

Lesson Plan #1

Grade: 3 – 5th

Central Focus: The student will perform overhand or underhand serving to get the ball over the net, and display skills for playing the game.

Illinois Learning Standards Addressed:

- Content Area Standard(s): 19.A.2a, 19.A.2b, 19.B.2b,
- Common Core English Language Arts Standard(s): 1ECa,
- Social/Emotional Standard(s): 1C.2a., 1C.2b.,

| Lesson Objective(s) | Assessment <i>Formative and Summative</i> |
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| Objective 1: By the end of class, students will demonstrate how to hit the ball over the net. | Objective 1 Assessment: Evaluate the method of which students utilize to serve the ball over the net. |
| Objective 2: For twenty minutes, students will communicate with two peers and work together to achieve a common goal of getting the ball over the net. | Objective 2 Assessment: I will observe the students and their communication skills to appropriately achieve a common goal |
| Objective 3: Students will have the ability to understand the best method of serving the volleyball. | Objective 3 Assessment: Through observation, I will be able to see students' understanding of the best method for the student to successful serve the ball. |

Differentiation/Planned Support:

| Scaffolded Instruction | Accommodations Modifications | Student Specific Planning |
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| Below level: those who cannot hit the ball over the net at the end line can move up to the 10ft line and move back as they become successful. Above level: Overhand serving from the end line entire time. If able to, challenge to hit the ball at specific positions on the court. | <ul style="list-style-type: none"> • Taking breaks as needed • Trainer volleyball; lighter • Moving closer to the net to be successful • Serving underhand • Serving over a lower portion of the net/hit into the net to get technique down first. | Student 1: hand over hand assistance to understand task. |

| | Explicit Core Instruction | Specially Designed Instruction |
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| Introduction: <ul style="list-style-type: none"> Engage Connect Launch <i>Connect to previous learning</i> | <p>Engage: Teacher will demonstrate how to serve a ball over the net.</p> <p>Connect: Connecting building blocks of the volleyball skills to increase abilities to get to continue to eventually move onto a regular volleyball.</p> <p>Launch: Split the students into pairs to hit the ball over the net with their partner.</p> | <p>Accommodations:</p> <p>Moving closer to the net to be successful</p> <p>Technology/Equipment: Bluetooth, volleyball net set up, volleyballs, polyspots,</p> |
| Activity 1: Active Teaching/ Modeling/ “I Do”: <ul style="list-style-type: none"> Demonstration Think Aloud <p>Provide model &/or rubric</p> | <ol style="list-style-type: none"> Students will be walking laps around the gym, once the teacher throws out polyspots, students will find a spot and begin warm ups. The students will complete 10 seconds of each of the following: reaching up high and touching toes, balancing on each foot, jumping jacks, crab kicks, bicycles, and bridges. The students then put their spot on the mat in a pile. The students will line up on the black line and complete their locomotor skills, running, sliding, skipping and galloping down and back long ways for each skill. Once completed students can sit or stand on the black line and wait for directions. <p>Transition: After demonstrating students will be paired together, grab one ball and begin to practice serving over the net.</p> | <p>Accommodations:</p> <p>Technology/Equipment: Volleyball Volleyball net, poles, crank</p> |
| Activity 2: Guided Practice/ “We Do”: Provide time for: <ul style="list-style-type: none"> Small group Discussion | <ol style="list-style-type: none"> The teacher will then demonstrate how to serve a volleyball over the net. Students will be partnered up with the student next to them. They are provided one ball to serve over the net. | <p>Accommodations:</p> <p>Technology/Equipment: Volleyball Volleyball net, poles, crank</p> |

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| <p>– Teacher/ student observation & feedback</p> <p><i>Assess before moving to independent practice</i></p> | <p>3. Transition: After 10 minutes of practicing serves, those who are at the end line consistently making their serves over the net and within bounds, will begin to aim for hula hoops placed on the ground to aim and become accurate with their serves.</p> <p>Check for understanding: I will be observing and critiquing those who need assistance with their serves.</p> <p>Transition: those who are able to consistently and successfully serve from the back line will receive a second challenge while the others will continue to work on their serving over the net.</p> | |
| <p>Activity 3: Practice/ Application/ “You Do”:</p> <p><i>Multiple practice opportunities to ensure success</i></p> | <p>1. Students will have hula hoops to aim for while serving. Hoops will be placed in each position of the court to work on their aim and accuracy. After 10 minutes a timer will go off.</p> <p>2.</p> <p>Transition: When the timer goes off, the students will be told to put all items away; balls back in the bag they came from.</p> | <p>Accommodations:</p> <p>Technology/Equipment: Volleyball Volleyball net, poles, crank</p> |
| <p>Lesson Closure</p> | <p>Summary: “What did we learn today?” how to serve a ball both overhand and underhand.</p> <p>“Who can show me how we hit a volleyball correctly using a volleyball?” select a student you know is capable.</p> <p>Explain that: when we serve the ball over the net we can gain points for the team and that helps win games.</p> | <p>Accommodations:</p> <p>Technology/Equipment:</p> |
| <p>Assignment: (optional)</p> | <p>Description or Rationale: Description or Rationale: “Per our students’ eligibilities’ their diagnoses fall in the moderate to severe range. Each student requires specialized and individualized support. Services are provided with functional and multi-modal.</p> | <p>Accommodations:</p> |

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| | <p>strategies. An adjusted curriculum with positive behavioral supports is required to facilitate and promote learning independent functional skills. We provide a small class size, a greater ratio of staff to students, the support of an assigned one-to-one aide, access to adapted curricula, materials, and manipulatives, a variety of prompts (gesture, modeled, visual, verbal), and direct minutes with a speech pathologist, occupational therapist and physical therapist. Providing homework is not a part of our programing as it would place an undo hardship on families trying to replicate our services for their children to successfully complete this work at home.”</p> | |
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