**Lesson Plan Template**

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| Subject: Physical Education | Topic & Concept: T-ball & fielding | Grade: 6 & 7 |

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| Standards: | **Standard 2:** The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity.  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 select the correct terminology, position, play situations and game strategies at 85% mastery. | Language Objectives: Students will be able to rehearse the correct batting stance and swing mechanics while hitting the ball off the tee.  Students will be able to show correct fielding techniques while playing defense during a T-ball game. |

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| Assessment Plan: (Formative and/or Summative) | Formative: observation of activity. |

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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:  **Outfield**: The portion of the playing field that extends beyond the infield and is bordered by the first and third baselines.  **Outfielder:** A fielder who occupies a position in the outfield**.**  **Infield**: The diamond-shaped portion of the playing field bordered by the four bases  **Infielder**: A fielder who occupies a position in the infield.  **Fly Ball**: A ball which goes high in the air when batted.  **Ground Ball:** A batted ball which rolls along the ground**.** |

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| Materials/Technology: | Tee, baseball (soft), bat (plastic), bases, stereo, and attendance sheet. |
| Differentiation: | -Students that struggle with fielding a certain position will be moved to a different position so that they can be successful. |
| Introduction: | Today we are going to continue our baseball unit by playing T-Ball and focusing on our fielding. |

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| Anticipatory Set:  (Background knowledge) | Can anyone name a Royals or any baseball player and what they position they play on defense? Good examples now lets work on our skills to be good fielders. |

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 come back to squads and I will tell each of the four teams where they are playing. (Team A batting, team B fielding, teams C & D sitting on bleachers.) Teams will play for an inning each and then switch.  5. At the dress out bell students will be dismissed to change in the lockerroom. | 1.I will model some of the exercises during warm-ups.  2. For my two identified students I will model techniques one on one.  3. I will model how to field the ball in different positions for different types of hits. (infield, outfield) | 1. Observation of hitting skills mastery from lesson 2.  2. Observation of fielding skills.  3. |

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| Guided Practice: | I will offer feedback for students fielding to help them be successful. |
| Independent Practice: | Students will practice fielding techniques while playing T-ball. |
| Closure: | Great job working on fielding today. Tomorrow remember if you feel like you are ready to hit without the tee you will have the opportunity. |
| 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? |