



TOOLS FOR LEARNING **VOLLEYING & STRIKING SKILLS**

PRIMARY (K-2)

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

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TOOLS FOR LEARNING **VOLLEYING & STRIKING SKILLS**

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In partnership with the SUNY Cortland AMP Lab.
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MODULE OVERVIEW

ABOUT THIS MODULE

This module introduces students to the basics of volleying and striking through developmental play. Striking with the hand is followed by striking with a short-handled paddle, preparing students to progress toward paddle and racquet activities at the intermediate level.

- **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- **Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- **Standard 1 [2.a,f]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f).
- **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- **Standard 2 [1.e]** Demonstrate appropriate use of personal & general space (e).
- **Standard 2 [2.a,b]** Describe the concept of relationships in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

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MODULE OVERVIEW

PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (not on block plan)	<i>5-10 minutes</i>
+ Skill Activity with Debrief	<i>10-15 minutes</i>
+ Skill Activity with Debrief	<i>10-15 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

SELF ASSESSMENT WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Keep It Up. At the end of this activity, students would complete the Pre and Goal columns for Volleying (Hand) (and possibly Striking - Hand). Underhand Serve and those that involve work with a paddle would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group's performance. Next, set a group goal for improvement and complete the post-assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

MODULE OVERVIEW

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete self-assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Keep It Up + Musical Balloon Bop (Pre Assessment – Striking)	Strike, Volley, Up, Consecutive, Self-Space, Actively Engage, Improve, Safety, General Space, Share
2	Keep It Up + Bull's Eye (Pre Assessment – Underhand Serve)	Accuracy, Strike, Palm, Underhand Serve, Force, Strong, Light, Practice, Skill, Confidence
3	Musical Balloon Bop + Air Ball (Pre Assessment – Volleying)	Strike, Volley, Palm, Appropriate, Feedback, Response, Improve, Practice, Skill
4	Air Ball + Net Ball	Position, Strike, Independent, Improve, Strike, Volley, Accurate
5	Keep It Up + Paddle It Up + Musical Paddle Bop (Pre Assessment – Striking Paddle)	Paddle, Strike, Safe, Participation, Actively Engage, Improve, Equipment, Up, Self-Space, Shared Space, Respect, Safety
6	Paddle It Up + Musical Paddle Bop + Net Ball (w/paddle) (Pre Assessment – Volleying & Underhand Serve Paddle)	Strike, Underhand Serve, Paddle, Challenge, Improve, Skill, Accurate
7	Paddle It Up + Musical Paddle Bop + Net Ball	Strike, Underhand Serve, Paddle, Challenge, Improve, Skill, Accurate
8	Keep It Up + Net Ball (w/hands) + Net Ball (w/paddle)	Strike, Underhand Serve, Paddle, Challenge, Improve, Skill, Accurate
9	Station Day (Exit Assessment)	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	5" Balloons	1391724	Link to e-Store
24	Color My Class Spot Markers	6058	Link to e-Store
12	Premium No-Kink 30" Hoops	02160	Link to e-Store
12	4" Economy Foam Balls	649	Link to e-Store
48	Low Profile Cones	1255690	Link to e-Store
12	Jump Ropes	1343670	Link to e-Store
24	7" Lollipop Foam Paddles	1008111	Link to e-Store
24	3" Fleece Balls	1367827	Link to e-Store
			OPENPhysEd.org
29	Academic Language Cards		OPENPhysEd.org
6	Station Cards		OPENPhysEd.org
2	Holistic Performance Rubrics		OPENPhysEd.org
1	Self Check Assessment		OPENPhysEd.org

KEEP IT UP

STUDENT 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.

TEACHING CUES

- ✓ Body in Position
- ✓ Swing to Strike Low with Palm
- ✓ Push Up to Strike High with Finger Pads
- ✓ Follow Through Straight Up

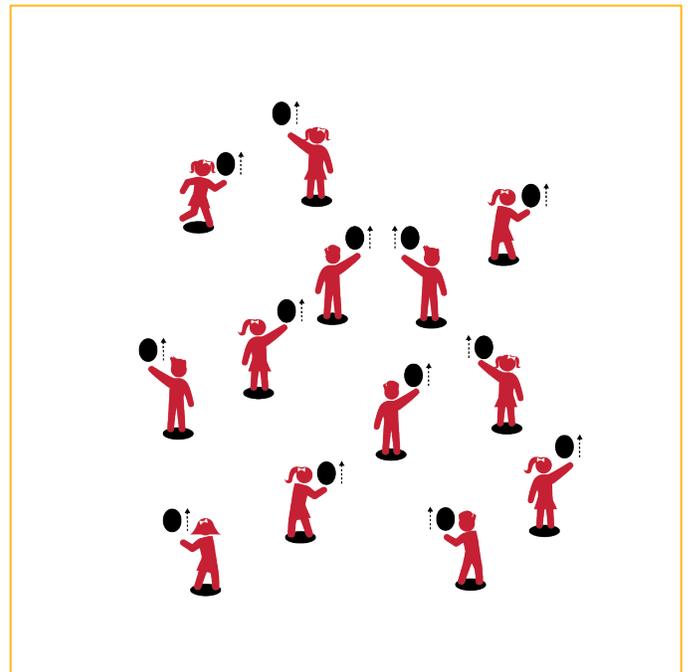
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 balloon/foam ball per student
- ✓ 1 spot marker per student

Set-Up:

1. Scatter spots throughout the activity area.
2. Each student with a balloon or foam ball at a spot.



Activity Procedures:

1. Let's play Keep It Up with the balloon!
2. On the start signal, practice striking the balloon or ball straight up with your palm.
3. How many strikes can you make without dropping the balloon/ball?

Grade Level Progression:

K: Students strike and then catch the balloon before striking it again.

1st: Introduce foam balls to students who are ready to progress.

2nd: Emphasize continuous hits.



KEEP IT UP

CHALLENGE PROGRESSIONS

- ✔ Challenge students to keep the balloon or foam ball up with both their dominant and non-dominant hands.

MODIFICATIONS

- ✔ Toss the balloon to the student, allowing her/him to track the tossed object and then strike it upward.

ACADEMIC LANGUAGE

Volley, Up, Consecutive, Self-Space, Actively Engage, Improve, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- ✔ **Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- ✔ **Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.d,e]** Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is self-space?
- ✔ **DOK 2:** Why is it important to stay in self-space with your balloon?
- ✔ **DOK 3:** What might happen if someone moved out of their self-space during the activity?

TEACHING STRATEGY FOCUS

Manage response rate with tiered questioning techniques: Inquiry-based instruction helps students process, internalize, and learn the content presented. By asking questions that are increasingly complex, you're helping students deepen their thinking and understanding of class content. It's also important to allow all students to respond and interact in class discussion. One way to do this is for students to discuss their thoughts in pairs or small groups.

MUSICAL BALLOON BOP

STUDENT TARGETS

- ✓ **Skill:** I will work in personal space to volley balloons upward, and then move safely in general space to find a new balloon.
- ✓ **Cognitive:** I will describe what it looks like to be actively engaged.
- ✓ **Fitness:** I will actively engage and work to improve my volleying skills.
- ✓ **Personal & Social Responsibility:** I will share space and equipment with my classmates.

TEACHING CUES

- ✓ Body in Position
- ✓ Swing to Strike Low with Palm
- ✓ Push Up to Strike High with Finger Pads
- ✓ Follow Through Straight Up

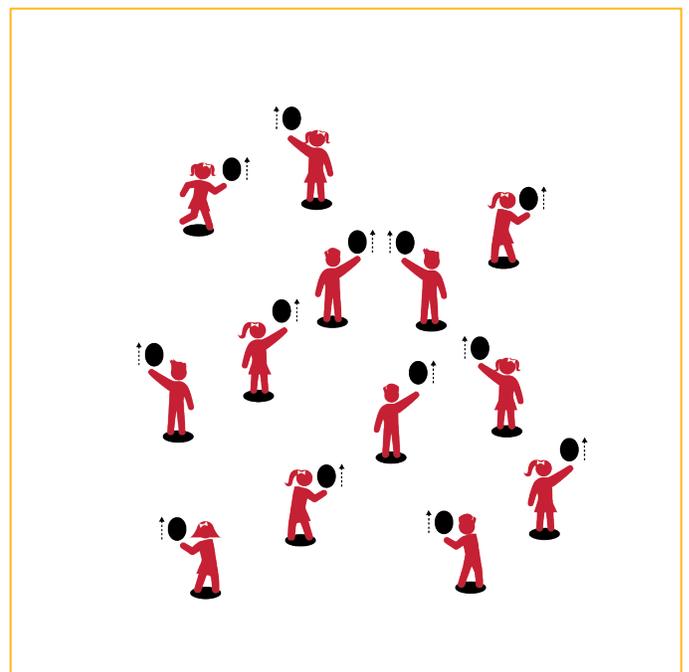
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 balloon per student
- ✓ 1 spot marker per student
- ✓ Music

Set-Up:

1. Scatter spots throughout the activity area.
2. Each student with a balloon standing at a spot.



Activity Procedures:

1. This activity is called Musical Balloon Bop.
2. When the music begins, strike the balloon straight up (with your dominant hand) so that it goes over your head. Strike it straight up as many times as you can before the music stops.
3. When the music stops, put the balloon on the spot and then quickly walk to a new spot to find a new balloon.
4. When the music starts again, start hitting your new balloon.

Grade Level Progression:

K: Students strike and then catch the balloon before striking it again.

1st: Practice with dominant and non-dominant hands. Introduce foam balls to students who are ready to progress.

2nd: Emphasize continuous hits with both dominant and non-dominant hands.



MUSICAL BALLOON BOP

CHALLENGE PROGRESSIONS

- ✔ When the music stops, challenge students to continuously strike the ball while they travel to a new spot. After each pause, they will be at new spots with the same balloons.

MODIFICATIONS

- ✔ Use the music as a simple start and stop cue. Students freeze and stay on their spots when the music stops, and then continue at the same spots when the music restarts.

ACADEMIC LANGUAGE

General Space, Share, Volley, Up, Consecutive, Self-Space, Actively Engage, Improve, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- ✔ **Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- ✔ **Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does actively engaged look like? Sound like? Feel like?
- ✔ **DOK 2:** How would you summarize what actively engaged looks, sounds, and feels like?
- ✔ **DOK 3:** How is being actively engaged in physical education related to improving your skill?

TEACHING STRATEGY FOCUS

Help students practice skills: Active engagement requires physical and cognitive engagement. As students perform the psychomotor task of striking the balloon, engage them cognitively with verbal skill cues and purposeful feedback.

BULL'S EYE

STUDENT TARGETS

- ✓ **Skill:** I will use the correct amount of force when striking the foam ball.
- ✓ **Cognitive:** I will explain the difference between strong and light force.
- ✓ **Fitness:** I will actively engage and work to improve my striking skills.
- ✓ **Personal & Social Responsibility:** I will continue practicing my striking skills in order to build my confidence.

TEACHING CUES

- ✓ Square to Target
- ✓ Opposite Foot Forward
- ✓ Tick Tock Swing
- ✓ Contact Balloon with Palm
Waist High
- ✓ Follow Through Up Toward Target

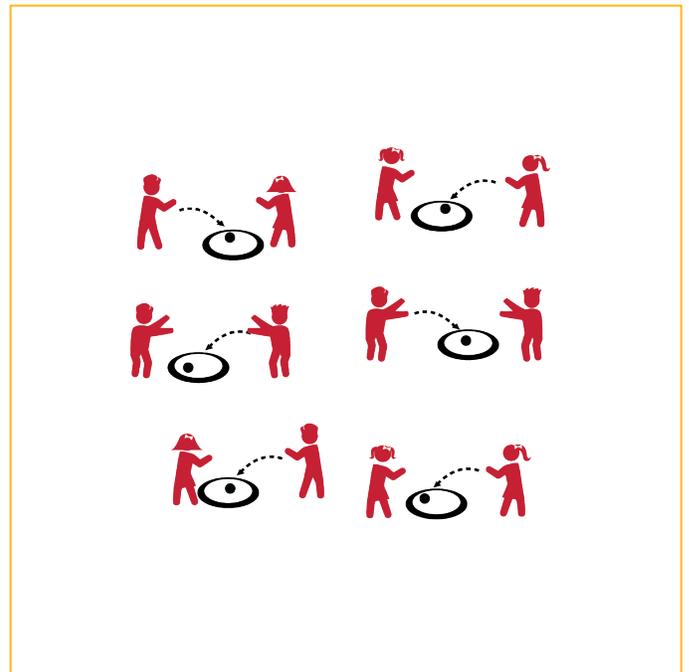
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 hoop per pair
- ✓ 1 foam ball per pair

Set-Up:

1. Scatter hoops throughout the activity area.
2. Pair students, each pair with 1 foam ball, standing in front of a hoop.



Activity Procedures:

1. It's time to play Bull's Eye! You're going to try to underhand serve your ball so that it lands in your hoop.
2. On the start signal, take turns serving the ball so that it lands in your hoop.
3. Attempt 3 serves and then switch roles with your partner.

Grade Level Progression:

- K:** Introduce the activity with students tossing the ball into the hoop. This establishes the activity management and demonstrates the task objective to the students. Then progress to the underhand serve.
- 1st:** Implement the activity as written above.
- 2nd:** Challenge students to take a step back from the hoop after 3 successful serves in a row.



BULL'S EYE

CHALLENGE PROGRESSIONS

- ✔ Play *Match Me If You Can*. Give each pair a spot marker. Partner A attempts a serve from the spot. If the serve lands in the hoop, Partner B must attempt a serve from the same spot. If not, Partner B can move the spot and attempt a serve.

MODIFICATIONS

- ✔ Allow students to select an object to serve that promotes greater success and/or enjoyment (e.g., a balloon).

ACADEMIC LANGUAGE

Accuracy, Strike, Palm, Force, Strong, Light, Practice, Skill, Confidence

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- ✔ **Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- ✔ **Standard 1 [2.a,f]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f).
- ✔ **Standard 2 [2.a]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a).
- ✔ **Standard 4 [K.a,c]** Demonstrate cooperative and safe play (a); Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [1.a,b,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.b,c,d,e]** Identify one activity that is challenging and one way to improve the activity (b); Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is force?
- ✔ **DOK 2:** What's the difference between strong and light force?
- ✔ **DOK 3:** How is how is force related to being accurate?

TEACHING STRATEGY FOCUS

Help students process content: Allow students to interact and experiment with different degrees of strong and light force. It is important for them to be able to verbally define what force is. However, physically interacting with different forces, as force relates to striking and accuracy, will allow students to deepen their understanding of the concept.

AIR BALL

STUDENT TARGETS

- ✔ **Skill:** I will strike the balloon upward with an open palm so that my partner can strike it before it hits the ground.
- ✔ **Cognitive:** I will describe what it means to show appropriate responses to feedback from the teacher.
- ✔ **Fitness:** I will actively engage and work to improve my striking and volleying skills.
- ✔ **Personal & Social Responsibility:** I will accept teacher feedback and use it to improve.

TEACHING CUES

- ✔ Body in Position
- ✔ Swing to Strike Low with Palm
- ✔ Push Up to Strike High with Finger Pads
- ✔ Follow Through Straight Up

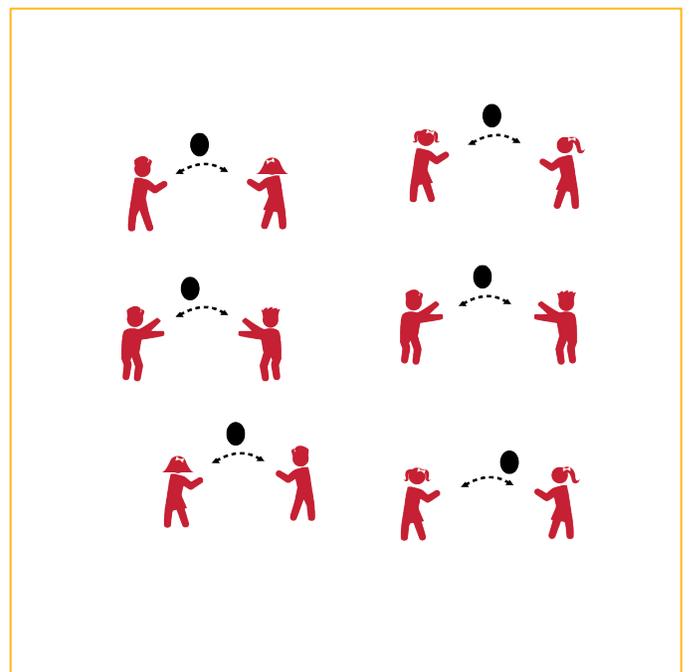
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 balloon per pair

Set-Up:

1. Pair students and send them into open space with 1 balloon per pair.



Activity Procedures:

1. This game is called Air Ball. The object of the game is to work with your partner to keep the balloon in the air as long as you can.
2. As you play, I will give you and your partner feedback that will help you improve your striking and volleying skills.
3. Start when I say, "GO." Stop on the stop signal.

Grade Level Progression:

K: Allow students to strike the balloon as many times in row as needed before passing it to their partners.

1st: Limit each student to 2 strikes before the balloon is passed to her/his partner.

2nd: Players must volley the balloon back and forth with a partner with only 1 strike.



AIR BALL

CHALLENGE PROGRESSIONS

- ✔ Add players to groups for an added challenge. Volleys can be made in a pattern, after a certain number of self-volleys, or with no restrictions.

MODIFICATIONS

- ✔ Allow students to catch and then serve the balloons to their partners.

ACADEMIC LANGUAGE

Strike, Volley, Palm, Appropriate, Feedback, Response, Improve, Practice, Skill

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- ✔ **Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- ✔ **Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a).
- ✔ **Standard 4 [K.a,c]** Demonstrate cooperative and safe play (a); Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [1.b,d]** Demonstrate safety rules for activity (b); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.b,d,e]** Identify one activity that is challenging and one way to improve the activity (b); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does feedback mean?
- ✔ **DOK 2:** What did you notice about the feedback I (your teacher) gave you about your striking skills?
- ✔ **DOK 3:** What is the best response to teacher feedback?
- ✔ **DOK 3:** How is feedback related to improving?

TEACHING STRATEGY FOCUS

Help students practice processes: Responding appropriately to constructive feedback is an essential part of the learning process that must be practiced. Isolating, discussing, and processing this concept will help students both understand and appreciate its importance.

NET BALL

STUDENT TARGETS

- ✓ **Skill:** I will move into position in order to strike (or catch) the balloon.
- ✓ **Cognitive:** I will describe what it looks like when partners work independently.
- ✓ **Fitness:** I will actively engage and work to improve my striking and volleying skills.
- ✓ **Personal & Social Responsibility:** I will make accurate passes so that my partner can improve her/his striking and volleying skills.

TEACHING CUES

- ✓ Square to Target
- ✓ Opposite Foot Forward
- ✓ Tick Tock Swing
- ✓ Contact Balloon with Palm
Waist High
- ✓ Follow Through Up Toward
Target

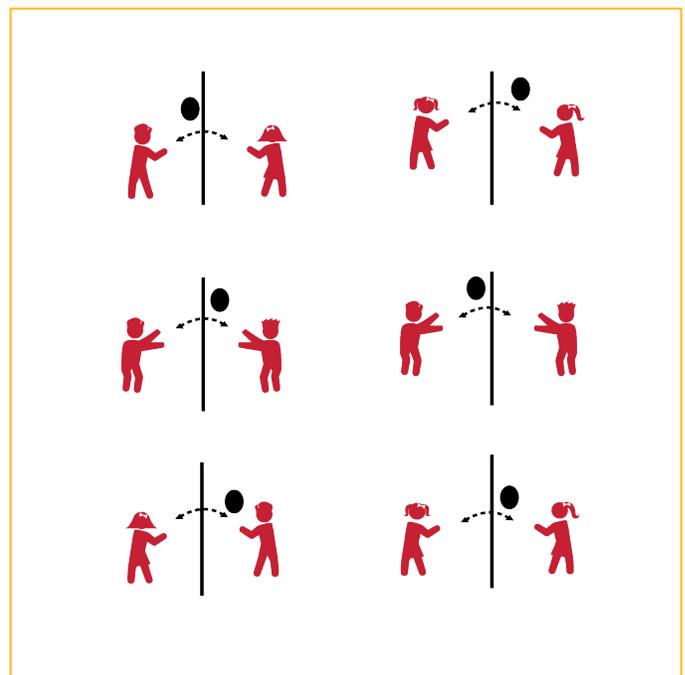
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 balloon per pair
- ✓ 1 jump rope per pair
- ✓ 4 low profile cones per pair

Set-Up:

1. Create 1 grid per 2 students using half cones.
2. Divide grids in half using jump ropes.
3. Pair students and send each pair into a grid with 1 balloon.
4. Set Player 1 on one side of the rope and Player 2 on the other side.



Activity Procedures:

1. This game is called Net Ball. You'll work with a partner to send the balloon over the net (jump rope) so that your partner can catch (or strike) the balloon.
2. It will be important to toss (or serve) the balloon accurately to your partner.

Grade Level Progression:

K: Player 1 tosses the balloon over the net; Player 2 must catch it before it hits the ground. Player 2 then tosses the balloon over the net; Player 1 must catch it before it hits the ground. Advance to striking after students display the ability to move to the tossed balloon in order to make a catch.

1st: Player 1 tosses the balloon over the net; Player 2 must strike the balloon up into the air and then catch it before it hits the ground. Player 2 will then toss the balloon for Player 1 to strike and catch.

2nd: Player 1 serves the balloon over the net; Player 2 volleys the balloon back over the net before it hits the ground. Allow up to 3 hits per side as students work to make it over the net. How many times can you and your partner volley the balloon back and forth before it hits the ground?



NET BALL

CHALLENGE PROGRESSIONS

- ✔ Progress to a light weight foam ball or inflatable.

MODIFICATIONS

- ✔ Allow the object to be caught off a bounce and then served.

ACADEMIC LANGUAGE

Position, Strike, Independent, Improve, Volley, Accurate

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
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- ✔ **Standard 4 [1.a,b,c]** Work cooperatively & demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c).
- ✔ **Standard 4 [2.b,c,d]** Identify one activity that is challenging and one way to improve the activity (b); Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does it look like when partners work independently? Sound like? Feel like?
- ✔ **DOK 2:** How does working independently affect others in the class?
- ✔ **DOK 3:** How are accurate passes and hits related to working independently?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Striking and volleying are essential skills needed for developing physical literacy. The ability to work independently with a partner is also an essential social skill for ongoing skill development. This activity provides many opportunities for students to interact with class content through shared experience and cooperative learning.

PADDLE IT UP

STUDENT TARGETS

- ✓ **Skill:** I will strike the balloon upward using a paddle.
- ✓ **Cognitive:** I will describe what safe participation with a paddle or racket looks like.
- ✓ **Fitness:** I will actively engage and work to improve my skill with a paddle.
- ✓ **Personal & Social Responsibility:** I will work safely with physical education equipment.

TEACHING CUES

- ✓ Hold Paddle with a Hand-Shake Grip
- ✓ Keep Wrist Firm
- ✓ Paddle Flat (Parallel with Ground)
- ✓ Strike Balloon Up in Front of Body

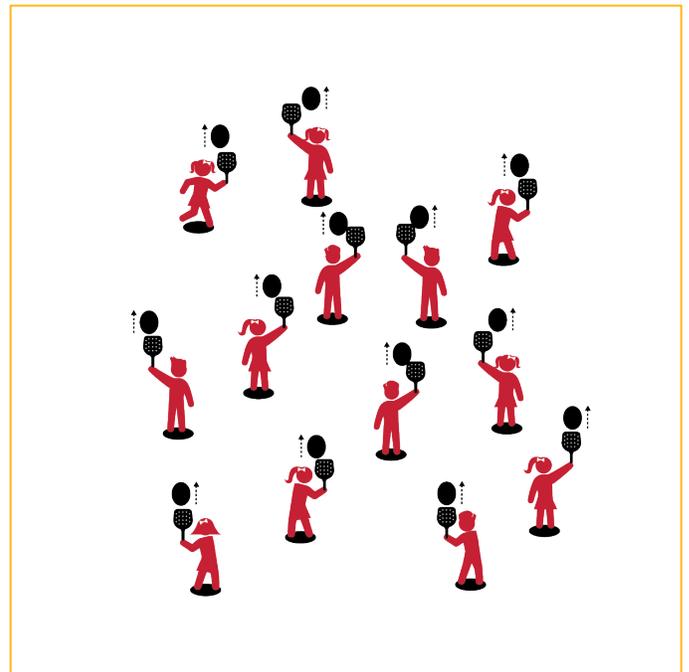
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 paddle per person
- ✓ 1 balloon / fleece ball per student
- ✓ 1 spot marker per person

Set-Up:

1. Scatter spots throughout the activity area.
2. Each student with a paddle and a balloon or cotton ball at a spot.



Activity Procedures:

1. Let's play Paddle It Up using a paddle to keep the balloon in the air!
2. On the start signal, practice striking the balloon or ball straight up with the paddle.
3. How many strikes can you make without letting the balloon hit the ground?

Grade Level Progression:

K: Start with students balancing the balloon on the paddle. Introduce striking after students demonstrate the ability to hold the paddle parallel to the ground and keep the balloon from falling.

1st: Introduce fluffy cotton balls to students who are ready to progress.

2nd: Emphasize continuous hits.



PADDLE IT UP

CHALLENGE PROGRESSIONS

- ✔ Challenge students to travel in general space while continuously hitting the object.

MODIFICATIONS

- ✔ Toss the balloon to the student, allowing her/him to track the tossed object and then strike it with the paddle.

ACADEMIC LANGUAGE

Paddle, Strike, Safe, Participation, Actively Engage, Improve, Equipment

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- ✔ **Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- ✔ **Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.b,d,e]** Identify one activity that is challenging and one way to improve the activity (b); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does safe participation with a paddle look like?
- ✔ **DOK 2:** How is safe participation different from unsafe participation?
- ✔ **DOK 3:** How is safe participation related to improving your skills?

TEACHING STRATEGY FOCUS

Review content: Quickly review students' past experience with the activity Keep It Up, and emphasize the cumulative nature of their skill development and practice. Introducing the paddle to an activity that students know and have mastered allows them to connect prior learning and success to a new and more difficult task.

MUSICAL PADDLE BOP

STUDENT TARGETS

- ✓ **Skill:** I will strike the balloon upward using a paddle.
- ✓ **Cognitive:** I will talk about differences between self and shared space.
- ✓ **Fitness:** I will actively engage and work to improve my skill with a paddle.
- ✓ **Personal & Social Responsibility:** I will safely move throughout shared space, respecting the personal safety of my classmates.

TEACHING CUES

- ✓ Hold Paddle with a Hand-Shake Grip
- ✓ Keep Wrist Firm
- ✓ Paddle Flat (Parallel with Ground)
- ✓ Strike Balloon Up in Front of Body

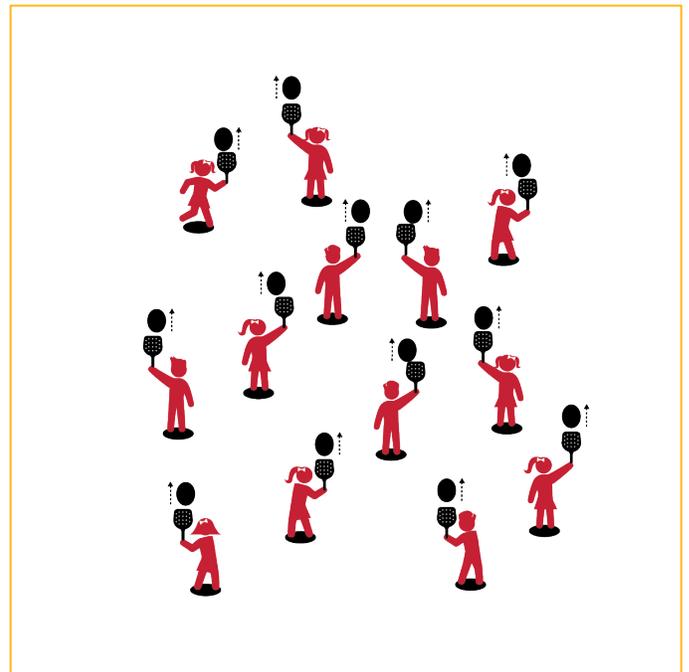
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 paddle per person
- ✓ 1 balloon/fleece ball per student
- ✓ 1 spot marker per person

Set-Up:

1. Scatter spots throughout the activity area.
2. Each student with a paddle and balloon standing at a spot.



Activity Procedures:

1. It's time for Musical Paddle Bop.
2. When music begins, strike the balloon straight up with the paddle so that it goes over your head. Strike it straight up as many times as you can before the music stops.
3. When music stops, put the paddle and balloon on the spot and then quickly walk to a new spot to find a new paddle and balloon.
4. When the music starts again, start striking your new balloon.

Grade Level Progression:

K: Students balance the balloon on the paddle while the music plays. Introduce striking when students show signs of readiness.

1st: Introduce cotton balls to students who are ready to progress.

2nd: Emphasize continuous hits.

MUSICAL PADDLE BOP

CHALLENGE PROGRESSIONS

- ✔ When the music stops, challenge students to continuously strike the balloons/balls with the paddles while they travel to a new spot. After each pause they will be at new spots with the same balloons/balls.

MODIFICATIONS

- ✔ Use the music as a simple start and stop cue. Students freeze on their spots when the music stops, and then continue at the same spots when the music restarts.

ACADEMIC LANGUAGE

Strike, Up, Self-Space, Shared Space, Respect, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- ✔ **Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- ✔ **Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.b,c,d,e]** Identify one activity that is challenging and one way to improve the activity (b); Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is shared space?
- ✔ **DOK 2:** What is the difference between self-space and shared space? What are the similarities?
- ✔ **DOK 3:** What might happen if someone didn't respect the personal space of her or his classmates?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: A personal bubble is often used as a metaphor for personal/self-space. Challenge students to identify a metaphor for shared space (e.g., a highway, a parking lot, etc.). This strategy prompts students to think about and analyze an important concept at a complex but developmentally appropriate level.

NET BALL (W/PADDLE)

STUDENT TARGETS

- ✓ **Skill:** I will strike the balloon (ball) over the net line using a paddle.
- ✓ **Cognitive:** I will talk about activities that are a challenge for me.
- ✓ **Fitness:** I will actively engage and work to improve my skill with a paddle.
- ✓ **Personal & Social Responsibility:** I will try to make accurate hits so that my partner can improve her/his striking skills.

TEACHING CUES

- ✓ Square to Target
- ✓ Opposite Foot Step Forward
- ✓ Paddle Back to Front with a Tick Tock Swing
- ✓ Trunk Coil Back to Front
- ✓ Follow Through up Toward Target

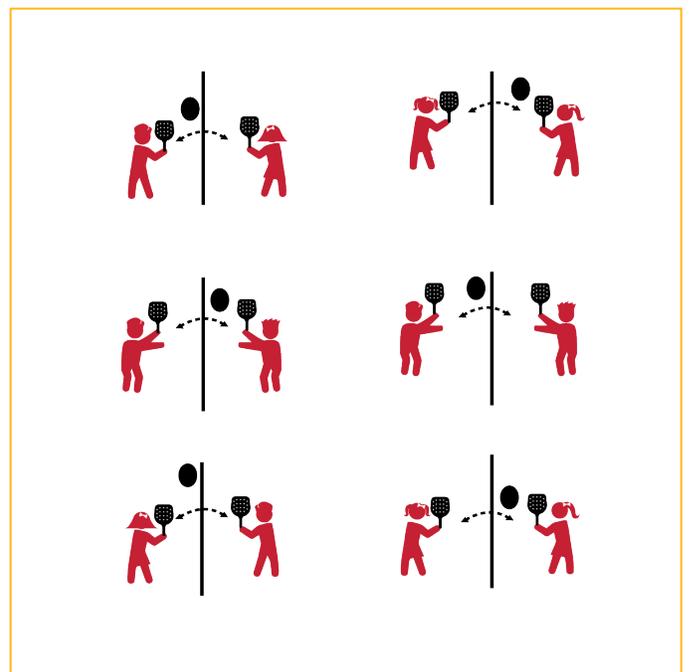
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 paddle per student
- ✓ 1 balloon per pair
- ✓ 1 jump rope per pair
- ✓ 4 low profile cones per pair

Set-Up:

1. Create 1 grid per 2 students with low profile cones.
2. Divide grids in half using jump ropes.
3. Pair students and send them into a grid, each with a paddle and 1 balloon per pair.
4. Set Player 1 on one side of the rope, and Player 2 on the other side.



Activity Procedures:

1. Today we're going to play Net Ball with a paddle. You'll work with a partner to send the balloon over the net (jump rope) so that your partner can strike it with a paddle.
2. It will be important to toss (or serve) the balloon accurately to your partner.

Grade Level Progression:

K: Player 1 tosses the balloon over the net; Player 2 must touch it with the paddle before it hits the ground. Player 2 then tosses the balloon over the net; Player 1 must touch it with the paddle before it hits the ground.

1st: Player 1 tosses the balloon over the net; Player 2 must strike the balloon up into the air before it hits the ground. Player 2 will then toss the balloon for Player 1 to strike and catch.

2nd: Player 1 serves the balloon over the net; Player 2 volleys the balloon back over the net before it hits the ground. Allow up to 3 hits per side as students work to make it over the net. How many times can you and your partner volley the balloon back and forth before it hits the ground?

NET BALL (W/PADDLE)

CHALLENGE PROGRESSIONS

- ✔ Use cones to raise the jump rope (net) 12 to 18 inches off of the ground. Students must volley the object over the net.

MODIFICATIONS

- ✔ Remove the jump rope (net), allowing students to volley and move freely throughout the area.

ACADEMIC LANGUAGE

Strike, Paddle, Challenge, Improve, Skill, Accurate

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- ✔ **Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- ✔ **Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.a,b]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.a,b]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b).
- ✔ **Standard 4 [1.a,b,c]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c).
- ✔ **Standard 4 [2.b,c,d]** Identify one activity that is challenging and one way to improve the activity (b); Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How does it feel when something you are trying to learn is challenging?
- ✔ **DOK 2:** What steps could you follow to overcome a challenge?
- ✔ **DOK 3:** What would happen if you quit as soon as something was challenging? What would happen if you kept trying?

TEACHING STRATEGY FOCUS

Help students engage in complex tasks: Volleying an object over a line or net is a complex task for most young children. However, it also represents a challenging application to the skills they've been working to develop. Allowing students to both fail and succeed in complex tasks that utilize developed skills allows them to develop meaning for prior (and future) skill practice. Encouraging perseverance and examining student grit is an essential for helping students embrace and grow from challenging tasks.

STATION DAY

STUDENT TARGETS

- ✔ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✔ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✔ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✔ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

TEACHING CUES

- ✔ Start Activity with Music
- ✔ When Music Stops: Clean the Area and Rotate

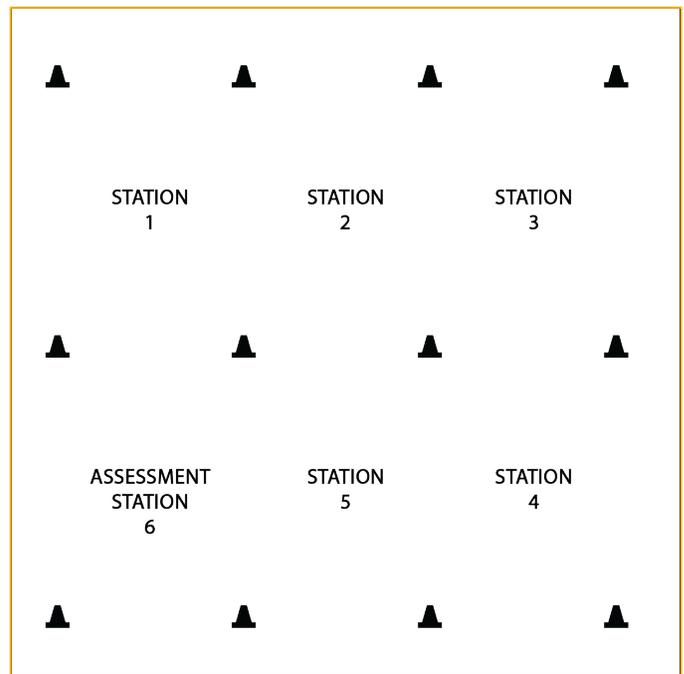
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 24 low profile cones
- ✔ Station music and music player
- ✔ See station cards for equipment needs

Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, each group at a different station.



Activity Procedures:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.



STATION DAY

CHALLENGE PROGRESSIONS

- ✔ Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

MODIFICATIONS

- ✔ Some students may need step-by-step assistance during clean-up and rotation. Pause the music and don't restart until every group has safely transitioned.

ACADEMIC LANGUAGE

Select words from the module that you're teaching.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1, 2, 3, 4** [*Select outcomes from the module that you're teaching.*]

DEBRIEF QUESTIONS

- ✔ *Select questions from the module that you're teaching or the assessment that you're using.*

TEACHING STRATEGY FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- Standard 1 [K.c]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for striking stationary object with paddle, trapping and volleying with hand (c).
- Standard 1 [1.c,d]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., striking stationary object with hand or with short-handled implement, volleying object upward with various body parts) (c); Demonstrate at least two critical elements for the manipulative skills of striking while moving (d).
- Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for striking, consecutive upward volleying with hand(s) (a).

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)

SAMPLE LESSON PLAN

	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)</p> <p>Grades K-1: Discuss and complete the Self-Assessment as a large group with all students.</p> <p>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>		

ACCURATE

(adjective)

Successful in reaching the intended target.

*Brittany's toss was so **accurate** that her partner was able to hit the balloon easily.*



ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

*Because Charles was **actively engaged** in physical education class, he learned how to volley a balloon with good technique.*



APPROPRIATE

(adjective)

Correct or right for a given situation or setting.

*Lucy showed an **appropriate** response to her teacher's feedback by focusing on what she could do better next time.*



CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

*Since serving the balloon over the net was a **challenge** for Aiden, he practiced until he could succeed every time.*



CONFIDENCE

(noun)

Belief in oneself and one's powers or abilities.

*Amie had **confidence** in her ability to underhand serve the ball into the hoop.*



CONSECUTIVE

(adjective)

One after another without stopping.

*After practicing every day, David was able to complete 10 **consecutive** hits on the balloon.*



EQUIPMENT

(noun)

The set of tools, accessories, and objects used in a sport or activity.

*Emily put all her **equipment** back where it belonged when class ended.*



FEEDBACK

(noun)

Information provided in reaction to a performance, action, or piece of work.

*Mr. Hart gave Gina **feedback** on her striking skills and told her how she could improve.*



FORCE

(noun)

Strength or power used on an object.

*If you hit the balloon with too much **force**, it will fly out of control.*



GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

*In physical education class, we share **general space** so that everyone can volley safely within the activity boundaries.*



IMPROVE

(verb)

**To achieve a higher standard or quality;
to make or become better.**

*Harvey **improved** his striking skills by listening to teacher feedback and practicing every day.*



INDEPENDENTLY

(adverb)

The state of being free from outside control or lead.

*Because they worked together instead of **independently**, Julia and Annie were able to complete 5 passes back and forth.*



LIGHT

(adjective)

Using or applying little pressure or force.

*Using **light** force when hitting the balloon will help you to control it more easily.*



PADDLE

(noun)

A piece of equipment with a short handle and a wide, flat body used to strike a ball or other object.

*Jackie used the **paddle** to hit the ball and send it into general space.*



PALM

(noun)

The part of the inner surface of the hand that extends from the wrist to the bases of the fingers.

*Kurt hit the ball with his **palm**, and it went right into the hoop.*



PARTICIPATION

(noun)

The act of engaging and taking part in an activity.

*Monica showed safe **participation** by following instructions and using the paddle correctly.*



POSITION

(noun)

The particular way a person or thing is placed or arranged.

*Since Nolan was in the ready **position**, he was able to return Olivia's pass easily.*



PRACTICE

(verb)

To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

Owen **practiced** serving the ball every day, and his striking skills improved greatly.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

*Because Peter **respected** Zoe's personal space, he didn't get too close to her.*



RESPONSE

(noun)

A reply or reaction to something.

Quentin's **response** to Mrs. Brown's feedback was appropriate because he listened and focused on how he could get better at striking the ball.



SAFE

(adjective)

Protected against physical, social, and emotional harm.

*Rachel demonstrated **safe** participation so that no one would get hurt.*



SELF-SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

*Sarah stayed in **self-space** with her balloon in order to practice her striking skills safely.*



SHARE

(verb)

To split or divide a portion of something with others.

*Trenton **shared** his balloon with Victoria.*



SHARED SPACE

(noun)

The area within a boundary in which multiple people must all move safely and peacefully.

*All the students moved carefully through **shared space**, so everyone stayed safe.*



SKILL

(noun)

The ability to do something well.

*Volleying is a **skill** that takes time and practice to master.*



STRIKE

(verb)

Hit forcibly and deliberately.

*If you use the paddle to **strike** the balloon directly toward your partner, it will be easier for them to catch it.*



STRONG

(adverb)

An action done with a lot of force so as to be solid, firm, hard, or fast.

*Because Jimmy was so far away, Becky had to use **strong** force to serve the balloon to him.*



UP

(preposition)

To or toward a higher level or position.

*Hit the balloon directly **up** into the air so that it comes straight back down and you can catch it.*



VOLLEY

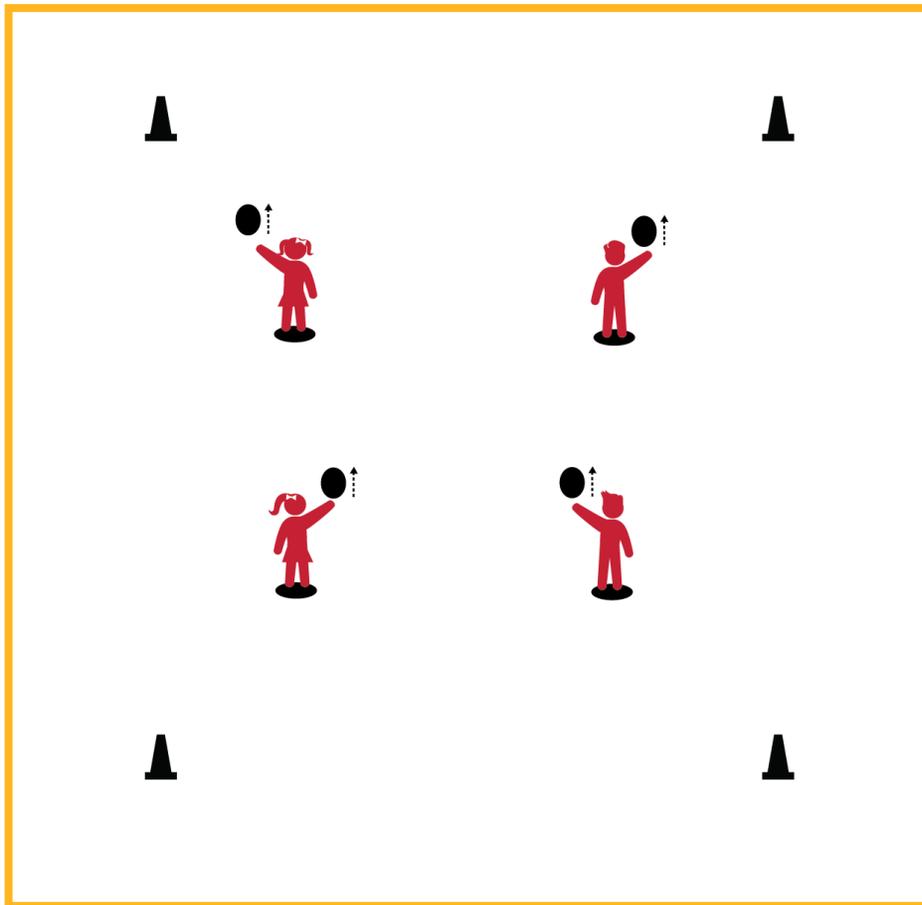
(verb)

To hit a ball or object up into the air repeatedly without catching it.

Wendy **volleyed** the balloon up into the air three times.



KEEP IT UP

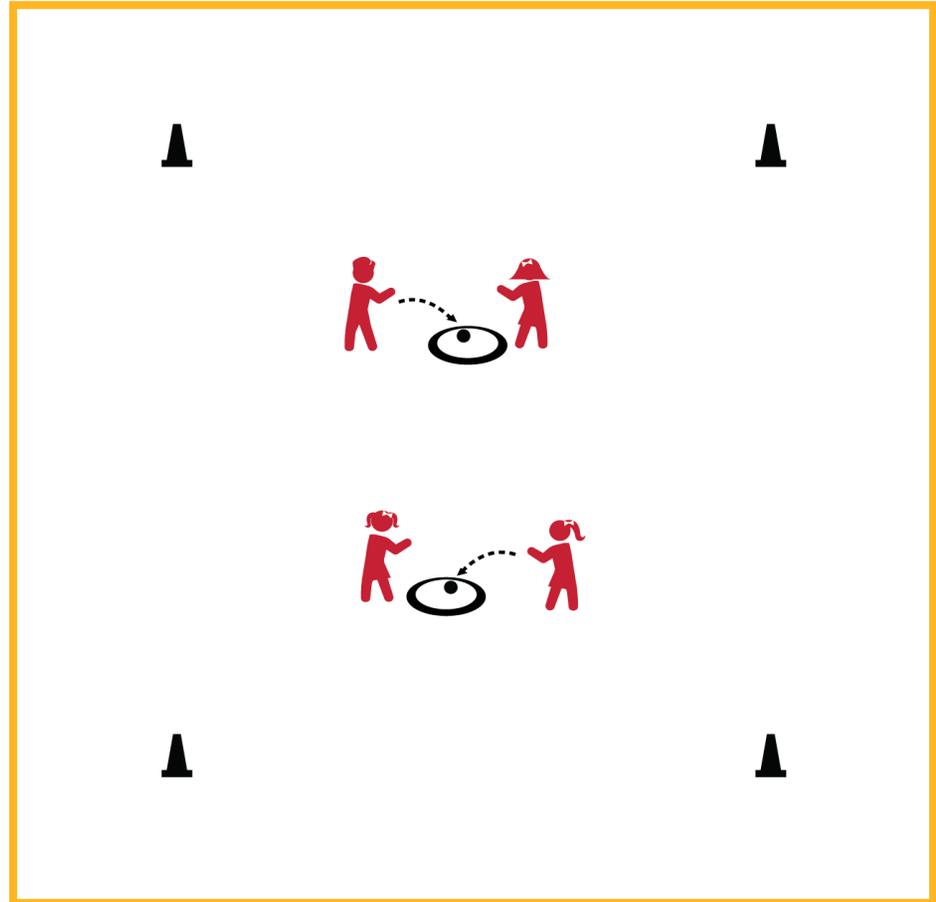


- 1.** Strike the balloon straight up with your palm.
- 2.** How many strikes can you make without the balloon hitting the floor?

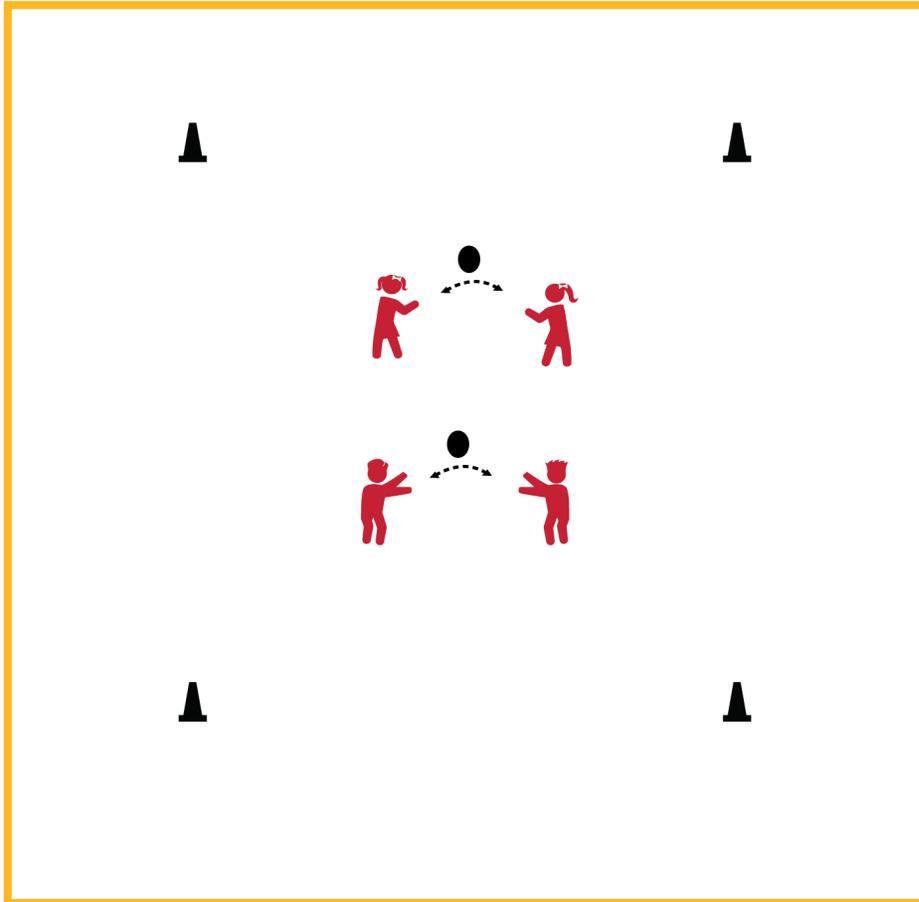


BULL'S EYE

- 1.** Underhand serve the ball so that it lands in your hoop.
- 2.** Attempt 3 serves, then switch with your partner.



AIR BALL

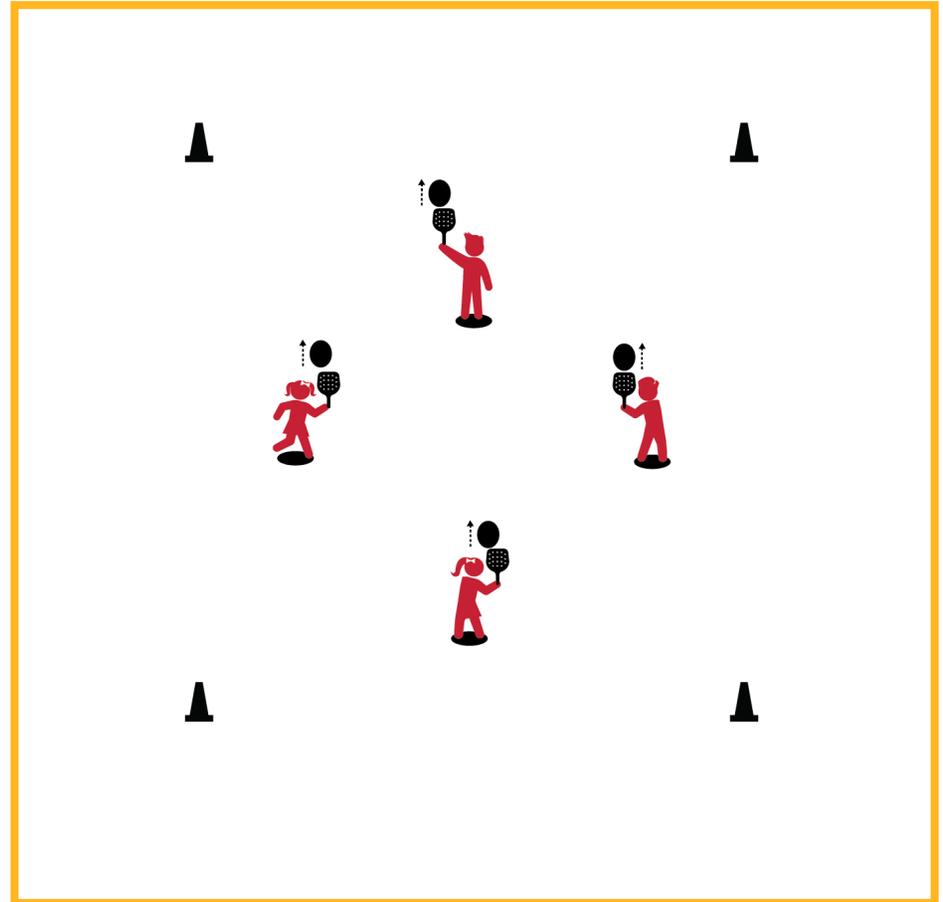


- 1.** Work with your partner to keep the balloon in the air as long as you can.
- 2.** If the ball hits the floor, pick it up and start again.



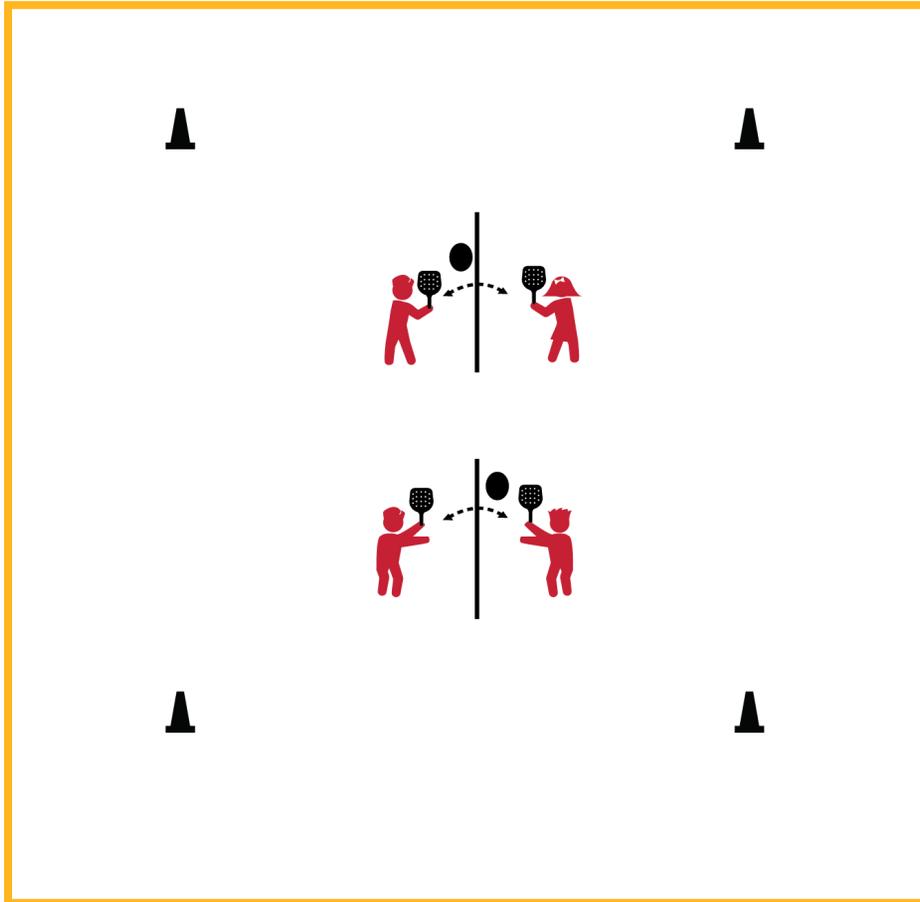
PADDLE IT UP

- 1.** Use a paddle to keep the balloon in the air.
- 2.** How many hits can you make without letting the balloon hit the ground?



NET BALL

w/paddle

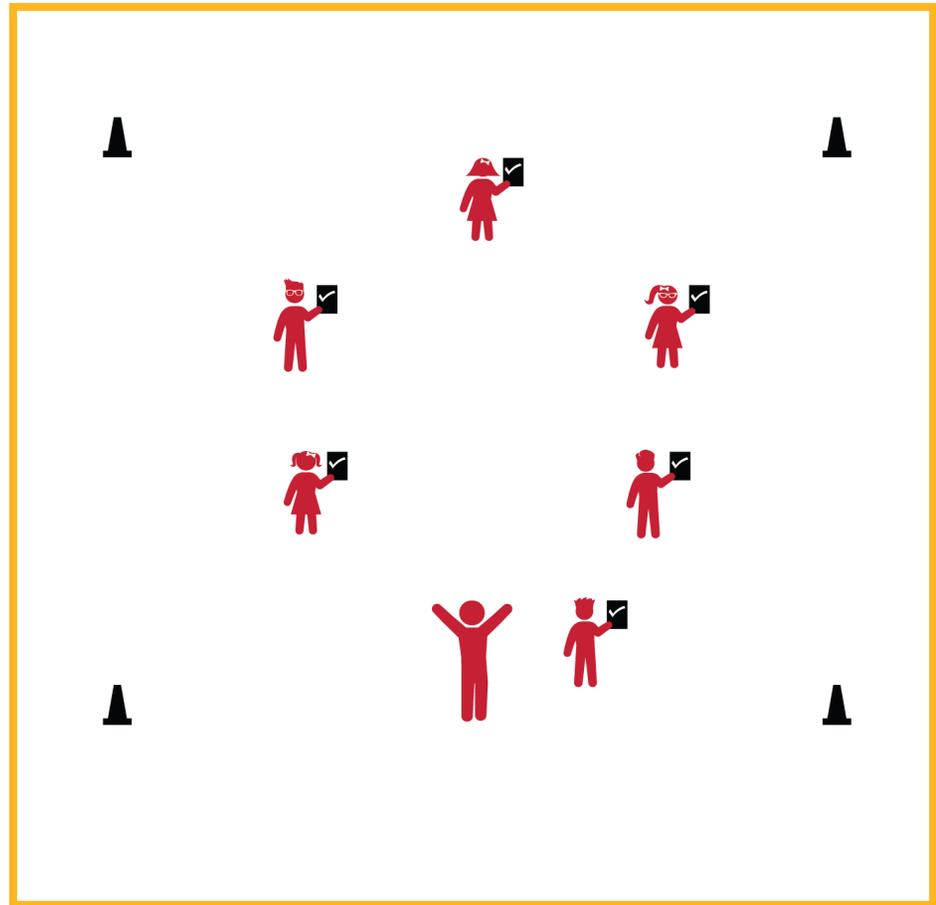


- 1.** Work with your partner to send the balloon back and forth over the jump rope.
- 2.** Take turns starting play with an underhand serve.



SELF-ASSESSMENT

1. Complete the Assessment for Volleying & Striking
2. When you're finished, see how many times you can keep the balloon in the air using a paddle.



SELF-ASSESSMENT

NAME: _____ **GRADE:** _____ **CLASS:** _____

Draw faces in the circles to show how you feel about your volleying & striking skills. If this is your pre-assessment, draw another face in the “goal” column to show how you think you could feel about your skills after some practice and hard work.

Look at these faces to help you decide what to draw.



This is new. I wish I could do better, and so I will keep trying my best to improve.

I’m getting better. Practice is helping, and I will keep trying my best to improve.

I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Volleying (Hand)			
Underhand Serve (Hand)			
Striking (Hand)			
Striking (Paddle)			
Underhand Serve (Paddle)			

HOLISTIC PERFORMANCE RUBRIC

PRIMARY (K-2)

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs striking, volleying, and serving skills with both a hand and a paddle, with control, and using critical cues. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to strike and volley with acceptable accuracy and acceptable control. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Lacks accuracy and control. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
1.		
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HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs striking, volleying, and serving skills with both a hand and a paddle, with control, and using critical cues.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to strike and volley with acceptable accuracy and acceptable control.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Lacks accuracy and control.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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Teaching Dates of Module:		School Year:	
General Comments/Notes for Planning Next Year's Module			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Self-Rating with Rationale			
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			