periods Timeline: 30 minutes |
| <p>Standard(s): 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p> | | |
| <p>Lesson Overview: This lesson will introduce the students to the game of soccer.</p> <p>Driving Question: How may soccer play an important part in ones' daily life?</p> | <p>Lesson Objective(s): In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> • the knowledge and understanding of the sport of soccer. • the skills of soccer and apply them in a game. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various locomotor and nonlocomotor exercises <p>Students will increase through time the number of nonlocomotor exercises.</p> <p>Objectives have a criteria of 80% mastery.</p> | |
| <p>Vocabulary: ace, sideout, roof, dig, kill, passing, setting, bunting, offense, defense, serve, and block</p> | <p>Focus Question(s): How may soccer play an important part in ones' daily life?</p> | |

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

In the classroom, read aloud a short story (see attachment). Discuss what will happen if you had a game of volleyball during recess and P.E, would you participate? What would you expect to do when you play volleyball?

Introduce the sport of volleyball by letting them know that for this quarter we will be learning about this sport. Use some of the information attached (playing volleyball). You, the teacher, can actually highlight the blue shaded word to open to other links by right clicking and go to open hyperlink.

Procedure: <http://www.cleanvideosearch.com/media/action/yt/watch?v=9n-5YVhrY34>
<https://www.youtube.com/watch?v=sGYFhCl1oX8>
<http://www.volleyballadvisors.com/volleyball-skills.html>

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Day 2: Write the following vocabulary words: Introduce the vocabulary words. Define and let the students know that they will be given a quiz on the terms.

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

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Guided Practice:

Pair up the students so that they can help strengthen some of skills like bunting, spiking, and serving.

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Record

Note taking
Participation

Closure:

A friendly competition amongst the six classes.

Independent Practice:

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.

Resources (Textbooks and Supplemental):

<http://www.cleanvideosearch.com/media/action/yt/watch?v=9n-5YVhrY34>

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Play Volleyball handout; Volleyball Skills handout

Reflection

Name:

Partner's Name:

| Types of Skills | Day 1 (# performed) | Day 2 (# Performed) | Average (Total/2) |
|---------------------|---------------------|---------------------|-------------------|
| Bunting | | | |
| Setting | | | |
| Blocking | | | |
| Serving | | | |
| Passing | | | |
| *Ace (Extra Points) | | | |

| | | |
|--|---|---|
| Content: P.E. | Grade/Course: 5th | Length: Two class periods Timeline: 30 minutes |
| <p>Standard(s): 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p> | | |
| <p>Lesson Overview: This lesson will introduce the students to the game of soccer.</p> <p>Driving Question: How may soccer play an important part in ones' daily life?</p> | <p>Lesson Objective(s): In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> • the knowledge and understanding of the sport of soccer. • the skills of soccer and apply them in a game. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various locomotor and nonlocomotor exercises <p>Students will increase through time the number of nonlocomotor exercises.</p> <p>Objectives have a criteria of 80% mastery.</p> | |
| <p>Vocabulary: ace, sideout, roof, dig, kill, passing, setting, bunting, offense, defense, serve, and block</p> | <p>Focus Question(s): How may soccer play an important part in ones' daily life?</p> | |

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Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

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Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Record

Note taking

Participation

Closure:

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Independent Practice:

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Play Volleyball handout; Volleyball Skills handout

Reflection

Name:

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|---------------------|---------------------|---------------------|-------------------|
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| Setting | | | |
| Blocking | | | |
| Serving | | | |
| Passing | | | |
| *Ace (Extra Points) | | | |

| | | |
|---|--|---|
| Content: P.E. | Grade/Course: 5th | Length: Two class periods Timeline: 30 minutes |
| <p>Standard(s): 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p> | | |
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Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Day 2: Write the following vocabulary words: Introduce the vocabulary words. Define and let the students know that they will be given a quiz on the terms.

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Guided Practice:

Pair up the students so that they can help strengthen some of skills like bunting, spiking, and serving.

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Record

Note taking
Participation

Closure:

A friendly competition amongst the six classes.

Independent Practice:

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.

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Play Volleyball handout; Volleyball Skills handout

Reflection

Name:

Partner's Name:

| Types of Skills | Day 1 (# performed) | Day 2 (# Performed) | Average (Total/2) |
|---------------------|---------------------|---------------------|-------------------|
| Bunting | | | |
| Setting | | | |
| Blocking | | | |
| Serving | | | |
| Passing | | | |
| *Ace (Extra Points) | | | |

| | | |
|---|--|---|
| Content: P.E. | Grade/Course: 5th | Length: Three class periods Timeline: 30 minutes |
| <p>Standard(s):</p> <p>5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p> | | |
| <p>Lesson Overview: This lesson will reinforce the skills of volleyball.</p> <p>Driving Question: How may volleyball play an important part in ones' daily life?</p> | <p>Lesson Objective(s): In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> • the knowledge and understanding of the sport of volleyball. • the skills of volleyball and apply them in a game. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various locomotor and nonlocomotor exercises <p>Objectives have a criteria of 80% mastery.</p> | |
| <p>Vocabulary: Passing, Ready position, Shuffle, Passing Midline, stop and balance,</p> | <p>Focus Question(s): How may volleyball play an important part in ones' daily life?</p> | |

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

The students will be able to learn the basics of passing, serving, and setting. The first clip, The Basics of Volleyball – Passing will give you a step by step demonstration of the proper way of passing a ball.

The Basics of Volleyball – Passing (Find the title in Youtube)

Procedure:

Then, discuss the points covered in the video: The ready position, shuffle (shuffler and roller), passing in the midline, stop and balance, and pass and hold. Pair up the students and have them do the steps of passing as performed in the clip.

Anticipatory Set:

The next video will demonstrate how students can make continuous passes. Beginner Volleyball Passing Drill: Pass and Go (Youtube).

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

Anticipatory Set:

The next video will demonstrate how students can make continuous passes with multiple players: Beginning Volleyball Passing Drill: Ladder Passing (Youtube).

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

When outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

Upon completion of the activity, have the students **cool down**. Have the students do a five minute of slow walking so that the heart rate slows down.

Guided Practice: Have students complete **Playing Volleyball Crossword Puzzle**

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test
Volleyball Skills Test
Note taking
Participation
Practice Sheet
Exit Ticket

Closure:

After the last “cool down”, walk over and hand them an Exit Ticket, How may volleyball play an important part in ones’ daily life? (Answers may vary.)

| |
|---|
| Independent Practice: The student may demonstrate the skill to the ones in need of reinforcement. |
| Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers. |
| Resources (Textbooks and Supplemental): Youtube – The Basics of Volleyball – Passing, Beginner Volleyball Passing Drill: Pass and Go, Beginning Volleyball Passing Drill: Ladder Passing |
| Playing Volley and Crossword Puzzle, Teacher-made test, Exit ticket, and pencil |
| Reflection |

The Volleyball Skills Test

Name:

Partner's Name:

| Types of Skills | Day 1 | Day 2 | Average (Total/2) |
|-----------------|-------|-------|-------------------|
| | Date: | Date: | |
| Passing | | | |
| Serving | | | |
| Setting | | | |
| | | | |
| | | | |

P.E. Test Volleyball

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
six

_____ is one of the world's most popular sports and is played by more than 800 million people on the planet at least once a week. The game of volleyball was invented in _____ by William G.

Morgan, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of _____,

_____ and _____ to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and raised it _____ feet, _____ inches above the floor, a little higher than an average man's head.

B. Match the following definitions to the appropriate word:

- | | |
|--|------------|
| 1. When a player makes a save from a very difficult spike. | A. Kill |
| 2. When a player jumps above the height of the net and blocks the ball. | B. Ace |
| 3. When the team that served the ball makes a mistake, causing the ball to go to the other team. | C. Dig |
| 4. When the ball is served to the other team and no one touches it. | D. Roof |
| 5. When a team spikes the ball and it ends in either a point or a sideout. | E. Sideout |

C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.

P.E. Test (Answer key)
Volleyball

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
six

Volleyball is one of the world's most popular sports and is played by more than 800 million people on the planet at least once a week. The game of volleyball was invented in 1895 by William G.Morgan, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of tennis, baseball, basketball and handball to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and raised it six feet, six inches above the floor, a little higher than an average man's head.

B. Match the following definitions to the appropriate word:

- | | |
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| 1. When a player makes a save from a very difficult spike. (C)Dig | A. Kill |
| 2. When a player jumps above the height of the net and blocks the ball. (D) Roof | B. Ace |
| 3. When the team that served the ball makes a mistake, causing the ball to go to the other team. (E) <u>Sideout</u> | C. Dig |
| 4. When the ball is served to the other team and no one touches it. (B) <u>Ace</u> | D. Roof |
| 5. When a team spikes the ball and it ends in either a point or a sideout. (A) Kill | E. Sideout |

C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.
(Answers vary)

| | | |
|---|--|---|
| Content: P.E. | Grade/Course: 5th | Length: Three class periods Timeline: 30 minutes |
| <p>Standard(s): 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p> | | |
| <p>Lesson Overview: This lesson will reinforce the skills of volleyball.</p> <p>Driving Question: How may volleyball play an important part in ones' daily life?</p> | <p>Lesson Objective(s): In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> • the knowledge and understanding of the sport of volleyball. • the skills of volleyball and apply them in a game. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various locomotor and nonlocomotor exercises <p>Objectives have a criteria of 80% mastery.</p> | |
| <p>Vocabulary: Passing, Ready position, Shuffle, Passing Midline, stop and balance,</p> | <p>Focus Question(s): How may volleyball play an important part in ones' daily life?</p> | |

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

The students will be able to learn the basics of passing, serving, and setting. The first clip, The Basics of Volleyball – Passing will give you a step by step demonstration of the proper way of passing a ball.

The Basics of Volleyball – Passing (Find the title in Youtube)

Procedure:

Then, discuss the points covered in the video: The ready position, shuffle (shuffler and roller), passing in the midline, stop and balance, and pass and hold. Pair up the students and have them do the steps of passing as performed in the clip.

Anticipatory Set:

The next video will demonstrate how students can make continuous passes. Beginner Volleyball Passing Drill: Pass and Go (Youtube).

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

Anticipatory Set:

The next video will demonstrate how students can make continuous passes with multiple players: Beginning Volleyball Passing Drill: Ladder Passing (Youtube).

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

When outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

Upon completion of the activity, have the students **cool down**. Have the students do a five minute of slow walking so that the heart rate slows down.

Guided Practice: Have students complete **Playing Volleyball Crossword Puzzle**

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test
Volleyball Skills Test
Note taking
Participation
Practice Sheet
Exit Ticket

Closure:

After the last “cool down”, walk over and hand them an Exit Ticket, How may volleyball play an important part in ones’ daily life? (Answers may vary.)

| |
|---|
| Independent Practice: The student may demonstrate the skill to the ones in need of reinforcement. |
| Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers. |
| Resources (Textbooks and Supplemental): Youtube – The Basics of Volleyball – Passing, Beginner Volleyball Passing Drill: Pass and Go, Beginning Volleyball Passing Drill: Ladder Passing |
| Playing Volley and Crossword Puzzle, Teacher-made test, Exit ticket, and pencil |
| Reflection |

The Volleyball Skills Test

Name:

Partner's Name:

| Types of Skills | Day 1 | Day 2 | Average (Total/2) |
|-----------------|-------|-------|-------------------|
| | Date: | Date: | |
| Passing | | | |
| Serving | | | |
| Setting | | | |
| | | | |
| | | | |

P.E. Test Volleyball

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
six

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Morgan, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of _____,

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| 2. When a player jumps above the height of the net and blocks the ball. | B. Ace |
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| 4. When the ball is served to the other team and no one touches it. | D. Roof |
| 5. When a team spikes the ball and it ends in either a point or a sideout. | E. Sideout |

C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.

P.E. Test (Answer key)
Volleyball

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
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Volleyball is one of the world's most popular sports and is played by more than 800 million people on the planet at least once a week. The game of volleyball was invented in 1895 by William G.Morgan, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of tennis, baseball, basketball and handball to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and raised it six feet, six inches above the floor, a little higher than an average man's head.

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| Reflection |

The Volleyball Skills Test

Name:

Partner's Name:

| Types of Skills | Day 1 | Day 2 | Average (Total/2) |
|-----------------|-------|-------|-------------------|
| | Date: | Date: | |
| Passing | | | |
| Serving | | | |
| Setting | | | |
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P.E. Test (Answer key)
Volleyball

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Date:

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basketball
six

Volleyball
handball
baseball

tennis
six

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