

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✔ **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 [E16.3-5]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4); Catches a batted ball above the head, at chest/waist level, and along the ground using a mature pattern in a non-dynamic environment (5a); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).

FOCUS TARGETS

- ✔ **Skill:** I will throw and catch using skill cues learned in class.
- ✔ **Cognitive:** I will discuss safety considerations related to playing catch.
- ✔ **Fitness:** I will stay physically active throughout the activity.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with my partner to make good throws and catches.

ACADEMIC LANGUAGE

- ✔ Accuracy
- ✔ Catch
- ✔ Follow-Through
- ✔ Overhand
- ✔ Throw

SELECTED ASSESSMENT

- ✔ Self-Assessment: Throwing & Catching

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	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>As students enter the activity area they pair-up with a partner and begin Center Field Relay activities.</p>	<p>→ Center Field Relay →</p>	<p>DOK 1: What are the cues for catching a ball above your head? DOK 2: How does this compare to catching a ball at your waist? DOK 3: How could we adapt this game to help us practice for different sports?</p>
<p>2 LEARNING TASK</p>	<p>Students transition from debrief area to large activity areas with plastic softballs scattered.</p>	<p>→ Two Ball Tossers →</p>	<p>DOK 1: Can you remember the cues for throwing? How about catching? DOK 2: How does where you catch the ball (high/low) affect how you catch it? DOK 3: How is throwing related to sports like softball and baseball? How is catching related?</p>
<p>3 LEARNING TASK</p>	<p>Group students into teams of 3. Sandlot formation is set-up apart from the Two Ball Tossers activity area. Move students into the Sandlot with one group as a demonstration group.</p>	<p>→ Catch on the Sandlot →</p>	<p>DOK 1: How can you recognize a safe game of catch? DOK 2: How would you compare and contrast a safe game with a game that is unsafe? DOK 3: How is safety related to your ability to learn skills like throwing and catching?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Students move to assessment stations with self-assessment pages and pencils available. Students complete the pre- and goal-assessment for Throwing and Catching.</p>		