

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [E22.K-2]** Volleys a lightweight object (balloon), sending it upward (K); Volleys an object with an open palm, sending it upward (1); Volleys an object upward with consecutive hits (2).
- ✓ **Standard 2 [S2.E1.Ka]** Differentiates between movement in personal (self-space) and general space (Ka).

FOCUS TARGETS

- ✓ **Skill:** I will volley the balloon up into their air as many times as I can before it hits the floor.
- ✓ **Cognitive:** I will work with a balloon in my self-space.
- ✓ **Fitness:** I will actively engage and work to improve my volleying skills.
- ✓ **Personal & Social Responsibility:** I will work safely and follow all rules.

ACADEMIC LANGUAGE

- ✓ Strike
- ✓ Self-Space
- ✓ Actively Engage
- ✓ Safe

SELECTED ASSESSMENT

- ✓ Striking (Pre-Assessment)

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	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Spot markers are scattered in activity area. 1 spot per student. As students enter the class, they find a spot and face the teacher.</p> <p>Balloons are on the sideline, away from where students enter.</p>	<p>Yum Yum Yum</p>	<p>DOK 1: What is an example of a Green Light Food? A Red Light Food?</p> <p>DOK 2: What are different ways that we can tell Green Light Foods and Red Light Foods apart?</p>
<p>2 LEARNING TASK</p>	<p>Send students to get a balloon by color (all blue, then all red, etc.). Students return to their spot with a balloon and listen for instruction.</p>	<p>Keep It Up</p>	<p>DOK 1: What is self-space?</p> <p>DOK 2: Why is it important to stay in self-space with your balloon?</p> <p>DOK 3: What might happen if someone moved out of their self-space during the activity?</p>
<p>3 LEARNING TASK</p>	<p>Students hold balloons between their knees while the teacher is giving instruction.</p> <p>Demonstrate Balloon Bop movement with 1 student while giving activity instruction.</p>	<p>Musical Balloon Bop</p>	<p>DOK 1: What does actively engaged look like? Sound like? Feel like?</p> <p>DOK 2: How would you summarize what actively engaged looks, sounds, and feels like?</p> <p>DOK 3: How is being actively engaged in Phys Ed related to improving your skill?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Volleying and Striking Self-Assessment (Striking) Grades K-1: Discuss and complete the Self-Assessment as a large group with all students. Grade 2: Assessment stations are set up on the sidelines. When I say "GO," return your equipment to the equipment station, then move to an assessment station to complete the assessment.</p>		