

Lesson Plan Template

Grade: 4 th Grade	Subject: Physical education
Materials: tennis rackets, tennis nets, birdies.	Technology Needed: none
Instructional Strategies: <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)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling
Standard(s) S1.E24.4a & b Striking, short implement: Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. S4.E4.3a & b* Working with others: Works cooperatively with others. S4.E5.3 Rules & etiquette Recognizes the role of rules and etiquette in physical activity with peers. C.3_5.5 Describe procedures for making decisions in a variety of settings. (history standard, begin the class with asking the students how why it is important to play as a team and make decisions)	Guided Practices and Concrete Application: <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:
Objective(s) Students will demonstrate good serving technique by using the cues: step, drop, swing. Students will demonstrate knowledge of offensive and defensive strategies and apply them during game play. Students will demonstrate good sportsmanship during game play by using positive terminology. (good job, nice hit) Students will have an understanding of the basic rules of badminton.	Differentiation <p>Below Proficiency: Students who struggle with making contact with the birdie may have to take extra practice with serving with a partner and focus on hitting the birdie and not so much on hitting it in bounds or keeping score. After more practice they can begin to play with the rules.</p> <p>Above Proficiency: I can challenge the students who seem to be more elite in their hand eye coordination to serve the birdie in bounds every time. As well with returning serves consistently. Also challenge them to alternate every other hit with their partner.</p> <p>Approaching/Emerging Proficiency: Students will play the game and focus on striking the birdie and play by the rules. Won't have to alternate shots between teammates.</p> <p>Modalities/Learning Preferences: This activity will challenge the students to work on their hand eye coordination and become better teammates.</p>
Bloom's Taxonomy Cognitive Level: Application. Comprehension. Knowledge.	

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>-Have students come in and start running laps for a few minutes as my warmup so I can take attendance. -My students will know when I blow my whistle to take their spots at the front of the classroom. -Explain proper equipment usage and rules. Demonstrate physical skills using equipment, or have an experienced student demonstrate -Pair up students and have them practice for a bit then start gameplay of badminton.</p>		<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Students will be expected to listen to instruction and rules that are applied before we begin any activity. This includes the rules of the game, being respectful to other classmates and also the equipment. (no throwing, slamming, or kicking of game equipment). Students will be expected to show cooperation with teammates and encouraging each other.
Minutes	Procedures	
5	Set-up/Prep: lay out the rackets, birdies, and set up enough nets for 4 students per net.	
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask the students a few question if they know any history on badminton. Then ask them why it is important to work as a team and make decisions. Next, Begin with volleying the birdie back forth with students so they get the hang of making contact with it.	
5	Explain: (concepts, procedures, vocabulary, etc.) Go over the rules of badminton and explain to them how we will be playing. (they will play for 2 minutes and the winner when the time runs out will move to the next court to play a different team)	
25	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Start the activity of playing the game and let the students play and be active in the time given.	
5	Review (wrap up and transition to next activity): Ask the students if they had fun and what they thought was difficult and what they thought was easy while playing. Then let them go change and get ready for their next class.	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will be watching the students and making sure they are using correct form,(stepping with the correct foot, dropping the birdie at the correct time, and striking the birdie over the net and in bounds.) I will make sure to look for students who are encouraging to their classmates and playing by the rules (no cheating). I will look for students who may be confused and ask if anyone has questions throughout the class.</p> <p>Consideration for Back-up Plan: Have a back up game involving the same tactics of fundamentals. If students struggle with the actual game of badminton we can play versions of hot potato with the rackets and birdie. Also can use tennis balls for a bigger target to hit.</p>		<p>Summative Assessment (linked back to objectives) End of lesson: I will grade mainly off of participation and effort. Ill make sure to asses the students behavior and how much they decided to try to learn the proper technique and rules.</p> <p>(Recalling specific facts or information/ Knowledge)- How do we score the matches? (Getting interest and attention)- How many of you woke up from an alarm this morning? Or did your parents wake you? (Diagnosing and checking)- Why do we play badminton with teammates? (Managing)- Did I give you specific rules to follow? (Encouraging higher-level thought processes)- After playing the game with a partner, what deeper lesson did you guys learn? (structuring and redirecting learning)- Now that we have played the game and understand the rules, are we ready to compete at a higher pace? (Allowing expression of affect)- What was everyone’s favorite part of Badminton? (Application)- Can you show me the proper way to serve the birdie? (Comprehension)- Where must we serve the birdie on the court?</p>

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(Analysis)- Can you breakdown the importance of teamwork?

(Synthesis)- What are some ways you can show me how to score a point?

(Evaluation)- Given the rules and what we have done in class, what did you guys learn overall?

If applicable- overall unit, chapter, concept, etc.:

Students will be practice hand eye coordination along with striking an object after tossing it up or dropping it.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

After teaching the lesson my students gave me some good feedback for future lessons. They mentioned that I could start the lesson out with an attention getter to spark the interest a little better.