|  |  |
| --- | --- |
| **A. Lesson Information** | |
| Name(s): Greg Sonnentag | Teaching Date: 9/17/12 |
| School/Grade: 8th | Class Size: 26 |
| Unit/Lesson Focus: Softball/Field Games | |
| Equipment: Red rubber ball and a regular softball bat, tee | |
| **B. Student Performance Objectives (SPOs):** *What should students be able to do as a result of this lesson? Please list and number each one separately, beginning with TSWBAT. Additionally, each objective should include a behavior, criterion, and condition.* | |
| Psychomotor: Students will be able to effectively run around the bases using correct technique during Task 1 and Task 2. | |
| Cognitive: Students will be able to repeat techniques and rules of base running for the unit during Q & A periods. | |
| Affective: Students will effectively work together during game play by supporting teammates and showing respect for the opposing team | |
| **C. National and State Standards** | |
| National: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | |
| WI: Applies cognitive understanding to improve motor skill development and performance. | |

|  |
| --- |
| **D. Instant Activity:** *What will students do as soon as they enter the gym?* |
| Description: Student will sit in roll call lines for attendance (Normal Chippewa Protocol). Usually several classes meet in the same gym so any instant activity is very limited. |
| Safety: Be sure students are getting seated where they need to be and there is no horse play. |
| Adaptations (for students with special needs): |
| Transition (equipment/students): Students are expected to get into roll call lines so attendance can be taken ASAP. |
| **E. Set Induction:** *How will you introduce the lesson? What questions will you ask? Why are these skills important to learn? Can you connect it back to something they already know? Be creative—this is your chance to sell them on this lesson!* |
| Time: 3 minutes |
| Description: Take attendance and review quickly Friday’s lesson. I will explain how today’s lesson will build on last Friday’s lesson. |
| Transition (equipment/students): I will explain the warm-up to students while they are in their roll call lines. Students will follow me outside and then begin their warm-up. I will take the equipment out today given there are limited materials needed for class. |

|  |
| --- |
| **F. Warm-Up Activity (if applicable)** |
| Time: 3 minutes |
| Description (What is the activity? Who will demonstrate?): Students will jog for the warm-up today. Students will jog from the building to the softball diamond and continue to jog two times around the bases and finish at home plate where we will talk about Task 1. |
| Safety: I have to be sure to keep my eye on the students to make there is no inappropriate behavior |
| Checks for Understanding: Any Questions about what you are doing? |
| Diagram: |
| Adaptations (for students with special needs): Students with special needs can be paired with a partner for the warm-up if needed. |
| Transition (equipment/students): I will tell students to stop at home plate where I can explain the next task. |
| **G. Task 1** |
| Time: 5 Minutes |
| Description (What is the activity? Who will demonstrate?): Relay race around the bases. Each of the four Roll call lines is a team. If they are uneven, one student will have to run twice. I will assign each team to a base where they will both begin and start. They will then race around once and tag the next person in line who will be standing on the right side of the base. |
| Safety: Please don’t run into each other, and don’t step on home plate because it could be slippery. Respect others space. |
| Checks for Understanding: How many times do you run around? When do you start and when do you stop? |
| Diagram: Have two students demonstrate |
| Adaptations (for students with special needs): Could have them run inside and make a smaller, shorter field or only do half the bases. For someone who is blind, someone could run with them. In this hour we will not have any adaptations. |
| Refinements (cues): REVIEW: LOOP before base for a better angle. INSIDE CORNER is where you want to step when rounding the base. RUN THROUGH THE BAG at the end (like you would first base) |
| Extensions (upward/downward): Tell student to try to put faster students towards the end so they will be running against others their own speed. |
| Application/Assessment: Teach observation to see if student are showing proper technique |
| Transition (equipment/students): Student will be grouped in roll call lines for a quicker and easier transition |
| **H. Task 2** |
| Time: 15 |
| Alaskan Softball  Description (The batting team is in pairs. One person hits by throwing the ball up on their own and hitting it. Both partners then run around the bases. Once the ball is hit, the fielding team has to form a line behind the first person who fields the ball. Then they have to pass the ball in a sequence, over the head, between the legs, over the head, between the legs and so forth until they finish. Once they are done they yell stop. The runners then stop. However many times they make it around the bases is how many runs they scored. Then the next pair is up to bat. After each batting pair has had one chance to run, we will switch infield and outfield. |
| Safety: Students running the bases have to be careful to not run into each other and slip. Outfield should keep their line out of the base line. |
| Checks for Understanding: Questions and Answers about the outfield routine. |
| Diagram: Show demo how to lineup and pass the ball |
| Adaptations (for students with special needs): This is a great game for students with special needs because they can still fully be included |
| Refinements (cues): Over the head, between the legs |
| Extensions (upward/downward): Could make the outfield pass the ball down and back to give the runners more time. Can hit off a tee for students who can’t throw the ball up and hit it. |
| Application/Assessment: Teach Observation: I will make sure the rules are being followed and everyone is on task. |
| Transition (equipment/students): Bring students at home plate for closure. |

|  |
| --- |
| **K. Closure:** *What questions will you ask to review the lesson? Can the students explain why was the lesson important? If relevant, let them know what they will be doing next time.* |
| Time: 2 minutes |
| Description: Ask students what they liked about the lesson. What made this activity difficult and different from regular softball (everyone has to touch the ball)? Team work is very important. What skills that we covered in base runner are used in this game? Tomorrow we will do Big Base. Reinforce positive behavior and use specific praise. |