

Unit: 5th Throw/Catch/Striking

Lesson Focus: Mini Run Softball

Guiding Objectives	
Focus Physical Education Standards:	<p>1.7 Throw overhand at increasingly smaller targets, using proper follow-through.</p> <p>1.15 Strike a gently tossed ball with a bat, using side orientation.</p> <p>5.4 Respond to winning and losing with dignity and respect.</p> <p>5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.</p>
Common Core State Standards:	SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building others' ideas and expressing their own clearly.
Student Learning Objectives:	<p>Students will:</p> <ol style="list-style-type: none"> 1. Use correct overhand form make accurate throws in a game situation. 2. Strike a gently tossed ball using a side orientation in a game situation. 3. Show respect to your teammates and the opposing team despite the outcome of the game. 4. Compliment at least one teammate on something they did well during the game.
Instruction	
Warm-Up:	<p>Throw and Catch tag: Students will use the overhand movement pattern to throw and catch with a partner. While the music is playing, partners throw back and forth. When the music stops, the person without the ball chases the person with the ball and tries to tag them. If they tag their partner before the music starts again, they get a point. If their partner is able to remain untagged before the music starts again, they get a point.</p>
Anticipatory Set:	<p>Tie to experience: Raise your hand if you have ever played a softball or baseball game before? Today we are going to play a mini softball game. Our version of mini run softball is going to include all the skills we have been working on in this unit, such as</p>

	<p>striking, throwing and catching. It is a high MVPA softball game to keep us moving and active while practicing our skills.</p> <p>What: By the end of today, you will have used the striking, throwing and catching skills that we have been working on during this unit, to play a fun mini softball lead-up game.</p> <p>Why: This will give you the opportunity to combine all the skills that we have been working on in a game situation.</p> <p>How: You will know that you have gained our objectives for the unit, if you are able to make accurate throws, make successful catches, and hit a gently tossed ball during the mini softball game. You should also be able to show respect to your teammates and the opposing team regardless of the outcome of the game and accept another player's skill, strategy or teamwork by giving at least one activity based compliment to someone on your team.</p>
<p>Instructional Input/ Sequencing:</p>	<p>*This is an end of unit activity after all skills have been taught.</p> <ul style="list-style-type: none"> • Have whiteboards or posters with throwing, catching and striking cues posted for students. • This game should be played more than one day to give students time to work with their teammates and really practice the skills in a game situation. <p>Game: Mini Run Softball</p> <ul style="list-style-type: none"> • Set-up mini softball fields with first, second, third, and home base. Also, mark a spot for a pitcher and catcher. Scatter three hula hoops spread out around the field, along with a hula hoop right next to home base for the catcher. See diagram on last page. • Break students into teams of 5. • One team starts up to bat and the other team starts in the field. • The fielding team chooses a pitcher to gently underhand toss a ball to the first batter. <p>Fielding team:</p> <ul style="list-style-type: none"> • When the ball is hit, whoever is closest will field the ball. All other players will run to the closest hoop and wait for a throw.

- When the fielder gets the ball, they will run to the last open hoop and the ball must be thrown to each player, while they are standing in their hoop.
- They must catch the ball inside the hoop for the catch to count. If they drop it, they have to throw back to the person who threw it to them and retry the catch.
- Once all the outfielders have successfully caught the ball, they throw it to their catcher who should be in the hula hoop next to home base and that stops the runners.

Batting team:

- When the ball is hit, the batter will begin to run the bases.
- The rest of their teammates will follow and the whole team will run the bases together.
- The runners must stay in the same order (batting order) and may not pass the person in front of them.
- Each runner must touch each base as they go around.
- When runners reach home base, they can continue on to first base again and continue to run the bases until the ball is caught by the catcher.
- Each base touched by all 5 players is worth 1 point.
- You can enforce a run rule at 12 points, which would be 3 full times around the bases to help out a team having trouble with throws and catches.
- If all the runners don't touch a base before the ball is caught by the catcher, the points stop at the previous base that all teammates were able to touch.

Strategies for Differentiation:	<ul style="list-style-type: none"> • Create fair teams with differing abilities. • Have a group of students model the activity for visual and English learners. • Post the rules so if students are arguing about rules, they can use the posted rules to settle a dispute on their own. • Change the rules for high/low skilled groups or students. (Examples: Decrease the run rule, shorten/lengthen the base lines, smaller/bigger ball) • Post academic vocabulary.
Guided Practice:	<ul style="list-style-type: none"> • Teacher will monitor/observe groups and give verbal content related feedback on throwing, catching, and striking. • Mini games should be small sided to ensure high practice opportunities. • Ask all students to use the cues and academic vocabulary from the unit to help students who are having difficulty with the skills. (Model this) • Remind students that this is a high MVPA activity, and that they should be on task and constantly moving. This includes quick transitions between fielding and batting.
Formative Assessment:	<ul style="list-style-type: none"> • Teacher will be giving feedback throughout the lesson and helping with form corrections where necessary. • Students should also be helping each other by using academic language and skill cues to aid students who have not mastered the skills. • Students should be complimenting other student's skills, teamwork and strategy.
Application:	<ul style="list-style-type: none"> • Students will use feedback given by the teacher and other students to continue to practice the skills in a game situation. • Adapt the game for high/low skilled students to make it easier for them to meet the learning outcomes or to challenge them. (Examples: Decrease the run rule, shorten/lengthen the base lines, smaller/bigger ball)
Closure:	<ul style="list-style-type: none"> • Ask students to verbally compliment someone from their team. (It can be a skill they completed well, their teamwork, positivity, a strategy they came up with) • Tell students to be specific and thoughtful. (They had the whole class to come up with something)

	<ul style="list-style-type: none"> • Ask a few students to share what they complimented their teammates on. • Ask students to have a team discussion on what they think they did well as a team. What do they still need to work on? (Specific skills, teamwork, strategy) • Do a class share out. • Tell students that they will be playing again the following class on the same teams.
Outcomes	
Evidence of Student Learning:	<ul style="list-style-type: none"> • Team and class discussion on skills, teamwork and strategy. • Teacher observation of games and skills.
Follow-Up	
Re-Teaching Strategies:	<ul style="list-style-type: none"> • Play this game again • Continue to revisit the skills in this game/unit in other games to give more practice time.

