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| **Lesson Plan**  **Assessments** may occur at any time during the lesson and should be noted in the appropriate section of the lesson; supporting assessment or lesson documents may be attached as a separate page. | |
| **Learning Objective***: I CAN hit a ball off a tee.* | **Lesson Notes/materials:** *10 rainbow tees, 10 rainbow whiffle balls, 10rainbow bats, and 10 rainbow dome cones. Setup tees 8 steps from one another. Setup dome cones 8 steps behind each tee. Hitter beside tee, next hitter behind dome cone.* |
| ***SOL:***2.1 The student will demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.  h. Demonstrate approaching mature form (at least two critical elements) for overhand throw, dribbling with dominant/preferred hand while walking, kicking moving ball, striking ball/object with short-handled implement upward and forward, **striking/batting ball off tee**, and jumping backward with self-turn rope. |
| **Link to Background Knowledge** | |
| What is the background knowledge that students need to meet the learning objective? Students must have prior knowledge of the following:  Review proper hitting stance. Student will face the ball with tee between their feet, distance from the tee to the feet is equal to the student extending the bat and the middle of the bat can touch the tee. Review proper grip. Student will hold the bat with correct hand on top of the other (righties – right hand above left hand) (Lefties – Left hand above right hand) | |
| **Engage and Explain** | |
| What is the knowledge or skill that students will need to be successful in meeting the learning objective? Introduce important concepts and rules for the activity. Discuss how safety is important to the activity. Students will not swing a bat until they have checked their area for safety.  Explain to the students that they will all wait for the ready call. On ready they will get their stance correct by standing to the side of the tee with tee between their feet, they will get their grip correct: right hand dominant - right hand on top of left; left hand dominant - left hand on top of right, and bat position is located on their dominant shoulder with hands close to their back shoulder.  The New Learning will be on the “check” call, the students will place the fat part of the bat behind the ball to make sure they have the correct contact point and are standing the correct distance from the tee. On “ready” call the students get ready to swing the bat. The students will keep their eyes on the ball and on the “hit” call start their swing with hands and knob of the bat (imagine the knob of the bat being a flashlight and you want to shine the light on the ball as long as you can) moving toward the ball followed by the barrel of the bat. Following through after contact. | |
| **Active Learning** | |
| How will students apply the new knowledge? Students will participate in the activity by setting a ball on the tee and waiting for the teacher to call ready. After the ready call the students will hear “check”. They will hear “ready” again and wait to swing. When they hear “hit” they will swing the bat striking the ball off of the tee and following through. They will set up the next ball and wait for the ready call. After three hits they will release the next hitter by giving them a high five, then taking their place behind the dome cone. The next hitter will retrieve the balls. | |
| What will you do for students who have early success? Students with early success can trade in their 3 balls for smaller ones. If they continue to succeed they can trade in their bat for a skinny bat. Have the students try to hit the ball to different parts of the field by changing their stance. Right field – stand with tee off of back foot, left field – stand with tee off of front foot. | What will you do for students who need additional support (special needs, EL, or more time/practice)? Students needing extra support will use larger balls with large bats. They can gain more control by moving their hands up on the grip. |
| **Reflect** | |
| How will students connect new learning to previous learning? How will students make connections? Students will recall prior problems making contact with ball and how we corrected the mistakes to create success.  Example: student “I missed the first swing because I took my eye off the ball” | Assessment: Did students successfully swing the bat making contact with the ball? Did students work safely?  Formative Assessment: As students get in ready position check for proper stance and grip. On Check see if students have the fat part of the bat lined up with the ball. On Swing check for eyes on the ball and leading the hands to the ball followed by the barrel to contact, then follow through. |
| **Next Steps** | |
| What is the real world application for this new learning? How does it connect to future learning?  Students will be asked when these skills are used. In what sports or activities would someone strike a ball with a bat or other object? | |

Formative Assessment:

Review: Skill Checklist

Stance: Students facing the tee with the tee between their feet

Grip: Students will hold the bat with the proper hand on top. Right hand dominant (right hand above left) or left hand dominant (left hand above right)

New:

Swing to contact: Students will swing by keeping eyes on ball, leading with hands then followed by the barrel to contact and then follow through