

## SANDLOT BASEBALL

### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate skill cues while throwing and batting.
- ✓ **Cognitive:** I will discuss movement concepts related to baseball/softball.
- ✓ **Fitness:** I will discuss skill-related fitness components related to sandlot baseball.
- ✓ **Personal & Social Responsibility:** I will demonstrate responsible behavior in a team setting.

### TEACHING CUES

- ✓ Everyone 25' from Batter
- ✓ Athletic Stance
- ✓ Grip Together, Line of Knuckles
- ✓ Bat Up, Grip at Armpit
- ✓ See Ball from Start to Finish
- ✓ Rotate Hips; Drive Body Through the Ball

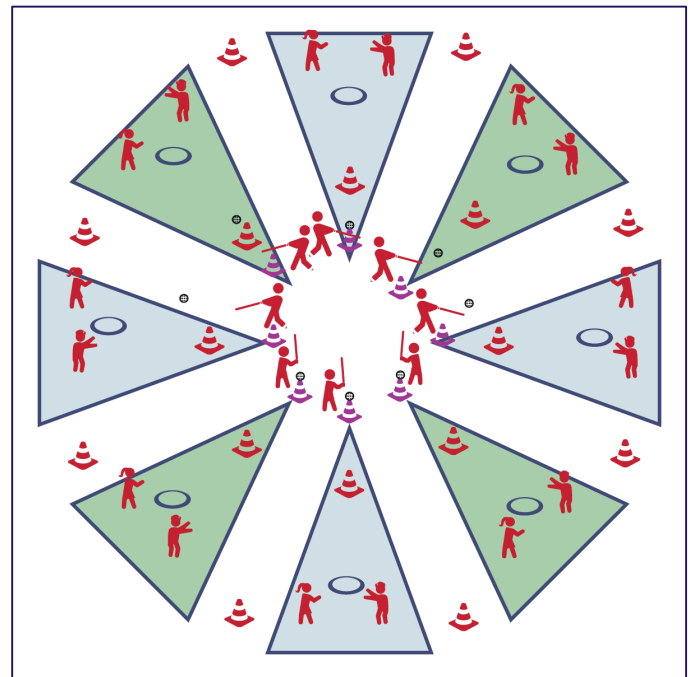
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 8 Hula Hoops
- ✓ 8 Cones
- ✓ 8 Plastic Balls
- ✓ 8 Tees (or cones)

#### Set-Up:

1. Set up Circle Sandlot Formation using 1 bat, 1 cone, 1 tee, 1 hoop, and 1 spot marker.
2. Students will be separated into groups of 3, each group with a ball.
3. Send a group of 3 to each Circle Sandlot area.



#### Activity Procedures:

1. It's time for some Sandlot Baseball! The object of the game is for the batter to score as many runs as possible by running back and forth from the tee-cone to the base-cone. Touch the base-cone = 1 run. Make it back to the tee-cone = 2 runs.
2. Fielders work to get the batter out. One fielder fields the ball while the other runs to the hoop. The ball must be thrown to and caught in the hoop. When the ball is caught by the fielder inside the hoop, the fielder yells, "OUT!" and the batter stops running.
3. Each batter bats for 3 outs and then all switch places.

#### Grade Level Progression:

3<sup>rd</sup>: Students hit exclusively off a cone/tee.

4<sup>th</sup> - 5<sup>th</sup>: Allow students to attempt to hit 3 pitched balls before hitting off of the tee.

**SANDLOT BASEBALL**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Use larger-sized bats and/or balls.
- ✔ Use larger bases, either closer or farther apart.
- ✔ Allow students to run (rather than throw) the ball into the hoop.

ACADEMIC  
LANGUAGE

Fielding, Mature Skill Pattern, Participation, Safety, Strike, Throw

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 1 [E14.3-5b]** Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force (3); Throws overarm using a mature pattern in non-dynamic environments (4a); Throws overarm to a partner or at a target with accuracy at a reasonable distance (4b); Throws (overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (overarm) to a large target with accuracy (5b).
- ✔ **Standard 1 [E25.3-5b]** Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting (3); Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through) (4); Strikes a pitched ball with a bat using a mature pattern (5a); Combines striking with a long implement with receiving and traveling skills in a small-sided game (5b).
- ✔ **Standard 1 [E26.4]** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4).
- ✔ **Standard 2 [E3.3&5a-c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies movement concepts to strategy in game situations (5a); Applies the concepts of direction and force to strike an object with a long-handled implement (5b); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics (5c).
- ✔ **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** Can you remember the components of skill-related fitness?
- ✔ **DOK 2:** What do you know about the components that are related to this game of Sandlot Baseball?
- ✔ **DOK 3:** How would you adapt this game to focus on different components of skill-related fitness?

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content:** This sandlot baseball instructional format and game provides students with a dynamic and fun environment for practicing the fundamental skills and concepts required for future participation in baseball, softball, and cricket.