TASK 1: PLANNING COMMENTARY

1. Central Focus
   a. Describe the central focus and purpose of the content you will teach in the learning segment.

   [The central focus of this learning segment is that students will demonstrate all the necessary motor and thinking skills to effectively and positively participate in the game of pickleball. I am teaching this content because it is an up and coming sport and recreation game that students can play in the future. The class will allow them to gain the necessary skills to begin play at a novice or intermediate level of play. Students can then take these skills in the future to continue with this activity and turn it into a life long sport activity to help keep themselves active. Students can play this game very late into life, so it is a very beneficial game to learn and understand because there is a growing support system of the game that will provide them with many opportunities if they choose to take advantage of them.]

   b. Given the central focus, describe how the standards and learning objectives within your learning segment address the development of student competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to
      - movement patterns,
      - performance concepts, and/or
      - health-enhancing physical fitness.

   [In the learning segment, the students are introduced to the SHAPE standard #1 which has the students demonstrate competency in a variety of motor skills and movement patterns. The standard directly addresses the student psychomotor domain because it deals will the students movement, development of skills, and competency of these skills. In lesson 1, the students will be performing and practicing the use of the serve, and from this, the students will use the serve to start up all practices when they are working on other hits (lesson 2), and when the students are playing top court (lesson 3) they are using and developing this and understanding this skill. In the psychomotor domain these students are working on performance concepts because the students are going to break down each serve and hit over the lessons to eventually put everything together for gameplay. The students will also learn cues that will help them complete the serve (lesson 1) and the variety of hits they can use (lesson 2 and 3). This relates to SHAPE standard #2 in relation to students applying knowledge of concepts and strategies relating to movement and performance. With the knowledge of how to serve correctly and return and use the correct hits, this will help the students in pickleball, which will positively impact the student’s gameplay and overall skill level. Students will be able to understand these things and break it down cognitively through the variety of questions and feedback given to them by the instructor from explanations, reviews, and descriptions and things they do with their partners. Students will be able to verbally announce their cues out loud and to a partner in the variety of serving activities (lesson 1). Students will then apply this cognitive understanding throughout activities and gameplay. The first objective that is related to movement patterns will be for the students to increase their performance of the serve in pickleball. This will aid them in better mechanics and body position when they are attempting this serve. The students will focus on where to hold the ball, where their eyes will be, when to release, when to swing through the ball, bringing their eyes up, rotating their body, and being in ready position (lesson 1). (Ready position means that]
the students will be facing the opposing court, with their knees bent and their paddle up and ready to return an incoming ball.) This will lead to better accuracy and more consistency when it comes to students serving. The students will be able to link the domains together through the standards and objectives because they will be performing these skills in order throughout demonstrations, and they will be asked to differentiate between skills, when they should be performed, why they are being used, and why they are important to be done in the specific order that they are laid out in.]

c. Explain how your plans build on each other and include tasks that develop the student competencies described above while making connections between the psychomotor domain and at least one other learning domain (cognitive and/or affective).

[Serving will be the first thing that will be addressed at the beginning of lesson 1. Students will find a partner and they will focus on serving the ball to each other. They will first serve and catch, then they will work on their aiming, and then they will serve and rally with each other. In lesson 2, students will use their serve to begin rallies when they are working on the variety of pickleball hits. This will help them get ready for serves when it comes to gameplay. In lesson 3, students will use their serves so start games and rallies between an opponent. This will challenge students to communicate and work cooperatively in groups to keep score as well as playing as a team. This can also be tied to the cognitive domain, because throughout the practicing of the serves, the students will be using cues to organize their attempts. They will be familiar with demonstrating and using these cues and will also be asked to describe why specific cues are important to their overall serve. The students will also be working on different hitting techniques in pickleball. They are introduced to students in lesson 1 when they are just using them to return a ball to an opponent, they do not know they are doing it, but they are practicing the beginning parts of the hits. In lesson 2, the students are taught the hits and cues that go along with the specific hits that they use. This connects to their cognitive domain because they are organizing cues and understanding when each type of hit is used and why those specific times are important. In lesson 3, the students will continue to use these different types of hits to play the game of pickleball when they are participating in top court. This then leads to the idea of gameplay that directly correlates with the affective domain. In lesson 1, students are practicing skills with a partner, they then transition to a small gameplay activity with their court mates. This gives them the challenge of work with their partner to effectively serve and play the ball over and into the other team’s court. They will then transfer over to lesson two, where they will be doing the same thing, but with more skill related properties learned. Finally, in lesson 3, students will work in teams to play in game scenarios and use all of their skills against a variety of opponents. This is where students will use a vast majority of their teamwork, encouragements, communication, and competitiveness to work as a pair and earn points and play effectively.]

d. Explain how you will structure the learning environment to be both emotionally and physically safe.

[As the teacher, I will make sure that the learning environment is physically safe by making sure that all of my students know the rules of the gymnasium, and the basic rules of how pickleball is played and how the equipment is handled and used. For the rules of the gym, students will participate to their full potential while completely avoiding negative actions including shoving, hitting, chasing, or any actions that are deemed unsafe or harmful to other students or the student themselves. Any of these actions are not tolerated in the class and will be dealt with immediately. These rules are the first rules that the students are aware of before they learn specific rules of different activities. The students also took a quiz to ensure their understanding of these rules. Students that break these rules understand that there will be consequences for their actions. This allows for the class and teacher to have clear expectations of how to maintain
a safe physical environment. There is also pickleball rules that help students stay physically
safe as well. The students know that they are to keep an eye on their surrounds when chasing
or hitting a ball, so they do not swing their paddle and hit someone. They also are told to stay
away from and avoid the poles that hold the nets up. These poles are skinny, but someone still
can get injured by running into one if they are not looking. The students are also told to not
touch the nets and to stay clear and be aware, so they do not run into it. These nets are lower
nets, so there is a higher chance that students could trip and fall over the net which could cause
serious injury. Students are also told to be aware of other games when retrieving balls. Since
games are occurring all around, students need to proceed with caution, so they do not interfere
with other student’s games or put themselves at risk. Students will always be reminded of these
rules over the lesson to make sure the physical environment is always safe for everyone. When
it comes to an emotionally safe environment, there will be set rules as well. The main rule in the
class is to treat others the way you want to be treated, which means respecting yourself, others,
and the teacher as well. Another big rule that is enforced is sportsmanship and honesty
throughout the class. This will allow the class to work together and be respectful at all times and
treating others the way you want to be treated. This kind of environment will help build students’
self-esteem and confidence which in turn will create the emotionally safe environment for all
students. Students will talk to classmates in a positive way and always congratulate their
opposing team, by saying ‘good game’ no matter what the outcome of the game is. Bullying or
putting down other students will not be tolerated in the classroom, and if this occurs, measures
will be taking to ensure it never happens again because the class is a safe place to come for all
students to be physically and emotionally safe.]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about your students with
respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support
(e.g., students with IEPs or 504 plans, English language learners, students with higher/lower
proficiency levels, underperforming students or those with gaps in content knowledge, or
students needing greater support or challenge).

a. Prior academic learning and prerequisite skills related to the central focus—Cite
evidence of what students know, what they can do, and what they are still learning
to do.

[Before this unit, students have been introduced to terms such as the serve, lob, and drop shot.
In their previous class before this semester, students had the ability to practice and apply these
skills to games against other classmates. Students are familiar with the terms serve, lob, and
drop shot. In this class, the students are used to listen for the teacher to say freeze, which
indicates the students to stop, hold all equipment, and listen for instructions. The students have
the basic knowledge on how to perform the skills that are needed to before basic movements.
To help increase students learning, cues have been developed, demonstrated, reviewed, and
practice through the lessons in pickleball. Students will use these cues cognitively to make
connections to their psychomotor movements. Students with IEP’s, 504 plans, and other groups
of learners have learned the same type of content in their classes as well. These students have
learned the same terminology and skills as their classmates and experienced it with them as
well. These students, however, may have slightly different skills when it comes to the different
hits and serves. The students have the basic understandings, but to make sure they are
improving, modifications have been made to make sure these students are able to have the
tools to perform these actions with success and efficiency with their classmates. All students will
be learning a new type of shot called the dink which is similar to the drop shot but is closer to
the net and lands in the non-volley zone. Students will learn cues and have different chances to practice this skill with partners in a variety of ways. Students will also learn a game called top court which allows the students to practice their skills through gameplay. The students will begin with games on their court practicing skills and keeping score. The students will then be introduced to this game which will give them new partners depending on how they performed in their previous match. It also allows the students to play game based on their level of skill, without the teacher having to put them into groups. The students are keeping score and rotating based on their performance. All students will have equal opportunities to take part and learn all of the skills relating to pickleball.

b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?

[The class as a whole has experienced pickleball skills in their first semester of physical education. They have practiced the serve and variety of hits to keep the ball in play. The students know that a serve is used to start the play, and the variety of hits are used to attempt to score a point for their team. The class as a whole does not have any significant language or cultural practices related to the learning segment. The students in the class are very interested in competition and developing their skills. The students will have plenty of time to demonstrate their skills and show it in competition against their classmates. Students with IEP’s have similar experiences and interests with pickleball. These students do not have any significant language or cultural practices related to the learning segment, but the students do have the added experience with some added language supports to help them understand and stay competitive with the class. Students with 504 plans also have the similar experiences in pickleball. These students have the experience playing and practicing pickleball as well. Other groups of students such as students have may have played similar sports such as tennis may be familiar with the way the game is played, how it is practiced, and how drills are run. This will allow these students to utilize their advanced skill and vocabulary to communicate with their classmates to stay competitive or educate other students about the different parts of pickleball throughout the lessons. Another group of students may not be interested in the game of pickleball or similar sports, but they still would be competitive because of their nature of competition.]

3. Supporting Students’ Physical Education Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials/equipment. Be explicit about the connections between the learning tasks and students’ prior academic learning, their assets, and research/theory.

[Students will be able to make the choice between the regular sized pickleball or a large pickleball. Students who find it easier to play pickleball will choose the regular sized ball because it is appropriate to their level of skill. The larger ball is used by students who find it a little more difficult to play pickleball. These students have had the same experience as other classmates but prefer a little extra help when it comes to developing their skills to their full potential. Students who have used the bigger ball for a longer time, will have developed the skills to move towards the smaller balls if they would like to. Students will also be able to choose where they get to serve as long as it is within the boundary lines. Normally, students would stand closer to the non-volley zone line, but to support the students and their ability of serving, students serving
positions will be different based on the student’s level of skill and confidence. Over time, students will be able to move their way forward or backward depending on where they started. This will allow them to really focus on building the skills to be at a competitive level in the class. Bruner’s Discovery Learning supports the idea of students discovering facts by themselves for the best results. The students know their own level of skill, so by letting them choose the size of their ball or where they stand where they serve is a crucial part of them discovering what is best for them. Some students may lean one way at the beginning, but as time passes they might realize they need a bigger or smaller ball or to serve from a different spot on the court. The also means that students will constantly be evaluating themselves to see what their level of progress is, and this will increase their confidence as well as skill over time. For my students with difficulties in the class, I will position them closer to me, or I will make sure to make frequent stops by them to check. This idea is backed by Maslow’s Hierarchy of Needs because by position them closer or checking in with them more often, I will be addressing the students needs and helping them attain the motivation they truly need.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

[Using a whiteboard will provide students with the ability to see the written cues along with what the activities for the day were. This is mainly used to help reinforce the cognitive part of the lesson, so the students understand it throughout the class and can apply it to the post-assessment. This is appropriate for any students in class that gains information from visual or written language. Students who also have a hard time focusing can use this whiteboard because it provides them with any information they might have missed during instruction or directions. Another support would be the use of feedback. The use of positive and corrective feedback will give the students the information to develop their skills and technique. Students will also been give demonstrations, so the students can help visualize what they are working on during the tasks. Students will anxiety and other health impairments will benefit from this because they will be able to witness how things are supposed to look, which will help them picture what they are going to do. This allows them to start the activity with the knowledge of how something is supposed to look, so they do not feel pressured that they are going to start off by doing the wrong thing. The students will also be asked questions about the skills and cues they are performing. This will allow the students to apply their knowledge and understanding of the different tasks and skills they are focusing on. This overall would benefit the whole class because it is a way to check in with each student and see their understanding and see if they can demonstrate their knowledge, but it also is designed to help other students as well. It can help students that have difficulty focusing and are easily distracted because it would be a quick reminder to stay on task as well as checking their understanding. It also helps the students that have other health impairments because you can break down different parts for them and this will aid in mastery of skills as well as giving them the confidence to perform tasks in class.]

c. Describe common student errors or misunderstandings within your central focus and how you will address them.

[One possible student error that can occur during pickleball is the way students serve by bouncing the ball before they hit it rather than hitting it out of the air. I will be able to identify these this error by watching my students perform the serves throughout the lesson. I will instruct...]

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).
the students in the beginning of class on how it is to be done properly. If I notice it happening still for some students who may need a different support, I will address the student directly. I will have then stop and listen to how the serve is supposed to be performed. I will also explain to the student that it is more effective to hit it out of the air rather than bouncing it because the ball can go to a different place when it leaves your hand. I will tell them to keep their eyes on the ball to watch it leave their hand and to make sure they follow through with their paddle and hand. The possible error of students hitting the ball the wrong way can be identified by seeing the where the ball travels and how it comes of the student’s paddle. I will address the students who are having difficulty by reminding them to keep their eyes on the ball and watch the ball hit the paddle before they put their eyes up. Another possible student error will be the students believe that all activities are about winning. I will be able to see this in the students when they are practicing the skills. I will address this by telling students that the main objective of our lessons is to work together and advance their level of skill. I want to build relationships and promote encouragement so that students can have the skills to play pickleball for recreation or competition later in life. We want a positive and respectful classroom environment, and we want all classmates to feel supportive and appreciated, so they can experience what great things the game of pickleball can offer them. Everyone plays an important role no matter what they bring to the team.]

4. Supporting Physical Education Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students’ language assets and needs, identify one language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate to your learning segment.

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<tr>
<th>Analyze</th>
<th>Compare</th>
<th>Evaluate</th>
<th>Sequence</th>
<th>Signal</th>
<th>Summarize</th>
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[The language function essential for student learning within my central focus will be to demonstrate. Students will be demonstrating the learning cues of serving and the different hits, the lob, dink, and drop shots. Demonstration will allow the students to show their psychomotor process that will showcase how they perform the skills and play pickleball.]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[The key learning task that gives students the opportunity to practice using the language function is the first day, lesson 1, and task 1 where the students are practicing the serve with their partner. In this activity, the students will find a partner and find a spot on the court. The students will practice the serves and demonstrate the process of the cues and how they lead to serves. Each student will take a turn saying cues and demonstrating the serve.]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use to successfully participate in the learning task:

- **Vocabulary**
- **Plus** at least one of the following:
- Syntax
- Discourse

Students already know the terms “rally, non-volley zone, serving, lob, and drop shot.” I expect some students to struggle with the terms rally and drop shot when the new terms dink and volley are introduced to them. I will struggle with dink versus the drop shot because both are done in a similar way, but it will be explained that the dink is to be placed right over the net while the drop is a shot that will land in front of their opponents. Students will also struggle with phrases volley and rally, but an explanation will be given on how a rally is used to start a game because the ball has to bounce and then get hit, while a volley can be used during a game when an opponent is returning a ball without it touching the ground or in other words bouncing. Students will use the discourse to help describe and repeat the cues on how they are to serve. Students will then use this information to tell them to a partner or give positive and corrective feedback to their partner on what they are seeing from their serve. The students will then use the seven serving cues (ball at waist, eyes on ball, release the ball, swing through, eyes up, rotate, and ready position) to progress to active serving, rallying, and volleying in games.

d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt below.
- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary, syntax, or discourse).

The first instructional support that I will use in support of language demands would be the whiteboard. This is something that students will be able to access at all times, it will have the cues that are important for that day, as well as what is going on for activity that day. It will also have a court drawn on the board just case a physical demonstration on the board is needed to be used in support of the language demands. Another language support that will be used in class will be student questions and answers. This will be done by the teacher when they are rotating around the gym. The teacher will ask students questions about the skills and the task they are working on, and from this the students will be able to use their language demands to answer the questions to the best of their ability. Written assignments will also be given to the students, so they can show them understand of the pickleball rules, skills, and vocabulary. Students will use their syntax and discourse to organize and verbalize cues in a way that it is beneficial for themselves and their partners.

5. Monitoring Student Learning
   - In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.
   - Describe how the assessments throughout the learning segment will provide direct evidence of students’ development of competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective).

The students will begin the lesson by taking a pre-assessment that will test the student’s cognitive knowledge of pickleball rules and mechanics. This will allow the students to show the knowledge they remember from before and what they need to focus on. In the second lesson, the students will have an exit slip before the class period is over. This allows the teacher to check-in with the students to see their understanding of the cognitive pieces that have been learned over the two lessons. Then for the final cognitive piece, students will take a post-assessment. This allows the students to show their understanding of the lessons. With these cognitive assessments, the teacher will be able to see the student’s growth cognitively.
throughout the lesson. This will also allow the teacher to monitor all students to make sure they are all on track. The students will also be tested on the psychomotor domain. The way this will be done is by having the teacher assess the students while they are demonstrating the different movements and hits that are being performed throughout the lesson. This will be done first as a pre-assessment, so the students can show what they know and can do. This will allow the teacher to break down the parts that are difficult for the class and if need be other individuals. Then the students will be assessed again after they have time to practice these skills. The teacher again will walk around the classroom and assess the students as they are performing the skills. The teacher will also ask students verbal questions on what is occurring to test the students cognitively while they are taking part in games.]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[The first adaptation that I made for my students with 504 plans is having the pre and post assessments taken on the iPad electronically. This allows the students to demonstrate their learning in the most beneficial way. This adaptation allows students that need a little extra time on their assessments, to stop the quiz when they need to and start it back up when they need to. With it electronic, this helps students because it prevents the students from losing it throughout the day and they can do it when they are focused and are able to take their time. The next assessment that was adapted was the rubric assessments. This was made to help the students with IEP’s because it allowed for direct feedback to the students. The students will perform the skills, get the direct feedback, and if there is anything to correct, they can quickly correct it and show the improved skill work. The last adaptation I had was the exit slip, this was created to help my struggling learners that are easily distracted. This a perfect check in with these students because they will be able to demonstrate what they know, and this way the teacher can see what they are doing well or what they need a little extra guidance in. With all of these adaptations, the teacher is able to easily monitor and track students progress to make sure they are performing to the best of their ability.]

- All materials and assessments were created by myself.