

Teacher Candidate:	Amy Young	Date Taught:	5-2-2020
Cooperating Teacher:	Mr. Whistle	School / District:	Norfolk
Grade:	9th grade	Field Supervisor:	Dr. Hut
Unit / Subject:	Baseball/ Fielding		
Lesson Title / Focus:	Throwing and Catching/ Cardiovascular Endurance		

PLANNING AND PREPARATION

Content Knowledge This lesson is based on the ability to learn and perform the ballistic skill of catching and throwing a baseball. Students will learn the proper form and function of throwing and catching a baseball while practicing all the positions on the field. Students will also be learning about their cardiovascular endurance; one of the five components of health related fitness.

Learner Differences

Students that have not had the same chances to play in a game of baseball as others will be able to practice alongside students of all abilities. Teaching correct form for both skills of throwing and catching each student can progress at their own pace. Many physical skills and affective skills are needed to play in this team sport. The students will have the opportunity to play on a team in a nurturing learning environment. The learners will have the chance to build on a skill they do not have, or build on a skill they already have. This practice lesson will help the students on all levels progress through their skill level and improve across the board.

Outcomes/Goals

Students will be able to know how much or little force is needed to use to throw a ball at a partner from each of the baselines 4 out of 5 times.

Students will throw and catch a baseball to another student using a glove and standard baseball with accuracy 4 out of 5 times.

Students will demonstrate good sportsmanship for their classmates during class activities all of the 30 minute class time.

Students will be able to throw the ball without dropping it to each of the base positions on the field 3 out of 5 attempts.

Standards

Virginia SoLs

Motor Skill

- 9.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.
- a) Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include overhand throw and catch with a partner while moving, overhand throw to a target for distance, dribbling and passing a soccer ball with varying speed while moving, dribbling with non-dominant/non-preferred hand walking and dominant/preferred hand at various speeds, catching thrown objects, striking a ball-with short-handled and long-handled implement, and underhand volley/strike.
 - e) Demonstrate the ability to self-paced in a cardiovascular endurance activity.

Anatomical Basis of Movement

- 9.2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns.
- e) Identify the bones and muscles needed to perform one fitness activity and one skilled movement.
 - f) Identify the concept of closing space during movement sequences.

Social Development

- 9.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
- a) Identify a group goal and the strategies needed for successful completion while working-productively and respectfully with others.

SHAPE

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Resources and Materials

Ultimately the baseball field will be the optimal place to perform this lesson. The equipment needed will be bats, balls, and gloves.

Technology

This lesson is an outside lesson, home based on being on the baseball field. There will be no need or use for technology in this lesson.

INSTRUCTIONAL DELIVERY

Learning Environment

The class size is composed of twenty five students. The duration of the class is 45 minutes: 30 minutes of instructional time, and 15 minutes is locker room time and role call. The environment is a nurturing positive learning place to help better students baseball skills while increasing their knowledge of cardiovascular endurance using specific activities to target these goals.

Introduction/Activating Strategies

The instant activity will be a game of tag that incorporates both throwing and catching skills. It should last no longer than 3 or 4 minutes. It will be done in the gym while gathering up and organizing equipment to gear up to go out to the baseball field. The students will be working on their cardiovascular endurance as well as their ballistic skills for throwing and catching. The game is called “throw me the ball.” There will be a tagger and they will tag other students as they run around in their own self space. The students who are running/ jogging/ skipping around in their own self space will be passing a ball back and forth to each other. If they have the ball they cannot be tagged by the tagger. When tagged the student must stop and wait to be thrown the ball in play that is being tossed around by all of the other students. When the student successfully completes a pass without dropping the ball they can come back into the game and resume playing with the other students.

Instructional Strategies

There will be three main activities for the day after the instant activity. The first activity will be a short simple throw and catch practice session with a partner. Students will be able to choose their own partner to warm up their throwing and catching skills before the class does the other activities. Students will be able to partner up as they are walking out to the baseball field. Students will practice throwing back and forth to each other at various different distances. This activity should last around 5 or 6 minutes. This is simply meant to help warm up the students and get them feeling comfortable and confident for the day.

The second activity will be catching and throwing while running the base lines. This should last around ten minutes. The students will break up with a few students at each base, a few students in the outfield, and the remainder of the students at home plate waiting for their turn in the rotation. Students will throw and catch the ball to each other while running the base lines. The first student will run to first base and await a throw from second; to third base, and so on. The students in the outfield will also be throwing to the students on the infield. Multiple balls can be used to modify the activity to help reduce down time if needed. Students will follow in line progressing through running the base lines helping to increase their cardiovascular endurance; while practicing their throwing and catching to all of the different bases and outlining positions.

The second activity is going to be a mock game of baseball. The game will be around 9 to 11 minutes of playing time. This game will focus on the positions and running through the bases.

There will not be any outs and all of the students will have a chance to run through the bases. This gives students of all abilities the chance to play through the whole process of the game without being struck out immediately. This will familiarize the student with the entire game play without the pressure of a performance issue, reducing peer pressure and negative feelings.

Closure

Students will finish the lesson collecting and returning all of the equipment. They will put the equipment back in the appropriate containers and return the gloves to the equipment box. Each student will be reminded to remember to record their scores in their activity log that is handed in at the end of each week. The assessment will be in the activity log book for grading at a later time.

Differentiation

Modifications will be made when and where needed based on each individual student's needs. All of the students will be able to physically participate in actual catching and throwing parts of the lesson. Examples of modifications include using a soft ball sized ball instead of a baseball, or walking the baselines instead of running if that is a concern.

Assessment

The assessment for this lesson will be peer based. The students will count for each other and measure how many times each student completed a successful throw and catch. The assessment will be informal and casual; taking the pressure off hopefully improving performance scores. This will help the children from feeling self-conscious about their performance. The students will remember their scores and record it in their activity log journal that they hand in at the end of each week.

PROFESSIONAL LEARNING

Reflection

I will evaluate my teaching on how well the students work together to obtain meeting their objectives for the lesson.

I will assess the students on their throwing and catching skills to see how effective the lesson and the delivery as a teacher was.

How will I make sure that all of the children are included and feel involved?

How will I make sure that the assessments are accurate?