

Englewood Public School District

Physical Education

Grade 3

Unit 3: Volleyball and Racquet Sports

Overview: Third grade students will engage in games and activities, such as volleyball and racquet sports, that will assist in developing motor skills and physical fitness. Team work is a focus as students also work on cooperating with peers. Lifelong fitness habits are developed as students engage in games that can be played as they grow and develop.

Time Frame: One Marking Period

Enduring Understandings:

- Volleyball is a team sport which develops many useful motor skills presented in the growth of physical development in a child.
- The motor skills presented in Volleyball are shown in a variety of different sports and activities influential to child's development.
- Volleyball promotes team unity and working together.
- Racquet sports are team sports which develop many useful motor skills presented in the growth of physical development in a child.
- The motor skills presented in Badminton are shown in a variety of different sports and activities influential to a child's development.
- Badminton presents team unity and improves hand-eye coordination with the striking implement, which is important for young children to grow.

Essential Questions:

- What are the different skills used in playing volleyball?
- How is Badminton similar to volleyball?
- Is easier or harder to hit with the racquet?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and	<p style="text-align: center;">Topics</p> <p>Volleyball</p> <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Students will learn the different types of strikes (Bump, set, spike) 	<p>Students will use what they know about forces and motion to make predictions about hitting a volleyball (push or pull? Gravity, inertia?). Students will</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Beach Balls • Large Net <p>Charts:</p> <ul style="list-style-type: none"> • Physical Education Word Wall 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Summative non-formal assessment • Question and answer group discussion • Peer Feedback

applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.B.1

Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1

Summarize the characteristics of good sportsmanship and demonstrate appropriate

- Students will learn how to rotate
 - Students will work well together to succeed
 - Students will use previously learned skills in a real game play setting
 - Students will act as good team players and show good sportsmanship
- make a plan to test their prediction. (3-PS2-1)
- Volleyball Frenzy, PE Central
- Volleyball Battleships, PE Central
- Scrabbled Eggs, PE Central
- Serving Up Baskets, PE Central
- Overhead Pass Jingle, PE Central
- Volley Serve and Catch, PE Central
- Volleyball Unit Plan, Chesterfield Elementary School, PE/Health Department
- Volleyball Skill Development, Clemson Elementary School, SC, Teachers.net
- Volleyball, Great Activities, PE Matters!
- The Wheel of Fitness
 - Popping Popcorn
 - Foxtail Volleyball
 - Whippit
 - Clean Up Your Yard

Volleyball Frenzy, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12661#.Wh2ZXfVryX0>

Volleyball Battleships, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12206#.Wh2aWVVryX0>

Scrabbled Eggs, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10577#.Wh2abFVryX0>

Serving Up Baskets, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9903#.Wh2akFVryX0>

Overhead Pass Jingle, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5286#.Wh2bDFVryX0>

Volley Serve and Catch, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4359#.Wh2bXIVryX0>

Benchmark Assessment:
Common Formative Assessment

Summative Assessments:
Paper and Pencil Assessment, Volleyball Overhead, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2686#.Wh2ZzIVryX0>

Paper and Pencil Assessment, Volleying Against the Wall, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8536#.Wh2bR1VryX0>

Paper and Pencil Assessment, Volleyball Overhand Set and Forearm Pass, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4181#.Wh2biVVryX0>

Alternative Assessment:

- Performance based
- Oral report

behavior as both a player and an observer.

Comprehensive Health and Physical Education

2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2

Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.B.1

Students will work in a small group to write up their findings from their experiment and what they learned by hitting the ball during game play (either in writing or in a Google doc). Students will use domain specific words in their report (inertia, gravity, etc.) (NJSLS W3.8)(NJSLS RI 3.4)

Volleyball Skill Development, Clemson Elementary School, SC, Teachers.net, <https://teachers.net/lessonplans/posts/3900.html>

Volleyball, Great Activities, PE Matters! <https://greatactivitiesonline.com/tag/volleyball/>

Topics	Objectives	Equipment:	Formative Assessments:
Racquet Sports	<ul style="list-style-type: none"> Students will learn the different skill shots (Drop Shot, volley, Overhand Clear) Students will develop better hand-eye coordination Students will use previously learned skill in a game play setting Students will create their own strategies while playing with partners or as individuals 	<ul style="list-style-type: none"> Racquets Birdies Balloons Low nets 	<ul style="list-style-type: none"> Teacher observation Summative non-formal assessment Question and answer group discussion
	<p>Students will watch a video about various racquet sports and will discuss with a small group the similarities and differences. (NJSLS SL 1) (NJSLS SL 2)</p> <p>Tennis Stations!, PE Central</p> <p>The Changing Walls, Ceiling, and Floor Space Game, PE Central</p> <p>The Nest Striking Activity, PE Central</p> <p>Striking Lesson Plan, Jackie Parker, SLC Schools</p> <p>Speedminton, the New Racquet Sport for Every Age and Skill Level, Guide</p>	<p>Charts:</p> <ul style="list-style-type: none"> Physical Education Word Wall <p>Tennis Stations!, PE Central, http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=132673#.Wh2i01VryX0</p> <p>The Changing Walls, Ceiling, and Floor Space Game, PE Central, http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=12079#.Wh2jAFVryX0</p> <p>The Nest Striking Activity, PE Central,</p>	<p>Summative Assessment:</p> <p>Tennis Videotaping Assessment, PE Central, http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=762#.Wh2jilVryX0</p> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> Self-Assessment Peer Assessment Reflection

Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2

Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4.C.1

Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

for PE Teachers and Coaches, Speedminton

<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=8038#.Wh2jRVVryX0>

Badminton Lesson Plans, UVIC, CA:

- Court Management
- Forehand Shot and Grip
- Backhand Shot and Serve
- Tournament Plan

Striking Lesson Plan, Jackie Parker, SLC Schools, <http://www.slcschools.org/departments/curriculum/Physical-Education/documents/StrikingLessonPlan.pdf>.

Badminton Lesson Plans, Spark PE:

- I Got Your Back
- Badminton SPARK Practice
- Badminton Practice Plan

Speedminton, the New Racquet Sport for Every Age and Skill Level, Guide for PE Teachers and Coaches, Speedminton, <https://www.jmu.edu/kinesiology/hpainstitute/documents/Speedminton%20teacher%20guide.pdf>.

Badminton World Federation, Shuttle Time, Badminton Lesson Plans:

- Introduction
- Ten Starter Lessons
- Swing and Throw
- Throw and Hit
- Learn to Win

Badminton Lesson Plans, UVIC, CA, <http://web.uvic.ca/~thopper/iweb09/LauraConnor/Site/School%20pe%20Sequence.html>

Students will reflect on the different racquet sports that they learned and choose their favorite. Students will write why this sport was their favorite and what skills they used playing it.

(NJSL W3.10)

Badminton Lesson Plans, Spark PE, <http://www.sparkpe.org/physical-education/high-school/curriculum/high-school-physical-education-lesson-plans/>

Badminton World Federation, Shuttle Time, Badminton Lesson Plans,

<https://www.australiancurriculumlessons.com.au/wp-content/uploads/2016/10/Shutdown-Time-10-Lesson-Resource.pdf>.

Teacher's Resources:

How to Teach the “Striking” Skills – Key Cues for Hitting a Ball with a Racquet, Stick or Bat, Prime Coaching, <https://primecoachingsport.wordpress.com/2017/01/13/how-to-teach-the-striking-skills-key-cues-for-hitting-a-ball-with-a-racquet-stick-or-bat/>

Racquet Sports, Healthy Children.org, <https://www.healthychildren.org/English/healthy-living/sports/Pages/Racquet-Sports.aspx>

Media:
Racquet Sports
<https://www.youtube.com/watch?v=-x0qYevyP34>

Key Vocabulary:

Volleyball:

- **Pass/bump** – to pass the ball using locked forearms
- **Set** – the tactical skill in which a ball is directed to a point where a player can spike it into the opponent's court
- **Spike** – a ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker
- **Rotation** – the clockwise movement of players around the court and through the serving position following a side out

- **Serve** – used to put the ball into play by hitting it over the net to the opposing team
- **Volley** – an extended exchange of successful passes over the net

Racquet Sports:

- **Racquet** – a type of bat with a round or oval frame strung with catgut, nylon, etc., used especially in tennis, badminton, and squash
- **Birdie** – the shuttlecock in a racquet sport
- **Drop Shot** – a softly hit shot, usually with backspin, which drops abruptly to the ground
- **Overhand Clear** – a strike that sends the shuttlecock into the rear of your opponent’s court, forcing them to retreat from the net

Integration of 21st Century Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Use close-captions on videos • Speak and display terminology and movement • Teacher modeling • Peer modeling 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Change movement requirements 	<ul style="list-style-type: none"> • Review behavior expectations and make adjustments as needed. • Oral prompts can be given. • Using visual demonstrations, illustrations, and models 	<ul style="list-style-type: none"> • Students can create a prototype of the new fitness app • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of

<ul style="list-style-type: none"> ● Label classroom materials ● Word walls ● Relate to sports in students home country if new-comer 	<ul style="list-style-type: none"> ● Focus on student's attempts instead of precise form or quantity of exercise (pull up, sit up, etc.) ● Work with paraprofessional ● Break tasks into manageable chunks ● Use multi-sensory teaching approaches, with a focus on visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (throw basketball into bucket first). ● Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Modified instructions ● Modeling what the student is expected to do 	<p>lessons</p> <ul style="list-style-type: none"> ● Interest based content (other sports, fitness activities) ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:**ELA - NJSL/ELA:**

NJSLS RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

NJSLS W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

NJSLS W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Science:

3-PS2-1. Plan and conduct an investigation to provide evidence of the effect of balanced and unbalanced forces on the motion of an object.

Integration of Technology Standards NJSL 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.