

Joseph Monosmith - Lesson Plan – Striking – Toss and Hit (Data Driven)

Date: November 2020

Grade: 6 th – 8 th		Subject: Physical Education	
Materials: Various sized bats and balls		Technology Needed: Cell phones or iPads with SeeSaw App	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling		<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) S1.M19 Striking		Differentiation	
Objective(s) Students will be able to strike an object with an implement with accuracy.		Below Proficiency: More demonstration, help from above proficiency peers.	
Bloom's Taxonomy Cognitive Level: Identify, Use		Above Proficiency: Students will help peers below proficiency.	
Classroom Management- (grouping(s), movement/transitions, etc.) Group students based on varying abilities. Make sure students are aware of safety measures.		Approaching/Emerging Proficiency:	
		Modalities/Learning Preferences:	
		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Safety first, Respectful of others, No talking when teacher talking, Pickup equipment, Be aware of personal space and boundary area.	
Minutes	Procedures		
5	Set-up/Prep: Have bats and ball ready in various sections of the gym.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -Warmup activity jogging around the gym twice. -Stretching with toe touches, arm circles, etc.		
5	Explain: (concepts, procedures, vocabulary, etc.) -Explain and demonstrate striking toss and hit. -Explain how to use the SeeSaw app.		
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -Teacher will place each student with a partner. -Each set of student partners will have various size bats and balls and a cell phone or iPad with the SeeSaw app. -One student is the batter while the other student takes a video of the batter with the SeeSaw app. -The batter tosses the ball into the air, lets it bounce, and then strikes the ball. -The partner has videotaped that batter and will retrieve the ball. -The partners will switch, repeat the process, and then review the video on SeeSaw to see the data driven video so that the students can improve their striking skills. -The teacher will move around the gym, watching students and reviewing the videos to use the data to help the students improve. -Variation: Toss the ball up and hit without letting it hit the ground; Toss the ball higher; Shift the body and step toward the target; Make contact with the bat at different points – low, middle, upper.		
5	Review (wrap up and transition to next activity): -Briefly review skills learned and practiced in activity. -Discuss the SeeSaw app and how the data from the video helped or did not help the students.		
Formative Assessment: (linked to objectives, during learning) • Progress monitoring throughout lesson (how can you document your student's learning?) Assessment will be based on participation, following directions, and simple observation.		Summative Assessment (linked back to objectives, END of learning) Observation and level of participation will determine whether objectives have been met and students are able to strike an object with an implement with accuracy.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			