

**Fairfield Middle School**

*Weekly Lesson Plans*

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| **Name:** | Colby Coulter | **Week:** | 2017-2018 |
| **Course:** | PE - Striking/Fielding | **Period(s):** | 2,3,7,8 |

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| **Essential Question:** | What are the skills, tactics, and rules associated with Striking and Fielding games and how do they relate to other S/F games? |
| **Standard(s):**  SCPES | (P) TSWBAT demonstrate the tactics of kick placement, force/tag outs, and double plays during modified and regular Kickball and Wiffleball gameplay. (8-1.1) |
| (P) TSWBAT perform a fluent and level swing during gameplay with a baseball bat by using striking cues. |
| (C) TSWBAT enforce and explain the rules surrounding S/F games both during gameplay and on a written quiz. (8-2.1) |
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| (A) TSWBAT accept possible differences on a team and work together to find success while playing S/F games. (8-4.1) |

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| **Lesson #1 Striking and Fielding Games Intro and Base Running Tactics (1 Day)** | |
| **Instructional Activities:**  (Should include warm-up, instructional strategies, closure, assessment, etc.) | **Warm-Up**  Cardio: 1-5 minutes of walking followed by jogging (30-90 secs)  Flexibility: Static - R/L hamstring, butterfly, ITB stretch; Dynamic - Knee to chest, quad pulls, straight leg kicks, high knees, butt kicks  Muscular Strength: Push-ups (5-12)  Muscular Endurance: Curl-ups (8-24)  BMI: (optional) Height/weight check on own  **RUN OUT! (Transition to Beginning Formation)** |
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| **Beginning Formation** - Whiteboard  Teacher Lecture: Striking and Fielding Games   * List of S/F games   + Baseball/Softball/Wiffleball   + Kickball   + Cricket * Characteristics of S/F games   + Innings   + Positions   + Scoring   + Outs * Scoring   + Scoreboard design and procedure     - Student scoreboard creation   Student Practice: Students will create a scoreboard for the kickball game they will transition to. Scoreboard design includes team names, innings, total columns, and all labels. Students will use this card during their game to practice proper scoring procedures for a S/F game. |
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| **Student Practice**  Blitz Kickball:  Blitz Kickball is a fast paced kickball game that focuses on both offensive and defensive S/F game skills. Defensively, two students have to work together to close off “open areas” in the field. Offensively, students will use the tactic of “Kick Placement” to create the longest amount of time possible for them to run, thus scoring points for their team.   * Set-up: two hula hoops are placed 20-30ft apart in a straight line. One ball is placed on the pitchers hula hoop. Two teams of two are needed (offense/defense). * Rules: Each of the two teammates get the opportunity to kick one time per inning. After the kick, the student will run back and forth between hula hoops (bases) gaining 1 point for each base tagged. The defense will attempt to retrieve the ball and tag the base runner to stop them from getting points. Once both players have kicked on one team, the inning is over and the teams switch. Add your total score and move onto the bottom of the inning.   + Runners must continue running until tagged. There is no “safe” on any plate.   + Runners must stay between the bases on the “base line”.   + Defense can catch the ball for a “pop-fly” out.   + Ball can be kicked any and everywhere. * Students attempt to play through 9 innings or full class time.   **Tactic Acknowledgement**  After a few minutes of gameplay, the teacher will find a group of students that are kicking away from the defenders and use this group as an example. ***Kick Placement*** is a tactic used to strike the ball away from the defense, thus creating more time for the base runner to move around the bases. (Play can continue after demonstration). |
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| **Formative Assessment**   1. Scorecard creation - The creation and use of baseball scoreboards will give the student an opportunity to learn both the proper way to read a baseball scoreboard and how the game of baseball is set up (innings). 2. Teacher Observation - After the tactic acknowledgement, the teacher will monitor and provide feedback on the students use of the “kick placement” tactic. |
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| **Lesson Accommodations/Modifications:** |  |
| **Equipment Needed:** | 1 paper/pencil, 2 hula hoops, 1 ball per group of 4. |
| **Notes:** | Blitz Kickball is a great game that gives students a Cardio workout without them even knowing. Acknowledge those students that are breathing hard and have them check their heart rate. If the lesson transitioned well, students spent 15-20 minutes running. |
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| **Summative Assessment for Unit** | Written test on rules, tactics, and syntax vocabulary terms related to all Striking and Fielding games. |

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| **Lesson #2 - Force/Tag Outs and the Double Play! (2 days)** | |
| **Instructional Activities:**  (Should include warm-up, instructional strategies, closure, assessment, etc.) | **Warm-Up**  Cardio: 1-5 minutes of walking followed by jogging (30-90 secs)  Flexibility: Static - R/L hamstring, butterfly, ITB stretch; Dynamic - Knee to chest, quad pulls, straight leg kicks, high knees, butt kicks  Muscular Strength: Push-ups (5-12)  Muscular Endurance: Curl-ups (8-24)  BMI: (optional) Height/weight check on own  **RUN OUT! (Transition to Beginning Formation)** |
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| **Beginning Formation** - Whiteboard  Teacher Lecture: Striking and Fielding Games   * Review   + S/F game’s characteristics   + Basic Rules (outs, scoring, etc.)   + Scoreboard (design, innings) * Positions   + Infield: Pitcher, Catcher, 1st-3rd basemen, Short-Stop   + Outfield: Left, Center, Right Fielders * Force Outs/Tag Outs   + Force Outs     - **Force Out** is created when the baserunner is forced to advance to the next base by a teammate.     - In a **Force Out**, there is no need to tag the runner, just tag the base (while holding the ball) before the runner does.     - Throwing to a teammate who is covering the base is the best way to make a **Force Out**.   + **Tag Outs**     - When a runner is not being forced to another base by an advancing teammate, the runner must be touched with the ball to cause a **Tag Out**.     - **“Trapping”** the runner is a **Tag Out** tactic where two teammates pin a runner between bases by throwing the ball back and forth until the runner is tagged.   Student Demonstration: The teacher will choose 3 students to help demonstrate multiple scenarios of force outs and tag outs.  Examples:   * No runners on base = Force out on 1st * Runner on 1st = Force out on 1st and 2nd * Runner on 2nd = Force out at 1st tag out for 2nd base runner upon advancement * Bases loaded = Every base is a force out   Note: No base runners have to advance on a “Pop-Fly” out. |
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| **Student Practice**  Kickball (Infield Practice):  Four infields are created with teams of no more than 4-5. Students will practice fielding infield kicks and demonstrating their knowledge of force/tag outs and at what times each are needed to be used.   * Set-up: four hula hoops (bases) create an infield with no outfield area. * Rules: Typical kickball rules are in place including 3 outs, no steals, etc. The exceptions are listed below:   + All kicks must remain below the waist level to ensure an infield ball is played. All kicks above the waist are considered an out.   + New defensive position each outting.     **Tactic Acknowledgement**  After a few minutes of gameplay, the teacher will find a group of students that are passing the ball well and use this group as an example. ***Throw out at 1st*** and ***Double play*** are two fielding tactics used to get quick and easy outs.   * ***Throw out at 1st*** - an infield ball is picked up and thrown to the first baseman who has their foot on the base and is ready to catch. Beating the runner results in an out. * ***Double Play*** - occurs when two outs are made with the fielding of a single hit. For infield, this typically occurs when the ball is fielded, 2nd or 3rd is tagged for an out, and the throw to 1st base beats the hitter. |
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| **Formative Assessment**   1. Teacher Observation - After the tactic acknowledgement, the teacher will monitor and provide corrective feedback on the students understanding and demonstration of Force/Tag outs as well as both tactics. |
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| **Lesson Accommodations/Modifications:** |  |
| **Equipment Needed:** | 4 hula hoops and a kickball per group of 8-10 |
| **Notes:** | For organization purposes, try to color coordinate each playing field that is set up. This does away with any confusion that may happen during gameplay like “whose ball is who” and “which bases are ours”? |
| I also try to squeeze in the use of the 1st and 3rd base lines to call foul balls. This way, the students can umpire their own games and I can focus on giving feedback. |

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| **Summative Assessment for Unit** | Written test on rules, tactics, and syntax vocabulary terms related to all Striking and Fielding games. |

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| **Lesson #3/#5 -Bring It all Together (Last Day of Kickball/Wiffleball)** | |
| **Instructional Activities:**  (Should include warm-up, instructional strategies, closure, assessment, etc.) | **Warm-Up**  Cardio: 1-5 minutes of walking followed by jogging (30-90 secs)  Flexibility: Static - R/L hamstring, butterfly, ITB stretch; Dynamic - Knee to chest, quad pulls, straight leg kicks, high knees, butt kicks  Muscular Strength: Push-ups (5-12)  Muscular Endurance: Curl-ups (8-24)  BMI: (optional) Height/weight check on own  **RUN OUT! (Transition to Beginning Formation)** |
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| **Beginning Formation** - Whiteboard  Teacher Lecture: Striking and Fielding Games   * Review   + Characteristics of S/F games   + Scoreboard Design   + Positions   + Tactics   + Rules   + Force/Tag Outs |
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| **Student Practice**  Kickball:  Students will play a full game of kickball while demonstrating proficiency and knowledge of all S/f game rules, tactics, and skills throughout gameplay.   * Set-up: four hula hoops (bases) are placed to create an infield. Mats placed to create a dugout for the batting team. * Rules: Standard rules followed with the addition of:   + No base stealing   + Hitting the ceiling results in an out   + New defensive position each outting * Students attempt to play through 9 innings or full class time. |
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| **Formative Assessment**   1. Teacher Observation - Teacher will umpire the game while observing and providing feedback to students throughout the course of the game. Teacher will look for understanding of game rules and tactics by all students engaged in the game. |
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| **Lesson Accommodations/Modifications:** |  |
| **Equipment Needed:** | 4 hula hoops (bases) and a parameter for the dugout |
| **Notes:** | Injured or sick students may referee to demonstrate game knowledge. |
| For wiffleball, multiple mini fields can be created instead of 1 large field to give students more repetitions. Wiffleball was created for backyards and small areas, so tiny fields should be fun. |

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| **Summative Assessment for Unit** | Written test on rules, tactics, and syntax vocabulary terms related to all Striking and Fielding games. |

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| **Lesson #5 Striking with Bat and Pitch** | |
| **Instructional Activities:**  (Should include warm-up, instructional strategies, closure, assessment, etc.) | **Warm-Up**  Cardio: 1-5 minutes of walking followed by jogging (30-90 secs)  Flexibility: Static - R/L hamstring, butterfly, ITB stretch; Dynamic - Knee to chest, quad pulls, straight leg kicks, high knees, butt kicks  Muscular Strength: Push-ups (5-12)  Muscular Endurance: Curl-ups (8-24)  BMI: (optional) Height/weight check on own  **RUN OUT! (Transition to Beginning Formation)** |
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| **Beginning Formation** - Whiteboard  Teacher Lecture: Striking with an implement (bat)   * Striking Cues (bat)   + Line up “meat” of bat over the plate   + Feet shoulder width apart   + Hands together w/ dominant hand on top   + Elbows up “table top”   + Extend arms into level swing   + Eyes on the ball   + Follow through “dab” |
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| **Student Practice**  Batting Cages:  Students enjoy this lesson for the fun of “cranking homers”! I love it because of the high repetition and continuous on-task behavior. Students can relate to the batting cages, because a large number of them have been to actual batting cages before.   * Set-up: four positions are set up in a single lane of the gym. I make my “cages” about 5 yards wide with the bat and home plate directly in the middle. A pitcher's mound is placed 10 yards away a bucket 5 feet behind them, and then a giant outfield on the other half of the gym. The catcher’s area is about 5 yards behind the plate. Each station has a different size bat and/or ball to vary difficulty for a multitude of proficiency levels. * Rules: 5 cages of 4-5 teammates are created to resemble actual batting cages and the motions are quite the same. Each batter gets 5 hits (contact) before rotating in increasing order. Positions can be found below:   + 1. Catcher - retrieves all balls behind the plate and throws them into the outfield.   + 2. Batter - working on striking cues while swinging a bat. Controls rotation after 5 contact hits.   + 3. Pitcher - retrieves balls from bucket and pitches in the strike zone to allow hits. We are not working on fastballs today.   + 4. Outfielder - retrieves hit balls that travel into the second half of the court. These balls are placed in the pitcher’s bucket. * Student rotations continue through the full class time. |
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| **Formative Assessment**   1. Teacher Observation - During each student’s turn at bat, the teacher will monitor and provide feedback on the student’s demonstration of striking cues. |
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| **Lesson Accommodations/Modifications:** |  |
| **Equipment Needed:** | A bucket of balls, bat, and 2 bases per cage |
| **Notes:** | Be sure to go over all safety concerns regarding not crossing into other “cages” and only leaving designated area during rotations. |
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| **Summative Assessment for Unit** | Written test on rules, tactics, and syntax vocabulary terms related to all Striking and Fielding games. |