

TOOLS FOR LEARNING **BAT AND BALL GAMES**

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF



MODULE OVERVIEW

ABOUT THIS MODULE

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Bat and Ball Games introduces students to the critical skills and movement patterns that are essential to sports like softball, baseball, and cricket. Purposeful activities provide fun and challenge for skill development while also introducing foundational concepts, strategies, and tactics.

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1. Motor Skills and Movement Patterns

- ✓ **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).
- ✓ **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 2. Concepts, Principles, Strategies & Tactics

- ✓ **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 2 [E5.5c]** Recognizes the type of throw, volley, or striking action needed for different games/sports situations (5c).

NOTE: Additional standards and outcomes addressed are specified on each activity plan.

MODULE OVERVIEW

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PLANNING
COMPLETE
LESSONS

Each skill-building activity in this module is meant to be part of a complete lesson. We recommend the following formula for creating a 30- to 45-minute lesson:

- Instant Activity (not on block plan) *5-10 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Three types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Academic Language Quiz

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

MODULE OVERVIEW

SELF ASSESSMENT WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Two Ball Tossers. At the end of this activity, students would complete the Pre and Goal columns for Throwing (and possibly Catching). Striking, Fielding, and Working Independently would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout each lesson.



Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of student performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

| Lesson | Skill Activity | Suggested Academic Language |
|--------|---|---|
| 1 | Two Ball Tossers & Catch on the Sandlot | Accuracy, Actively Engage, Catch, Manipulative Skill, Overhand, Throw, Underhand, Coordination, Fielding, Follow-Through, Independently |
| 2 | Catch on the Sandlot & Throw-Run Derby | Athletic Stance, Fielding, Follow-Through, Overhand, Power, Safety, Throw |
| 3 | Two Ball Tossers & Home-Run Derby | Athletic Stance, Balance, Critical Elements, Coordination, Fielding, Responsibility, Safety, Strike |
| 4 | Home-Run Derby & Baseball Tag | Fitness, Health-Related Fitness, Personal Responsibility, Skill-Related Fitness |
| 5 | Catch on the Sandlot & Sandlot Baseball | Fielding, Mature Skill Pattern, Participation, Safety, Strike, Throw |
| 6 | Baseball Tag & Brannboll | Fielding, Mature Skill Pattern, Participation, Safety, Strike, Throw |
| 7 | Baseball Tag & Brannboll | Fielding, Mature Skill Pattern, Participation, Safety, Strike, Throw |
| 8 | Station Day | Academic Language Review |

MATERIALS LIST

| QTY | NAME | CODE |  USGAMES.COM |
|---|-------------------------------|---------|--|
| 24 | Plastic Softballs | 426506 | Link to e-Store |
| 12 | Plastic Bats | 1205978 | Link to e-Store |
| 12 | Large Cones (or Batting Tees) | 1398265 | Link to e-Store |
| 24 | Spot Markers | 6058 | Link to e-Store |
| 24 | 12" Cones | 1093452 | Link to e-Store |
| 12 | Hoops | 02170 | Link to e-Store |
| 12 | Task Tents | 1389878 | Link to e-Store |
|  | | | |
| | Academic Language Posters | | OPENPhysEd.org |
| | Bat and Ball Cue Cards | | OPENPhysEd.org |
| | Bat and Ball Station Cards | | OPENPhysEd.org |
| | Assessment Tools | | OPENPhysEd.org |

TWO BALL TOSSERS

STUDENT TARGETS

- ✓ **Skill:** I will accurately throw the ball to my partner.
- ✓ **Cognitive:** I will recite the cues for catching a ball at different heights.
- ✓ **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.

TEACHING CUES

- ✓ Eyes on the Ball
- ✓ Hands a Target
- ✓ Thumbs Together (Chest or Above)
- ✓ Pinkies Together (Below the Chest)
- ✓ Two Hands Absorb the Ball

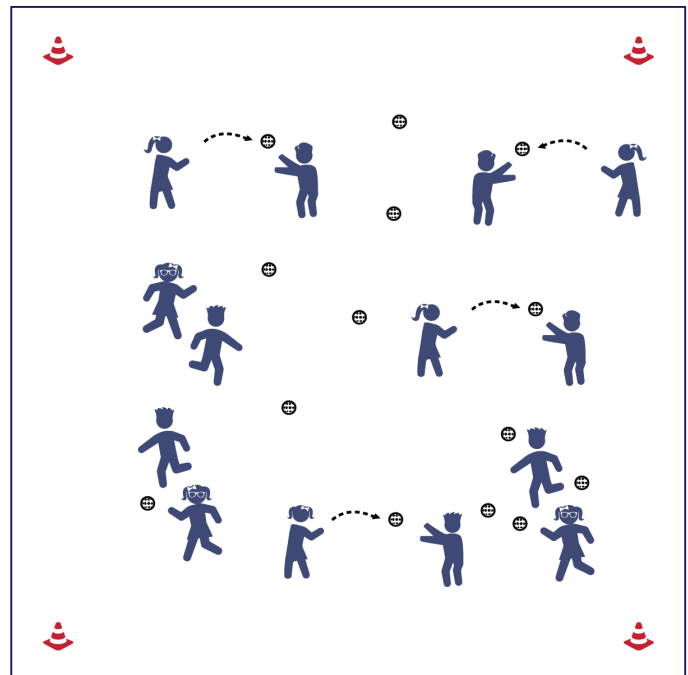
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 ball per 2 students

Set-Up:

1. Balls will be scattered around the gym.
2. Pair students; each pair with a ball.



Activity Procedures:

1. Today we're going to work on our throwing and catching skills with a game called Two Ball Tossers. The object of the game is for you and your partner to accurately throw and catch as many plastic softballs as you can before the time is up.
2. On the start signal you'll move to a ball, pick it up and make a good throw to your partner. Your partner will then throw the ball back to you, and you'll put it back on the ground while your partner moves to a new ball.
3. Your partner will then pick up the new ball and make a good throw to you. You'll throw back to your partner and then move to a new ball. Continue until you hear the stop signal.

Grade Level Progression:

- 3rd: Focus on underhand throwing.
- 4th: Review underhand throwing and move to overhand throws.
- 5th: Prompt students to remain moving while throwing and catching. They must pick the ball up, move during both throws and catches, and then place the ball in a new part of the activity area.

TWO BALL TOSSERS

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Use a variety of different balls, allowing students to select the ball they are most comfortable catching.

ACADEMIC LANGUAGE

Accuracy, Actively Engage, Catch, Manipulative Skill, Overhand, Throw, Underhand

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard [E1.4-5b]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance (5a); Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments (5b).
- ✓ **Standard 1 [E13.3,5a&b]** Throws underhand to a partner or target with reasonable accuracy (3); Throws (underhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (underhand) to a large target with accuracy (5b).
- ✓ **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).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you remember the cues for throwing (underhand/overhand)? 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?

TEACHING STRATEGY FOCUS

Organize students to interact with content: The game of Two Ball Tossers is designed to provide a large number of touches for each student. In other words, the pace and organization of this game provides many opportunities for each student to both throw and catch a ball. At the same time, students are required to demonstrate cooperation and personal responsibility.

CATCH ON THE SANDLOT

STUDENT 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 participate safely and independently with my group members.

TEACHING CUES

- ✓ Grip 2 Fingers on Top
- ✓ Stand Sideways, Non-Throwing Arm at Target
- ✓ Step to Target (Opposition)
- ✓ Throwing Arm Way Back
- ✓ Follow-Through with Wrist to Opposite Knee

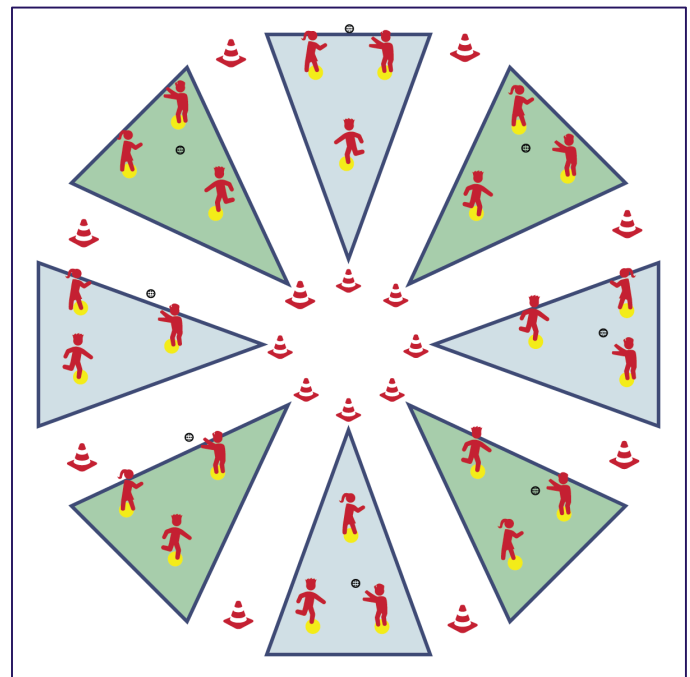
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 16 Cones
- ✓ 24 Spot Markers
- ✓ 8 Plastic Balls

Set-Up:

3. Set up Circle Sandlot Formation using cones and 3 spot markers per sandlot area.
4. Separate students into groups of 3, each group with a ball.
5. Send group of 3 to each Circle Sandlot area.



Activity Procedures:

1. It's time to start working in Circle Sandlot Formation with a game of catch. Circle Sandlot Formation is the organization system that we'll be using for most of our Bat and Ball activities.
2. At each sandlot area there are 3 spot markers set up in a triangle. Each member of your group will move to a spot marker. The player with the ball starts the game by throwing the ball to the player on their left. Throw and catch around your triangle until you hear the stop signal.
3. Now that we understand this formation, we're going to add some challenges.
4. Ground balls: Player 1 rolls the ball to Player 2, who fields it and throws to Player 3. Player 3 rolls to Player 1, who fields it and throws to Player 2. Continue this pattern until you hear the stop signal.
5. Fly balls: Player 1 tosses a high "pop-fly" to Player 2, who catches it and throws a good overhand throw to Player 3. Player 3 tosses a "pop-fly" to Player 1, who catches it and throws a good overhand throw to Player 2. Continue this pattern until you hear the stop signal.

Grade Level Progression:

- 3rd: Focus on throwing and catching with accuracy.
- 4th: Add challenges as described above.
- 5th: Allow students to create their own challenges.

CATCH ON THE SANDLOT

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Change the distance between players to match skill levels.
- ✓ Use a variety of different balls, allowing students to select the ball they are most comfortable catching.

ACADEMIC LANGUAGE

Accuracy, Catch, Coordination, Fielding, Follow-Through, Independently, Overhand, 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).
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- ✓ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

- ✓ **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?

TEACHING STRATEGY FOCUS

Identify critical content: A simple game of catch provides students with explicit opportunities for learning and practicing the skill cues for throwing and catching. Take time to teach, review, and then revisit the cues over and over in order to help students understanding the cues cognitively and feel improvement and success from a motor-learning perspective.

THROW-RUN DERBY

STUDENT TARGETS

- ✓ **Skill:** I will use throwing skills cues to throw for distance.
- ✓ **Cognitive:** I will discuss the importance of athletic stance when fielding.
- ✓ **Fitness:** I will remain actively engaged in this activity.
- ✓ **Personal & Social Responsibility:** I will practice safe behaviors in all positions played during this activity.

TEACHING CUES

- ✓ Grip 2 Fingers on Top
- ✓ Stand Sideways, Non-Throwing Arm at Target
- ✓ Step to Target (Opposition)
- ✓ Throwing Arm Way Back
- ✓ Follow-Through with Wrist to Opposite Knee

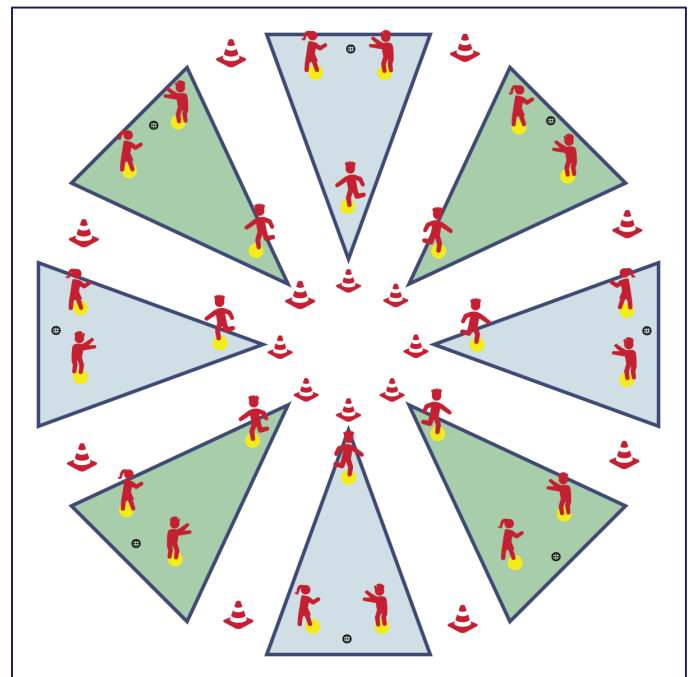
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 16 Cones
- ✓ 24 Spot Markers
- ✓ 8 Plastic Balls

Set-Up:

1. Set up Circle Sandlot Formation using cones and 3 spot markers per sandlot area.
2. 2 spot markers are fence spots, 1 is a home base spot.
3. Separate students into groups of 3, each group with a ball.
4. Send group of 3 to each Circle Sandlot area.



Activity Procedures:

1. Now it's time for a little Throw-Run Derby. Player 1 is the batter. Players 2 and 3 are outfielders. The object of the game is for the batter to score as many Throw-Runs as possible by landing a ball beyond the fence spots without it being caught by an outfielder. Outfielders will try to catch each throw before the ball hits the ground.
2. After Player 1 takes 3 throws as the batter, rotate so that Player 2 becomes the new batter and Players 1 and 3 are outfielders. On the next rotation, Player 3 becomes the batter. Continue this pattern until you hear the stop signal. Keep track of how many Throw-Runs you score.

Grade Level Progression:

- 3rd: Allow throws beyond the fence cones to count as Throw-Runs, even if they are caught.
- 4th: Play the activity as described above.
- 5th: Increase the distance between the batter and the fence cones.

THROW-RUN DERBY

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Modify the rules to increase the level of success. For example, any ball thrown in fair territory counts as a Throw-Run.

ACADEMIC LANGUAGE

Athletic Stance, Fielding, Follow-Through, Overhand, Power, Safety, Throw

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard [E1.4-5b]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance (5a); Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments (5b).
- ✓ **Standard 1 [E13.3,5a&b]** Throws underhand to a partner or target with reasonable accuracy (3); Throws (underhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (underhand) to a large target with accuracy (5b).
- ✓ **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).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is athletic stance?
- ✓ **DOK 2:** What do you know about athletic stance?
- ✓ **DOK 3:** How is athletic stance related to fielding a ball?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: Throw-Run Derby is an instructional practice task designed to help teach the directional nature of the sandlot management set-up, as well as the basic rules for the Home-Run Derby. This activity allows students to learn basic safety considerations before adding in the additional safety requirements of using a bat.

HOME-RUN DERBY

STUDENT TARGETS

- ✓ **Skill:** I will use cues for striking while batting the ball.
- ✓ **Cognitive:** I will discuss ways to demonstrate responsibility when using a bat.
- ✓ **Fitness:** I will remain actively engaged in this activity.
- ✓ **Personal & Social Responsibility:** I will use all equipment in a safe and appropriate manner.

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

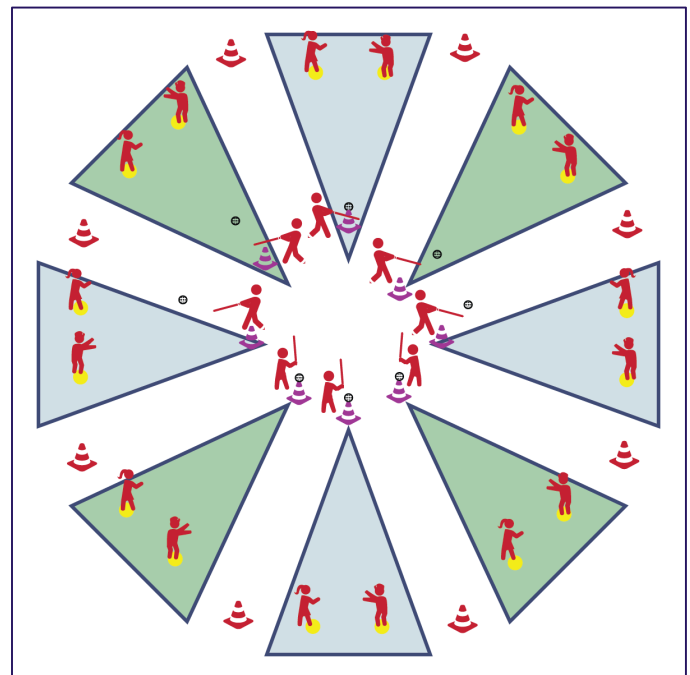
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 8 Cones
- ✓ 8 Spot Markers
- ✓ 8 Plastic Balls
- ✓ 8 Bats
- ✓ 8 Tees (or cones)

Set-Up:

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



Activity Procedures:

1. Let's take it to the next level with a Home-Run Derby. Player 1 is the batter. Players 2 and 3 are outfielders. The object of the game is for the batter to score as many Home Runs as possible by hitting the ball off the cone (tee) and landing it beyond the fence cones without being caught by an outfielder. Outfielders will try to catch each hit before the ball touches the ground.
2. After Player 1 hits 3 balls as the batter, rotate so that Player 2 becomes the new batter and Players 1 and 3 are outfielders. On the next rotation, Player 3 becomes the batter. Continue this pattern until you hear the stop signal. Keep track of how many Home Runs you score.

Grade Level Progression:

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

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

HOME-RUN DERBY

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Provide bat of different sizes, shapes, and weights. Large barrel bats, or those with flat striking surfaces can increase the rate of success.

ACADEMIC LANGUAGE

Athletic Stance, Balance, Critical Elements, Coordination, Fielding, Responsibility, Safety, Strike

STANDARDS & OUTCOMES ADDRESSED

- ✓ **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).
- ✓ **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 2 [E5.5c]** Recognizes the type of throw, volley, or striking action needed for different games/sports situations (5c).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What would you include on a list about playing a game with a bat?
- ✓ **DOK 2:** How does responsibility apply to using a bat?
- ✓ **DOK 3:** What facts would you choose to support an assertion that someone demonstrated responsibility during bat and ball games? Can you elaborate on why you chose those facts?

TEACHING STRATEGY FOCUS

Identify critical content: Safely and effectively striking a ball with a bat is foundational to participation in any bat and ball game. Home-Run Derby allows both teachers and students to focus on this critical content in a fun, small-sided game designed to provide low-pressure repetitions for both batting and fielding.

BASEBALL TAG

STUDENT TARGETS

- ✓ **Skill:** I will safely transition from batting to running.
- ✓ **Cognitive:** I will discuss the components of fitness that are related to bat and ball games.
- ✓ **Fitness:** I will remain actively engaged in this activity.
- ✓ **Personal & Social Responsibility:** I will demonstrate responsible behaviors throughout this activity.

TEACHING CUES

- ✓ Grip the Bat
- ✓ Hit the Ball
- ✓ Drop Bat in Hoop

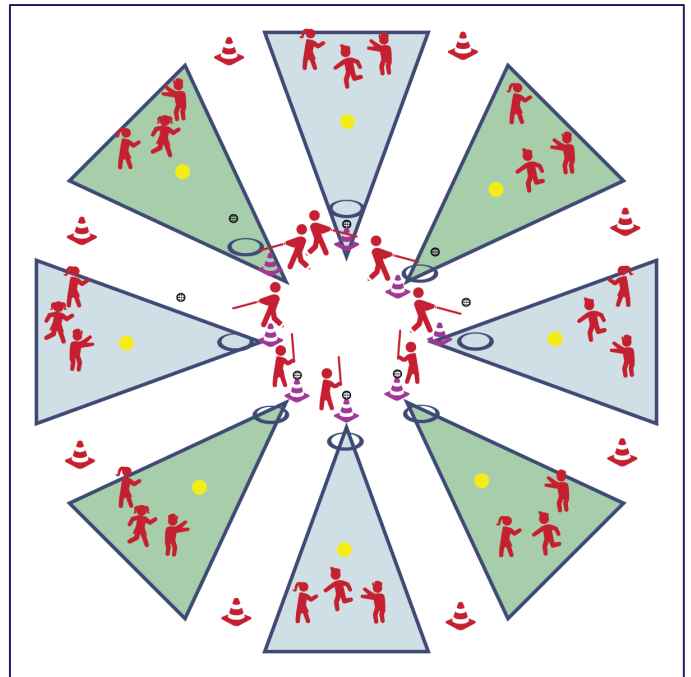
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 Spot Marker
- ✓ 1 Hoop
- ✓ 1 Plastic Ball
- ✓ 1 Bat
- ✓ 1 Tee (or cone)

Set-Up:

1. Set up 1 spot marker at the center of the playing space.
2. Place 1 plastic ball, 1 bat, and 1 tee at the front of the area.
3. Place a hoop just in front of the tee (cone) as the batter's hoop.
4. 1 student will bat first.
5. The rest of the students will spread out in open space and act as the fielders.



Activity Procedures:

1. It's time to increase our aerobic benefits with a game of Baseball Tag. The object of the game is for the batter to tag as many players as she/he can before the fielders make an out.
2. On the start signal the batter will hit the ball off of the cone (tee). As soon as the ball is hit, the batter will place the bat in the batter's hoop and begin chasing fielders. For each fielder that is tagged, a run is scored.
3. While the batter is tagging fielders, the fielders are working to make an out. This is done by getting the ball and making good relay throws to the pitcher's mound (spot marker). Fielders may not run with the ball. It must be thrown from player to player until it is cleanly caught on the mound. If tagged, fielders with the ball are worth 2 runs.

Grade Level Progression:

- 3rd:** Provide a hoop in which students must place the bat after hitting and before moving to tag fielders.
- 4th - 5th:** Allow students to attempt to hit 3 pitched balls before hitting off of the tee.

BASEBALL TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Allow fielders to run with the ball to the pitcher's mound.
- ✓ Add tag-teamers to help the batter successful tag fielders.

ACADEMIC
LANGUAGE

Fitness, Health-Related Fitness, Personal Responsibility, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **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 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:** What is health-related fitness? What is skill-related fitness?
- ✓ **DOK 1:** Which ones would we include on a list of fitness components related to bat and ball games?
- ✓ **DOK 2:** What do you know about the skills and activities required for participation in bat and ball games?
- ✓ **DOK 3:** Choose a component and describe how that component relates to bat and ball games.

TEACHING
STRATEGY
FOCUS

Help students process content: The concept of moving the ball quickly around the ball field with accurate throws is an essential part of defensive play in most bat and ball games. However, it's not necessarily an intuitive concept for young students. Baseball tag creates an environment to help students process and practice this concept.

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:

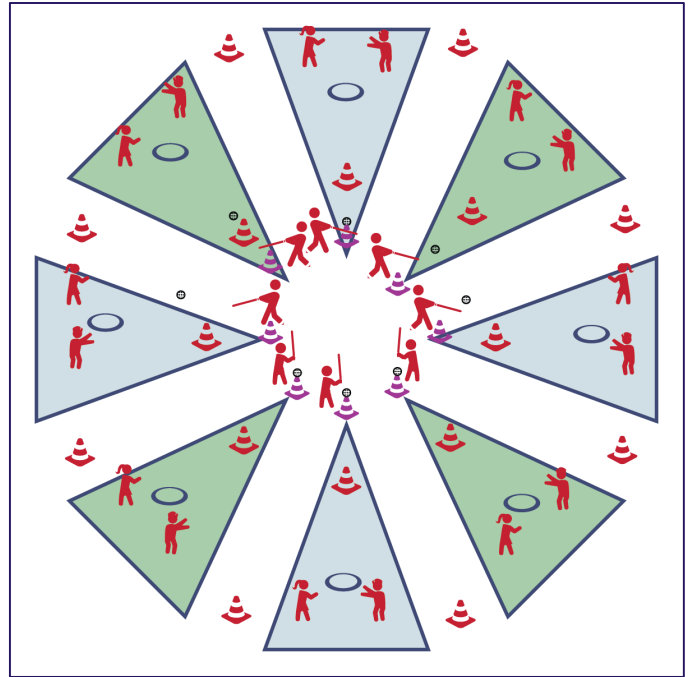
1. Set up Circle Sandlot Formation using 1 bat, 1 cone, 1 tee, 1 hoop, and 1 spot marker.
2. Students will be separated into groups of 3, each group with a ball.
3. Send a group of 3 to each Circle Sandlot area.

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:

- 3rd: Students hit exclusively off a cone/tee.
4th - 5th: Allow students to attempt to hit 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.

BRANNBOLL

STUDENT TARGETS

- ✓ **Skill:** I will safely transition from batting to running.
- ✓ **Cognitive:** I will discuss the skill cues for throwing, catching, and batting.
- ✓ **Fitness:** I will remain actively engaged in the activity.
- ✓ **Personal & Social Responsibility:** I will demonstrate responsible behaviors while working with my classmates.

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:

- ✓ 5 Spot Markers
- ✓ 1 Plastic Ball
- ✓ 1 Tee (or cone)

Set-Up:

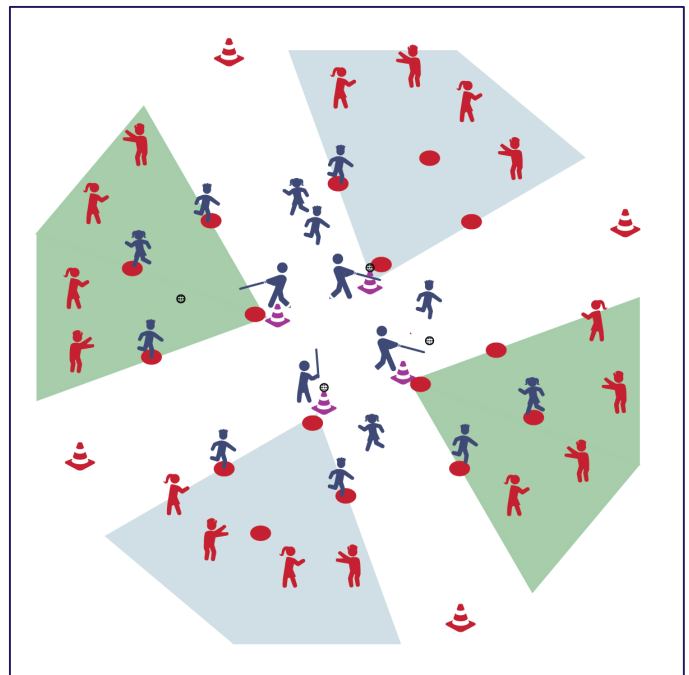
1. Set up 5 spot markers in a diamond shape, 1 for each base (1st, 2nd, 3rd, home)
2. Class will be split into even teams of at least 4 players: batters and fielders.
3. Batters will wait to bat first and fielders will scatter in open space throughout the playing area.

Activity Procedures:

1. It's time to play modified Brannboll (bren:bul). This is a Swedish tee-ball game played by children and adults. The object for the batting team is to score points by reaching a base successfully and trying to work around the bases, back to home base. Each base is worth 1 point.
2. The object for the fielding team is catch base-runners in between bases by fielding, throwing, and catching the ball on the Outing Base (hoop). The fielding team scores a point for each base-runner caught in between bases. If caught, base-runners go back to the last base they touched. There is no limit to the number of base-runners per base.
3. If the batting team fails to bring a base-runner back to home base to hit (all players are stuck on bases), then the team is "caught out" and teams switch (i.e., fielders to batters, batters to the field). Teachers may also choose to switch sides after the batting team scores 10 runs.
4. Batters have 3 swings to hit a ball into fair territory and past the Outing Base. If a batter fails to hit a fair ball, he/she moves to first base as a new base-runner (no point awarded and no other runners advance).
5. Play continues for a set period of time. When time expires, the game is over.

Grade Level Progression:

- 3rd: Students hit exclusively off a cone/tee.
4th- 5th: Allow students to attempt to hit 3 self-tossed balls before hitting off of the tee.



BRANNBOLL

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Use larger-sized bats and/or balls.
- ✓ Use larger bases, either closer or farther apart.

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).
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- ✓ **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 skill cues for each of the skills that we've used in bat and ball activities?
- ✓ **DOK 2:** From the start of this module until today, what have you noticed about your ability to perform the skills using the cues correctly?
- ✓ **DOK 3:** How is practice related to your improvements? Can you support your answer with examples from this module?

TEACHING
STRATEGY
FOCUS

Review content: Brannboll is a great game for bringing together all of the skills and concepts taught cumulatively throughout the module. Take time to review the skill cues and concepts before starting the activity, and find teachable moments within the game to highlight, reinforce, or correct aspects of student performances.

CIRCLE SANDLOT STATIONS

STUDENT TARGETS

- ✓ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✓ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✓ **Fitness:** I will find my pulse after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✓ **Personal & Social Responsibility:** I will follow the rules and parameters of Station Day.

TEACHING CUES

- ✓ Start Activity with Music
- ✓ When Music Stops: Clean the Area and Rotate

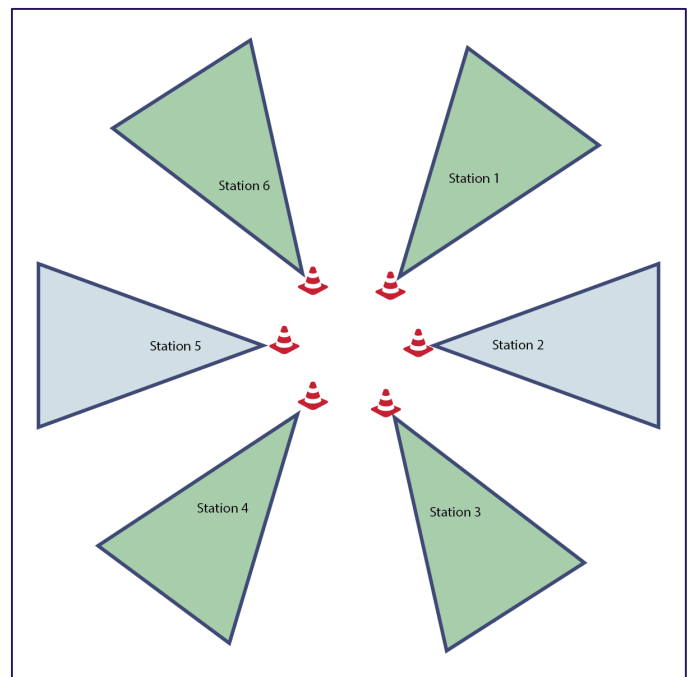
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 5-8 station cards
- ✓ 5-8 tall cones
- ✓ See station cards for equipment needs
- ✓ Station music and music player

Set-Up:

1. Set up Circle Sandlot Formation using station cards and cones.
2. Set up each station according to each station card.
3. Send group of 4 to each station.



Activity Procedures:

1. Today is a Station Assessment Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

Grade Level Progression:

3rd-5th: Play the activity as described above.

CIRCLE SANDLOT STATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Some students may need step-by-step assistance during clean-up and rotation.
- ✓ Pause the music and don't restart until every group has safely transitioned.
- ✓ Provide visual cues and graphics to enhance station instructions.

ACADEMIC
LANGUAGE

Select words from earlier activities.

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1, 2, 3, 5** [*Select outcomes from the module you're teaching.*]
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF
QUESTIONS

- ✓ *Select questions from earlier activities that need to be reviewed.*

TEACHING
STRATEGY
FOCUS

Organizing students to interact with content: The use of set areas to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

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

SAMPLE LESSON PLAN

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

ACCURACY

(noun)

The quality of being correct, precise, or on target.

Mike threw the ball to the batter with **accuracy**.



ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Stephanie showed she was **actively engaged** in class by participating at all of the stations.



AGILITY

(noun)

The ability to change body position and direction quickly and efficiently.

Emily used her **agility** to run around first base to second base.



ATHLETIC STANCE

(noun)

A body position in which the feet are far apart, the knees are bent, and the hands are up and out. This allows an athlete to react to anything that happens next.

Jack stood in **athletic stance** while he played in the outfield.



BALANCE

(noun)

An even distribution of weight that allows someone or something to stay upright and steady.

Kate has great **balance** during the follow-through of her pitch.



BODY COMPOSITION

(noun)

Measurement of the percentage of fat, muscle, water, and bone found in the human body.

Ryan maintained his healthy **body composition** by playing in an after-school baseball league and eating healthily.



CARDIOVASCULAR ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Cardiovascular endurance helps Karen reach all three bases when she hits a home run.



CATCH

(verb)

To receive a ball in your hands after it has been projected from another person or apparatus.

During physical education class, Andrew was able to **catch** the baseball every time it was thrown to him.



COORDINATION

(noun)

The ability to synchronize, or combine at the same time, movements of several parts of the body.

A successful catch in baseball requires a lot of attention and **coordination**.



CRITICAL ELEMENTS

(noun)

The individual parts of a skill that are important to successful performance.

Luke performed all of the **critical elements** of a pitch correctly.



FIELDING

(verb)

To catch or pick up the ball in play.

During the baseball game, Ms. Mason applauded her class on their **fielding** skills.



FITNESS

(noun)

The condition of being physically fit and healthy.

Hailee has a great level of **fitness** because she plays sports regularly.



FLEXIBILITY

(noun)

The ability to bend and move the joints through the full range of motion.

A catcher must have good **flexibility** in order to squat behind the pitcher.



FOLLOW-THROUGH

(noun)

The act of continuing to move after an object has been kicked, struck, or thrown.

The **follow-through** is a critical element of a throw as it helps with speed and accuracy.



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

You use all 5 components of **Health-Related Fitness** when you play in a baseball game.



INDEPENDENTLY

(adverb)

The state of being free from outside control or lead.

The class was asked to work on their throwing skills **independently**.



MANIPULATIVE SKILL

(noun)

A movement done to or with objects, such as throwing, striking, and catching.

Baseball involves several **manipulative skills**, as you must be able to throw, catch, and hit the ball.



MATURE SKILL PATTERN

(noun)

The accurate performance of any skill during which all critical components are present.

Lucy can throw with a **mature skill pattern**.



MUSCULAR ENDURANCE

(noun)

The ability of a muscle to continue to perform without fatigue.

Muscular endurance is required to pitch the baseball multiple times in a row.



MUSCULAR STRENGTH

(noun)

The maximum amount of force a muscle can produce in a single effort.

Charlie used all his **muscular strength** to hit a home run.



OVERHAND

(adjective)

Executed with the arm or hand above shoulder level.

Neil used an **overhand** throw to get the ball to Zoe.



PARTICIPATION

(noun)

The act of engaging and taking part in an activity.

The teacher was very happy to see that his students' **participation** increased during the bat and ball unit.



PERSONAL RESPONSIBILITY

(noun)

A commitment to act in a way that shows respect for self and others while being accountable for honoring commitments and duties.

Courtney showed **personal responsibility** by ensuring no one was standing too close to her before she swung the baseball bat.



PIVOT

(verb)

To keep one foot in place while moving the other foot one step in any direction.

In order to throw the ball well, a player must **pivot** on one leg.



POWER

(noun)

The ability to produce maximum force in the shortest time.

Jeff knew that if he was going to hit a home run, he would need to use a lot of **power** when he swung the bat.



REACTION TIME

(noun)

The time it takes to respond to what a person can hear, see, or feel.

Jamie has good **reaction time**: she took off for first base as soon as she hit the baseball.



RESPONSIBILITY

(noun)

The state of having a duty or obligation.

It is everyone's **responsibility** to make sure that the baseball equipment gets put away at the end of class.



SAFETY

(noun)

The condition of being protected from or unlikely to cause danger, risk, or injury.

Students were asked to practice **safety** by checking their surroundings before swinging the bat.



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

Michele practiced all 6 components of **Skill-Related Fitness** to prepare for her upcoming baseball game.



SPEED

(noun)

The ability to propel the body or a part of the body rapidly from one point to another.

Gino ran with great **speed** to first base so that he wouldn't be tagged out.



STRIKE

(verb)

To hit forcibly and deliberately. To make contact with an object by hitting it.

Hannah practiced her ability to **strike** a baseball at home with her dad.



THROW

(verb)

To propel an object with force through the air by a movement of the arm and hand.

It is important for the students in the outfield to be able to **throw** correctly.



UNDERHAND

(adjective)

Executed with the arm or hand below shoulder level.

Mike used an **underhand** serve to pitch the baseball to Sarah.



SKILL CUE CHART

Critical Elements & Cues For... **Batting**

- ✓ Sideways Athletic Stance
- ✓ Grip Hands Together, Knuckles in a Line
- ✓ Bat Up, Grip at Armpit
- ✓ See the Ball from Start to Finish
- ✓ Rotate Hips and Drive Body Through the Ball
- ✓ Hands Follow Through the Ball

SKILL CUE CHART

Critical Elements & Cues For... Throwing

- ✓ Grip Across a Seam
- ✓ Two Fingers on Top
- ✓ Stand Sideways, Non-Throwing Arm at Target
- ✓ Step Toward Target (Opposition)
- ✓ Throwing Arm Way Back
- ✓ Follow Through Wrist to Opposite Knee

SKILL CUE CHART

Critical Elements & Cues For...

Catching

- ✓ Eyes on the Ball
- ✓ Relaxed Arms
- ✓ Hands as a Target
- ✓ Thumbs Together (Chest or Above)
- ✓ Pinkies Together (Below the Chest)
- ✓ Use Both Hands to Absorb the Ball

SKILL CUE CHART

Critical Elements & Cues For...

Fielding Ground Balls

- ✓ Athletic Stance
- ✓ Move Square to the Ball
- ✓ Hands (Glove) Low & Centered (Between Feet)
- ✓ Bend at Waist and Knees; Butt Goes Low
- ✓ Elbows Inside Knees
- ✓ Trap with Both Hands (Alligator Jaws)

SKILL CUE CHART

Critical Elements & Cues For...

Fielding a Pop Fly

- ✓ Athletic Stance
- ✓ Body Under Ball
- ✓ Hands (Glove) Up High—in Front of Face
- ✓ Eyes Follow Ball to the Hands (Glove)
- ✓ Use Both Hands to Trap and Absorb

TWO BALL TOSSERS

Equipment

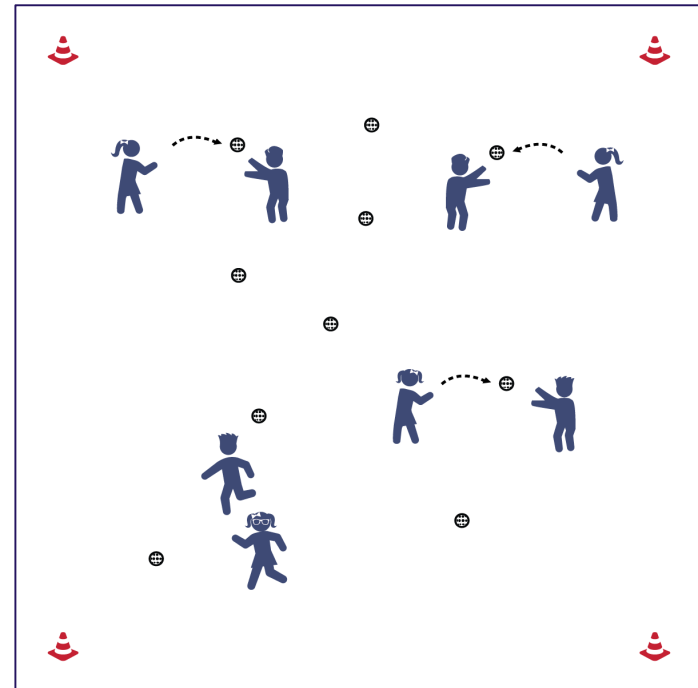
- ✓ 2 balls per student

How to play

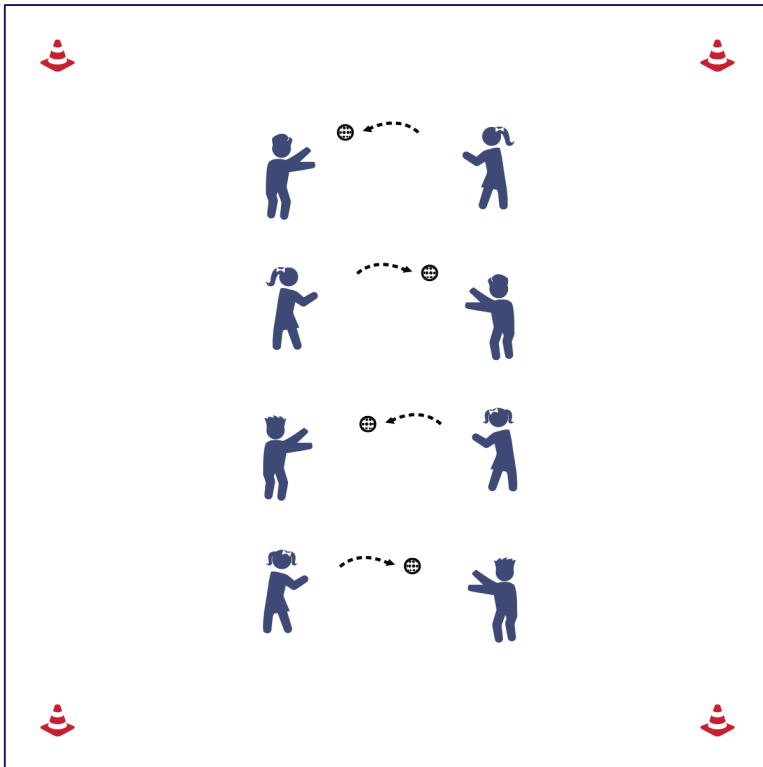
1. The object of this game is for you and your partner to throw and catch as many plastic softballs as you can before the station time is up.
2. Start at one ball, pick it up and throw it to your partner, who will then throw it back to you.
3. Your partner moves to a new ball, turns and throws it to you.
4. Throw it back, then move to a new ball.

Set-Up

- ✓ Balls are scattered in station area.
- ✓ Work with a partner.



GAME OF CATCH



Equipment

- ✓ 1 ball per pair

Set-up

- ✓ Stand across from your partner with a ball.
- ✓ Be sure that all pairs are throwing in the same direction.

How to play

1. Throw & catch with your partner.
2. After 10 throws each, practice ground balls. Roll to your partner, she/he throws back to you. Each partner takes 5 ground balls then switch.
3. Next, practice pop-flies.



THROW-RUN DERBY

Set-Up

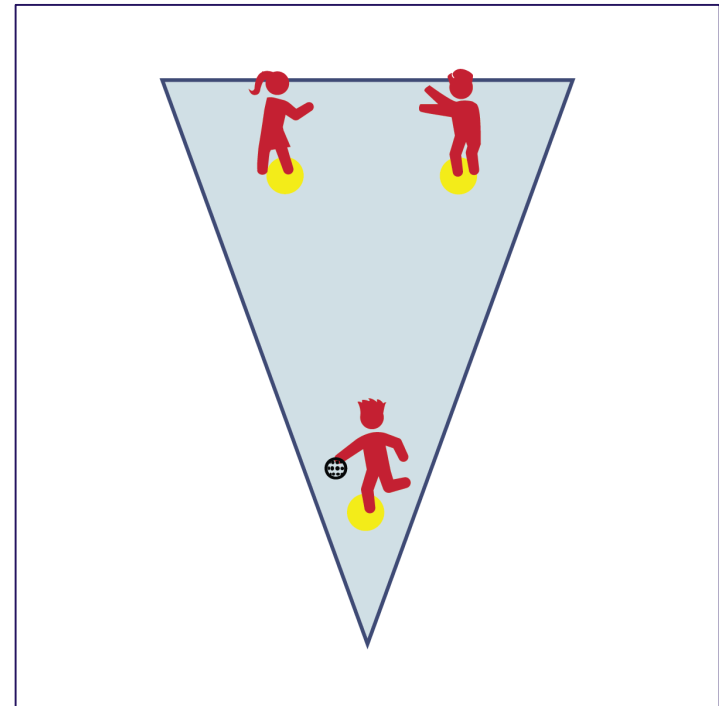
- ✓ 2 spot markers are the “fence spots” and 1 spot marker is home base.
- ✓ 1 player is on home base. The other players scatter behind the fence spots.

How to play

1. The player on home base tries to throw a home-run beyond the fence spots without the ball being caught.
2. Take 3 throws and then rotate to a new batter.

Equipment

- ✓ 1 ball per group
- ✓ 3 spot markers per group



HOME-RUN DERBY

Set-Up

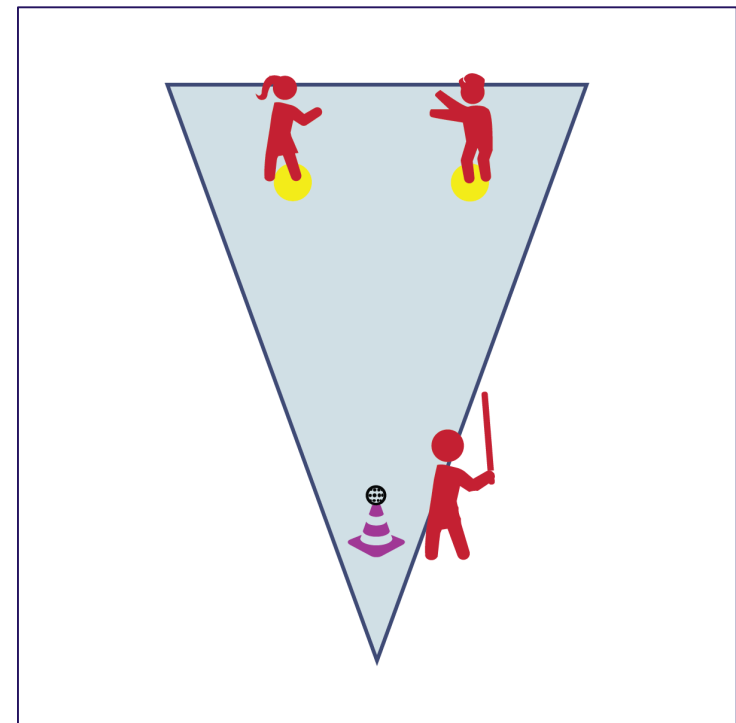
- ✓ 2 spot markers are the “fence spots” and the tall cone is home base.
- ✓ 1 player is the batter. The other players scatter behind the fence spots.

How to play

1. The batter at home base tries to hit a ball off of the cone for a home-run beyond the fence spots without the ball being caught.
2. Take 3 hits off of the cone and then rotate to a new batter.

Equipment

- ✓ 1 tall cone, 1 ball, 1 bat, and 2 spot markers per group.



BASEBALL TAG

Set-Up

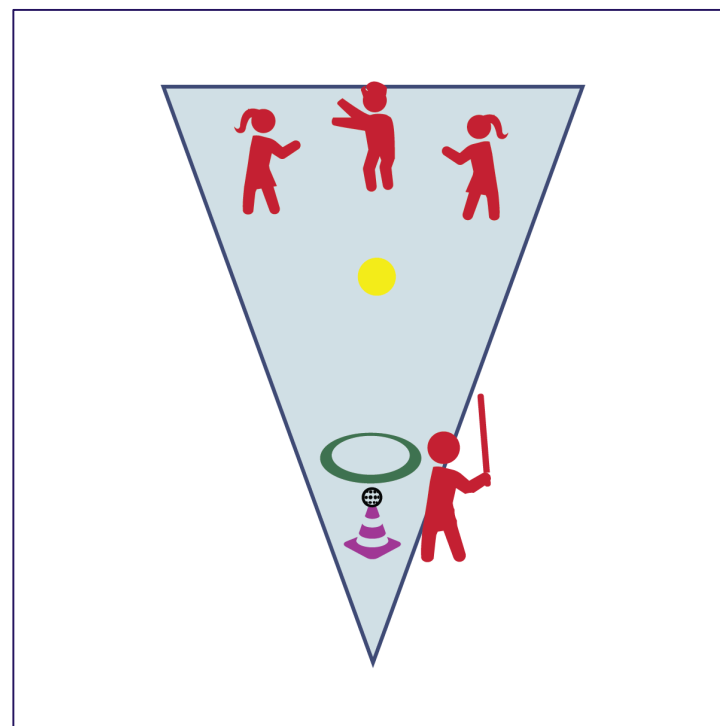
- ✓ Place a spot marker at the center of the station area.
- ✓ Place ball, bat, and tall cone at the front of the area. Place a hoop in front of the cone.
- ✓ 1 player is the batter. The other players scatter behind the spot.

How to play

1. The batter hit the ball, places the bat in the hoop, and then runs to tag as many fielders as possible.
2. Each tag = 1 run.
3. Fielders make an out by getting the ball and making good relay throws to the spot marker.

Equipment

- ✓ 1 tall cone, 1 ball, 1 bat, 1 hoop and 1 spot marker per group.



PITCHING PRACTICE

Set-up

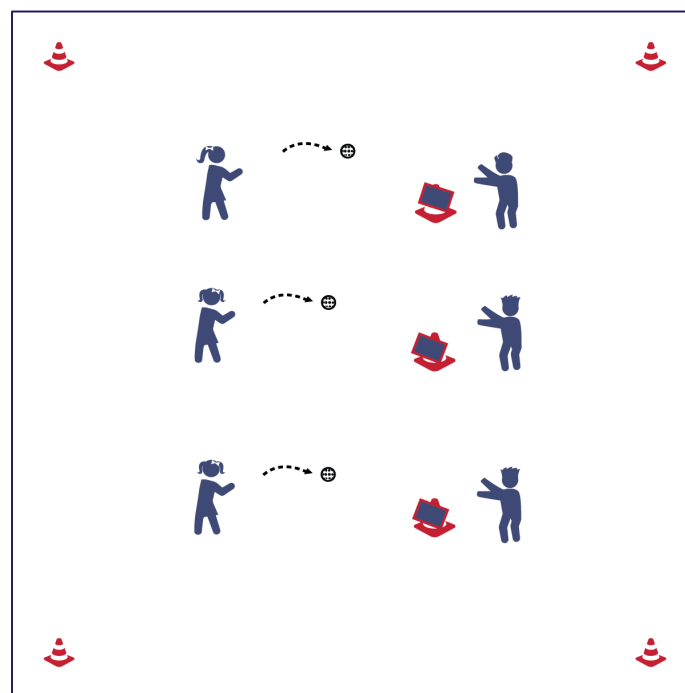
- ✓ Cones are in a line so that all pairs are throwing in the same direction. 1 task tent hangs from each cone.
- ✓ 1 partner 30-40 ft. from the cone.
- ✓ The other partner next to the cone.

How to play

1. One partner is the pitcher and tries to throw the ball and hit the task tent.
2. The other partner stand behind the cone and throws the ball back after each pitch.
3. Change roles after 10 pitches.

Equipment

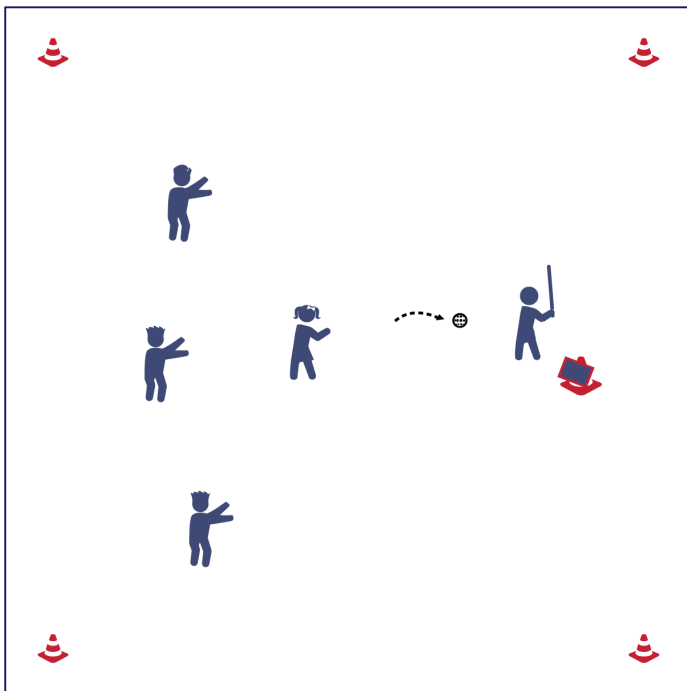
- ✓ 1 ball, 1 tall cone, and 1 task tent cone per pair.



BATTING PRACTICE

Equipment

- ✓ 1 ball, 1 bat, 1 tall cone, and 1 task tent.



Set-up

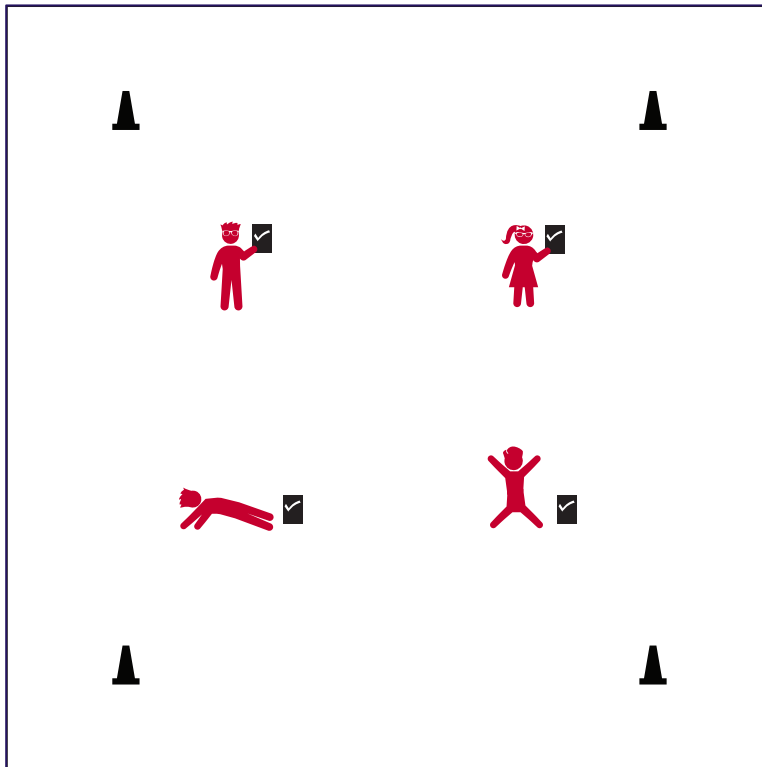
- ✓ 1 Cone is set up at the front of the area with a task tent over the top.
- ✓ 1 pitcher 30-40 ft. from the cone.
- ✓ 1 batter in front of and to the side of the cone. The cone creates a strike zone.
- ✓ Other players scattered in the field.

How to play

1. The Pitcher tries to throw strikes while the batter tries to hit strikes.
2. Each batter gets 3 strikes.
3. If the batter hits the ball, she/he gets to hit again.
4. After 3 strikes or 3 hits, rotate batters.



SELF-ASSESSMENT



1. Complete the Assessment for Bat and Ball Skills.
2. When finished, perform the following exercise sequence until it's time to rotate to the next station:
 1. 3 push-ups
 2. 11 calf-raises
 3. 33 jumping jacks



SELF-ASSESSMENT

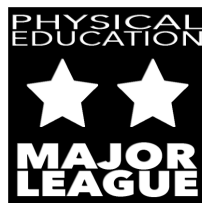
NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**.
I wish I could do this better.
And so I will keep trying my
best to improve.



Level 2:

I'm in the **Major Leagues**.
Practice is helping and I will
keep trying my best to
improve.



Level 3:

I'm an **All Star**.
I can do this well. Practice
worked, and now I want to
keep learning more!

| SKILL | PRE | GOAL | POST |
|------------------------------|-----|------|------|
| Throwing | | | |
| Catching | | | |
| Striking | | | |
| Fielding | | | |
| Working Independently | | | |

GRADE: _____ **CLASS:** _____

| | Skill | Personal & Social Responsibility (PSR) |
|----------------------------|--|--|
| Proficient 4 | Consistently performs striking, catching, and throwing with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills. | Conducts herself/himself safely and with consideration for others. |
| Competent 3 | Performs skills with occasion errors in both form and outcome. Is able to throw with accuracy. Catches with relative ease. Strikes safely with acceptable control. Can demonstrate skill combinations. | Conducts herself/himself safely without disrupting the learning environment. |
| Lacks Competence 2 | Performs skill with frequent errors in both form and outcome. Rarely displays control/accuracy. Struggles to catch. Cannot perform skill combinations. | Occasionally creates unsafe situations. |
| Well Below Competence 1 | Displays unsatisfactory effort toward skill development. | Often breaks safety rules and disrupts the learning environment. |

| Student Name | Skill | PSR | Comments |
|--------------|-------|-----|----------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
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| 22. | | | |
| 23. | | | |
| 24. | | | |

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

| | |
|----------------------------|---|
| Proficient 4 | Consistently performs striking, catching, and throwing with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills. Conducts herself/himself safely and with consideration for others. |
| Competent 3 | Performs skills with occasion errors in both form and outcome. Is able to throw with accuracy. Catches with relative ease. Strikes safely with acceptable control. Can demonstrate skill combinations. Conducts herself/himself safely without disrupting the learning environment. |
| Lacks Competence 2 | Performs skill with frequent errors in both form and outcome. Rarely displays control/accuracy. Struggles to catch. Cannot perform skill combinations. Occasionally creates unsafe situations. |
| Well Below Competence 1 | Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts the learning environment. |

| | Score | Comments |
|-----|-------|----------|
| 1. | | |
| 2. | | |
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| 24. | | |

ACADEMIC LANGUAGE QUIZ

1

Correct, precise, or on target

- a. Catch
- b. Throw
- c. Force
- d. Accurate

2

To propel and object by a movement of the arm & hand.

- a. Kick
- b. Throw
- c. Strike
- d. Punt

3

The time it takes to respond to what you hear, see, or feel.

- a. Agility
- b. Balance
- c. Reaction Time
- d. Coordination

4

Working free from outside control or lead.

- a. Independently
- b. Solo
- c. Single
- d. Cooperation

5

To catch or pick up a ball in play.

- a. Outfield
- b. Catcher
- c. Fielding
- d. Second Base

6

The ability to change body position and direction quickly and efficiently.

- a. Balance
- b. Agility
- c. Quickness
- d. Power

7

Done with the arm or hand above shoulder level.

- a. Overhand
- b. Underhand
- c. Sidearm
- d. Knuckleball

8

To hit forcibly and with purpose.

- a. Bunt
- b. Home Run
- c. Ball
- d. Strike

| | | | |
|--|--|--|--|
| Teaching Dates of Module: | | School Year: | |
| General Comments / Notes for Planning Next Year's Module | | | |
| ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... | | | |
| Self-Reflection Across Danielson's Four Domains of Teaching | | | |
| Domain 1: Planning & Preparation | | | |
| 1a: Demonstrating Knowledge of Content/ Pedagogy | | 1d: Demonstrating Knowledge of Resources | |
| 1b: Demonstrating Knowledge of Students | | 1e: Designing Coherent Instruction | |
| 1c: Selecting Instructional Outcomes | | 1f: Designing Student Assessments | |
| ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... | | | |
| Domain 2: Classroom Environment | | | |
| 2a: Evidence of Respect and Rapport | | 2d: Managing Student Behavior | |
| 2b: Establishing a Culture for Learning | | 2e: Organizing Physical Space | |
| 2c: Managing Classroom Procedures | | | |
| ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... | | | |
| Domain 3: Instruction | | | |
| 3a: Communicating with Students | | 3d: Using Assessment in Instruction | |
| 3b: Using Questioning and Discussion Techniques | | 3e: Demonstrating Flexibility and Responsiveness | |
| 3c: Engaging Students in Learning | | | |
| ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... | | | |
| Domain 4: Professional Responsibilities | | | |
| 4a: Reflecting on Teaching | | 4d: Participating in a Professional Community | |
| 4b: Maintaining Accurate Records | | 4e: Growing and Developing Professionally | |
| 4c: Communicating with Families | | 4f: Showing Professionalism | |
| ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... | | | |
| Self-Rating with Rationale | | | |
| Choose One: | | | |
| Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1) | | | |
| Provide rationale: | | | |
| ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 | | | |