

NAME: NATIONAL PE INSTITUTE      DATE: JULY 2016      CLASS TIME 50 MINUTES

SCHOOL: OAKTON ES FCPS      GRADE: 5<sup>TH</sup> GRADE      #STUDENTS 24 - 36

UNIT: STRIKING W/ SHORT HANDLED IMPLEMENT SKILLS LESSON 6 OF 6 (ASSESSMENT)

**Performance Objectives / Standards of Learning** (VA SOL Standard #)

**Psychomotor-** Students will understand and apply movement principles and concepts in complex movement activities by applying principles of accuracy, force, and follow-through when projecting objects (VA SOL Standard 5.2a)

**Psychomotor-** Students will understand and apply movement principles and concepts in complex movement activities and identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition). (VA SOL Standard 5.2c)

**Cognitive-** The student will identify physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge). (VA SOL Standard 5.6)

**Affective-** The student will participate in establishing and maintaining a safe environment for learning physical activities while working independently and with others to improve learning during physical activity. (VA SOL Standard 5.5a)

**Affective-** The student will participate in establishing and maintaining a safe environment for learning physical activities while working independently and display appropriate cooperative and competitive behaviors. (VA SOL Standard 5.5b)

**Lesson Focus / Lesson Plan Objectives** - *At the end of this lesson students will have learned to:*

1. Execute the proper cues for a forehand and backhand while handling a short handled implement
2. Work productively and display appropriate cooperative and competitive behaviors with respect for fellow students to achieve individual and group success.

**Materials, Equipment, Space**

- 30 large cones
- 15 jump ropes
- 30 lollipop paddles
- 30 poly-spots

**Safety Concerns/Rules**

- Students are aware of their space
- Students are aware of court etiquette
- Students are using equipment appropriately
- Students are following stated rules and procedures
- The cones/equipment are not in the way of students

**George Mason University PHYSICAL EDUCATION LESSON PLAN**

*Due to time constraints of this presentation, fitness related "Alphabet warm-up" is not specified on this lesson plan*

	<b>Instruction</b> Practice-Tasks-Activity-Application	<b>Organization</b> Define and/or diagram (Attach if necessary)	<b>Teaching Cues / Notes</b>	<b>Modifications</b> Adaptation(s) Harder ↑ Easier ↓																
Lesson Opening (Anticipatory Set / Set Induction / Motivational Intro) "Why are we doing this?"	<p>"Today we are going to be working with partners using the forehand and backhand skills we learned and practiced during the earlier lesson".</p> <p>"While working with your partner, you should be focusing upon the cues of striking with your racket because you will be assessed on them today".</p>	<p>Students standing in assigned squads.</p> <table border="0"> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	<p>I can demonstrate the following critical elements:</p> <ul style="list-style-type: none"> <li>• Waist level contact point</li> <li>• Racket face angled toward target</li> <li>• Controlled force</li> <li>• Correct side of racket face being used</li> </ul>	
X	X	X	X																	
X	X	X	X																	
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X	X	X	X																	

<p>Teaching &amp; Learning Tasks <i>IREA</i> Informing- Refining- Extending- Applying</p>	<p>Partners will be assigned to an area (I)</p> <ul style="list-style-type: none"> <li>• Be informed as to what pieces of equipment to gather</li> <li>• Refer to the model that indicates how it is to be set-up</li> <li>• One partner gets two cones; other partner will get a rope</li> <li>• Construct net two lollipop paddle lengths long.</li> <li>• Place target spots one lollipop paddle from “net</li> <li>• Directed how to proceed upon completion of set-up task</li> </ul> <p><u>Activity Tasks</u></p> <ul style="list-style-type: none"> <li>• Rally one racket length (A)</li> <li>• Rally two racket lengths (E)</li> <li>• Rally three racket lengths (E)</li> <li>• Rally with different partner (E)</li> </ul>	<p>PARTNER A PARTNER B</p> <p>NET</p> <p><i>Multiple “net” placements with partners’ set-up throughout the activity area</i></p> <p>Review critical elements/cues relating to prior knowledge &amp; unit plan activities Indicate to students that assessment of unit plan skills will be taking place - best effort of the learned skills should be performed during previously learned and practiced activity</p>	<p><u>Cooperation Critical Elements:</u></p> <ul style="list-style-type: none"> <li>• Encouraging others</li> <li>• Complimenting others</li> <li>• Controlling temper</li> <li>• Wanting everyone to play well and succeed</li> <li>• Working together toward a common goal</li> <li>• Helping less-skilled classmates</li> <li>• Sharing</li> <li>• Showing concern for classmate’s feelings</li> <li>• Trying hard to apply skills</li> </ul>	<ul style="list-style-type: none"> <li>• Students given choice of a slower projectile</li> <li>• Students given choice of suitable short handled implement</li> <li>• Playing area is enlarged</li> </ul> <p>Adaption for special education:</p> <ul style="list-style-type: none"> <li>• Special needs student[s] guided by a partner or IA</li> <li>• Special needs student[s] uses adapted equipment geared toward their success</li> </ul>
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<p>Lesson Closure-Summary &amp; Assessment</p> <p>Why did we do this?</p>	<ul style="list-style-type: none"> <li>• Students will gather equipment and return it to indicated space</li> <li>• Students will return to squad position</li> <li>• Students will be given the “Exit Slip” (cognitive assessment), given time to proceed and told upon completion to line up on the designated line/ area for dismissal</li> <li>• Student will hand their completed “Exit Slip” to teacher upon passing him/her in the dismissal line</li> <li>• As students exit the gym, they will give themselves an effort score, which they will show the teacher.</li> </ul>		<ul style="list-style-type: none"> <li>• Students indicate on their hands their perceived effort score for the lesson - between 1 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform locomotor movement to the dismissal line</li> <li>• While waiting to be dismissed, mimic the critical elements of striking a ball with a short handled implement</li> </ul>
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**Assessment of Objectives:** (How will student understanding be assessed during a lesson?):

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| <ul style="list-style-type: none"> <li>✓ Teacher observation</li> <li>✓ Student demonstration</li> <li>✓ Skills test/performance</li> <li>• Project/presentation</li> <li>• Checklist</li> <li>• Peer observation/feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Portfolio entry</li> <li>✓ Paper/pencil assessment</li> <li>• Self-assessment</li> <li>• Videotape analysis</li> <li>• Other _____</li> </ul> |
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