

Badminton

Grade: 11	Subject: Physical Education
Materials: Birdies, Nets, Rackets	Technology Needed: Music (Optional)
Instructional Strategies: <ul style="list-style-type: none"> Ø Direct instruction Ø Guided practice Ø Socratic Seminar Ø Learning Centers Ø Lecture Ø Technology integration Ø Other (list) 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> Ø Peer teaching/collaboration/cooperative learning Ø Visuals/Graphic organizers Ø PBL Ø Discussion/Debate Ø Modeling Ø Large group activity Ø Independent activity Ø Pairing/collaboration Ø Simulation/Scenarios Ø Other (list) <p>Explain :</p>
Standard(s) S2.H3.L1* Applies a practice plan to improve performance for a self-selected skill	Differentiation Below Proficiency: Students have trouble keeping the ball in bounds Above Proficiency: Students can hit the birdie where they want on the court Approaching/Emerging Proficiency: Students can rally, but will often hit the ball out of bounds, or short of the net Modalities/Learning Preferences:
Objective(s) Students will be able to consistently hit the ball in play. Students will be able to keep their own scores and have a basic idea of the rules of the game Bloom's Taxonomy Cognitive Level: Apply	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be alone at the beginning, then move to pairs and eventually compete against other pairs	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Minutes	Procedures

5	Set-up/Prep: Set up all the nets, and put give everyone a racket and a birdie	
15	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will each grab their own racket, and birdie. They will practice hitting the ball to themselves, and then they will rally with each other. Once they have done this they will go on opposite sides of the net, and practice serving	
20	Explain: (concepts, procedures, vocabulary, etc.) Students will play 4 timed games of badminton. The team with the higher score after each match will advance. In case of a tie they will play a sudden death round.	
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The winning team will move forward, with the losing team staying put.	
2	Review (wrap up and transition to next activity): I will mark down where the students are on the court, and the next day we will pick up where they left off	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Unlike pickleball, a point is scored on every serve Consideration for Back-up Plan:		Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The students played very competitive games. I think that I may have rushed some of them from their practice. A couple of groups struggled with their serves at the beginning of their games.		