

Grade: 8th		Subject: Physical Education	
Materials: volleyball		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> • S1.H1.L1* Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities. • S4.H2.L1* Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play). 		Differentiation <p>Below Proficiency: performs to the best of their ability</p> <p>Above Proficiency: incorporates other students</p> <p>Approaching/Emerging Proficiency: Demonstrates their skills accordingly with maximum effort</p> <p>Modalities/Learning Preferences:</p>	
Objective(s) <ul style="list-style-type: none"> • Students will learn how to bump and set a volleyball with the correct form. • Students will communicate with classmates on when and who should hit the ball Bloom's Taxonomy Cognitive Level: Application			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Paired up with partner already assigned • Eventually grouped into groups of six 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Give 100% effort • Give 100% attitude • Encourage others 	
Minutes	Procedures		
0	Set-up/Prep: I will have volleyballs out and ready to go.		
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask the students: “who plays volleyball?” pick a student that plays and have them demonstrate. Show the students how to bump/pass the ball. Throw the ball to the student and have them show the proper way to bump. Do that a few times and then repeat the steps but with the set this time.		
5	Explain: (concepts, procedures, vocabulary, etc.) We will then stretch the arms and legs; we will go outside and run/walk one lap on the track. Walk the curves jog the straights.		
30	Explore: Students will get with their partner and practice the set and bump for about five minutes. Students will then be put into groups of 6. They will then play pepper(continuous bump and set) for about 10 minutes. We will then take those groups and put them in a circle and have them keep the ball up by using a bump or set.		
2	Review (wrap up and transition to next activity): Clean up and go to locker room.		
Formative Assessment: (linked to objectives)		Summative Assessment (linked back to objectives) End of lesson: participation	

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- Participation points

Consideration for Back-up Plan: we will be inside if there is bad weather

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall the lesson went well. Students learned how to set and bump by the end of the class. I would just explain/demonstrate the game of pepper a little better. Some students were just confused on it.