



Rio Grande Educational Collaborative Before and After School Program Lesson Plan



Guidelines:

Lessons should be at least (60) minutes, and **MUST** pertain to literacy.

Lesson Title:	Volleyball-Day 5
School:	
Date:	0017-10-02
Instructor Name:	Lindsey Murray
Class Size:	25

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Lessons should be at least (60) minutes, and **MUST** pertain to literacy.

<p>NM Common Core/State Standards: CCSS.ELA-LITERACY.R.F.1.3.A:</p> <p>Knowing and spelling sound correspondences for common consonant digraphs.</p>	<p><i>For more information on NM Common Core/State Standards visit:</i> http://newmexicocommoncore.org/ http://www.mystandards.org/</p>
<p>Learning Objectives: The students will be able to set and spike a beach ball.</p>	<p><i>[Instructional context:]</i> i.e. After listening to "If You Decide to Go to the Moon" by Faith McNulty and identifying relevant words during the readaloud <i>[what students will do:]</i> i.e. Students will write a list of words <i>[Standard was met as demonstrated by:]</i> i.e. Students can identify, spell and define sight words as demonstrated by post activity trivia</p>
<p>Lesson Materials & Equipment: Beach balls, parachute, and sight word cards</p>	<p>Please include all items and the quantity.</p>
<p>Special Requests for RGEC Equipment: None</p>	

Instructional Sequence:



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Please Note: This section should be written so that another Instructor could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.

Body of the Lesson

1. (What you will say/do to assess, connect to, or build, necessary background knowledge.
2. Describe step-by-step what the students will be doing during the lesson.
3. Opportunities to participate in small groups.
4. Activity to process daily participation

Instructional Sequence:

To continue working on Volleyball skills, the students will practice spiking and setting the ball. The teacher will remind the students of the proper spiking technique, and explain what settling is (hitting the ball into the air with the fingertips to set up a teammate for a hit). After demonstrating both hits, and allowing the students to practice with partners, the students will move into the activity. The teacher will instruct the students to gather around the parachute, placing the beach ball on top of it. The entire class will practice bouncing the balls on the parachute, and popping them off. The teacher will then give every student a sight word card. Each student will read their word, and remember it. As the students bounce the beach balls on the parachute, the teacher will call out a sight word. The student who has that sight word will let go of the parachute and attempt to spike or set the ball back onto the parachute.

Lesson Credits:

Where did you get your ideas for your lesson? (i.e. website, etc.)