

## Ping Pong (Redemption) Day 2

<b>Grade: 9</b>		<b>Subject: Physical Education</b>	
<b>Materials: Ping Pong rackets, balls, and tables</b>		<b>Technology Needed: Stereo and phone for music, apple watch for time</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>S2.H2.L1:</b> Applies movement concepts to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities.		<b>Differentiation</b> <b>Below Proficiency:</b> Students have trouble serving and returning the ping pong ball, but understand how to play Redemption and keep score  <b>Above Proficiency:</b> Students are able to serve and return the ball in a proper fashion. These students may also be able to put spin on the ball and place their hits. These students know the rules and scoring of the game.  <b>Approaching/Emerging Proficiency:</b> Students are able to serve and return the ball most of the time, but struggle every now and then. Students also have an understanding of scoring and the rules of the game.  <b>Modalities/Learning Preferences:</b> Visual, Kinesthetics	
<b>Objective(s)</b> TLW use strategy and develop team skills for the game Redemption TLW play fairly while encouraging their classmates  Bloom's Taxonomy Cognitive Level: comprehension, application			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will arrive to gym in their squad spots for attendance. Students will all help set up the tables and then pick their partner for ping pong. After this, they will gather around the main table to learn the new activity and some will help demo. Students will transition and play a new group after each game with their partner.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will respect the gym equipment and use it safely and correctly. Students will follow directions and be respectful to the teacher and their classmates.	
<b>Minutes</b>	<b>Procedures</b>		
12	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Give students time to change into their gym clothes</li> <li>• Have students help set up tables for ping pong, and we will grab the paddles and balls</li> </ul>		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Students will pick their ping pong partner</li> <li>• Let the students warm up with their partner and another group for a few minutes</li> <li>• Gather the students to the middle table to get ready to explain the activity for the day</li> </ul>		
6	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• Explain the rules of the activity called “Redemption” – Students will be given another opportunity with their partner if they miss the ball. If one partner misses the ball, they sit out and the other partner plays a 2 vs 1. If the partner misses, the other team gets a point, but if the partner scores, his teammate is allowed back in and there are no points scored. A point is only scored if there are two consecutive hits from one team that the other team cannot hit.</li> <li>• Games will be 4 minutes in length. There will be a kings table. If a team wins at the king table, they stay, and the losing team moves on. All other courts the winner of the game moves on and the loser stays at that table. Students are competing to be called the class champion and get their name and picture put up on the wall outside the locker rooms.</li> <li>• A normal table win is worth 1 point. A king’s table win is worth 2 points. I will help keep track of team scores and each team will be assigned a team number</li> <li>• The top two teams with the most points at the end will compete in a 4 minute game of redemption to be declared the class champions.</li> <li>• Will have a quick class demonstration to show how redemption is played.</li> </ul>		

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20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> <li>• Students will play Redemption ping pong.</li> <li>• I will have my apple watch and have the students rotate games every 4 minutes</li> <li>• Students will keep track of the scoring of their games and decide a winner after every game</li> </ul>	
7	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>• After the last rotation, I will tell the students to put away their equipment which consists of the ping pong paddles and balls. The tables will stay where they are for the next class.</li> <li>• I will ask the students what strategies (if any) that they used and how they worked.</li> <li>• Students will be dismissed and have enough time to go down to the locker rooms and change into their school clothes.</li> </ul>	
<p><b>Formative Assessment: (linked to objectives)</b>          Progress monitoring throughout lesson- clarifying questions, check-          in strategies, etc.          I will be assessing students on their efforts to improve and play the game of Redemption. I will also assess how they interact with their classmates.           At the end of the game, students will be asked what strategies they used and how they worked.   <b>Consideration for Back-up Plan:</b>          Tournament with normal ping pong rules</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson:           If applicable- overall unit, chapter, concept, etc.:</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          This was by far one of the best lessons for myself. Students were excited to try a new spinoff of ping pong after playing the normal version for a week. Students learned how to strategize when their teammate got out. After asking students what other strategies they used, I learned that some students would try to get a certain player from the other team out to better their chances of scoring points. One change that I needed to make with this lesson was timing out the rotations so that I did not run into the issue of having a rotation be only 2 minutes long. All other rotations were about five minutes so I need to look at the clock and maybe shorten the last few.</p>		