

## Lesson Plan Template

<b>Grade: 6th</b>		<b>Subject: PE (Wiffle ball)</b>	
<b>Materials: Bases, plastic bats, wiffle balls</b>		<b>Technology Needed: None</b>	
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> S1.M18.6*: Executes consistently a mature underhand pattern for target games  S1.M20.6 : Strikes a pitched ball with an implement with force in a variety of practice tasks  S1.M21.6*: Catches with mature form, from different trajectories, using a variety of objects in varying practices  S2.M10.6 : Identifies open spaces and attempts to strike object into that space.  S4.M1.6 : Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.  S4.M5.6 : Cooperates with a small group of classmates during adventure activities, game play or team-building activities.		<b>Differentiation</b>  <b>Below Proficiency:</b> Student does not try to hit the ball and just stands there. Students in the field do not help retrieve the ball.  <b>Above Proficiency:</b> Students are hitting the ball into the open space provided. Students are catching the ball in the field and making the mini games competitive.  <b>Approaching/Emerging Proficiency:</b> Students are making contact with the ball when its pitched to them. In the field students are hustling after the ball and trying to make the game competitive.  <b>Modalities/Learning Preferences:</b> Kinesthetics	
<b>Objective(s)</b>  Students will be able to hit a ball that in underhand tossed to them.  Students will practice safety by being aware of their surroundings when swinging a bat.  Students will be able to catch the ball out of the air when its hit.  <b>Bloom’s Taxonomy Cognitive Level:</b> Comprehension, application, analysis		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will not be reckless with the equipment. They will be careful of each other as plastic bats are being swung.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Students will come down from class and place backpacks along the wall. They will sit, so attendance can be taken, and then I can explain what we will be doing for class. Then they will get into groups of three or four people depending how many are in the class, and they will get what is needed for their group.			
<b>Minutes</b>	<b>Procedures</b>		
2-3	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Set up, if not already set up</li> </ul>		
10-15	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Have students get into groups of 3-4</li> <li>• Show/explain what we are doing as a warmup (pitch and hitting)</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Have one pitcher, one outfielder, and one batter.</li> <li>• Tell students how to rotate</li> </ul>
12	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• Explain next game which is “rapid fire hitting”</li> <li>• One person will bat for the entire length of a minute</li> <li>• The goal is to have as many hits as possible in one minute, which means pitcher will be pitching a lot of balls, and the outfield will be running to get the balls to the pitcher</li> <li>• After 1 minute have a people rotate in their group</li> <li>• Do this so each person gets to bat 3-4 times</li> </ul>
15	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Teach the game stop</li> <li>• Have students play Stop</li> </ul>
3	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Pick up equipment</li> <li>• Get ready to go</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.  I will be assessing their understanding and ability to perform skills during the game “stop”. I will also monitor their competitiveness during the last two activities.</p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p><i>Students will demonstrate that they have met the objectives the next week as we wrap up wiffleball/baseball unit.</i></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	