**Lesson Plan Template**

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| Subject: Physical Education | Topic & Concept: Kickball/Baseball rules | Grade: 6 & 7 |

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| Standards: | Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.  Literacy Anchor Standard: Standard 4: Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators. |

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| Content Objectives: | Student will be able to demonstrate a knowledge of terminology, position, play situations and game strategies at 85% mastery. | Language Objectives: Students will be able to identify the different bases, and base running strategies. They will recognize that it is the same as in baseball. |

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| Assessment Plan: (Formative and/or Summative) | Formative oral pre-test about baseball terms (responses will be recorded). |

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| Integration of Literacy:   * Reading * Writing * Listening * Speaking * Viewing * Visual Representation | * Listening   + Students will need to listen to the base running strategies and rules. * Speaking   + Students with questions may ask their peers or me. * Viewing   + Students will watch teacher model strategies of base running. | Vocabulary:  **Home Plate:** The base an offensive player bats at, and to which they must return after touching all three bases in order to score a run.  **Base**: The four points of the baseball diamond (first through third bases and home plate  **Run**: The score made by an offensive player who has rounded the bases & returned to home plate.  **Tag:** The action of a fielder in touching a base with his body while holding the ball, or touching a runner with the ball, or with his hand or glove  while holding the ball.  **Out:** A declaration by the umpire (teacher) that a player who is trying for a base is not entitled to that base  **Inning:** The portion of the game within which the teams alternate on offense and defense and in which there are three outs for each team. Each team’s time at bat is a half-inning. |

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| Materials/Technology: | Kickball, bases, stereo, attendance sheet, [Kickball Rules](https://www.digipen.edu/fileadmin/website_data/gallery/game_websites/kickball/htm/rules.htm), and pre-test. |
| Differentiation: | Students that are weaker kickers will have another chance to kick if they kick the ball behind them or to the side.  -Students that cannot run the full six minutes may walk for a portion of the time.  IEP- the students with IEPs will have each activity modeled for them.  STudent 1& 2 specifically |
| Introduction: | We are going to begin our baseball unit today but for fun and because the rules and strategies are similar we’re going to play kickball today. Our focus question is going to be how did I use my base running skills to successfully play kickball? And our objective is to use our knowledge of baserunning to be successful in kickball. We will also use the defensive skill of tagging. |

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| Anticipatory Set:  (Background knowledge) | Alright everybody point to home plate, now first base, second base, and finally third base. Can anyone tell me the order you run the bases in? Ok good, now shot out where you start and hopefully finish if you score a run. Nice! |

Lesson Procedure (The following three categories occur simultaneously)

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| Instruction | Modeling | Checking for Understanding |
| 1. Students will enter gym and sit in squads for attendance.  2. Warm-up. I will count and give instruction.  3. 2 song walk/jog.  4. Students will go back to squads and take pre-assessment.  5. I will have all the girls from class A sit on one set of bleachers, and girls from class B sit on the other side of bleachers. I will then have class A guys line up to kick, and class B guys spread out in the field.  6. The guys will play an inning of kickball. Then switch out with the girls and sit on the bleachers.  7. They will go back and forth until the dress out bell.  8. Students will then leave the gym and dress out. | 1. I will model some of the exercises during warm-ups.  2. For my two identified students I will model the base path.  3. I will model how to tag the runner out. | 1. The pre assessment. (Thumbs up and down if they know the vocabulary term).  2. I will observe students to make sure they are properly tagging students out. With good sportsmanship (not pushing, tripping, etc.)  3. I will observe to see if students are running the basepath correctly. |

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| Guided Practice: | Guided practice will be when students are watching me model the activity. |
| Independent Practice: | Students playing kickball. |
| Closure: | Great kickball game. Remember the skills you learned because we will be using them in T-ball tomorrow. Now go dress out and have a great day. |
| Self Reflection: | Did my students meet the objective?  Were my students engaged?  Did my students stay focused?  Did students transition effectively?  Did I use a novelty to reach my students? |

<http://schools.shorelineschools.org/swstaff/files/2014/08/writing-content-and-language-objectives.pdf>