



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan



## Guidelines:

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

<b>Lesson Title:</b>	Volleyball-Day 9
<b>School:</b>	
<b>Date:</b>	0217-10-02
<b>Instructor Name:</b>	Lindsey Murray
<b>Class Size:</b>	25

## Guidelines:

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

<p><b>NM Common Core/State Standards:</b> CCSS.ELA-LITERACY.S.L.2.1:</p> <p>Participation in collaborative conversation with diverse partners about grade 2 topics and text with peers and adults in small and large groups.</p>	<p><i>For more information on NM Common Core/State Standards visit:</i> <a href="http://newmexicocommoncore.org/">http://newmexicocommoncore.org/</a> <a href="http://www.mystandards.org/">http://www.mystandards.org/</a></p>
<p><b>Learning Objectives:</b> The students will be able to serve differentiate and demonstrate a bump,set,spike, and serve.</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><b>Lesson Materials &amp; Equipment:</b> Beach balls, matching cards, and floor targets.</p>	<p>Please include all items and the quantity.</p>
<p><b>Special Requests for RGEC Equipment:</b> 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:

## Lesson Credits:

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

To review the learned Volleyball skills, the students will travel with the various Volleyball stations with a partner. The teacher will explain and demonstrate each station before beginning. In order to determine which station they should go, students will pick cards from a bucket. Each card will have a number (or other math item) on it. The students must then find the matching value on the wall. Under each value will be an explanation of the activity for the station. Once the students complete a station, they go back to the bucket and pick another card. Stations may include bumping with a partner, setting up for a partner to spike, underhand serving to the wall, and spiking at targets on the floor. If the group is large, exercise stations may be added as well (jumping jacks, push-ups, walking backwards, and or running in place).