

Lesson Plan 2 of 6+	NYS/National Standards	Teacher: Michael Lopes	School: John F. Kennedy Middle School	Date: Week of 04/29/24
		Teaching Style: <input checked="" type="checkbox"/> Command <input type="checkbox"/> Reciprocal <input type="checkbox"/> Self-Check <input type="checkbox"/> Guided Discovery <input checked="" type="checkbox"/> Practice <input type="checkbox"/> Inclusion <input type="checkbox"/> Peer Teaching		Grade: 6-8
		Safety Statement:Spatial awareness – being in control of your body, bat, and the ball, keeping eyes and head up, stay within boundaries of practice area.		# in class: approx. 30-75
Domains		Objectives	Assessment	Length of class: 41 minutes (about 10 mins locker room)
Psychomotor	S1.M2 & 3 NY.S1	1. SWBAT demonstrate and develop fielding skills for ground balls and fly balls.	Student Homework: Submit video on Flipgrid	Unit: Slow Pitch Softball
Affective	S4.M6 NY.S4	2. SWBAT demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.	Teacher observation: zero students sent to walk on track due to more than 2 warnings regarding rules, safety, and respect	Equipment: • 1 Compression Softball per Student • 1 Right-Handed Glove per Student • 12 Left-Handed Gloves • Speaker
Cognitive	S2.M6 NY.S2	3. SWBAT correctly describe what a fly ball is and how to properly field it.	Student exit slip: Google Form	
New York State Standards:			National Standards:	
ANCHOR STANDARD 1. Demonstrates competency in a variety of motor skills and movement patterns.			Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
ANCHOR STANDARD 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
ANCHOR STANDARD 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
ANCHOR STANDARD 4. Exhibits responsible personal and social behavior that respects self and others.			Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
ANCHOR STANDARD 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.			Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
ANCHOR STANDARD 6. Recognizes career opportunities and manages personal and community resources to achieve and maintain overall wellness.				

Time	Attendance & Locker / Choice	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
5 Mins (0:00 - 5:00)	Attendance will confirm students presence, absence, or unpreparedness. Students will then head to locker rooms to change. While they wait for warm-ups students have a choice of walking the blue (basketball boundary), jumping rope, or playing the basketball shooting game knockout.	Students in squad spots. Basketballs in the bleachers. Jump rope rack outside adjacent to the girl's locker room door.	Everyone is out of the locker rooms and attendance has been taken and 5 minutes have elapsed.	n/a

Transition: Teacher will use a 10 second countdown and inform students to put equipment away and line up by the door to exit to the track.

Time	Introduction/Set Induction	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
1 Mins (5:01 - 6:01)	Good (morning/afternoon) everyone! Today we are going to focus on our fielding skills. These are skills we all will need to be able to successfully play in the infield & outfield.	Students will be seated on the 50 logo on the turf field. Both shopping carts of Left & Right-handed gloves will be against lacrosse safety nets. Milk crate of soft softballs will split the difference between the two carts.	n/a	n/a

Transition: The teacher will issue equipment based on hand dominance. Left-handed students will receive gloves and balls first. Then right-handed students . After getting equipment students partner off and set up on the football sideline and blue lacrosse line at the bottom of football yard numbers.

Time	Partner Warm-up Toss	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
3 mins (6:02 - 9:02)	Have the students get into pairs or small groups. Each pair will need one ball and each student will need a glove. Have the students pass the ball between each other without further instruction. use this time to quickly assess the skill level of the students. This will help guide how much time you will need to spend on each activity.	Partner “A” standing on the football sideline. Partner “B” standing on blue inside lacrosse line.	teacher observational assessment of class skill level Affective: S4.M6 & NY.S4 SWBAT demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.	<ul style="list-style-type: none"> •GRIP <ul style="list-style-type: none"> - Grip the ball with the fingertips and the middle finger/thumb in the middle of the ball •STEP <ul style="list-style-type: none"> - Step forward with non-throwing side foot •L <ul style="list-style-type: none"> - Bring the throwing arm back into an "L" position, transfer weight to the non-throwing side foot •SEAT BELT <ul style="list-style-type: none"> - Bring the throwing arm forward with the elbow leading the hand. Follow through by bringing the arm towards the opposite hip <p>Catching ready position; Both hands up to catch the ball - eyes on the ball the whole time</p> <ul style="list-style-type: none"> - Begin square to the target with the knees and hips slightly bent and the weight on the toes - Keep eyes on the ball the entire time - Move to get in front of the ball - Have both hands up in a "W" shape - Use the pocket/fingers to catch the ball, not the palm of the hand

Transition: Teacher uses freeze command and alerts students to sit in front of themselves on the football players box area.

Time	Ground Ball Demo & Visualization	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
4 mins (9:03 - 13:03)	<p>Teacher will share and discuss the cues needed when fielding a ground ball.</p> <p>Pupils explore skill cues through a guided visualization of fielding a ground ball.</p> <p>This is a good opportunity for pupils to get used to fielding ground balls (in order to prepare them for skill practice & game play).</p> <p>Teacher stands in front of class and leads the visualization demo twice followed by three times of verbal cues only while students continue the physical/verbal visualization.</p> <p>Teacher Prompts</p> <ul style="list-style-type: none"> •What is a ground ball? <i>(A ground ball, as the name would suggest, is a ball that is hit along the ground. Ground balls can roll or bounce on the ground. They are also referred to as "grounders").</i> •How should you prepare to field a ground ball? <i>When fielding, you should always have a good athletic stance - knees bent, weight on the toes, etc.).</i> •What is your footwork when a ground ball is hit? <i>(Move towards the ground ball. If you are a right-handed thrower, approach the ball with your right foot, then left foot, then field the ball. Then step with your right foot, then your left foot, then throw the ball [if you are a left-handed thrower, approach the ball with your left foot, then right foot, then field the ball. Then step with your left foot, then your right foot, then throw the ball]).</i> •What is the proper body position when fielding a ground ball? <i>Stay in a good athletic stance with the knees and hips bent - do not just bend forward at the waist. Keep the back flat with the butt slightly higher than the knees).</i> •Where should your glove be when fielding a ground ball? <i>The glove should be out and down. The glove should be open with the pocket towards the ball and the fingers down in the dirt</i> 	Students will be seated	<p>Five rounds of visualization completed.</p> <p>Psychomotor: S1.M2 & 3 & NY.S1</p> <p>SWBAT demonstrate and develop fielding skills for ground balls and fly balls.</p> <p>Affective: S4.M6 & NY.S4</p> <p>SWBAT demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p>	<ul style="list-style-type: none"> - Footwork for right-handed throwers is right, left, field, right, left, throw - Bend the knees and hips with a flat back - Have the glove out and down on the ground with the fingers pointed down and the pocket facing the ball - The throwing hand should be right above the glove - catch the ball with two hands - Keep the eyes on the ball until it is secured in the glove

	<p>- start with the glove on the ground, then move it up if needed. The glove should be directly below the eyes, not between the feet.)</p> <p>•What should your throwing hand be doing? <i>The throwing hand should be right above the glove).</i></p> <p>•Why should the throwing hand be above the glove? <i>(Having the throwing hand above the glove is there for extra protection. In case of a bad hop., it will protect the face from being hit. It also helps secure the ball into the glove and allows the transition from fielding to throwing be much faster if the throwing hand is already on the ball).</i></p> <p>•Where should the eyes be when fielding a ground ball? <i>(The eyes need to stay on the ball until the ball is fully secured in the glove).</i></p>			
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Transition: Teacher informs the students to get back with their parents and start working on fielding ground balls.

Time	Task: Partner Fielding (Ground Balls)	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
6 mins (13:04 - 19:04)	<p>Have the students get into partners. Each partnership will need one ball and will stand about 15 feet away from each other. One partner will begin with the ball.</p> <p>The student will roll the ball on the ground to their partner. The partner will attempt to field the ball using the proper technique. Then the student will roll the ball back to their partner, who will then attempt to field the ground ball.</p> <p>As the students are successful, have them begin rolling to the side of their partner, so that the partner has to move to get into a good position to field the ball.</p> <p>After about 3 minutes, have the students repeat the activity, but have the students gently bounce the ball towards their partner, rather than rolling it smoothly along the ground</p> <p>As the students are successful, have them begin bounce to the side of their partner, so that the partner has to move to get into a good position to field the ball.</p>	Partner “A” standing on the 45 yard line. Partner “B” standing on the 35 yard line.	<p>teacher observational assessment of class skill level</p> <p>Psychomotor: S1.M2 & 3 & NY.S1</p> <p>SWBAT demonstrate and develop fielding skills for ground balls and fly balls.</p> <p>Affective: S4.M6 & NY.S4</p> <p>SWBAT demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p>	<p>- Footwork for right-handed throwers is right, left, field, right, left, throw</p> <p>- Bend the knees and hips with a flat back</p> <p>- Have the glove out and down on the ground with the fingers pointed down and the pocket facing the ball</p> <p>- The throwing hand should be right above the glove - catch the ball with two hands</p> <p>- Keep the eyes on the ball until it is secured in the glove</p>

Transition: Teacher uses freeze command and alerts students to sit in front of themselves on the football players box area.

Time	Task: Not In My Backyard	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
6 mins (19:05 - 25:05)	<p>Split the students in half, with half of the students on one side of the field and the other half of the students on the other side. The goal of the activity is to keep the balls out of your side of the field</p> <p>This is done by fielding a ball remembering to use the correct fielding technique) and rolling it to the other side of the field. When time is up, the side with the least amount of balls on their side wins.</p> <p>Ensure students do not throw the balls</p>	<p>50 yardline splits field in half. Partners A to the LEFT of the teacher. Partners B to the RIGHT of the teacher standing at midfield.</p> <p>Balls scattered across the 50 yard line.</p>	<p>Psychomotor: S1.M2 & 3 & NY.S1</p> <p>SWBAT demonstrate and develop fielding skills for ground balls and fly balls.</p> <p>Affective: S4.M6 & NY.S4</p> <p>SWBAT demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p>	<p>Same as previous</p> <p>ROLL BALLS DO NOT THROW</p>

Transition: Teacher uses freeze command and alerts students to gather the balls and take a seat with their partner near the eagle logo.

Time	Fly Ball Demo & Visualization	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
4 mins (25:06 - 29:06)	<p>Teacher will share and discuss the cues needed when fielding a fly ball.</p> <p>Pupils explore skill cues through a guided visualization of fielding a fly ball.</p> <p>This is a good opportunity for pupils to get used to fielding fly balls (in order to prepare them for skill practice & game play).</p> <p>Teacher stands in front of class and leads the visualization demo twice followed by three times of verbal cues only while students continue the physical/verbal visualization.</p> <p>Teacher Prompts</p> <ul style="list-style-type: none"> •What is a fly ball? (<i>A fly ball is when a ball that is hit high into the air.</i>) •Where should the glove be when catching a fly ball? (<i>The glove should be up, with the fingers</i> 	<p>Students will be scattered while standing</p>	<p>Five rounds of visualization completed.</p> <p>Psychomotor: S1.M2 & 3 & NY.S1</p> <p>SWBAT demonstrate and develop fielding skills for ground balls and fly balls.</p> <p>Affective: S4.M6 & NY.S4</p> <p>SWBAT demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p>	<ul style="list-style-type: none"> - Have the glove with the fingers pointed up. - Look at the ball from when it is hit until it is secured in the glove - Use both hands to catch the ball - If the ball is hit behind you, drop step towards the ball - Get behind the ball to catch it, so that you are in a good position to throw after

	<p><i>pointed to the sky, with the glove slightly in front of the glove side shoulder).</i></p> <ul style="list-style-type: none"> •Where should you be looking when catching a fly ball? <i>(Look at the ball from the time it is hit until it is secured in the glove).</i> •Where should the throwing hand be? <i>(The hands should make a "W" shape. Having both hands up helps with hand-eye coordination, but the throwing hand can help secure the ball in the glove after it has been caught. Catch the ball in the pocket/fingers, not the palm).</i> •What do you do if the ball is hit behind you? <i>(Drop step towards the side the ball is hit to lex. If the ball is hit to your left, then drop step with your left foot and vice versa]. Open the hips to gain ground more quickly. Get behind the ball so that you can catch the ball in front of you)</i> 			
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Transition: Teacher uses freeze command and alerts students to get with their partner and begin passing the ball using the cues they’ve been given.

Time	Task: Partner Fielding (Fly Balls)	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
4 mins (29:07 - 33:07)	<p>Have the students get back into their partners. Each partnership will need one ball and will stand about 15 feet away from each other. One partner will begin with the ball.</p> <p>The student will throw the ball high to their partner. The partner will attempt to field the ball using the proper technique. Then the student will throw the ball high back to their partner, who will then attempt to field the fly ball.</p> <p>As the students are successful, have them begin throwing behind their partner, so that the partner has to move to get into a good position to field the ball. Being careful not to throw near another group</p>	Partner “A” standing on the 45 yard line. Partner “B” standing on the 35 yard line.	<p>teacher observational assessment of class skill level</p> <p>Psychomotor: S1.M2 & 3 & NY.S1</p> <p>SWBAT demonstrate and develop fielding skills for ground balls and fly balls.</p> <p>Affective: S4.M6 & NY.S4</p> <p>SWBAT demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p>	Same as pervious

Transition: Teacher uses freeze command and alerts one group at a time to return equipment to the proper bin or basket. Then take a seat on the eagle logo.

Time	Task: Mind The Gap	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
5 mins (33:07 - 38:07)	<p>Have the students get back into their groups from "Not in my Backyard".</p> <p>Place two cones about 30 feet apart. Have each team line up behind one cone. The team at the right cone will be the "fielders" and the team at the left cone will be the "backups".</p> <p>Stand in front of and in the middle of the two cones. On " go",</p> <p>throw the ball high in the air in between the two cones. The first student from each line will run towards the ball. The "fielder" will call for the ball and try to catch the ball. The "backup" will run towards the ball, but behind the "fielder". If the "fielder" misses the ball, the " backup" will catch it. The student that catches the ball will throw it back to you and both students will join the end of the opposite line. After all students have been the " fielder" and the " backup" repeat the activity, but this time the team at the right cone will be the "backups" and the team at the left cone will be the " fielders"</p>	Partners A to the LEFT of the teacher on the 30 yard line hash. Partners B to the RIGHT of the teacher on the other 30 yard line hash.	<p>Psychomotor: S1.M2 & 3 & NY.S1</p> <p>SWBAT demonstrate and develop fielding skills for ground balls and fly balls.</p> <p>Affective: S4.M6 & NY.S4</p> <p>SWBAT demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</p>	<ul style="list-style-type: none"> - Call for the ball - Have the glove with the fingers pointed up. - Look at the ball from when it is hit until it is secured in the glove - Use both hands to catch the ball - If the ball is hit behind you, drop step towards the ball - Get behind the ball to catch it, so that you are in a good position to throw after

Transition: Teacher uses freeze command and alerts one group at a time to return equipment to the proper bin or basket. Then take a seat on the sideline.

Time	Closure & Locker rooms	Organization	Assessment/ Criteria to move on	Teacher/Skill Cues
3 mins (38:08 - 41:00)	<p>Good job today everyone!</p> <p>Can anyone raise their hand and tell me what a fly ball is?</p> <p>Please fill out your exit slip when you head into the locker rooms & make sure you go on google classroom to do your flipgrid homework before next class.</p>	<p>Students seated on the field</p> <p>QR code posted outside each locker room and gym entrances.</p>	<p>Cognitive: S2.M6 & NY.S2</p> <p>SWBAT correctly describe what a fly ball is and how to properly field it.</p>	n/a

References/ Resources:

www.nysed.gov
www.shapeamerica.org
[softball spot](#)