

## Wombat Ball

<b>Grade: 10th</b>		<b>Subject: Physical Education</b>	
<b>Materials: volleyball, gymnastics mats, cone</b>		<b>Technology Needed: Music</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> <b>Guided practice</b> <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 checked="" type="checkbox"/> <b>Large group activity</b> <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input checked="" type="checkbox"/> <b>Simulations/Scenarios</b> <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s): Chooses an appropriate level of challenge to experience success and desire to participate in self-selected physical activity.</b> <b>Objective(s): Student shows honesty by not cutting in line when batting order is supposed to stay the same</b> <b>Bloom's Taxonomy Cognitive Level: Create</b>		<b>Differentiation</b> <b>Below Proficiency: Allow to use a 'fat bat'</b> <b>Above Proficiency: Bat opposite handed with the cone</b> <b>Approaching/Emerging Proficiency: Students attempt to play all positions and will attempt batting opposite handed</b> <b>Modalities/Learning Preferences: Allow students to play different positions</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.): Have students pick partners and then have the partner with the closest birthday on one team and the other partner on the other team.</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): Make sure students are keeping the same batting order, showing respect and encouraging each other. Guide students to use different strategies (places to hit or stand) if students look like they need help or are struggling.</b>	
<b>Minutes</b>	<b>Procedures</b>		
5	Set-up/Prep: Set up bases and have bats, bases, and balls ready to play.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.): Give students a chance to hit with cones and volleyballs to get a few reps and then get the game started.		
5	Explain: (concepts, procedures, vocabulary, etc.): WOMBAT BALL. Students are going to be separated into two groups of fairly equal teams, this should be done by the teacher. One team will be in the field and one team will be at bat. The field will be set up in a way that the batter will hit from under one of the main baskets on a basketball court. First and third base will be set up against the wall on the outside of the court, even with the half-court line. Second base will be set up opposite of the batter against the wall on the far side of the gym behind the other main backboard, and each base will be a gymnastics mat. Home plate will be considered the bottom half of the basketball key where the batter is. The game will follow the same rules as softball with a few changes. The first change is the way the pitch is thrown. It will still be thrown underhand like a normal softball game but the volleyball must bounce once before the batter can swing at it. Another change involving the batter is rather than having three strikes, the batter will only get two pitches, if they do not hit one of them then they will be out. A 'foul ball line' will be set up 7-10 feet in front of the batter and if the ball does not pass this line, it will be considered foul, and two fouls will result in an out. The ways to record an out are as follows: <ul style="list-style-type: none"> <li>• Catching a ball out of the air with ONE hand</li> <li>• If a ball bounces off a wall, basketball hoop, or any other structure, can be caught with TWO hands</li> <li>• Force outs as in regular softball</li> <li>• Tagging a runner out between bases with the ball in hand</li> <li>• The ball may be thrown at a runner (like kickball) when they are going from third base to the home plate area, and if they are hit (chest down) with the ball, they will be considered out.</li> </ul>		
25	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions): Allow students to play and experiment with what strategies work best.		
5	Review (wrap up and transition to next activity): Discuss what is going to be taking place next class. World Series Game 7 will be played, real softball game.		
<b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson- clarifying questions, check-in strategies: Students are the umpire but on a questionable call the teacher has final say.  <b>Consideration for Back-up Plan: If game was used on a day with bad weather, replace with other outdoor game if weather is nice outside.</b>		<b>Summative Assessment (linked back to objectives)</b> End of lesson: Unit Test next class period  If applicable- overall unit, chapter, concept, etc.:	
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>			