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| Lesson Plan 1 of 1 | NYS/NASPE Standards | Teacher Candidates(s): Alex Garrett | School: SUNY Cortland | Date: 11/8/11 Grade: High-School # in class: 22 |
| | | Bold Teaching Style: Command Practice Reciprocal Self-Check Guided Discovery Inclusion Convergent Divergent Jigsaw Cooperative | | |
| Domains | | Objectives (Be sure to include Situation, Task and <u>Criteria</u> for each objective) | Assessment Tool & When it is used | Length of class: 20 mins |
| Psychomotor | 1A / 1 | 1. At the end of the lesson, students will be able to correctly perform and volley-return a serve <u>by following the cues "Hit-Bounce-Bounce"</u> | Visual | Unit: Table Tennis Focus: Serve |
| Affective | 2B / 5 | 2. During the lesson, students will work in groups and provide positive corrective feedback to each other <u>by observing each other perform the skill and explaining what they saw.</u> | Communication | Equipment: Table Tennis Tables, Balls, Paddles |
| Cognitive | 3B / 2 | 3. During the lesson, students will understand the rules of the serve <u>by being able to observe someone perform the serve, and explain why it was either illegal or legal.</u> | Communication | References: (e.g. Book, course packet, complete web address URL): |
| Safety Statement | 2 / 5 | 4. During the lesson, students will remain safe <u>by listening to my instructions at all times and cooperating with each other during the activities.</u> | | |
| NYS Learning Standard 1 – Personal Health and Fitness 1A. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities. 1B. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance, and body composition NYS Learning Standard 2 – A Safe and Healthy Environment 2a. Students will | | | NASPE Content Standards – A physically educated person: 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction | |

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| <p>demonstrate responsible personal and social behavior while engaged in physical activity.</p> <p>2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.</p> <p>2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p> <p>NYS Learning Standard 3–Resource Management</p> <p>3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.</p> <p>3b. Students will be informed consumers and be able to evaluate facilities and programs.</p> <p>3c. Students will also be aware of career options in the field of physical fitness and sports</p> | | | | |
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| What is the ongoing fitness theme or emphasis in this lesson? | | | |
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| Health-related Fitness (HRF) NYS LS 1B | Explain how it is developed and where in the lesson it occurs: | Skill-related Fitness (SRF) NYS LS 1A | Explain how it is developed and where in the lesson it occurs: |

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| (Please Bold) Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition | Muscular Endurance is developed by the students needing to continue to perform the serve motion over and over. Also, during the partner distractions, students need to focus with added stress levels, which could put tension on the muscles. | (Please Bold) Balance Coordination Agility Reaction time Speed Power | Coordination and Reaction Time are both present in the activity because while serving, the participant needs to coordinate the timing of the paddle hitting the ball as well as where on the paddle to make contact. |
| | (i.e. Concepts taught, goals, estimated MVPA through a game/activity, heart rate, RPE, step counts, FITT, etc.) | | (i.e. Concepts taught, goals, FITT, etc.) |

| Lesson Components | Time (mins) | Organization & Transitions | Description | | | | Adaptation Assessments Reminders |
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| Instant Activity | 1 | Spread out across gym | Everybody grab a paddle and a ball, try to bounce the ball on the paddle as many times as possible without it touching the ground. | | | | Keep paddle flat |
| Introduction, Signal for Attention, Hook | 4 | T SSSSSSSS SSSSSSSS | My name is Mr. Garrett, I will be your substitute today. My signal for attention will be my voice, when you hear my voice please stop-look-listen. Use visual aid. Hook= | | | | |
| Demonstration | 2 | T SSSSSSSS SSSSSSSS | Explain cues, Hit-Bounce-Bounce. You hit the ball with the paddle, it bounces on your side, then bounces on the opponents side. Basic serve. | | | | |
| Body of Lesson (Lesson Focus) | | | Teaching Progressions – Show some of the major tasks/activities listed on your Activity Progression Worksheet within the selected level of (PC/C/U/P) for the class. | | | | |
| | | | Tasks (Extensions) - Activities for the whole class. <i>E.g. Hit the ball over the net to your partner 10 times.</i> | Cues (Refinements) – Simple secrets to improve performance. <i>E.g. Low to high</i> | Challenges (Applications) - More game-like chances to practice the same tasks at the same difficulty level. <i>E.g. In 90 seconds, see how many times you can hit the ball to your partner.</i> | Modifications – Add modifications to make the tasks easier and harder according to the skill level of the students. | Adaptation Assessments Reminders |
| | 2 | S Table S | 1. Perform serve motion with no ball | 1. Open-Close, High-Low | 1. Can you correctly perform the motion on both sides of your body? | Easier – Go slower Harder - Use opposite hand | |
| | 2 | S Table S | 2. Perform serve motion with ball over table, no distractions | 2. Hit-Bounce-Bounce | 2. How many consecutive legal serves can you have in a row? | Easier – Stand closer to table Harder – Move farther away | |
| | 2 | S Table S | 3. Perform serve motion behind serve line, no distractions, non-dominant hand | 3. Hit-Bounce-Bounce | 3. How many consecutive legal serves can you have in a row? | Easier – Move closer to the table Harder - Stand farther back | |
| | 3 | S Table S | 4. Perform serve motion behind serve line, partner distractions (vocal/visual), dominant hand | 4. Hit-Bounce-Bounce, Focus! | 4. Out of ten serves, how many can you successfully perform? | Easier – Less distractions Harder - More distractions | During distraction partner must stand opposite side of table cannot physically disrupt partner |
| | 2 | S Table S | 5. Perform serve motion behind serve line, no distractions, dominant hand | 5. Hit-Bounce-Bounce | 5. In 90 seconds, how many times can you perform a legal serve | Easier – Move closer Harder - Use opposite hand | Contact on center paddle |
| Activity close (Optional) | | | | | | | |
| Lesson Closure, Hook to Next Lesson | 2 | T SSSSSSSS SSSSSSSS | Explain how stress management plays a role, explain why I had partners distract each other to try and raise stress to see if it affected performance. Wrap up class, question students about cues, break down. | | | | |
| Evaluation of Lesson | <i>Pre-planning: Previous instruction in this</i> | | | | | | |

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| | <i>activity (earlier grade levels)</i> <i>Post-pl anning: “Assess ment Informs Teachin g:” future needs based on assess ment results</i> <i>Teacher Reflecti on Notes:</i> | | | | | | |
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