

Phase I Learning Segment Lesson Plan Template

Candidate: Justin Ortiz	Subject: TED 400
Grade level(s): High School (9 th - 10 th)	Date: 02/25/2022
Organizing Content	<p>Content and language standards:</p> <p>9th-10th Grade Physical Education: Softball (Fielding a groundball)</p> <p>Objectives: The student will be able to demonstrate the proper technique of fielding a ground ball as demonstrated by the instructor.</p> <ul style="list-style-type: none"> • Understand the different scenarios in a competitive game • Understand the conditions of each individual player • Be able to read different bounces due to the field conditions • Be able to use the appropriate skill set to play softball games <p><u>California Standards Met in this Lesson:</u></p> <p>1.3: Demonstrate basic defensive skills and strategies in team physical activities. 1.4: Apply locomotor, non-locomotor, and manipulative skills to team physical activities. 3.4: Participate in moderate to vigorous physical activity a minimum of four days each week. 5.5: Accept the roles of group members within the structure of a game or activity.</p>
Assessment	<p>Formal and informal assessment:</p> <p>Assessment will be based on defensive performance during a game at the end of class (20 Minutes)</p> <p><u>EASY DOES IT GROUNDERS</u></p> <ul style="list-style-type: none"> • Designate 9 positions on each field. • Designate baserunners. • Begin with bases loaded. • Student leader (one in each field) starts off & hits off a tee. • Rotate positions and duties often. • Change defensive positioning due to batter’s abilities. <p>Students will show better results by:</p> <ol style="list-style-type: none"> 1. Having the glove out in front and position properly according to the opposing batter. 2. Reading the trajectory of the softball & react accordingly. 3. Fielding the softball cleanly, followed by a strong accurate throw.

Academic Language Development	<p>Fielding a ground ball (3 KEY POINTS):</p> <ul style="list-style-type: none"> - Glove out in front and position properly according to the opposing batter. - Read the trajectory of the softball & react accordingly. - Field the softball cleanly, followed by a strong accurate throw. <p>Drill: Roll groundballs to all students.</p> <ul style="list-style-type: none"> - Demonstrate importance of bending knees and going through the softball. - Demonstrate proper transfer and footwork with following each throw. <p>15 Groups of 3 students each, two with glove & one is designated roller. Repeat trying to increase better aim and distance. Switch after 10 X</p>
Engaging All Learners	<p>Making content responsive: Ask students: “Write a list of how confident you felt during the drills & game” & “What can you do to improve the skill learned today”</p> <p>Instructor leads discussion by incorporating motivation and confidence to each student, relying positive things saw that day during the class meeting.</p> <p>Resources and materials:</p> <ul style="list-style-type: none"> • How to Fundamentally Field a Ground Ball with Brandon Phillips < https://youtu.be/aCK07u5fIU4 > • Ripken Baseball Fielding Tip - Fielding a Ground Ball < https://youtu.be/GfqSNwFVv1s > • Reading Hops: The Anatomy of A Ground Ball < https://youtu.be/HsVKH8FT3As >

Sequence of Instructional Activities

Things to consider:

- Include opportunities for students to learn the knowledge and skills necessary to meet your content and literacy objectives
- Consider students’ prior knowledge and connect the activities to students’ lived experiences.
- Include academic and literacy scaffolds to address students’ diverse needs during the lesson.
- Use multiple modalities for students to access subject specific and literacy content
- How will you group students and manage group work to support student learning?
- Identify opportunities to re-connect this lesson segment to the big idea and overall unit

Day 1 of 2

Daily instructional steps to support student learning

- List what the students and teacher will be doing throughout the lesson.

	Time	Students	Teacher moves
Relevance/Warm up	5 min	(Dynamic & Static Stretching)	- SAFETY: Make sure every student waits there turn (show presence)

		<ul style="list-style-type: none"> • Have students run around the coned area to their own pace/desire • Arm Circles: 15x forward 15x Backwards • Pulling Triceps: 30 seconds & Switch. 	- Walk around the entire class and be engaged with the students
Instructional Activities	15 min	<p>TRANSITION:</p> <ul style="list-style-type: none"> • Students cool down as the instructor leads them into the learning phrase of the day. • Jog towards 2 side by side softball fields. • All equipment is set up prior to students arriving. <p>Fielding a ground ball (3 KEY POINTS):</p> <ul style="list-style-type: none"> • Glove out in front and position properly according to the opposing batter. • Read the trajectory of the softball & react accordingly. • Field the softball cleanly, followed by a strong accurate throw. 	<p>SAFETY: Be aware of students and field condition. (Avoid bad bumps/potholes)</p> <p>- Make my way around to each field and correct any mistakes seen.</p> <p>-Attend to each of the different student needs.</p>
Assessment/application	20 min	<ul style="list-style-type: none"> • Students will use their fielding, throwing, catching, and hitting techniques as learned in class. <p><u>Create different scenarios</u></p> <ul style="list-style-type: none"> • Double Plays • Play @ home • Outfield Assists <p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> • Review 3 Key Points (Student Feedback) • Encourage healthy eating habits • Motivate to be a part of an extra-curricular activity or sport. • Reminder to help in collecting all equipment 	<p>- Make my way around to each field and correct any mistakes seen.</p> <p>- Encourage student to student competition.</p> <p>- Compliment students who are trying hard and listening to instruction.</p> <p>- MAKE SURE ALL BASERUNNERS PROPERLY WEAR A HELMET</p>

