**Lesson Plan Template**

|  |  |  |
| --- | --- | --- |
| Subject: Physical Education  | Topic & Concept: T-Ball & batting | Grade: 6&7 |

|  |  |
| --- | --- |
| 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.  |

|  |  |  |
| --- | --- | --- |
| Content Objectives: | Student will be able to demonstrate a knowledge of terminology, position, play situations and game strategies at 90% mastery.  | Language Objectives: Students will be able to rehearse the correct batting stance and swing mechanics while hitting the ball off the tee.  |

|  |  |
| --- | --- |
| Assessment Plan: (Formative and/or Summative) | Informal formative assessment will be observation of activity.  |

|  |  |  |
| --- | --- | --- |
| Integration of Literacy: * Reading
* Writing
* Listening
* Speaking
* Viewing
* Visual Representation
 | * Listening
	+ Students will need to listen to batting tactics in order to perform the activity.
* Speaking
	+ Students with questions may ask their peers or me.
* Viewing
	+ Students will watch teacher model hitting tactics.
 | Vocabulary: **Ball:** A pitch which does not enter the strike zone and is not struck at by the batter. **Batter:** The offensive player who is currently positioned in the batter’s box. **Single:** A play in which the batter safely stops at first base. **Double:** A play in which the batter safely makes it to second base without stopping. **Safe:** A declaration by the umpire that a runner who is trying for a base has not been tagged or forced out, and is therefore entitled to that base**.****Triple:** A play in which the batter makes it safely to third base without stopping. |

|  |  |
| --- | --- |
| Materials/Technology: | Tee, baseball (soft), bat (plastic), bases, stereo, and attendance sheet.  |
| Differentiation: | -Students that are having trouble with the batting stance will receive one on one instruction on the side or extra practice swings. -For my two identified students I will  |
| Introduction: | Good morning! Alright today we're going to transition from Kickball to T-ball.  |

|  |  |
| --- | --- |
| Anticipatory Set:(Background knowledge) | Can anyone tell me what our focus was while playing kickball yesterday? (Base running). Good! Now today we're going to focus on batting. How many of you have played T-ball or little league before? Well today we're going to learn a good batting stance and focus on hitting.  |

Lesson Procedure (The following three categories occur simultaneously)

|  |  |  |
| --- | --- | --- |
| 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 one on one. 3. I will model the correct batting stance, & hitting mechanics.  | 1. I will observe students to make sure they are using the correct batting form. 2. I will observe to see if students are playing in position areas on defense. 3. |

|  |  |
| --- | --- |
| Guided Practice: | I will assist students with their batting stance their first time at bat.  |
| Independent Practice: | Students will rehearse the correct batting stance every time they are up to bat after that.  |
| Closure: | Nice job working on hitting today! Remember to keep your elbow up and feet from corner to corner of the base for tomorrow. 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? |