

Grade: 7 th Grade		Subject: Physical Education	
Materials: PaddleZlam cones and paddles and balls		Technology Needed: N/A	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) S1.M12.7* Serving Executes consistently (at least 70% of the time) an underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. S1.M13.7 Striking Strikes, with a mature overhand pattern, in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis S1.M14.7 Forehand & backhand Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. S2.M9.7 Shot selection Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. S4.M1.7 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.		Differentiation Below Proficiency: Students struggle with serving and striking. They play with the cones closer together so the game is easier. Above Proficiency: Students can serve and strike well, and select where and how to hit the ball in various ways to score more. They may be playing with the cones further apart to make the game more difficult for them. Approaching/Emerging Proficiency: Students are able to serve and strike well but are struggling to transfer that over into a game. Modalities/Learning Preferences: The students will hear the activity explained and then they will be shown an example of the game. They are expected to be able to do play the game after hearing the explanation and seeing the example.	
Objective(s) TLW be able to apply what they have learned in the lesson to the game. They will be able to serve the ball, strike the ball, and select where and how they will hit the ball based on location and targets. Bloom's Taxonomy Cognitive Level: Application – apply knowledge to the situation Understand – The students understand the game and how to play it			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will go directly to the area where we will play the game and sit down somewhere where they can see me. I will explain the rules and have 3 volunteers come up so we can show an example of the game. Then students will partner up for the warmup. Then they will get into groups of four to play the game and see how their knowledge of the skills and standards carry over into application of the skills in the game .		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I expect the students to be able to understand PaddleZlam and can play using their serving and striking skills that are performed at their grade level. I expect them to listen quietly, follow directions, and to be attentive. Ways to help the student stay on track is to keep them on their toes. Keep modifying the game so it is different, and they do not have to do the same game for 40 minutes.	
Minutes	Procedures		
1 Minutes	Set-up/Prep: Set up cones 20 feet apart and put 2 paddles and a ball by each cone.		

5-10 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>For their opening activity, the students will partner up and begin the warm-up by serving to each other and striking the ball straight up to work on skills that can be used in the game later on.</p>	
5 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will explain the game and how their warm-up directly relates to the game, so they know why they did that specific warm-up. I will go over the rules. And then they can begin playing. 4 players, 2 teams, try to hit the cone with the ball. 3 types of hits, direct, assisted, and Paddle pass. Scoring is based on the type of hit they use. Direct- 2 points for the side, 3 points for top, center hole game over. Assisted – side 1 point, top 2 points, center 3 points. Paddle pass – side 3 points, top 5 points, center wipeout. Wipeout means the opponents score goes back to zero. Questions?</p>	
15-20 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The students will have an opportunity to play the game and we can make modifications for the students depending on how the play is.</p>	
4 minutes	<p>Review (wrap up and transition to next activity):</p> <p>The students will help grab all the supplies and put them away. They cannot leave until the gym is cleaned up.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Being able to walk around and see how everyone is doing with the activity is nice. It has the advantage of seeing how each student is doing in this particular game/activity. Anytime a student has a question, they can leave the game and come talk to me on the side. If it impacts the whole game, I can stop the game and clarify with the class. Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, I believe the class went well and everything went as I imagined and planned it to go. The students we well behaved and were attentive, I was able to help transition them between activities easily because of how well the cooperated. They got a chance to work on their hand eye coordination and working with a partner as well as playing a game competitively. If there was more time, I would have been able to walk around and watch each individual and partner play and give them pointers on what they can do to improve. I was pleased with the lesson and how it all worked out.</p>		

1. How will I know if students have learned something?
 - After class is over, asking the students directly, “what have you learned today” will give you an idea of where some students are at. Also having a little exit slip where they cannot leave for the next class until they have written down something, they learned that day or got better at. Just something for you as the teacher to see where the students see themselves and what they get from your lessons.

2. What will I do with students who have mastered the material, (the experts)?

- In Paddle Zlam, I would increase the distance between the cones for the game to be more difficult. If they are still succeeding pretty easily, the students could use their opposite hands and practice getting better with their non-dominant hand.
3. How will I provide learning opportunities for students that have not mastered the skills taught?
- I can bring the cones as close as the students need to make them feel like they can succeed. I know students are not okay with taking the easy way out if other students are not bringing their cones in, the students who are struggling may not be okay with bringing them closer. In that case, I can change the outcome or goal for these students to make it easier or more achievable. An example could be flipping the cone so the whole is bigger.