

Physical Education Teachers Perceptions in the State of New York about Appropriate Strategies
when Teaching English Language Learners

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HONOR THESIS

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May 15, 2020

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Chapter 1: Introduction

Schools in the United States of America are becoming more culturally and linguistically diverse. It is estimated that by year 2030, English Language Learners (ELL) will make up 50% of the population of public schools across the United States of America (USA) (Culp & Schmidlein, 2012). This means that by next decade almost half of the students in public schools will be learning English as their second language, with a proficiency in a language other than English. Students who are ELL, are also labeled as students who have English as a Second Language (ESL), and Culturally and Linguistically Diverse Learners (CLD), should be welcomed to bring their culture into the classroom (Culp & Schmidlein, 2012). The level of English proficiency of these students varies tremendously and a coordinated process is needed to take place to make sure they have the same chances as their peers to be successful in school. Some of these students may not know any English, while others may know a bit more. Spanish makes up the largest portion of this population comprising of 77% of the students in the United States. The remaining 23% is comprised of students who speak Vietnamese, Hmong, Korean, and Haitian Creole, (Culp & Schmidlein, 2012).

Today, these students are often overlooked and pushed to the side, because of their inability to communicate (Vilson, 2015). It is the teacher's responsibility for the content to be made accessible to the ELL students just as they would for the native English speakers. The intent is to find out what is working and what is not working with students and what approaches the teachers find effective within their own classes. With this information, language acquisition and inclusion strategies will be suggested along with a series of lesson plans that can help teachers accommodate their English Language Learners while teaching them physical education.

These students need to be educated in the affective, cognitive, and psychomotor domains; however, they may not speak, read, or understand the English language. This other problem is that usually teachers are not bilingual or have the knowledge of language acquisition strategies. This affects the ELL student's learning as well as their ability to form social relationships. The push for inclusion in today's education system is growing, meaning that all students must be included and provided an equal opportunity to receive their education. Teachers do not have the adequate knowledge of these strategies from their teacher preparation courses in college. Therefore, the purpose of this study is to find out what teachers are currently doing to accommodate ELL students, their confidence in instructing ELL students, and what issues need to be addressed in order to improve the physical education experience for these students.

Research Questions:

- What teaching strategies enhance language acquisition and student participation in physical education for English Language Learners?"
- What teaching strategies enhance language acquisition and student participation in physical education for ELL students?
- Are teachers accommodating ELL students in their physical education classes? If so, how?

Chapter 2: Methodology

Data Collection

After receiving approval from the Institutional Review Board, data was collected through an electronic survey. The electronic survey was created through Qualtrics and consisted of 13 questions (see appendix A). This survey was sent to Physical Education teachers within the New York State Association of Health, Physical Education, Recreation and Dance. With their consent, the teachers filled out the survey, explaining their experience instructing English Language Learners in their classes. The survey asks of their teaching experience, their areas of specialty, the type of school they are in, and if they have any background with languages other than English. Furthermore, the survey goes on to ask the teacher's opinions of how effective they believe certain strategies to be. The intent of this survey is to enhance understanding of how English Language Learners (ELL) are being taught in New York state, in the physical education setting. Are the physical education teachers in New York State accommodating these students, or are they pushing them to the side? If they are accommodating these students, how so? The data was analyzed to get an idea of what is going on in real physical education settings and then to identify possible issues and solutions to educate ELL students.

Chapter 3: Literature Review

The chapter literature review was conducted to have a better understanding of the current situation faced by physical educators in relation to teaching ELL students. The chapter is organized into two sections. First, an explanation of the misconceptions and failures of the educational system and how this affects student's progress, is provided. The second section is related to physical education and ELL students. In this section a series of effective strategies to work with ELL students in physical education are provided.

Misconceptions and Failure of the Educational System

A major issue that ELL students face, is that their education is not being made accessible to them. Even if many times these students are typically developing, they simply cannot understand a foreign language when it has not been taught to them. This issue may begin with misconceptions that are perceived to be true. Based on Columna & Lieberman (2011), there are four misconceptions when educating ELL students in physical education. First, "The most effective way to ensure that students learn English, is to immerse them in English". This is not effective as the students may create incorrect translations of the vocabulary and may become overwhelmed or discouraged as this only makes the learning more challenging. Second, "Through immersion, they will learn enough English within a year to survive academically". This is another misconception as it truly takes an ELL student five to seven years to speak the English language proficiently, (Columna & Lieberman, 2011). A third misconception is that "Once the students have achieved oral fluency in English, they are capable of academic learning in mainstream English-only classrooms". This as well is incorrect as the student's ability to learn

higher level academics is accomplished through their first language. The last misconception is that “The less the students use their first language, the better”. This is incorrect as it is more effective for the students to learn through their first language while learning their second language of English when building on skills properly (Columna & Liberman, 2011). These misconceptions are easy mistakes for any teacher to make if they have never had experience teaching an ELL student.

The No Child Left Behind Act of 2001, did the exact opposite of what its title implies. In theory, the idea was to bridge the gap between higher level students and minority groups such as ELL. (Vilson, 2015). This was done by imposing more standardized tests, so all students met the same standards. This meant that the individual states had to pay the federal government if they needed the tests in a different language for their ELL students. This resulted in states not paying, and ELL students taking standardized tests in a language foreign to them (Vilson, 2015). Where is the justification of how this is an equal education for all students? This situation unfortunately affected many ELL students.

Physical Education and ELL Students

Throughout the Physical Education curriculum, students are expected to learn the most basic skill themes and movement concepts and will build on them throughout their education. These skills include running, balancing, throwing and catching, to name a few. No matter what language a student speaks, they should be learning English, as they are learning how to be physically active. Furthermore, while learning English, they should be socialized to their peers, which may result in English students learning Spanish. The development of social relationships

can be created by eliminating any language barriers. Not only would this make the student feel more comfortable in school, but it is what they are entitled to.

As a teacher, it is their job to educate their students and make all the content accessible. How is this being made possible, when teachers are not learning Spanish, or learning any strategies in which is best for these students to learn? Teachers must learn how these students would like to be taught, as well as how they would learn best. Effective strategies must be accessed, and teachers should begin to learn the languages of their students, even if it is only a few words at a time. According to Columna and Lieberman (2011), there are many strategies that can be easily implemented into your lessons. Further, they suggested that a teacher should implement the foreign language into their curriculum, in order to relate the content being learned, to the student. This should be done in order to build up the vocabulary that the student knows so slowly they will acquire the language. It is through these connections using visuals and demonstrations, that not only will the ELL student learn, but the other classmates can then learn the foreign language. Not only will this promote language acquisition throughout your class, but it will as well promote relationships in which the students can speak to the ELL student. Furthermore, it is important to provide instructional materials and assessments in both the foreign language as well as in English, so that the student can start making connections between words, as they understand the content of the unit, (Columna & Lieberman, 2011) (Brian Culp and Robert Schmidlein).

Students spend most of their days and time in school, and this is where they are expected to learn. Teachers must bridge the gap between the two languages, and understand the student's cultures and home backgrounds. Teachers should build on both the student's language of origin and on their English proficiency. By ignoring the ELL student's identity, you are tearing them

down, and not building their confidence as a learner, (Mays, 2008). In Physical Education you are expected to learn the fundamental motor skills which form the basis for play. Throughout your time in school, students are progressively building on these skills to take part in more advanced play. Without these opportunities, students are becoming more inactive and are not given the same opportunities to be physically active for a lifetime or take part in athletics. In order to make these fundamental motor skills accessible to the students, teachers can provide visuals, demonstrations, and papers for the students that use pictures or draw connections between the words. Furthermore, the teacher could create rubrics or self-assessments in both the foreign language and English, so that the student can analyze and express how they are feeling about the content being taught. (Columna & Lieberman, 2011).

According to the article *Instructional Strategies to Consider when Teaching Hispanic English-Language Learners in Physical Education*, incorporation of specific strategies to support ELL students has a large impact on the students emotional, cognitive, and physical well-being. In order for a student to learn, they must feel accepted and believed in. This is why teachers must be accepting of all their students are, without marginalizing them based on stereotypes. (Cruz & Petersen, 2011). It is the teacher's job to get to know their student, how they would like to be referred to, and to learn about their student's culture, without making judgements. The teachers must be sensitive to the students and understand that they are trying to learn, rather than ignored for their inability. (Samalot, Sato, & Tredwell, 2018)

Chapter 4: Results and Analysis

Data Analysis

Demographic and frequency data (Table 1) were recorded for each participant as well as responses from open-ended and Likert scale questions (Table 2). The themes of “*Lack of Preparation and Language*” and “*Lack of Knowledge on Effective Strategies*”, with supporting quotes will be discussed. Meaning was brought to the statements about experience and how this correlates to the instruction of ELL students.

Results

Based on the data teachers reported to have up to two hundred ELL students in their schools. Spanish was the most spoken among ELL students followed by French, Russian, Ukrainian, and Mandarin. Thirty-nine (71.43%) teachers reported they did not know a second language other than English. Further thirteen (26.53%) teachers reported they knew parts of a second language. When teachers were asked to report how effectively they felt they could communicate with their ELL students, forty-three (89.58%) felt they could effectively communicate with their ELL students in some manner, but not always verbally. Teachers reported to have used paraeducators, ELL teachers, and bilingual students in order to communicate with the students. In addition, they have used demonstrations, visual displays, pictures, as well as translation mechanisms such as Google Translate to effectively teach these students. One teacher reported that while providing a demonstration, they would teach the ELL student how to

say the skill and the components of the skill in English, and then the student would repeat it back to them. Lastly five (10.42%) of teachers felt they could not communicate with their ELL students in any form.

Table 1

Participant Demographics	
Total Participants:	53
Gender:	22 Male 28 Female 3 did not specify
Setting:	17 Rural 11 Urban 20 Suburban 3 Other
Age:	44 (average)
Years of Teaching Experience:	17 (average)
Teaching General Physical Education:	
Teaching Adapted Physical Education:	2
Both:	17
Other:	3

The teachers filled out Likert Scale questions to rate their perceived effectiveness of certain teaching strategies (Table 2). The first strategy was “Learn about your student’s background (e.g. Hispanic) to create a sense of community”. A total of 24.49% (12) of teachers reported to have found this strategy very effective, 73.47% (36) of teachers found this to be effective, and 2.04% (1) teacher found this to be ineffective. The second strategy was to “Assess students’ physical education content-related English proficiency.” A total of 20.00% (10) of teachers found this to be very effective, 62.00% (31) found this effective, and 18.00% (9) found this ineffective. The third strategy was to

“Use bilingual visual aids.” A total of 32.00% (16) of teachers found this to be very effective, 58.00% (29) found this to be effective, and 10.00% (5) found this to be ineffective. The fourth strategy was to “Include games, music, and sport from the students’ country of origin.” A total of 22.00% (11) teachers found this to be very effective, 58.00% (29) teachers found this to be effective, and 20.00% (10) found this to be ineffective. The fifth strategy was to “Implement social interaction activities to promote social skills, integration, and social inclusion.” A total of 52.00% (26) of teachers found this very effective, 46.00% (23) of teachers found this effective, and 2.00% (1) found this ineffective. The sixth strategy was “Bilingual written communication with parents.” A total of 41.67% (20) of teachers found this very effective, 50.00% (24) found this effective, and 8.33% (4) found this to be ineffective.

Table 2

Field	1. Learn about your students' background (e.g. Hispanic) to create a sense of community.	2. Assess students' physical education content-related English proficiency.	3. Use bilingual visual aids.	4. Include games, music, and sport from the students' country of origin.	5. Implement social interaction activities to promote social skills, integration, and social inclusion.	6. Bilingual written communication with parents.
Very Effective	24.49% 12	20.00% 10	32.00% 16	22.00% 11	52.00% 26	41.67% 20
Effective	73.47% 36	62.00% 31	58.00% 29	58.00% 29	46.00% 23	50.00% 24
Ineffective	2.04% 1	18.00% 9	10.00% 5	20.00% 10	2.00% 1	8.33% 4
	49	50	50	50	50	48

Lack of Preparation

“PE undergraduates NEED to be exposed to ELL strategies in their college program. I did not learn strategies and the ins and outs of ELL tiers, interventions, etc. during my time in college.”- A statement pulled from the survey answers.

Data revealed that not all teachers are bilingual and a very limited number can speak a second language other than English. This has never been a requirement for the teachers; even with the growing number of diverse populations in USA schools including ELL students. As reported, many teachers did not feel confident in their instruction, because of the language barrier. As teachers never learned another language, they as well reported a lack in knowing strategies that would aid in language acquisition. They have reported a lack of preparation of learning strategies in college studies in relation to how to effectively include ELL students. These teachers wished they had been taught of how to instruct ELL students, so they would have been more prepared. As more ELL students are entering the school system, PE teacher preparation programs must adapt to this, and instruct their teacher candidates accordingly. With this instruction, the concept of “making it work” as the teachers had reported, would not be an issue. Rather than teachers relying on ELL teachers, translators or bilingual students in the class, the teacher would be able to communicate effectively with their students. As well, teachers using sites such as Google Translate would be a thing of the past. As the teacher, you should access websites that translate sports related words and that translate movement, (Columna & Lieberman, 2011). Putting these words on signs and having them accessible to your students, will as well be an opportunity for you to learn the words and concepts, in order to improve your knowledge of the second language.

Lack of Knowledge of Strategies

It is evident, based on the Likert Scale questions from the survey, that not all teachers find beneficial learning strategies to be effective. This could be because they may have never attempted these strategies, or because they have tried them unsuccessfully. As mentioned before, teachers expressed that teacher preparation programs should do a better job on providing knowledge and ideas on how to effectively teach ELL students in PE.

Samalot-Rivera, Tredwell & Sato (2018) suggest six strategies that can be used to effectively include and teach ELL students in the PE class. The use of these strategies could help PE teachers to effectively teach all their students including ELL students in PE.

1. “Learn about your student’s background (e.g. Hispanic) to create a sense of community”.

It is important for the ELL student to feel welcomed into the class, and to have everyone understand where they are from. As the teacher, it is your job to educate yourself on your student’s background and culture. It is important to know how your student prefers to be identified, (i.e. Hispanic or Latino). (Columna & Lieberman, 2011). Educate yourself on the customs and sports from that background, as this can also promote topics of conversation with your student. Converse with your student as a means of learning about their background.

2. “Assess students’ physical education content-related English proficiency.” It is important to assess how many English words your ELL student knows, before getting started. This will allow for you to create a baseline in which you will work from. Students should be

provided with daily words to work on, which should be related to the lesson of the day.

This assessment can be done through activities in which a movement is performed based on their understanding of the words. This can as well be done through self-assessment such as rubrics in which the student will rate themselves on how many words they know, (Columna & Liberman, 2011). This should be done throughout the unit in order to know how your student is progressing and to identify areas to work on.

3. “Use bilingual visual aids.” This is seen to be very effective in making connections between the two languages. This can be done through pictures, flashcards, or signs throughout the gym. Cues should as well be provided in both languages so that both are reinforced and the translation is clear, (Columna & Lieberman, 2011). The student needs the instruction in both languages, you cannot simply instruct in English and expect them to learn. As the teacher, you should access websites that translate sports related words and that translate movement (Columna & Liberman, 2011). Putting these words on signs and having them accessible to your students, will as well be an opportunity for you to learn the words and concepts, in order to improve your knowledge of the second language.

4. “Include games, music, and sport from the students’ country of origin.” Not only will this make the student feel welcomed, but it is a part of the student’s life they are proud of and more than likely, they would want to share it with the class. This is an opportunity for all students to be exposed to a new culture and to learn about their classmate more. As well, this may provide the ELL student to be very successful at a unit, which would boost their

self-esteem, as learning a new language can become frustrating or overwhelming, (Columna and Lieberman, 2011).

5. “Implement social interaction activities to promote social skills, integration, and social inclusion.” This is effective as students need to form social relationships in school. If there are bilingual students in the class, place them with your ELL student and have them help translate. This will promote social interaction as there is now a way for the students to form these authentic relationships while learning more about one another. As well, questions can be asked in both English and the second language, in order to teach the non-ELL students, a new language. This will promote communication and social interaction.

6. “Bilingual written communication with parents.” Sending letters and emails home with the ELL student is important in creating a line of communication with them. Work with an ELL teacher or language teacher in order to create these letters or emails, and send them home in both English and their first language. This demonstrates the importance of that student’s learning, and as well shows that you are respecting of their culture. This can aid with the parent’s understanding of physical education and of your class expectations. Teachers need to learn their student’s languages to effectively teach their student and make them feel welcome into the class.

Chapter 5: Conclusions

There are several conclusions based on the teacher's perceptions of language acquisition strategies and their experiences of instructing ELL students. Teachers are relying on ELL teachers, translators and bilingual students in the class to communicate with their ELL students. This is affecting how the ELL student creates relationships with their PE teacher, as a translator is always needed. When the teachers are using translators, they are using sites such as Google Translate, which does not always translate effectively. This results in the cognitive importance of PE being lost in translation which must be improved and emphasized. As purpose and education behind the movement or skill is lost, this is evident of the lack of the teacher's preparation or experience. Teachers are using pictures and demonstrations to show the students what they should be doing, without providing this cognitive reasoning or instruction. Teacher preparation classes need to instruct language acquisition strategies as the number of ELL students are growing throughout the country. It would only benefit the students if teachers learn about their student's languages to effectively teach their student and make them feel welcome into the class. This is one of the largest changes that teachers want, in order to be more prepared.

In summary, it is imperative that physical education teachers try to learn as many words as they can of their ELL student's native language. Also, it is equally important that physical education teachers implement the suggested strategies by authors like Columna & Lieberman (2011) and Samalot-Rivera, Treadwell & Sato (2018). By doing this, they will work on improving the quality of the educational experience for ELL students in the physical education

class. The suggested strategies for language acquisition will be demonstrated through two lesson plans which can be found in Appendix B created by the author of this thesis. The example lesson plans will be for students whose native language is Spanish.

Appendix A:**Survey Questions**

1. Age
2. Gender
3. Years of Teaching
4. Grades Taught
5. Current Professional Status
6. School Setting
7. For how many of your current students is English their second language?
8. Have you had students in the past in which English is their second language?
9. What are those other languages mentioned in Questions 7 and 8?
10. Do you speak any language other than English?
11. Do you feel like you are able to communicate with these students effectively?
12. Indicate the effectiveness of each of the following strategies. (Table 2)
13. Do you use any other teaching strategy for your students whose second language is English?

Appendix B

Lesson Plan 1: Elementary Level

Lesson Plan Form

NYS Curriculum & Assessment Guidance Document: A Physical Education Resource

Teacher/Class:		Lesson #:	1 of 1	Teaching Strategy (select):	Direct/Command
Date:	Click here to enter a date.	Lesson Focus:	Movement Concepts		
Grade:	Elementary	Location (select):	Gym		

References (APA)

Columna, L., & Lieberman, L. (2011). *Promoting language through physical education: Using sign language and Spanish to engage everyone*. Champaign, IL: Human Kinetics.

NYS AHPERD (2015). *Curriculum and Assessment Guidance*

<u>New York State Learning Standards</u>	<u>Common Core/Academic Connections</u>
<p>Standard 1- Personal Health and Fitness</p> <p><input checked="" type="checkbox"/> 1a. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities</p> <p><input type="checkbox"/> 1b. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition</p> <p>Standard 2- A Safe and Healthy Environment</p> <p><input checked="" type="checkbox"/> 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity</p> <p><input type="checkbox"/> 2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication</p> <p><input type="checkbox"/> 2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants</p> <p>Standard 3- Resource Management</p>	<p>Vocabulary:</p> <p>-over (por arriba)</p> <p>-under (abajo)</p> <p>-around (alrededor)</p> <p>-in (adentro)</p> <p>-out (afuera)</p> <p>-through (a través de)</p> <p>-on (en)</p> <p>-slow (lento)</p> <p>-fast (rápido)</p> <p>Language Function (cognitive action verb):</p> <p>identify</p> <p>Syntax/Discourse:</p> <p>Discourse: Students will be reciting words in both English and their native languages with</p>

<input type="checkbox"/> 3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity <input type="checkbox"/> 3b. Students will be informed consumers and be able to evaluate facilities and programs <input type="checkbox"/> 3c. Students will also be aware of career options in the field of physical fitness and sports	their partners and applying this comprehension to lesson activities.
<p align="center"><u>National Physical Education Standards</u></p> <input checked="" type="checkbox"/> 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. <input type="checkbox"/> 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <input type="checkbox"/> 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <input checked="" type="checkbox"/> 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. <input type="checkbox"/> 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input checked="" type="checkbox"/> Listening </div> <div style="text-align: center;">  <input checked="" type="checkbox"/> Speaking </div> <div style="text-align: center;">  <input type="checkbox"/> Writing </div> </div>

Curricular Strands Incorporated (check all that apply):	<div style="display: flex; justify-content: space-between; text-align: center;"> <div><input checked="" type="checkbox"/> 2a. Character (AFF)</div> <div><input type="checkbox"/> 1b. Health-Related Fitness (PM/COG)</div> <div><input checked="" type="checkbox"/> 2b. Individual Enjoyment (COG/AFF)</div> <div><input type="checkbox"/> 2c; 3 a, b, c. Life Skill Development (COG/AFF)</div> <div><input type="checkbox"/> 1a. Skilled Play (PM/COG)</div> </div>
Equipment Needs (list all equipment & media needed, include quantity):	Cue cards, mats, cones, hula-hoops, poly spots, ropes, any other equipment you may have
Safety Considerations:	Sneakers must be tied, be aware of equipment, stay in the boundaries. Las zapatillas de deporte deben estar atadas, tomar consciencia a el equipo, y quedarse en los límites.

Lesson Objectives and Assessment Tools

	OBJECTIVES	ASSESSMENT TOOL(S)
Psychomotor	TSWBAT demonstrate the obstacle course (over, under, around, in out, through, on, slow, fast) during class activity two times.	Observation
Cognitive	TSWBAT identify as many English/ Spanish words (over, under, around, in, out, through, on, slow, fast) are	Checklist

	movement concepts as the student completes the obstacle course.	
Affective	TSWBAT demonstrate cooperation (working well with others, sharing equipment, helping others) throughout the entire lesson.	Informal observation throughout the class.

Universal Design: How/what accommodations will be made for individual students/small groups/class so that all students can be successful?	The obstacle course will include different levels and challenges. There will be visual aids, verbal cues, and demonstrations provided to the students.
Teacher Goal for the Lesson: State one specific behavior you wish to focus on in this lesson.	For this lesson I will work to provide specific and congruent feedback 5 times to the ELL student(s).

Lesson Structure—Remember to include: Time on task, transitions, label each task –e.g. informing, ext., ref., app, culminating activity, highlight tasks—cog=yellow**; **aff=green**, **safety=blue**; Critical thinking questions provided throughout lesson; Closure should promote critical thinking, align with obj, and forecast for the next lesson.**

Lesson Sequence	Organization of Task (include boundaries, equipment, teacher, students)
<p>Create the obstacle course so that the words over, under, around, in, out, through, on, slow, fast, can be accomplished.</p> <p>Obstacle Course= Carrera de Obstáculo</p> <p>Create cards that have these translations on them, so they can be accessible at the start of the course.</p> <p>Task 1: Partner students up (try to place an ELL student with a native English speaker), have the students pronounce the translations, use visual demonstrations of each word as they work on the meaning of these words. ELL students work on learning the English, while English speakers work on learning the Spanish.</p> <p>over (por arriba), under (abajo), around (alrededor), in (adentro), out (afuera), through (a través de), on (en), slow (lento), fast (rápido)</p> <p>Explain how these words are movement concepts are words that modify the movement pattern.</p> <p>Explain to the students that they will be demonstrating cooperation as they work with one another, share, the</p>	

<p>equipment, and help one another understand the translations.</p>	
<p>Students must make sure their shoes are tied, they are aware of equipment and boundaries. Las zapatillas de deporte deben estar atadas, tomar consciencia a el equipo, y quedarse en los límites.</p> <p>After several attempts, use the checklist to assess how many words the students can pronounce in their foreign language.</p>	
<p>Closure:</p>	<p>Explain to the students the importance of learning a new language in order to create relationships with others. You can provide information about the country the ELL student(s) are from.</p>

Lesson Plan 2: Secondary Level

Lesson Plan Form

NYS Curriculum & Assessment Guidance Document: A Physical Education Resource

Teacher/Class:		Lesson #:	1 of 1	Teaching Strategy (select):	Direct/Command
Date:	Click here to enter a date.	Lesson Focus:	Volleyball Skills		
Grade:	Secondary	Location (select):	Gym		

References (APA)
<p>Columna, L., & Lieberman, L. (2011). <i>Promoting language through physical education: Using sign language and Spanish to engage everyone</i>. Champaign, IL: Human Kinetics.</p> <p><i>NYS AHPERD (2015). Curriculum and Assessment Guidance</i></p>

<u>New York State Learning Standards</u>	<u>Common Core/Academic Connections</u>
<p>Standard 1- Personal Health and Fitness</p> <p><input checked="" type="checkbox"/> 1a. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities</p> <p><input type="checkbox"/> 1b. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition</p> <p>Standard 2- A Safe and Healthy Environment</p> <p><input checked="" type="checkbox"/> 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity</p> <p><input type="checkbox"/> 2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication</p> <p><input type="checkbox"/> 2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants</p> <p>Standard 3- Resource Management</p> <p><input checked="" type="checkbox"/> 3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity</p> <p><input type="checkbox"/> 3b. Students will be informed consumers and be able to evaluate facilities and programs</p>	<p>Vocabulary:</p> <p>-bump= bompear, bompea, bompeen</p> <p>-volley= volear, volear, voleen</p> <p>-serve- server, sirve, sirvan</p> <p>Language Function (cognitive action verb): identify</p> <p>Syntax/Discourse: Discourse: Students will be reciting words in both English and their native languages and applying this comprehension to lesson activities.</p>

<input type="checkbox"/> 3c. Students will also be aware of career options in the field of physical fitness and sports	
<p align="center"><u>National Physical Education Standards</u></p> <input checked="" type="checkbox"/> 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. <input type="checkbox"/> 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <input type="checkbox"/> 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <input checked="" type="checkbox"/> 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. <input checked="" type="checkbox"/> 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input checked="" type="checkbox"/> Listening </div> <div style="text-align: center;">  <input checked="" type="checkbox"/> Speaking </div> <div style="text-align: center;">  <input type="checkbox"/> Writing </div> </div>

Curricular Strands Incorporated (check all that apply):	<div style="display: flex; justify-content: space-between; text-align: center;"> <div><input checked="" type="checkbox"/> 2a. Character (AFF)</div> <div><input type="checkbox"/> 1b. Health-Related Fitness (PM/COG)</div> <div><input checked="" type="checkbox"/> 2b. Individual Enjoyment (COG/AFF)</div> <div><input type="checkbox"/> 2c; 3 a, b, c. Life Skill Development (COG/AFF)</div> <div><input checked="" type="checkbox"/> 1a. Skilled Play (PM/COG)</div> </div>
Equipment Needs (list all equipment & media needed, include quantity):	Cue cards, volleyballs, poly spots, volleyball nets
Safety Considerations:	Sneakers must be tied, be aware of equipment, stay in the boundaries. Las zapatillas de deporte deben estar atadas, tomar consciencia a el equipo, y quedarse en los límites.

Lesson Objectives and Assessment Tools

	OBJECTIVES	ASSESSMENT TOOL(S)
Psychomotor	TSWBAT demonstrate the volleyball skills (bump, serve, volley) to a partner during the class activity 3 times.	Informal Observation
Cognitive	TSWBAT identify the volleyball skills stated in either English or Spanish (bump, serve, volley) to a partner during class activity.	Checklist
Affective	TSWBAT demonstrate cooperation (working well with others, sharing equipment, helping others) throughout the entire lesson.	Informal observation throughout the class.

<p>Universal Design: How/what accommodations will be made for individual students/small groups/class so that all students can be successful?</p>	<p>There will be visual aids, verbal cues, and demonstrations provided to the students.</p>
<p>Teacher Goal for the Lesson: State one specific behavior you wish to focus on in this lesson.</p>	<p>For this lesson I will work to provide specific and congruent feedback 5 times to the ELL student(s).</p>

Lesson Structure—Remember to include: Time on task, transitions, label each task –e.g. informing, ext., ref., app, culminating activity, highlight tasks—**cog=yellow; aff=green, safety=blue**; Critical thinking questions provided throughout lesson; Closure should promote critical thinking, align with obj, and forecast for the next lesson.

Lesson Sequence	Organization of Task (include boundaries, equipment, teacher, students)
<p>Volleyball= voleibol</p> <p>Create cards that have these translations on them, so they can be accessible at the start of the course.</p> <p>Task 1: Place students in groups of four or six (try to place an ELL student with a native English speaker), have the students pronounce the translations, use visual demonstrations of each word as they work on the meaning of these words. ELL students work on learning the English, while English speakers work on learning the Spanish.</p> <p>-bump= bompear, bompea (singular), bompeen (plural) -volley= volear, volear (singular), voleen (plural) -serve- server, sirve (singular), sirvan (plural)</p> <p>Explain how these skills are used in the game. Each student is given a number and they stand behind the poly spot. You call out the number (make sure ELL student knows numbers in English otherwise include this in vocabulary for the day). The teacher then calls out the skill in both languages. The student with that number, will then say the skill in their foreign language and then perform the skill against the wall.</p> <p>Explain to the students that they will be demonstrating cooperation as they work with one another, share, the equipment, and help one another understand the translations.</p>	

<p>Students must make sure their shoes are tied, they are aware of equipment and boundaries. Las zapatillas de deporte deben estar atadas, tomar consciencia a el equipo, y quedarse en los límites.</p> <p>After several attempts, use the checklist to assess how many words the students can pronounce in their foreign language. This can be done during the activity.</p>	
<p>Closure:</p>	<p>Have students identify places in the community they can play volleyball (YMCA, recreation center, park). Translate these words as necessary.</p>

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