

TCWS

Student Teaching Spring 2010

PE

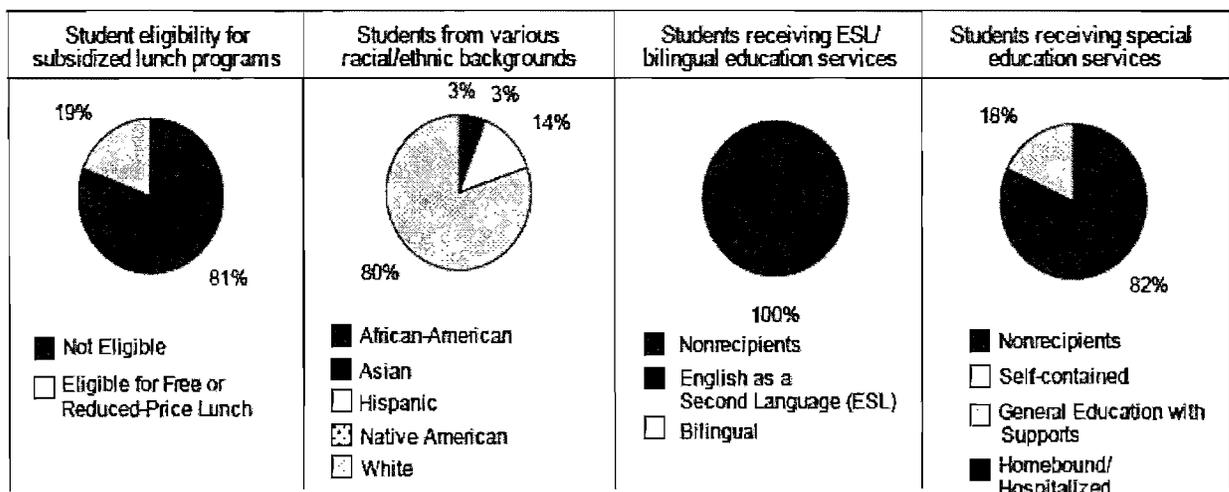
Whiffle Ball

5'10

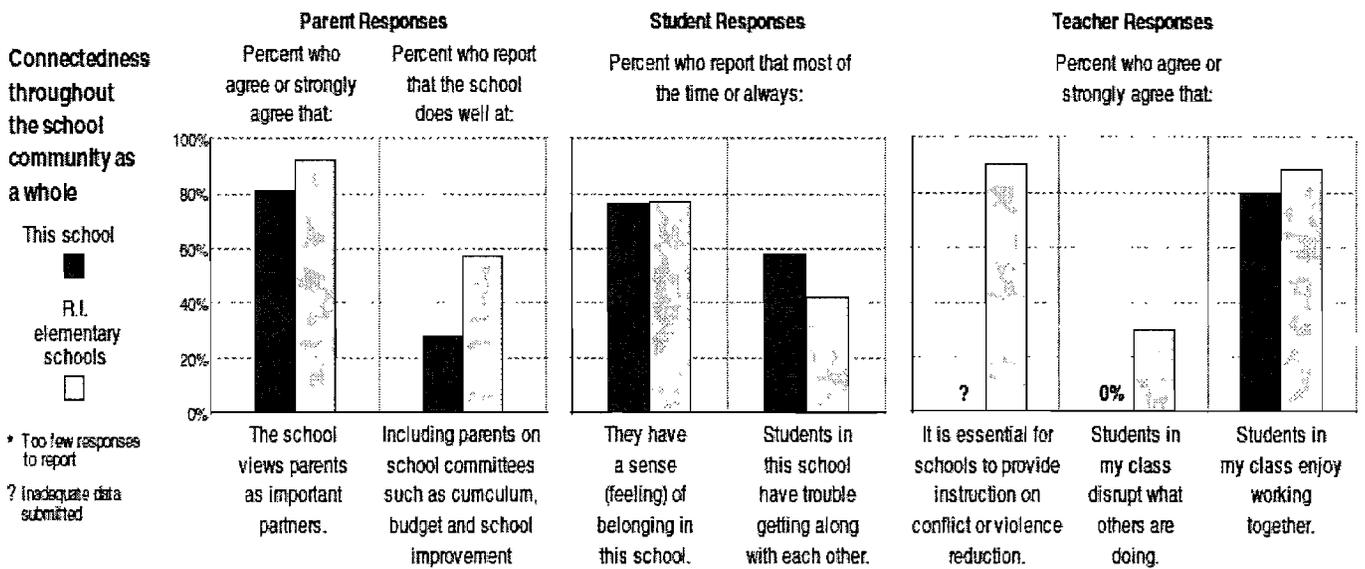
Contextual Factors

Seinfeld Elementary School is in the town of Manhattan's upper west side. The town is a suburban community that lies north of the state capital. According to the 2000 census, the city's population hovers around 32,000. The census also reported that about 8% of the population is living below the poverty line. That number could be argued ~~might~~ to be higher now due to the recent economic downturn the state has been mired in. Kid's Count 2000 data represented that about 10% of the children were living in poverty. Again, that number could be presumed higher as of today because of previous reasons listed. Students that are living in such dire straits could be affected with learning because of malnutrition, access to materials needed for school and other factors.

InfoWorks data from 2008 states that only 19% of students are eligible for free or reduced lunch. Also according to the data, the schools ethnic population is predominantly white with 80%. Students who receive special education are in general education settings with support. The following chart represents these findings.



Parents who responded to the salt survey tend to feel that the community supports the school. About 75% who answered said that they feel the community supports the school. However, only about 40% of the teachers say that the school uses parents as a resource. This data is from 2008 and in January 2010 the school got a new principal that is much more family oriented. They have movie nights, ice cream socials, and parent volunteers all the time during school projects. This year for teacher appreciation week the parents of the school created a teacher luncheon to show their thanks and support for the schools teachers. Parents felt that the school views them as important partners in 2008 (see chart below) and I feel that number would only go up with the new principal. One piece of data I found concerning was that close to 60% of students said they feel students have trouble getting along with other students. That could spell trouble for any type of teamwork activities. The first Monday of every month the school has a faculty meeting to go over administrative details and any news they should be aware of.



The classroom is actually a cafeteria. It's a fairly large gym/cafeteria area with basketball hoops hanging at each end. The gym is surrounded with gym mats stuck to the walls by Velcro. Equipment I have at my disposal is foam baseball sized balls (15), foam Frisbees (12), beach balls (6), classic skinny yellow wiffleball bat, larger barrel black bat, batting tee (1), throw bases (8), volleyball net (1), dome cones (30), bean bags (16), large foam gator skin balls (4).

This 5th grade class is made up of six boys and eight girls. Their ages range from 10-11. The class as a whole is a very respectful yet rambunctious crowd. They are very eager to answer questions, play, and talk to each other. Their prior knowledge of wiffleball is directly from previous lessons the years before as 3rd and 4th graders. They haven't been exposed to some of the intricacies of the game such as rules and terminology associated with the game. I see this class on Thursdays for health and Fridays for Physical Education so I will be able to build a rapport with them. Elaine, Susan, George and Jerry seem to make up the core of the talkative part of the class. All are very bright and not afraid to speak in front of the other students. Kramer is one that seems to ignite his fellow classmates into a frenzy and needs to have an eye kept on him often. Newman, Jackie Chiles, Helen, Estelle, and Sue Ellen seem to make up the second tier of involvement in the class however just a little more reserved. Uncle Leo, Sally, Donna and Dolores round up the rest of the crew and are very soft spoken type B personalities.

Sally and Kramer are two students who will likely need adaptations to the unit. Sally is very inattentive at times, dislikes the physical education class and often needs

much guidance. Kramer on the other hand needs directions repeated to him and a more predictable class schedule.

The unit will take place in the spring and will coincide with the Opening day of the Major League Baseball season. The students are excited for the season as being in the northeast provides them with a baseball fever. Some students will be participating in baseball/softball leagues outside of school. Knowing these contextual factors will only help me develop and implement a better unit due to the fact I am more knowledgeable about the students and community characteristics.

Part I: Learning Goals

Learning Goals: (usually 2-4 depending on the depth of your unit)

- Use proper wiffle ball skills during a game
- Develop a knowledge and understanding of the game and rules

Part II: Unit Objectives

	Related Content Standards (state and/or SPA)	Domain/Level/Classification/Other
	<i>National Association for Sport and Physical Education (NASPE)</i>	<i>Cognitive domain; Level-Recall</i>
Objective 1: 5 th grade students will be able to recall where the cleanup hitter bats in a lineup by the end of the unit.	NASPE Standard 2:	Cognitive domain; Level-recall
Objective 2: 5 th grade students will be able to execute proper throwing and catching cues by the end of the unit.	NASPE Standard 1:	Psychomotor domain; Level- apply
Objective 3: 5 th grade students will be able to distinguish between which base they are allowed to overrun during a game by the end of the unit.	NASPE Standard 2:	Cognitive domain; Level- synthesis
Objective 4: 5 th grade students will be able to demonstrate proper fielding cues by the end of the unit.	NASPE Standard 2:	Psychomotor domain; Level- apply
Objective 5: 5 th grade students will be able to identify a cut-off person during a game by the end of the unit.	NASPE Standard 2:	Cognitive domain; Level- recall
Objective 6: 5 th grade students will be able to implement proper batting cues by the end of the unit.	NASPE Standard 2:	Psychomotor domain; Level-apply

inue with as many objectives as appropriate.

III: Rationale / Purpose (3-4 paragraphs)

Even though students have been exposed to the game of wiffleball/baseball, they have not been exposed in depth to the terminology associated with the sport. This unit is important to teach the intended purpose because there are so many valuable qualities to it. Baseball is apart of Americana. It has spanned the history of the world dating back to mid 18th century England in its earliest forms and to 1846 in New York to what we see today. It can be used as a way to create an interdisciplinary curriculum among math, history, science, and English. Baseball has had a cultural impact on America dating back to the first ceremonial first pitch by a president by Taft in 1910. The tradition has lasted 100 years with President Obama throwing out this year's first pitch.

The objectives listed for the students are appropriate because they focus on both the physical aspects of the game as well as opening up their mind to mentally stimulating vocabulary associated with the game. Baseball used to be a game embraced by all and loved by some. Now, it's embraced by only a few it seems. According to a 2006 report by CNN, baseball/softball enrollment has dropped 1 percent per year since 1996. That's a 10 percent drop-off in a decade while all other youth sports are drawing record enrollments. Some of it could be due to more options for children now a day and more children focusing on one sport at an earlier age. However, some of it could be attributed to the slow pace and the younger generations need for instant gratification. Understanding this I need to focus my unit on more fast-paced types of games that will still allow for skill repetition.

Children are not immune to the obesity epidemic that is occurring in our nation. Roughly 17% of children are obese. Also, 80% of children that are overweight between the ages of 10-15 are likely to be obese when they reach adulthood. It is important to provide these students with the kind of psychomotor activities like throwing and catching which can be translated to other types of physical activity. Sport

fic objectives are also covered so that students can use them outside of the classroom such as their town league setting or unstructured playing with their friends.

References:

l.com (2006). *Youth Sports Drawing More Than Ever*. Retrieved on March 26th from website

<http://www.cnn.com/2006/US/07/03/rise.kids.sports/index.html>

ers for Disease Control. (2010). *Childhood Overweight and Obesity*. Retrieved on March 26th 2010

from website <http://www.cdc.gov/obesity/childhood/index.html>

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>1. 5th grade students will be able to recall where the cleanup hitter bats in a lineup by the end of the unit.</p>	<p><input type="checkbox"/> <u>Pre-Assessment</u> Pre-Test</p> <p><input type="checkbox"/> <u>Formative Assessment</u> Personal communication</p> <ul style="list-style-type: none"> • Set discussion • Observation • Checking for Understanding <p><input type="checkbox"/> <u>Post-Assessment</u></p> <ul style="list-style-type: none"> • Closing Questions 	<p><input type="checkbox"/> Pre-test- fill in the blank questions with no word bank containing questions about the game, rules and the breakdown of skills needed to play. This will examine whether students are aware certain spots in the lineup can have a specific name (e.g. cleanup, leadoff).</p> <p><input type="checkbox"/> Formative Assessment consists of ongoing steps to insure that students are gaining knowledge. These are: <u>Set discussion</u>-allows teacher to gauge students understating and whether they have any questions. <u>Observation</u>- allows the teacher see if students call themselves or 4th batter the cleanup hitter. <u>C.F.U.</u> – allows students to respond to questioning at certain points in the lesson <u>Closing Questions</u>- Allows students to respond to respond to the unit as a whole and their ability to retain the information over the span of the unit.</p>	<p>Read questions orally to sally and Kramer (read twice for Kramer).</p> <p>Sit Kramer and Sally closer during set.</p> <p>Create poster for Kramer Kramer and Sally detailing a lineup</p> <p>Have Cleanup hitter raise hand or wear a pinnie with the number 4 on it.</p> <p>Repeat questions twice</p>

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>2. 5th grade students will be able to execute proper throwing and catching cues by the end of the unit.</p>	<p><input type="checkbox"/> <u>Pre-Assessment</u> Pre-Test</p> <p><input type="checkbox"/> <u>Formative Assessment</u> Personal communication</p> <ul style="list-style-type: none"> • Set discussion • Observation • Checking for Understanding <p><input type="checkbox"/> <u>Post-Assessment</u></p> <ul style="list-style-type: none"> • Checklist • Closing Questions 	<p><input type="checkbox"/> Pre-test- fill in the blank questions with no word bank containing questions about the game, rules and the breakdown of skills needed to play. This will examine whether students are aware certain spots in the lineup can have a specific name (e.g. cleanup, leadoff).</p> <p><input type="checkbox"/> Formative Assessment consists of ongoing steps to insure that students are gaining knowledge. These are: <u>Set discussion</u>-allows teacher to gauge students understating and whether they have any questions. <u>Observation</u>- allows the teacher see if students using proper cues. <u>C.F.U.</u> – allows students to respond to questioning at certain points in the lesson</p> <p><u>Checklist</u>- for each attempt at the skill a check will be put next to each proper cue used during that skill. After 5 attempts the score is totaled.</p> <p><u>Closing Questions</u>- Allows students to respond to respond to the unit as a whole and their ability to retain the information over the span of the unit.</p>	<p>Read questions orally to sally and Kramer (read twice for Kramer).</p> <p>Sit Kramer and Sally closer during set.</p> <p>Repeated and consistent feedback including KR and KP for Sally and Kramer.</p> <p>Student demonstrator for skills.</p> <p>Repeat questions twice.</p>

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>3. 5th grade students will be able to distinguish between which base they are allowed to overrun during a game by the end of the unit.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Pre-Assessment</u> Pre-Test <input type="checkbox"/> <u>Formative Assessment</u> Personal communication <ul style="list-style-type: none"> • Set discussion • Observation • Checking for Understanding <input type="checkbox"/> <u>Post-Assessment</u> <ul style="list-style-type: none"> • Closing Questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-test- fill in the blank questions with no word bank containing questions about the game, rules and the breakdown of skills needed to play. This will examine whether students are aware certain spots in the lineup can have a specific name (e.g. cleanup, leadoff). <input type="checkbox"/> Formative Assessment consists of ongoing steps to insure that students are gaining knowledge. These are: <u>Set discussion</u>-allows teacher to gauge students understating and whether they have any questions. <u>Observation</u>- allows the teacher see if students overrun just first base or all bases <u>C.F.U.</u> – allows students to respond to questioning at certain points in the lesson <u>Closing Questions</u>- Allows students to respond to respond to the unit as a whole and their ability to retain the information over the span of the unit. 	<p>Read questions orally to sally and Kramer (read twice for Kramer).</p> <p>Sit Kramer and Sally closer during set.</p> <p>Student demonstrator overrunning 1st base</p> <p>Repeat questions twice</p>

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>4. 5th grade students will be able to demonstrate proper fielding cues by the end of the unit.</p>	<p><input type="checkbox"/> <u>Pre-Assessment</u> Pre-Test</p> <p><input type="checkbox"/> <u>Formative Assessment</u> Personal communication</p> <ul style="list-style-type: none"> • Set discussion • Observation • Checking for Understanding <p><input type="checkbox"/> <u>Post-Assessment</u></p> <ul style="list-style-type: none"> • Checklist • Closing Questions 	<p><input type="checkbox"/> Pre-test- fill in the blank questions with no word bank containing questions about the game, rules and the breakdown of skills needed to play. This will examine whether students are aware certain spots in the lineup can have a specific name (e.g. cleanup, leadoff).</p> <p><input type="checkbox"/> Formative Assessment consists of ongoing steps to insure that students are gaining knowledge. These are: <u>Set discussion</u>-allows teacher to gauge students understating and whether they have any questions. <u>Observation</u>- allows the teacher see if students proper cues are being used. <u>C.F.U.</u> – allows students to respond to questioning at certain points in the lesson</p> <p><u>Checklist</u>- for each attempt at the skill a check will be put next to each proper cue used during that skill. After 5 attempts the score is totaled.</p> <p><u>Closing Questions</u>- Allows students to respond to respond to the unit as a whole and their ability to retain the information over the span of the unit.</p>	<p>Read questions orally to sally and Kramer (read twice for Kramer).</p> <p>Sit Kramer and Sally closer during set.</p> <p>Repeated and consistent feedback including KR and KP for Sally and Kramer.</p> <p>Student demonstrator for skills.</p> <p>Repeat questions twice.</p>

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>5. 5th grade students will be able to identify a cut-off person during a game by the end of the unit.</p>	<p><input type="checkbox"/> <u>Pre-Assessment</u> Pre-Test</p> <p><input type="checkbox"/> <u>Formative Assessment</u> Personal communication</p> <ul style="list-style-type: none"> • Set discussion • Observation • Checking for Understanding <p><input type="checkbox"/> <u>Post-Assessment</u></p> <ul style="list-style-type: none"> • Closing Questions 	<p><input type="checkbox"/> Pre-test- fill in the blank questions with no word bank containing questions about the game, rules and the breakdown of skills needed to play. This will examine whether students are aware certain spots in the lineup can have a specific name (e.g. cleanup, leadoff).</p> <p><input type="checkbox"/> Formative Assessment consists of ongoing steps to insure that students are gaining knowledge. These are: <u>Set discussion</u>-allows teacher to gauge students understating and whether they have any questions. <u>Observation</u>- allows the teacher see if students call themselves or 4th batter the cleanup hitter. <u>C.F.U.</u> – allows students to respond to questioning at certain points in the lesson</p> <p><u>Closing Questions</u>- Allows students to respond to respond to the unit as a whole and their ability to retain the information over the span of the unit.</p>	<p>Read questions orally to sally and Kramer (read twice for Kramer).</p> <p>Sit Kramer and Sally closer during set.</p> <p>Create poster for Kramer Kramer and Sally detailing the field and who would be a cut-off</p> <p>Make the pitchers area a cutoff area</p> <p>Repeat questions twice</p>

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p>6. 5th grade students will be able to implement proper batting cues by the end of the unit.</p>	<p><input type="checkbox"/> <u>Pre-Assessment</u> Pre-Test</p> <p><input type="checkbox"/> <u>Formative Assessment</u> Personal communication</p> <ul style="list-style-type: none"> • Set discussion • Observation • Checking for Understanding <p><input type="checkbox"/> <u>Post-Assessment</u></p> <ul style="list-style-type: none"> • Checklist • Closing questions 	<p><input type="checkbox"/> Pre-test- fill in the blank questions with no word bank containing questions about the game, rules and the breakdown of skills needed to play. This will examine whether students are aware certain spots in the lineup can have a specific name (e.g. cleanup, leadoff).</p> <p><input type="checkbox"/> Formative Assessment consists of ongoing steps to insure that students are gaining knowledge. These are:</p> <p><u>Set discussion</u>-allows teacher to gauge students understating and whether they have any questions.</p> <p><u>Observation</u>- allows the teacher see if students call themselves or 4th batter the cleanup hitter.</p> <p><u>C.F.U.</u> – allows students to respond to questioning at certain points in the lesson</p> <p><u>Checklist</u>- for each attempt at the skill a check will be put next to each proper cue used during that skill. After 5 attempts the score is totaled.</p> <p><u>Closing Questions</u>- Allows students to respond to respond to the unit as a whole and their ability to retain the information over the span of the unit.</p>	<p>Read questions orally to sally and Kramer (read twice for Kramer).</p> <p>Sit Kramer and Sally closer during set.</p> <p>Repeated and consistent feedback including KR and KP for Sally and Kramer.</p> <p>Student demonstrator for skills.</p> <p>Repeat questions twice.</p>

Assessment Plan

Cognitive Objectives

5th grade students will be able to recall where the cleanup hitter bats in a lineup by the end of the unit.

5th grade students will be able to distinguish between which base they are allowed to overrun during a game by the end of the unit.

5th grade students will be able to identify a cut-off person during a game by the end of the unit.

The students will be given a pre-test which includes questions based on these objectives. The pre-test is used to see how much prior knowledge the students are coming into the unit with. It is important to collect this information in order to indicate whether or any objectives or even goals of the unit need to be adjusted. The pre-test will not count as a grade for the students, but as a participation part for the day. The formative assessment will include a set discussion at the beginning of each lesson, observation of the students during participation of the lesson and through checking for understanding questions are particular points in the lessons. The set discussion will allow me to provide the students with knowledge about the game and engage them in that day's lesson. During the discussion, students would be able to ask any questions and it can allow me to gauge their interest and understanding of that's lessons cognitive objectives. Observing the students will provide me with evidence whether or not they use the cognitive material in the right context. I will be looking for examples such as are students calling themselves the cleanup hitter if they bat fourth, are the overrunning just first base, when they get the ball back into the pitcher are they calling anyone the cut-off. Checking-for-Understanding will help me understand whether or not the students can recall the information given to them during specific parts of the lesson. An example would be (what is Marc because he is the fourth batter)? The post assessment will include both a post test and closing questions at the end of that day's lesson. The post test will

be out of 100 points each question worth 10 points. It will count as 10 percent of the quarter grade for Physical Education. The closing questions will allow me to collect information that students have gained the knowledge about the game itself. I can refer back to previous lessons as well to make sure students are retaining the information.

Psychomotor objectives

5th grade students will be able to execute proper throwing and catching cues by the end of the unit.

5th grade students will be able to demonstrate proper fielding cues by the end of the unit.

5th grade students will be able to implement proper batting cues by the end of the unit.

To score the psychomotor objectives on the pre and post test students will have to know the proper cues to the skills. The students will be given a pre-test which includes questions based on these objectives. The pre-test is used to see how much prior knowledge the students are coming into the unit with. It is important to collect this information in order to indicate whether or any objectives or even goals of the unit need to be adjusted. The pre-test will not count as a grade for the students, but as a participation part for the day. The formative assessment will include a set discussion at the beginning of each lesson, observation of the students during participation of the lesson and through checking for understanding questions are particular points in the lessons. The set discussion will allow me to provide the students with knowledge about the game and engage them in that day's lesson. During the discussion, students would be able to ask any questions and it can allow me to gauge their interest and understanding of that's lessons cognitive objectives. I will be able to demonstrate the proper cues to the skills as well as have the students demonstrate it themselves and have one specific

student demonstrate it for all. Observing the students will provide me with evidence whether or not they are using the proper cues of the skill. I will be looking for whether or not students need corrective feedback and whether or not they are using the feedback to make the needed correction to their form. Checking-for-Understanding will help me understand whether or not the students can recall the information given to them during specific parts of the lesson. The post assessment will include both a post test and a checklist. The post test will be out of 100 points each question worth 10 points. It will count as 10 percent of the quarter grade for Physical Education. The checklist will show me if students are using the proper cues repeatedly. There is a total of 75 points available. A score of 65-75 is an A, 55-64 is a B, 45-54 is a C, 35-44 is a D, and 34 below is a F. The checklist will also be worth 10 percent of their quarter grade.

Name _____ Date _____

Wiffle Ball Quiz

(Write IDK if you do not know at all)

1. The playing area is broken up into _____ part(s)
2. The outfielder throws in a deep hit ball to an infielder and that person is called a

3. A cleanup hitter is the _____ person in the lineup
4. You can overrun _____ base
5. Advancing to the next base after the ball is caught on a fly is called

6. There are _____ defensive positions.
7. Your _____ foot should stay planted when batting.
8. The throwing motion will start near your _____ and follow through to your

9. Ready position includes _____ with weight on
_____.
10. Your fingers should point _____ when trying to catch a ball below the
waist.

Design for Instruction

	Percent of Students Who Answered Correctly
Question 2	21.43%
Question 3	14.29%
Question 4	35.71%
Question 7	7.14%
Question 8	7.14%
Question 9	11.69%
Question 10	21.43%

This chart shows how the student's answers drove my objectives. Questions 7-10 on the pre quiz dealt with the psychomotor objectives. ~~Seeing how~~ ^{SINCE} 21% percent was the highest percentage scored I felt it was right to leave the psychomotor objectives alone. Questions 2-4 were my cognitive objectives and also the highest percentage was 35% who knew you can overrun 1st base. I felt that is was ~~fill~~ safe for me to leave my objectives the same and focus on building up those students answers. ✓

This unit will guide students to meet the learning goals created for the unit. Each lesson will provide students with both repetition of a psychomotor objective and the capability of gaining knowledge of the cognitive objectives. Affective objectives for each lesson will also be present and measured, but not a part of unit learning goals. These objectives will provide the link to the learning goals of the unit.

In order to provide a classroom climate that is a supportive learning environment, I will make sure my students feel safe to ask questions freely when understanding the material may be difficult. They will also feel safe enough between students without fear of ridicule from one another based on sportsmanship rules. Appropriate standards of

how?
how?
Be specific

behavior will be maintained from previously implemented rules the class has been following for the school year. The rules will be readdressed once again at the beginning of the unit so the students know I follow the same rules they were under with my cooperating teacher. Positive social interaction will be stressed with opportunities for working together as a team and demonstrating good sportsmanship at the end of the lesson among the students. The active engagement of the students will take place when they have the opportunity to look over posters made in order to aide them in achieving the learning goals of the unit. This will appeal to the visual as well as the oratory learners. The students will be self motivated to complete tasks that deal with the psychomotor objectives. There will be personal records that they want to achieve and improve on.

Technology will be used in some lessons to provide students with motivation. The technology is going to be a radio to provide students with batting music. Each time a new team comes up to bat they will have a new different song when they first come up just like they do in the pros. The radio will also be played during throwing and catching drills as a tool to help add in enjoyment of the lesson. If there was one way in which technology would benefit the students in achieving the objectives and ultimately the goals, would be to show the students actual video clips from athletes performing the skills. Also, video clips of the rules and game play in action during a real game could provide them with another way to process the information of the rules and game play. It is just that is not productive to take time out of what is essentially a 35 minute lesson to set up a laptop/projection screen and show enough clips during their one time throughout the day to get in their physical activity.

Instructional Decision-Making

Part I:

During the second lesson, some students had trouble understanding what is meant by being allowed to overrun first base, which was one of my objectives I had for them. Also, some students would pass other students on the base paths which was not part of any objectives, but is an important concept to follow in a game. I needed to devise a way in which the students would be able to practice and understand both concepts. I created what amounted to two different infields. First students would get into a line and no student could pass another while in the line. Students would have to run through first base and ahead of that base in the direct line of running through it would be another infield diamond starting with another first base. At this diamond they would need to run around the bases to home plate without passing anybody. This allowed the students to understand the difference of overrunning first base and turning at first base to advance to second and being able to be tagged out in a situation. The students went on without any more problems regarding that situation.

OKAY



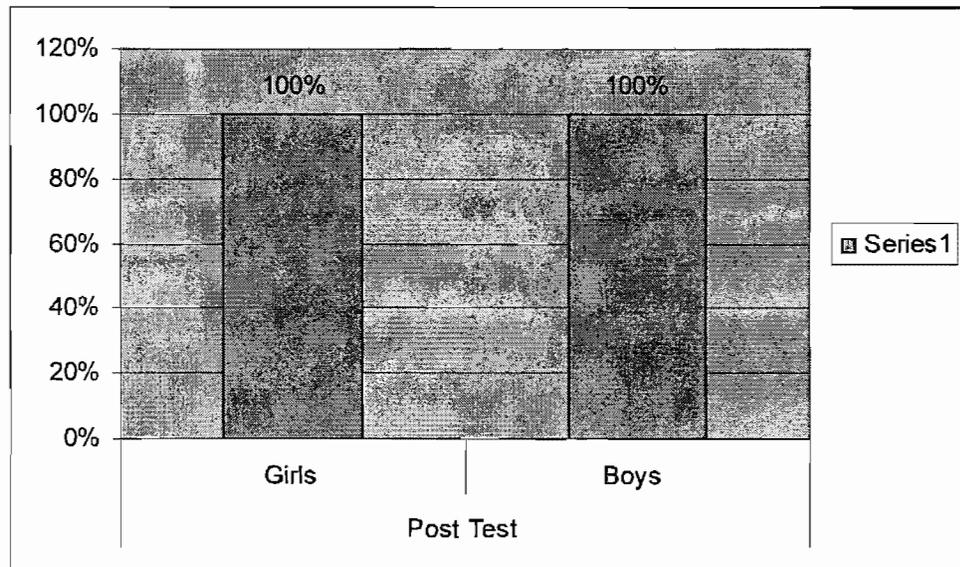
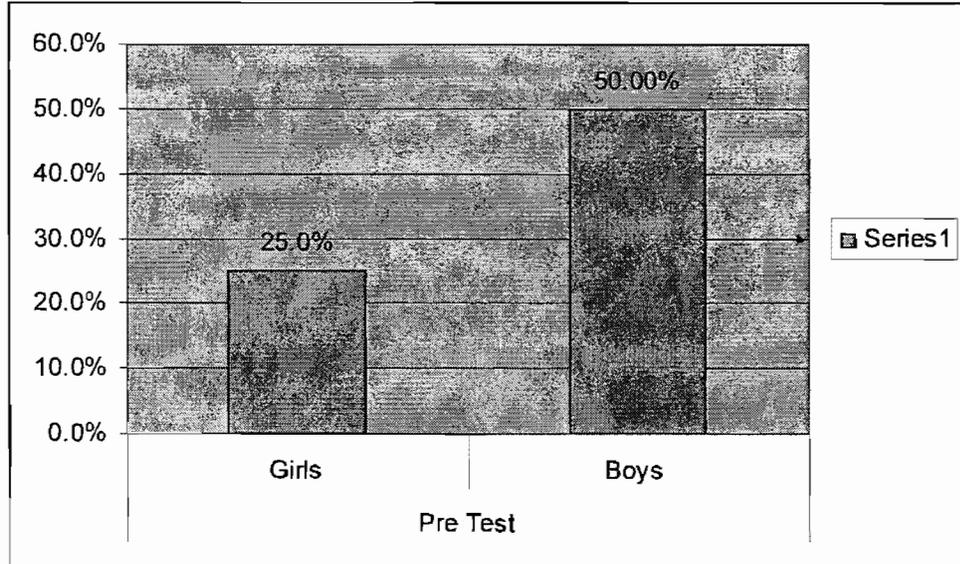
Part II:

Also in the second lesson, I had one student who would have a rather difficult time with being engaged in the slow pace of one of the wiffleball games. She became disinterested at times in the field and it became imperative that I needed to get her more involved. The game was throw three team baseball. The modification made was for both the infield and outfield teams to line up and pass the ball from one another by twisting their trunk. The last person in line would yell stop and the hitter would stay at whatever base they just touched last. Each line had a ball and would drop their own ball to get the

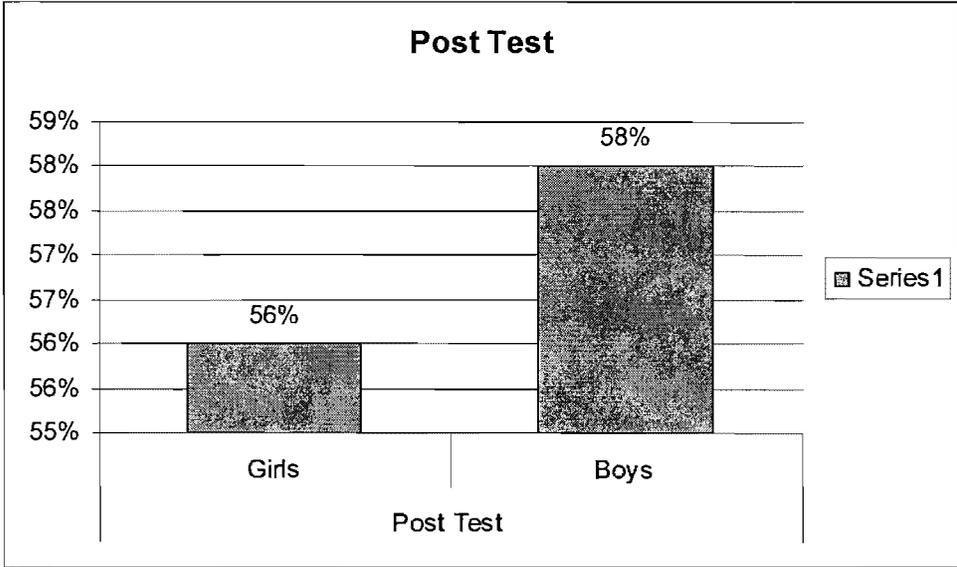
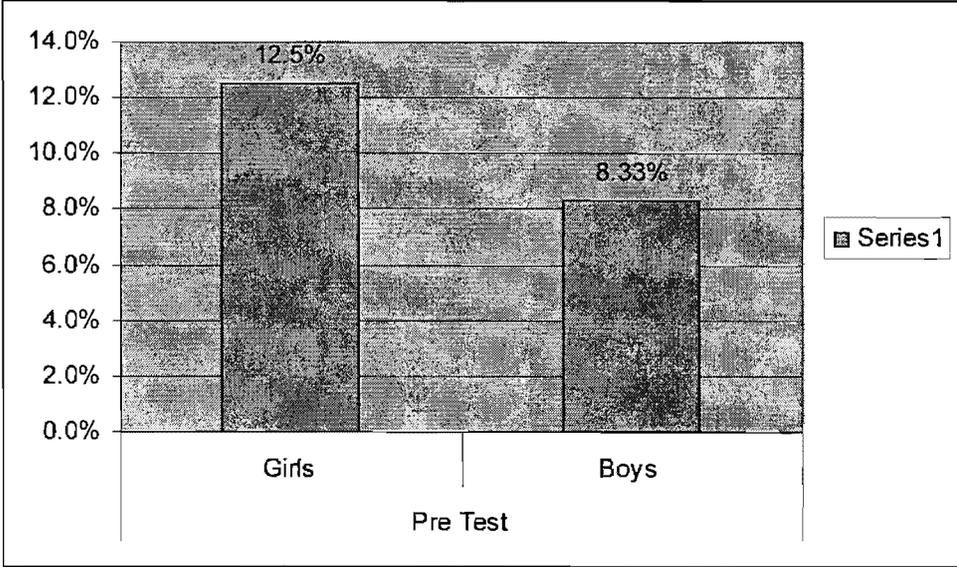
hitter's ball if it went to their part of the field. The outfield would drop their ball if the hitter's ball went to them and the infield who still had their ball would lineup and pass the ball to the end of the line. This was able to get her more involved in the lesson and engaged her more for her to strive towards unit goals.

to demonstrate proper fielding cues by the end of the unit.), 57% met the objective an increase if about 46% form the pretest.

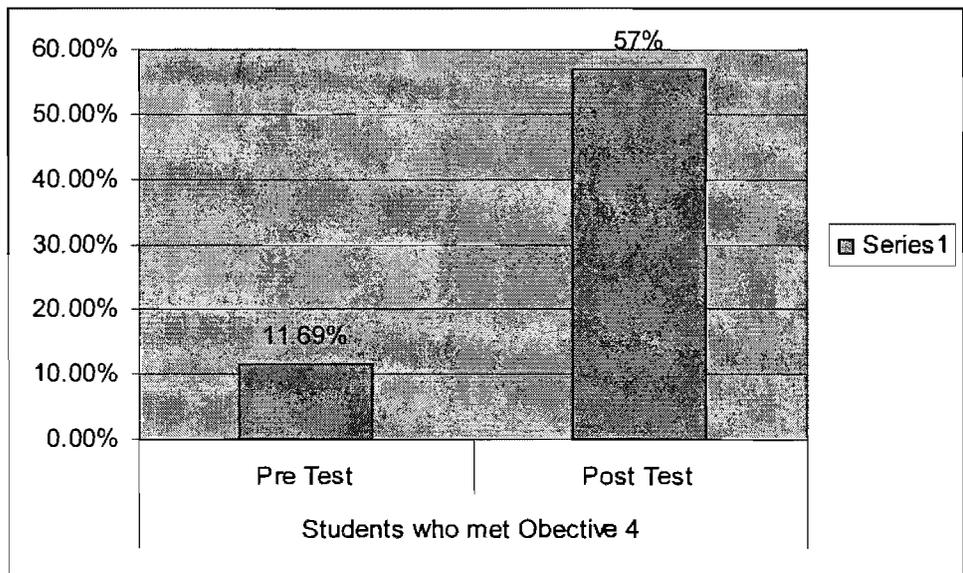
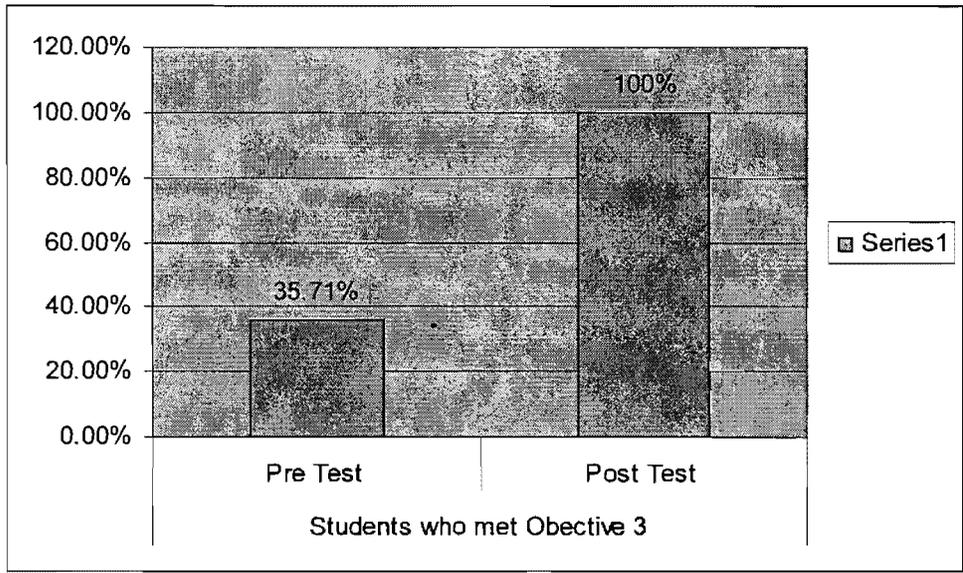
Objective 3



Objective 4



Analysis of Student Learning



These charts show how my students improved greatly and slightly based on objectives I had set for them. For objective 3 (5th grade students will be able to distinguish between which base they are allowed to overrun during a game by the end of the unit.), the class as a whole reached 100% in achieving that objective increasing from the pre-test about 65%. However, for objective 5 (5th grade students will be able

Girls improved at a greater rate than the boys from pre to post for objective 3. It looks like the girls improved dramatically, but that is because there are more girls in the class and everyone met the objective at the end. However, boys had more of a slighter increase in the objective that students had more trouble meeting. The increases are minimal and show no gender bias with the sport as far as ability to meet objectives.

Elaine made a complete turnaround from the pre-test to the post test. She scored a 10 on the pre and a 100 on the post meeting none of the objectives to start and all of the objectives to end. However, Helen did the least amount of improvement of anyone in the class. She went from a 0 on the pretest to a 35 on the post test. She met no objectives to start and met 2 objectives to end it. I feel the biggest reason for this was because she was absent for the second lesson of a three lesson unit. She just wasn't able to recover from that. Elaine takes school very seriously no matter what subject it is and she always paid attention and asked questions in order to get better.

I feel the reason why students were able to meet objective 3 was because of reasons stated in my instructional decision making. Stopping the class and creating a drill and giving more repeated practice at it proved invaluable. Students realized they needed to focus on the objective and they were able to meet it at the end of the unit. ✓

I feel students had a harder time reaching objective four was because they may not have had proper amount of repetition with it. It was a skill which depended on the throw from another student and because of the switch to a more involved faster paced game in lesson two students lost out on more attempts to practice their fielding. I feel as though maybe some posters on fielding cues could have greatly improved those scores.

Reflection

There are two incidents that immediately come to mind from students teaching. The first involved my first week of my second placement. My cooperating teacher was going to be absent on the fourth day during the week and it was going to be a trial by fire for me. I had never seen the kids before and they have never met me. I had a fantastic substitute with me that day and she was extremely helpful with all the classes (she was not a Phys. Ed. Teacher, but a 1-5 elementary teacher). During the kindergarten class, we were doing a spatial awareness lesson with locomotor movements. I called out skipping as one of the movements and this little girl came up to me with such a sad face. I said what's the matter and she said she didn't know how to skip. I told that's what I was their for and was able to break down the skill of skipping for her. I remembered back to my PED 206 class and told her to take a step and a hop with the same foot then do it all over with the other foot. She could do it, but her rhythm was slightly off. So I started clapping and saying step-hop at the same time. Pretty soon all the students were clapping and skipping to the same beat. I have never seen a happier face on a child after she smiled and was able to participate with all her friends. It was probably one of the greatest feelings in the world and one of the reasons I got into teaching.

The second incident during student teaching was learning the teaching outside is quite the different animal than teaching in a gymnasium. It was the third and last day of my unit and we are trying to play a baseball game with a T and the wind is just whipping around unable to have the ball stay on the T. There are so many things to worry about than just the wind when teaching outside. Keeping the students attention with all the distractions that are out there, making sure that their eyes are not in the sun

are all just a few of the things I needed to pay attention too besides worrying about the wind. I tried having the students throw the ball instead of hit it, but still the wind whipped it around like no-ones business. I made the executive decision that it was time to bring the students inside because I felt they were not going to get anything out of the lesson that I intended for them to. It made me realize that sometimes you just have to hit the eject button on your plans if they're not working and just go with the flow and not fight it. Always be flexible and realize that something's you just can't control. I wanted to take the students outside to expose them the game outside and to gain experience for myself with teaching outside. It just wasn't meant to be. Even though my professor was their observing me and it would've been nice for him to see me teach outside with outdoor factors it was more important that the students had a lesson that was beneficial to them. My professor ended up saying the making the move was the right call so I felt better in the end anyway.

Right

yes

Right

Finally the last thing I will remember from this placement was the amount of fun I had teaching health to the elementary students. I taught health everyday and all day Monday with 5 out of 6 classes on Friday. My first placement was teaching health at the high school. It was a little stressing being new having all these other things to focus on with school than just teaching. Being watched always trying to have a perfect lesson and dealing with many unmotivated students just took a lot out of me. My second placement was me P.E placement so I felt like it was my time to relax and enjoy teaching health. I most certainly did. I tried to be as creative and innovative as I could for the students because everything was more relaxed and if something didn't work I could just say OK let's try reading the health book. I didn't feel like I was being graded on how I taught

health, so I taught it the way I would want to teach it with interaction, fun and content being covered. It was nice to have an actual health book the students had to be my guide for what the students should be learning. There was already a routine set up where students would write down the definitions of some words and do the book activities. So when I came in it was a nice change of pace for the students to have something new and they loved it. My cooperating teacher even said he was going to be stealing my health ideas for other lessons after I leave and for next year. I was floored to hear that. I was just being myself and doing what I always wanted to do.

What I learned about myself is that at the elementary school going in with a smile and saying today is going to be a great day makes all the difference in the world. I extremely enjoyed my time at the elementary school. There was an incredible family atmosphere there that created a sense of belonging for me and a sense of comfort. The teachers welcomed me with open arms made me feel like one of their own. It was a complete 180 from when I was at the high school, where only one teacher would even say hi to me. I also learned how difficult it is for some of these teachers. It was difficult for me with teaching, reflecting, homework, and working at my job to be able to feel 100% all the time. I saw some teachers who were still taking classes, having a family and still working a second job all for the love of teaching. That's demonstrates incredible dedication and it's seeing things like that as to why it pains me to see stories on the news that depicts teachers and unions as the fall of society. If you've ever read the comment section on the internet at a news website you'd see the denigration of teachers from about 80% of the commenters. People on the outside don't have any idea what it is like on the inside of a school being there all day and seeing the blood, sweat and tears poured in to

help these students. The new crop of teachers are out to change the world and we will one student at a time.

For me to further my professional development, I need to try and seek out ways to incorporate all learning styles into my P.E classroom. Its easy to focus on the physical learners because that's what class is, but creating the posters helped the visual learners in my class and there are other learners I could reach in other ways. Seeking out ideas from other professionals can provide me with an arsenal that will only benefit the students in my classes.

PED 413

NAME: DATE: 4/6/10-4/9/10

LESSON #:1 OUT OF 3 LESSONS CLASS SIZE: 16-26 GRADE LEVEL: 1-5

UNIT: Wiffle Ball FACILITY: Gym/Outside

EQUIPMENT: 14 softballs, 4 bases. 12 cones

FOCUS OF THE LESSON: Softball Skills

STUDENT PERFORMANCE OBJECTIVES (SPO):

Psychomotor: As a result of this lesson, students will be able to:

Use proper throwing/fielding/catching techniques during class (NASPE 1) (RIPTS 2)

Cognitive: As a result of the lesson, students will be able to:

Recall the two divisions the playing field is broken into. (NASPE 1) (RIPTS 2)

Affective: As a result of the lesson, students will be able to:

Work cooperatively with each other in groups of three with no put downs. (NASPE 5) (RIPTS 6)

Check each objective: Is it specific? Is it achievable? Is it developmentally appropriate?

SPECIAL CONSIDERATIONS: List the safety concerns. What do you need to remember about this class that is unique or different?

1. wet floor after breakfast or lunch.

2.

REFERENCES: FULL sources are a MUST

http://meg_stauffer.tripod.com/megsPEwebsite/id9.html

<http://igreen.tripod.com/id62.htm>

TIME	SEQUENCE OF LESSON	ORGANIZATION OF STUDENTS	Cues
10min	<p>Introduction: School Warmup</p> <ul style="list-style-type: none"> -Student-Led Stretches -Jogging lines(jog/slide/backwards walk/skip or gallop) 		Throw 1. Opposite foot step 2. Ball to ear 3. Follow through to hip
10min	<p>Pre-Quiz-</p>		
5 min	<p>Lesson Content:</p> <p>Throwing- students practice throwing at a target to start. Class is split into six groups. They must use proper throw or else points don't count. Hitting the wall is 1 point hitting inside a hula hoop is 2 points.</p>		Catch 1. Hands out in front 2. Knees bent 3. Give with the catch 4. Fingers up/down
5min	<p>Throwing and Catching. Students get into partners and throw and catch with each other. All throws go in same direction. Practice for a few minutes then see how many catches they can make in two minutes. Then how many consecutive catches they can make in 2 minutes. Then stand 5 feet apart and with each proper catch and throw they take a step back to see how far they can go. However with each drop they must start back over at the beginning.</p>		Fielding 1. Knees bent 2. Weight on balls of the feet 3. Hands ready
10min	<p>Fielding</p> <p>Students go back into their six split groups. Two people at mid-court one person at the back end near the wall. One mid-court student throws a ground ball to the wall student and each team gets one point for fielding the ball cleanly. Rotation goes wall to back of mid-court then front MC to wall and back MC to front MC.</p> <p>Pop flies- students get into groups of 5 or six and one person throws the ball in the air high and someone has to call out before they catch it.</p> <p>Wall ball- cones are placed about 8 feet apart. The first cone should be about 4-5 feet away from the wall . There will be two players on offense who will throw the ball against the wall . After a toss the next player has a turn. The players in the field will try to catch or field the ball before it hits the floor and when there are 3 outs , switch teams and repeat the process. An out is ball going outside cone, ball being caught or ball fielded cleanly. 1 point after 1st row 2 after 2nd etc...</p>		

10min	<p>Base running 2 cones and put about 20 feet apart. Students are put into groups of four. One person is a runner in between the cones and 3 others are infielders throwing and catching trying to tag the runner. One person starts at each cone and the other starts at the some end of the baseman with the ball.</p> <p>Closing Questions:</p> <p>How parts is the field broken into? What are the cues to throwing and catching?</p>		
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NAME:

DATE: 4/13/10-4/16/10

LESSON #: 2 **OUT OF 3 LESSONS** **CLASS SIZE:** 16-26 **GRADE LEVEL:** 1-5

UNIT: Wiffle Ball **FACILITY:** Gym/Outside

EQUIPMENT: 14 softballs, 4 bases. 12 cones

FOCUS OF THE LESSON: Softball Skills

STUDENT PERFORMANCE OBJECTIVES (SPO):

Psychomotor: *As a result of this lesson, students will be able to:*

Use proper throwing/fielding/catching techniques during class (NASPE 1) (RIPTS 2)

Cognitive: *As a result of the lesson, students will be able to:*

Recall the cleanup hitter in the lineup. (NASPE 1) (RIPTS 2)

Distinguish between which base to overrun. (NASPE 1) (RIPTS 2)

Affective: *As a result of the lesson, students will be able to:*

Work cooperatively with each other in groups of three with no put downs. (NASPE 5) (RIPTS 6)

Check each objective: Is it specific? Is it achievable? Is it developmentally appropriate?

SPECIAL CONSIDERATIONS: List the safety concerns. What do you need to remember about this class that is unique or different?

1. wet floor after breakfast or lunch.

2.

REFERENCES: FULL sources are a MUST

http://meg_stauffer.tripod.com/megsPEwebsite/id9.html

<http://igreen.tripod.com/id62.htm>

TIME	SEQUENCE OF LESSON	ORGANIZATION OF STUDENTS	FOCUS OF OBSERVATION
10min	<p>Introduction: School Warmup -Student-Led Stretches -Jogging lines(jog/slide/backwards walk/skip or gallop)</p> <p>Lesson Content:</p>		Throw 1. Opposite foot step 2. Ball to ear 3. Follow through to hip
5 min	<p>Fielding Students go back into their six split groups. Two people at mid-court one person at the back end near the wall. One mid-court student throws a ground ball to the wall student and each team gets one point for fielding the ball cleanly. Rotation goes wall to back of mid-court then front MC to wall and back MC to front MC.</p>		Catch 1. Hands out in front 2. Knees bent 3. Give with the catch 4. Fingers up/down
5min	<p>Pop flies- students get into groups of 5 or six and one person throws the ball in the air high and someone has to call out before they catch it.</p>		Fielding 1. Knees bent 2. Weight on balls of the feet 3. Hands ready
10min	<p>Wall ball- cones are placed about 8 feet apart. The first cone should be about 4-5 feet away from the wall . There will be two players on offense who will throw the ball against the wall . After a toss the next player has a turn. The players in the field will try to catch or field the ball before it hits the floor and when there are 3 outs , switch teams and repeat the process. An out is ball going outside cone, ball being caught or ball fielded cleanly. 1 point after 1st row 2 after 2nd etc...</p>		
10min	<p>Base running 2 cones and put about 20 feet apart. Students are put into groups of four. One person is a runner in between the cones and 3 others are infielders throwing and catching trying to tag the runner. One person starts at each cone and the other starts at the some end of the baseman with the ball.</p> <p>Closing Activity: throw whiffleball (3-5 grade only)</p> <p>Normal rules apply accept students throw the ball instead of hit instead of hit.</p>		

NAME _____

DATE: 4/13/10-4/16/10

LESSON #:3 OUT OF 3 LESSONS CLASS SIZE: 16-26 GRADE LEVEL: 2-5

UNIT: Wiffle Ball FACILITY: Gym/Outside

EQUIPMENT: 14 softballs, 4 bases. 12 cones

FOCUS OF THE LESSON: Softball Skills

STUDENT PERFORMANCE OBJECTIVES (SPO):

Psychomotor: *As a result of this lesson, students will be able to:*

Use proper throwing/fielding/catching techniques during class (NASPE 1) (RIPTS 2)

Use proper batting cues during Orchid ball and Georgia rounders. (NASPE 1) (RIPTS 2)

Cognitive: *As a result of the lesson, students will be able to:*

Recall which spot in the lineup a cleanup batter hits. (NASPE 1) (RIPTS 2)

List the batting cues in order at the end of the class. (NASPE 1) (RIPTS 2)

Affective: *As a result of the lesson, students will be able to:*

Work cooperatively with each other in teams with no put downs. (NASPE 5) (RIPTS 6)

SPECIAL CONSIDERATIONS: List the safety concerns. What do you need to remember about this class that is unique or different?

1. wet floor after breakfast or lunch.
2. on deck batter stands far away from player at bat.

REFERENCES: FULL sources are a MUST

Kirkwood-Auld, R., (2007) *PED 207: Motor Skill Development for Life: Wellness I*. Resource Book.

TIME	SEQUENCE OF LESSON	ORGANIZATION OF STUDENTS	Cues
10min	<p>Introduction: School Warmup</p> <ul style="list-style-type: none"> -Student-Led Stretches -Jogging lines(jog/slide/backwards walk/skip or gallop) <p>Lesson Content:</p>		<p>Throwing</p> <ol style="list-style-type: none"> 1. Opposite foot step 2. Ball to ear 3. Follow through to hip
3min	<p>Batting:</p> <ul style="list-style-type: none"> -Feet face the plate. -Front foot is about at the middle of the plate. -Stand as far back as if you were to lay the bat down at the end of the plate and your feet should be at the knob of the bat. -knees bent -back elbow up -slide step front foot, back foot stays planted - turn hips - extend arms - swing through 		<p>Catching</p> <ol style="list-style-type: none"> 1. Hands out in front 2. Knees bent 3. Give with the catch 4. Fingers up/down <p>Fielding</p> <ol style="list-style-type: none"> 1. Knees bent 2. Weight on balls of the feet 3. Hands ready
15min	<p>Orchid ball</p> <p>Two teams. Every batter is in line with a ball in hand. Defense must get batted ball to a downer who is out in foul territory. Downer must yell stop for next person to bat. Downer cannot move from spot. As many runners can be on base as possible. Teams have 3 minutes to bat. 1st base is straight ahead, 2nd to the right, 3rd to the left and crossing a finish line is to score. Outside a base when downer yells stop is an out. Ball is played whether caught or fielded.</p>		<p>Batting</p> <ol style="list-style-type: none"> 1. Feet face the plate 2. Knees bent 3. Back elbow up 4. Turn hips, Extend arms 5. Swing Through, back foot planted
15min	<p>Georgia Rounders</p> <p>Bases are set up in a square shape. Defense tries to get ball to a downer at home plate who places it on a tee for the next batter and yells stop. Outside of a base is an out and ball is played whether it is caught or fielded.</p>		
3min	<p>Closing Questions:</p> <p>What number is the cleanup hitter in a lineup?</p> <p>What are the cues to Batting?</p> <p>Where did you try to hit the ball and why?</p> <p>Was is better to hit as fast as possible or take your time to set up and try and get a better hit?</p>		

Wiffle Ball Unit
Block Plan

Lesson # 1 Drills	Lesson # 2 Game play 1	Lesson # 3 Game play 2
<p style="text-align: center;">Warm Up</p> <p><i>Exercise spots-</i> Arm circles, swimming, shoulder stretch, leg swings, V stretch, Hamstring stretch, butterfly and jumping jacks.</p> <p><i>Jogging lines-</i> jog, slide, backwards and turn, skip/gallop/grapevine</p>	<p style="text-align: center;">Warm Up</p> <p><i>Exercise spots-</i> Arm circles, swimming, shoulder stretch, leg swings, V stretch, Hamstring stretch, butterfly and jumping jacks.</p> <p><i>Jogging lines-</i> jog, slide, backwards and turn, skip/gallop/grapevine</p>	<p style="text-align: center;">Warm Up</p> <p><i>Exercise spots-</i> Arm circles, swimming, shoulder stretch, leg swings, V stretch, Hamstring stretch, butterfly and jumping jacks.</p> <p><i>Jogging lines-</i> jog, slide, backwards and turn, skip/gallop/grapevine</p>
<p style="text-align: center;">Lesson Focus</p> <p>Throwing- stations/targets</p> <p>Catching- partners/ world records</p> <p>Fielding- partners/ world records</p>	<p style="text-align: center;">Lesson Focus</p> <p>Fielding partners/ world records</p> <p>Wall-Ball- 2v2v2</p> <p>Base running- pickle in group of 4</p>	<p style="text-align: center;">Lesson Focus</p> <p>Orchid Ball</p>
<p style="text-align: center;">Closing activity</p> <p>Pop Flies</p>	<p style="text-align: center;">Closing activity</p> <p>Throw baseball- same rules as regular baseball with no hitting</p>	<p style="text-align: center;">Closing activity</p> <p>Georgia Rounders</p>
<p style="text-align: center;">Objectives covered</p> <p style="text-align: center;"># 2, 4</p>	<p style="text-align: center;">Objectives covered</p> <p style="text-align: center;">#1, 2, 3, 4, 5</p>	<p style="text-align: center;">Objectives covered</p> <p style="text-align: center;">#1, 2, 3, 4, 5, 6</p>

Name: _____

Skill 1: Throwing

One point for each cue during a trial

<u>Cues</u>	1	2	3	4	5
1. Opposite foot step					
2. Ball to ear					
3. Follow through to hip					
Points Total					

Skill 2: Catching

One point for each cue during a trial

<u>Cues</u>	1	2	3	4	5
1. Hands out in front					
2. Knees bent					
3. Give with the catch					
4. Fingers up/down					
Points Total					

Skill 3: Fielding

One point for each cue during a trial

<u>Cues</u>	1	2	3	4	5
1. Knees bent					
2. Weight on balls of the feet					
3. Hands ready					
Points Total					

Skill 4: Batting

One point for each cue during a trial

<u>Cues</u>	1	2	3	4	5
1. Feet face the plate					
2. Knees bent					
3. Back elbow up					
4. Turn hips, Extend arms					
5. Swing Through, back foot planted					
Points Total					