

Backwards by Design Unit Plan: P.E. 5 Baseball

Subject	Physical Education	Grade Level	Grade Five
Theme/Topic for Time-frame/Unit	Baseball 2 weeks expected. Can increase to further develop skills.	Dates/Number of Classes	10 lesson plans
Developed By	Carolyn Garnier, Haley Anderson, Rami Bakfalouni, Ryan Konanz, Natalie Sands and Meg Manko		

Stage 1 - Identify Desired Results	
Learning Outcomes	
<p>(5.1) Daily Fitness - cardio-vascular, vigorous movement, personal goal setting</p> <p>(5.3) Progression Towards Control in Complex Movement - fielding (combine selected movements with control - ie, position and form, throw)</p> <p>(5.4) Manipulative Skills -throwing, catching</p> <p>(5.5) Complex Manipulative Skills -striking, trapping, swinging, fielding (run, stop, catch, position, throw)</p> <p>(5.6) Movement Variation in Complex Movements - fielding (change of direction and speed in play)</p> <p>(5.8) Rules -respecting self, others and teacher</p> <p>(5.10) Social Skills -safety, respecting space of others</p> <p>(5.11) Culture & History -connections between baseball, Canada and culture</p>	
Key Understandings	Questions for Deep Understanding
<p><i>Students will understand that...</i></p> <p>Baseball is both beneficial for our physical and mental health. Baseball incorporates a variety of skills to get your whole body moving in a fun way. Baseball is a good way to get physical exercise while spending time with peers. Baseball is a good way to work on communication during physical activity.</p>	<p><i>Content specific....</i></p> <ol style="list-style-type: none"> 1. What does baseball have to do with Canadian history? 2. How is the Indigenous game "Longball" similar to, yet different from baseball? 3. Can you see how all these specific skills we have focused on during this unit are utilized in the games that we played at the end?
Knowledge	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to explain how baseball is good for physical and mental health. • What movement skills are used during a game of baseball. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate a variety of proper movement skills, while playing a game of baseball and longball.

<ul style="list-style-type: none"> • That baseball and the Indigenous game, longball use a lot of the same movement skills. 	<ul style="list-style-type: none"> • Show that they can play a respectful game of baseball and longball with their peers. • Students will demonstrate that they can respect the calls of the umpire during the game. • Students will be able to fill the role of umpire during their games.
--	--

Stage 2 - Summative Assessment

Summative Assessment: Stations Roundhouse

Assessment of student skill development and learnings over the entire Unit.

As a final demonstration of learning, following the baseball game (lesson 11), students will demonstrate their skill development and learnings in the unit so far in a station roundhouse. Stations will be set up in the baseball field for students to participate in order to show what they have learned and can now do. This will also get them comfortable on the field for the big game.

At each station, signs will be posted with the “I can” statements and clear instructions so that students know what is expected of them. The teacher will begin by reviewing the grading rubric (below) so that students are clear on criteria for assessment. Students will move through stations with a form, to record their own self-assessments and two peer assessments for others in their small group. These will follow the same criteria and marking rubric as the teacher. They will be handed in at the end of the class and will aid the teaching in adding evidence to the Teacher’s final assessments of multiple students at busy stations.

The teacher will model what to do at the first station, and where to find instructions, and then students will move through stations on their own with allocated times. Station activities will be based on previous lessons to allow for formative assessment, practice and fair time for feedback on the given skill. Each station may take up to 15-20 min for groups of 3-4 to move through. This summative assessment lesson can take place over 1 - 2 classes.

Station 1: Running

Students will run the bases “1st - 2nd - 3rd - Home” following a map with instructions. On some bases students will run through, and on some bases students will stop and start again.

Station 2: Catching and Throwing

Students complete ten passes overhand and ten passes underhand, throwing and catching with a partner. Students assess their own and their partner’s best two throws and catches.

Station 3: Striking and Fielding

Students work in groups of 3 to strike five balls off the T-Stand, while their partner fields the balls, throwing them back to a catcher (3 positions). Students assess themselves and each other for their best hits and catches in striking and fielding positions.

Station 4: Longball and Baseball

At this station, students will show what they know about the rules and strategies of these games. Students will find an interactive life-size board game of baseball and longball (similar to a board for ‘Twister’) where they can move around players on the field. They will work in small groups of three to move around players on the game board in order to answer questions on cue cards. These questions will test their recall of the rules, their critical thinking in determining the ‘best strategy’ at any given point in the game, and the role of each player in contributing to the success of the team overall. Answers will be recorded on worksheets, indicated through drawing the game board they have manipulated, and explaining what the players are doing and why. Since this station focuses mostly on understanding and comprehension (Knowing), their skills in playing these larger games (Doing) will also be evaluated in their final game of this unit.

Student's Name: _____



Criteria	Exemplar (5) Student gained and displayed full understanding	Developed (4) Student gained some skills/ understanding	Limited (3) Student gained no skills
Running	Student displayed excellent maneuverability with very few trips or falls, put in tons of effort.	Student was able to maintain balance with a few trips or falls and displayed moderate effort.	Student was unable to keep their balance and often made trips or falls. And showed little effort
Catching/fielding	Students always made attempts at catching the ball, displayed a proper understanding of catching and spacing technique with tons of effort	Students made frequent attempts at catching the ball, displayed a solid understanding of catching and spacing technique with moderate effort	Students made little to no attempts at catching the ball, did not display solid understanding of catching and spacing technique
Throwing	Student throws were accurate and displayed proper form and tons of effort	Student was able to throw accurately with a few mistakes and was giving moderate effort	Student was unable to throw accurately with little to no effort shown.
Striking	Student got into form and was able to hit the ball frequently, was not afraid of the ball, showed tons of effort.	Student got into form and was able to hit the ball frequently. Was sometimes scared of the ball, showed moderate effort	Student did not display proper form and was unable to hit the ball and was timid of the ball coming towards them. showed little to no effort.
Overall Understanding/ Participation	Student understood all of the rules and formula of the game, was a team player.	Student understood majority of the rules and formula of the game with only a few reminders. And was a team player	Student would often have to be reminded the rules of the game and instructed often on what to do.

Grade: _____/25 points =

Extra information-

Stage 3 – Learning Plan

What events will help students **experience and explore** the deep understandings and questions in the unit plan? How will you equip them with needed skills and knowledge?

#	Outcome(s) and Indicators	Assessment	Instructional Strategies/Process Learning Tasks/Experiences	Resources/ Materials
1	Running PE: 5:1 Indicator B,N	Pre-Assessment- Review the rules and make sure that the students know the rules about running. Post-Assessment- Students will be asked to run a straight line to the first, second, third base and return safely to the home plate	Development and closure: 30 min • The teacher will have the students divided into two groups. (The first group work on bases, and the second group work on paces).	Coaches or bags as bases.

		touching the bases in that order.	<ul style="list-style-type: none"> • <u>With the first group:</u> The teacher will have each student begin on a different base. Students then advanced, and call out each base as they go. • Students will practice running at the appropriate time and stopping when the student in front of them stops. during this drill, students can practice running through first base, and only first base, then returning to stand on first bases. • While half of the first group is at the baserunning practice, <u>the teacher will take the other half</u> to work on their endurance while running. Adapted from: <ul style="list-style-type: none"> • https://www.littleleague.org/downloads/tee-ball-program-week-9/ • Students will be in two lines side by side. The teacher will make sure that students stay in their “lane”. On “go” the first two students race to the teacher and then walk back to the end. Then, students will repeat quickly calling out go for the next two students • The teacher keeps an eye on two groups and gives instruction when needed. • The teacher reminds students that we’re not focusing on winning, it is just racing. Repeat. • After 12 minutes, the teacher will switch between each group. And repeat the
--	--	-----------------------------------	--

			<p>instructions for each group the same as before.</p> <ul style="list-style-type: none"> • <p>Learning Closure: Length of Time: 10 minutes</p> <ul style="list-style-type: none"> • Students will complete an exit slip at the end of the lessons that includes: • The background and information about running in baseball. • what the runner should actually focus on and when he/she should run. • What are the safety measures the runner should be aware of? 	
2	<p>Catching</p> <p>PE5.4 E, H</p>	<p>Go around the class and watch for students that may be afraid of the ball or students who seem to be missing the ball. Work with these students one on one and see if there is improvement. Students should not be expected to catch every ball but hopefully by the end of the class they will have more confidence in catching the ball and are making an active effort for improvement.</p> <p>Can utilize a checklist to check off when students have shown solid understanding</p>	<p>Set (Engagement): In gymnasium Length of Time: 5-10 mins</p> <p>Have students do their basic warm up upon entering the gym. During this time grab as many soft balls available. Demonstrate to the students the strategies about catching. Once that is done explain to the students that there will be 4 different stations each with their own activity. Explained the activities to them. And ask if there are any questions. Once students have been instructed, have students divided into 4 groups and go to each corner of the gym. They can start practicing throwing and catching to themselves with soft balls during the setup of the next part.</p> <p>Development: Time: 40-45 Students will have about 10 minutes at each station</p> <p>The first station will be catching back and forth. Students will find partners or make a circle and pass the ball other up high or downlow to each other. The goal is to do this quickly while keeping control of accuracy and speed</p> <p>The second station will be using reaction balls. Have about 3 or 4 of them in use. Have a student throw the ball in the air while the other gets ready to catch the ball. Have student switch up who is throwing and catching</p> <p>The third station will be a wall ball. Students can choose the type of ball they</p>	<p>Materials/Resources: basket balls, reaction balls, foam balls, tennis/bouncy balls, foam balls, (any others that have access too)</p> <p>Possible Adaptations</p> <p>Different balls, have students make up a game using the skill of that station (wall ball)</p>

			<p>want to use. Tell students to stand in different spots and use different levels of force. But make sure they are aware of other students around them.</p> <p>The fourth station will be about passing by bouncing. They should start with a large ball to begin and once they are comfortable they can move onto a tennis ball,</p> <p>Learning Closure: time: 10- 15 Have students bring in all the balls that are in their station and return together in the middle. Have a talk with the class and see what was the most challenging and most easy. Try and find out what students may be struggling with during this time so you can be better prepared for the next lesson.</p>	
3	Catching P.E 5.5 b,d,e	<p>Watch the students throw the frisbee back and forth using different levels and directions. Work with these students one on one and see if there is improvement. Students should not be expected to catch every throw and not all throws will go where they wanted but hopefully by the end of the class they will have more confidence in catching and have better control of the frisbee, and are able to throw it in different angles to change its directions. Watch and see if students are making an active effort for improvement.</p> <p>Can utilize a checklist to check off when students have shown solid understanding</p>	<p>Set (Engagement): Outside in wide open field Length of Time: 5-10 mins Have students sit around you and explain the basics of throwing and catching a frisbee. Divide students into groups (about 4-5) Development: Time: 40-45 Have students practice throwing and catching to each other, have students throw from far away, different angles, up high, down low, etc. After about 15-20 minutes have students play frisbee golf use huluhoops or another kind of target that students could play a game and see who could be the closest or "hit the target"</p> <p>Learning Closure: time: 10- 15 Ask students to gather all the equipment, have a discussion on what students have learned and how they feel about being able to control their throws. Ask if students would like to learn to play ultimate frisbee later and see if it's something that could be a benefit.</p>	<p>Materials/R esources: frisbees, huluhoops or other materials that can act as a target or goal.</p> <p>Possible Adaptations</p> <p>Use hockey nets and play a game of "no move hockey" once you catch the frisbee you can't move and have to throw it into the net.</p>
4	Throwing PE 5.5: A, E, P	<p>Formative Assessment: Students will be observed throughout the class, will be graded on their listening skills as well as their form as they continue through the class. By the end of the class they should be able to throw a ball using the proper form</p>	<p>Instructional Strategies: Introduction of three different skills/drills over the course of 45 minutes to introduce students to the skill of throwing.</p> <p>Learning Tasks: Students will use the three drills to work on their form when throwing.</p>	<p>Materials needed:</p> <p>-Print outs of actions or computer/proje ctor to show students</p>

		<p>multiple times. Verbal feedback and help will be given throughout the class.</p>	<p>Set (Engagement): Length of Time: 5 mins Learning to throw, the proper way 101. Explain to the students that today we are going to go through the steps of throwing one by one. Split the class into teams of two and get them to spread out through the area that is being used.</p> <p>Development: Length of Time: 30</p> <p>Each of the following should be done for around 10 minutes.</p> <p>Wrist Snap: https://www.youtube.com/watch?v=uqbF3nIMKAE Students will get into pairs and will take turns doing sets of these “One knee snaps” drill, the person throwing will get down onto one knee and put the ball in their dominant hand, they will then isolate the actions of their wrist as they “snap” the ball towards their partner ten times. The goal of this drill is to get the students to physically feel the way that the ball should be rolling out of their hand as they throw. The snap will add power and accuracy at the end of their movement when throwing.</p> <p>Throwing Mechanics: https://www.youtube.com/watch?v=htgvMHwsxzE Students will go through the different phases without throwing the ball, this is to get them acquainted with the different positions that they need to place their body in, in order to get the proper technique and power behind throwing a ball. These phases can found in the image above, which should be printed off and posted for students to use as guidance, or at the following link: https://www.physio-pedia.com/Throwing_Biomechanics</p> <p>Catch, Scoop, Throw: Students will now put the skills that they have learned together into one fluid movement, releasing the ball at the end. They will catch, or scoop the ball up into their glove/hand and throw the ball back with the correct technique quickly. Their goal should be to feel each movement and be able to recognize what they are doing as they throw. This process can speed</p>	<p>demonstration videos. -multiple softballs/baseballs -if accessible, ball gloves (bare hands can be used if needed)</p>
--	--	---	---	--

			<p>up as the students get more familiar with the process/skill.</p> <p>Learning Closure: Length of Time: 5-10 mins. For the closure, the students can now throw their balls back and forth between partners for the remainder of the class.</p>	
5	<p>Throwing PE 5.5: A, C, H, P</p>	<p>Formative Assessment: Students will be marked based on their accuracy and overall understanding of how to aim/hit targets with a ball. Verbal feedback and help will be given throughout the class.</p>	<p>Instructional Strategies: mini game/instruction on aiming</p> <p>Learning Tasks: Students will use skills learned on previous day of throwing, to now take their skills and refine them into aiming and hitting targets at different distances.</p> <p>Set (Engagement): Length of Time: 5 mins Start the class explaining that the children are going to be doing their best to try and throw accurately to hit and possibly knock over targets that have been placed throughout the gym.</p> <p>Explain that their goal is to hit the targets, they are not to throw balls so that they hit other people and that they need to learn to control their strength and aim when throwing</p> <p>Development: Length of Time: 40 mins Before the class, the teacher will set up various targets at different levels of difficulty throughout the area that is being used. There should be targets that are easy placed close to the main throwing area at various heights, these will be used to warm up and to practice with as the students get used to throwing.</p> <p>There will be 3-5 throwing spaces (dependant on space available for use) where students can line up to take turns.</p> <p>Students will be trying to beat their own personal records as they throw. They will be encouraged to start with the easy targets and gradually move further as they go, once they miss a target they must give their ball to the next person and go to the back of the line to wait for their next turn. Again, they are looking to improve their own throwing accuracy.</p>	<p>Materials needed:</p> <ul style="list-style-type: none"> -softballs/baseballs -various sizes of targets. These can be made of cardboard or random items from the gymnasium.

			Learning Closure: Length of Time: 5 mins Ask the students how they believe they improved over the time of the class. What ways could they practice at home to improve further? Why do they think accuracy and strength when throwing is important?	
6	Striking (O) P.E. 5.4 Indicators: A & H	Formative assessment; Complete rubric based on level of participation, execution of the skill and improvements made/attempted. Share this rubric with students to encourage personal development while also building upon student efficacy by focusing on existing strengths. Striking Rubric	Instructional strategies; Role playing cooperative learning, group discussion Learning tasks; make contact between bat and ball(while <u>ball is stationary</u>), strike ball into targeted area, safe and respectful participation Set (Engagement): Length of Time: 10 minutes <ol style="list-style-type: none"> 1. Role model a strike of the baseball from the T-stand to get students attention. Once all students are listening and watching, explain that they will be practicing hitting different types of balls into the field with different targets/ aims to focus on. 2. *Verbally and Visually*Remind students of how they should be holding the bat: 3. *Verbally and Visually*Refresh student's knowledge on the proper striking stance; align yourself with the position of the pitcher across(eyes on the picture then the ball), make sure your feet align with your shoulders(picture a straight line going through them), your front foot should be slightly forward pointing towards the pitcher and most weight will be placed on your other foot, knees slightly bent and feet are about a foot apart(whatever makes you feel like you are not going to fall over). Development: Length of Time:25 minutes -Instruct students to practice their stance and swing while you walk around the group to monitor and make adjustments as needed for improvement. -Depending on how many t-stands you have access to; form lines for students to take turns striking different sizes of balls, the	T-Stand, variety of balls(small, soft, large), baseball bats, helmets, flags and rubric for assessment and self reflection.

			<p>focus at this time is striking the ball (we will introduce targets/aims next). Have them start with the largest sized ball and work their way down to the baseball.</p> <p>-students waiting in line can practice catching and throwing on sidelines to avoid going off task prior to their next turn to hit.</p> <p>Learning Closure: Length of Time:15 minutes -Have students form one final line up and instruct them to try and take their best shot at getting the ball to go near the designated flag. -Teacher will stand as an outfielder or in a catching position so you can have a good visual of the student who is up to bat. Is their body in good position/form? Do they seem to be participating in good spirits/good attitude? Were they able to hit the ball? Did they make an attempt at striking towards the target?</p> <p>-Using rubric; share your findings with students to both make goals for improvement but to highlight existing strengths as well. Have students informally self reflect once rubric has been shared. Inform students they can apply these reflections next class.</p> <p>Striking Rubric</p>	
7	Striking (O) P.E. 5.4 Indicators: A & I	Formative assessment; Have students complete a 3-2-1 document regarding their striking experience with the ball moving; encourage them to be honest and detailed as we will utilize their answers to practice and make improvements.	Instructional strategies; Role playing, self reflection Learning tasks; make contact between bat and ball (while ball is moving), strike ball into targeted area, safe and respectful participation	Baseball bats, helmets, softballs, printout of 3-2-1 activity. Striking 3-2-1
8	Fielding (O) P.E. 5.3 Indicators: C (O) P.E. 5.5 Indicator: E & H (O) P.E. 5.6 Indicators: I	[Formative Assessment] Student driven drills and practices. Teacher circulates giving verbal feedback and observing student engagement, effort, execution of tasks. <ol style="list-style-type: none"> 1. Red-Light-Green-Light warm up and field ready position 2. Partner throwing, catching and tracking. 	Engagement (10 min) <ul style="list-style-type: none"> • Greatest field catches in baseball • Class brainstorm of qualities and attributes of great players / fielders • Co-construct criteria for assessment of fielding • Set expectations and plan for the day (Teacher explains back) Development (35 min) Each activity corresponds to an “I Can” statement and Outcome / Indicator (Range of Assessments). [Formative Assessments]:	Soft Balls (not baseballs) Baseball gloves Gym Mats

		<p>3. Partner practice scooping up grounders</p> <p>[Summative Assessment] Group Fielding Practice: 500 Up Students are divided into groups of 4 in different lanes of the gym. One student throws or rolls the ball to the other four and calls out points (Thrower).</p> <p>Students are given zones to stand in and they can only catch in their zone (fielders). These 3 zones correspond to the 3 fielding positions: Left, Center, Right. Thrower throws balls to students who need to (1) wait in ready position, (2) run fast to the ball, (3) catch or scoop ball, (4) get into throwing position and throw ball back to the Thrower.</p> <p>Instant Replay and Feedback [Peer Assessment] Students will re-enact their partner's greatest catch of the day (place mat on the floor if they want to really go for it) for the class. Students then state 1 thing they saw their partner do well, relating back to the list that we brainstormed at the start of class</p> <p>Exit Slip: [Self Assessment] on scale 1 – 4 students hold up fingers representing where they are at in teaching the "I can" statements that we aimed for today.</p>	<ul style="list-style-type: none"> • Warm Up: Red-Light-Green-Light and field ready position • Partner throw, catch and track. Partners track ball in the air when throwing and catching. • Partners roll ball and scoop off the ground, passing back and forth. <p>[Summative Assessments]:</p> <ul style="list-style-type: none"> • 500 Up: Small group fielding practice - groups of 4 (thrower, and 3 field positions). Students put together all movement practiced (Run, Stop, Position, Catch / Scoop, Position, Throw). <p>Learning Closure</p> <ul style="list-style-type: none"> • Instant replay of Greatest Catch Moments - students reenact their partners greatest catch and provide descriptive feedback to peer. • Students self-assess how they did in moving towards the "I can" statements today. 	
9	Playing Longball (O)-PE5.8 Indicators: A, B	Pre-Assessment- Formative- Have the students explain the rules and idea of the game back to you after the explanation. They can discuss with someone close	Set/development/closure Set (Engagement): Length of Time: 10-15 minutes <p>1. Explain to the students that we will be playing a game of Longball</p>	-information and rule sheet -diagram of field

		<p>to them and raise their hands to offer and answer.</p> <p>Post- Assessment- Formative- Students will be asked to complete an exit slip on the background of the game, the rules and the game and their experience playing the game and taking their turn as the umpire.</p>	<p>to demonstrate the movement skills we have been practicing during this unit.</p> <ol style="list-style-type: none"> Have students gather in front of you with enough space between them and to begin stretching and warming up. Explain to students what Longball is and where the game comes from. Point out to Students that the movement skills we have been working on in this Baseball unit will be used in today's game. Explain the rules of the game and let the students know that they will be alternating as Umpire throughout the game as well. <p>Development: Length of Time: 20-25 minutes</p> <ol style="list-style-type: none"> Put students into their teams and assign offense or defense to start Assign an umpire to call the outs and count the points. (students will move to umpire after they bat). Students will play 3 innings or as long as the time allows. During the game, remind students of the rules if needed, switch out the ball for larger or smaller as you see fit. Help the umpire keep track if needed and monitor the game and student behaviours. <p>Learning Closure: Length of Time: 10 minutes</p> <ol style="list-style-type: none"> Students will complete an exit slip at the end of the lessons that includes: <ul style="list-style-type: none"> The background and information about the game of longball. The learned rules of the game. Their overall experience of playing the game, their self assessment of their game play and participation and their experience of taking their turn as umpire. 	<p>-large, medium and small balls that are soft -wooden bat or long stick -proper clothes and footwear -Longball Exit Slip</p>
10	<p>Playing Baseball (O)-PE5.4 Indicators: H, I</p>	<p>Pre-Assessment- Formative- Have the students explain the rules and idea of the game back to you after the</p>	<p>Set/Development/Closure</p> <p>Set (Engagement): Length of Time: 10-15 minutes</p>	<p>-rubber soft ball -ball gloves -bat</p>

		<p>explanation. They can discuss with someone close to them and raise their hands to offer and answer.</p> <p>Post- Assessment- Formative- Students will be asked to complete an exit slip in which they compare and contrast the games Longball and Baseball. And complete a self assessment of their involvement in the baseball unit wrap up.</p>	<p>11. Explain to the students that we will be playing a game of baseball to demonstrate the movement skills we have been practicing during this unit.</p> <p>12. Have students gather in front of you and begin stretching and warming up, while receiving instruction.</p> <p>13. Explain to students what the rules of baseball are. Point out to students that the movement skills we have been working on in this baseball unit will be used in today's game.</p> <p>Development: Length of Time: 20-25 minutes</p> <p>14. Put students into their teams and assign offense or defense to start.</p> <p>15. Inform the students that you will perform the role of the umpire today.</p> <p>16. Students will play 3 innings or as long as the time allows.</p> <p>17. During the game, remind students of the rules if needed, switch out the ball for larger or smaller as you see fit.</p> <p>Learning Closure: Length of Time: 10 minutes</p> <p>18. Students will complete an exit slip at the end of the lessons that includes:</p> <ul style="list-style-type: none"> - Students overall experience playing the game. - Students self assessment of their participation in the game. - The similarities and differences of long ball and baseball. 	<p>-batting helmets - back catcher equipment -proper footwear -Baseball Exit Slip</p>
11	<p>Summative Assessment All Indicators of Outcomes above (5.1, 5.3, 5.6, 5.8, 5.10, 5.11)</p>	<p>Stations Roundhouse</p> <p>These stations incorporate assessments for Knowing (understanding and Comprehension) and Doing (skills) in baseball. Students will move through stations completing Self-Assessments</p>	<p>Opening (15 min) Introduction, Criteria for Assessment, Instruction and Modelling</p> <p>Development (30 min) Students complete stations (self-directed with teacher guidance) *Avoid rushing students through stations. If this lesson spreads into 2 classes, re-adjust.</p>	<p>Bats Helmets Gloves Soft Baseballs Bases / cones T-Stands</p> <p>Baseball Field Boardgame /</p>

		and Peer-Assessments. Teacher will introduce stations and criteria, model the more complex stations, and then circulate making notes of their own.	Learning Closure (15 min) Talking Circle: 1 Learning, 1 skill they are 'best' at now, 1 Takeaway	Mat and Players (like this) Student Self and Peer Assessment Sheets (Criteria)
--	--	--	--	---

Subject/Grade: Nat Sands	PE 5	Lesson Title:	Fielding	Teacher(s):
Stage 1: Identify Desired Results				
<p>Outcome(s)/Indicator(s): <i>(List all of the Outcomes and Indicators that will be addressed during the lesson; when you do this for real, just using the codes will work BUT for the purpose of this assignment, I need you to cut and paste the full words for the indicators – this will help me during the assessment process!)</i></p> <ul style="list-style-type: none"> · 5.3 Outcome <p>Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities (including dance and educational gymnastics, and others such as track and field, aquatics, aerobics, skipping, pilates, yoga) and games.</p> <ul style="list-style-type: none"> o Indicators: <p>(c) Demonstrate functional use of combinations of two or more selected movement skills</p> · 5.5 Outcome <p>Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games</p> <ul style="list-style-type: none"> o Indicator <p>(e) throw quickly at a target immediately after catching a ball/object</p> <p>h) Throw/strike a ball or object demonstrating both accuracy and distance.</p> · 5.6 Outcome <p>Apply performance cues, movement variables, tactics (e.g., body fakes, change of speed, change of direction, keeping the body low while moving), and principles of practice (e.g., form, consistency, repetition) in complex movement activities to improve the performance of self and others.</p> <ul style="list-style-type: none"> o Indicators: <p>(i) Apply movement concepts related to accuracy, force, and follow-through when sending</p> 				

Key Understandings: ('I Can' statements)

(Put the key learnings into student-friendly language that begin with 'I can...'. These should reflect the identified indicators. The students should know what these are at the beginning of the lesson. An example is: I can control how I throw a ball overhand. Doing this helps student engage in the learning since they know what it is that they will/need to learn).

I can develop and apply criteria for a "good fielder"

I can track a baseball through the air when catching

I can move in a low 'ready position' in the field

I can 'grab' a baseball off the ground in the field

I can run, stop, pick up and throw a baseball in the field (complex movements)

Key Questions:

(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)

How do we know that we are ready to catch and engaged in the game when we are in the field?

Why is it important to always be ready when we are in the field position? (safety when ball is hit, get to ball faster, anticipate where ball will be, do our role well for our team)

When is it alright to take breaks in the field?

How do we combine all types of movement in field (track, run, stop, catch / trap, throw)?

Prerequisite Learning:

(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to 'learn' what you expect of them today? An example is: what health promotions strategies are.)

Skills:

- Throwing (overhand / underhand)
- Catching (overhand / underhand)
- Running (explosive sprints, safe and low stopping positions)

Know:

- How the game itself is played (roughly)
- How the role of 'in the field' supports the team and fits into the game

Stage 2: Determine Evidence for Assessing Learning

(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O's and I's above, towards the 'I can' statements, towards the Key Questions. ALL of these should all connect and reflect each other! Strategy/process for how you will gather and retain this information should be briefly explained)

Detailed Activity Descriptions is given below in Stage 3

I can develop and apply criteria for a "good fielder" [Self-Assessment and Peer-Assessment]

I can run and stop in ready position in the field [Formative]

- Outcome 5.6 / Indicator (i)

I can track a baseball through the air when catching [Formative]

- Outcome 5.5 / Indicator (h)

I can 'grab' a baseball off the ground in the field [Formative]

- Outcome 5.5 / Indicator (e)

I can run, stop, pick up and throw a baseball in the field [Summative]

- Outcome 5.3 / Indicator (c)
- Outcome 5.6 / Indicator (i)

Stage 3: Build Learning Plan

Set (Engagement):**Length of Time: 10 min**

(Get their attention! And then tell them what you are going to learn through this lesson)

1. Play this video on a projector in the gym (2 min)

"Greatest Baseball Catches in History"

<https://www.youtube.com/watch?v=tMBKbyDzGD8>

Explore (Student develop criteria for a 'good catch' and steps to get there)

2. Follow up Questions

- a. How do you think those players learned to make those catches? Could they do that when they were born? (no) The first time they played baseball? (no) So how did they learn?

Explain (Goal Setting, Focus students on process (growth) not outcome)

3. "The catches that we saw are the reward we get to experience when work hard and reach all the small steps that you came up with. Today we are going to focus on the small steps (formative) and by the end of the unit, we may get to make some of 'great catches.'
4. Do you think a 'great catch' will be the same for you is it is for them, or for me? (no).
5. Co-Construct Criteria

"I can develop and apply criteria for a "good fielder" "

*What qualities make a great fielder in baseball? (Effort, focus, they really care, they went above and beyond, they helped their team...)

*Let's break those great catches down into the parts that make up a great player or a great catch. What small skills did you see that these players demonstrated? (running, tracking, stopping, diving, throwing etc).

Expectations for the Day

6. Today, we are going to learn how to play in the field positions in baseball. By the end of the day, we will be able to.....(outline 'I can' statements above)
7. We will practice in partners to learn all of these skills. It is up to you to encourage your partner and to watch them closely. By the end of class, you will be responsible for presenting your partner's *greatest*

Instructional Strategies:

- Co-constructing criteria
- Modelling, then Doing
- Explore First, Explain Later
- Gradual Release of Responsibility

Materials/Resources:

- Soft balls (not baseballs yet)
- Baseballs gloves
- Gym matts

Possible Adaptations/**Differentiation:**

.

Management Strategies:

- Transitions between drills need to be quick. Use verbal cues already built into class culture to get attention, model, then go.
- Consider pre-taping different zones, or positions on gym floor, or field to organize students quickly
- Pre-set partners to set them up for success

catch of the day. To tell the class how it happened, you will re-enact the catch in an 'instant-replay' like we saw just now.

Development:

Length of Time: 35 min

(Remember, everything you do here needs to align with the identified O's and I's and support the students in answering the key questions as well as reaching the 'I can...' statements).

1. "I can run and stop in ready position in the field" (5 min)

Warm Up: Red Light Green Light--slow jog around the gym in a circle following teacher. When teacher calls Red Light, students stop in field position (wide legs, arms hanging low etc). Alternate different running speeds.

2. "I can track a baseball through the air when catching" (10 min)

[Formative] Game of catch with partner. Throw soft ball high in the air to partner. Partner tracks ball with pointer finger and tries to catch with other hand. Game of catch with partner. Throw soft ball high in the air to partner. Thrower can throw and track ball.

3. "I can 'scoop' a baseball off the ground in the field" (10 min)

*Begin with teacher demo of this activity (new skill). Demo, ask students to tell you what they saw (students build criteria).

Students roll ball to their partner on the ground using underhand throwing motion. Partner 'grabs' ball off the ground using glove, then rolls it back. Thrower waits until their partner is in ready position before they roll it.

4. "I can run, stop, pick up and throw a baseball in the field" (10 min)

[Summative] Group Fielding Practice: 500 Up

"Now we're going to put all of our small steps together into our position as a fielder. This is your summative assessment for the day. I will be looking for[outline criteria, based on Effort, and criteria from start of class]" Students are divided into groups of 4 in different lanes of the gym. One student throws or rolls ball to the other four and calls out points (Thrower).

Students are given zones to stand in and they can only catch in their zone (fielders). These 3 zones correspond to the 3 fielding positions: Left, Center, Right. In this lesson, they are briefly introduced as zones, and will be expanded upon in further lessons (game strategy). Thrower throws balls to students who need to (1) wait in ready

Safety Considerations:

- Students hitting each other with balls if they throw inaccurately

<p>position, (2) run fast to the ball, (3) catch or scoop ball, (4) get into throwing position and throw ball back to the Thrower.</p> <p>Learning Closure: Length of Time: 15 min</p> <p>(Do some form of 'check for understanding' and tell them or have them tell you what they learned today. This can be done using a variety of strategies).</p> <p>Instant Re-Play of Greatest Catch Moments</p> <p>Teacher begins by facilitating brief recall on list the class came up with for 'what makes a great player / fielder.'</p> <p>Students will re-enact their partners greatest catch of the day (place mat on the floor if they want to really go for it) for the class. Students then state 1 thing they saw their partner do well, relating back to the list that we brainstormed at the start of class [Peer Assessment]</p> <p>Exit Slip: [Self Assessment] on scale 1 – 4 students hold up fingers representing where they are at in teaching the "I can" statements that we aimed for today.</p>	
Stage 4: Reflection	
<p><i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i></p>	

Meg's Lesson Plan:

Subject/Grade:	Grade 5 Physical Education	Lesson Title: Striving to Strike	Teacher(s): Meg Manko
Stage 1: Identify Desired Results			
<p>Outcome(s)/Indicator(s):</p> <p>Outcome</p> <p>PE5.4 Express and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a utilization level of skill when:volleying (to send an object in the air before it comes to rest), striking with long-handled implements (bats, golf clubs, hockey sticks) and control level of skill when punting.</p> <p>Indicators:</p> <p>(a) Use performance words (e.g., "extend foot downward", "backswing", "shift weight", "look at the ball") to</p>			

demonstrate understanding of performance cues for sending and receiving objects.

(h) Strike stationary objects using various long-handled implements while aiming at different targets (including open spaces) at varying distances.

Key Understandings: ('I Can' statements)

I can focus on the ball while thinking about where I want to hit the ball..
I can position my body in the correct way when going to strike the ball.
I know how to hold a baseball bat in order to hit a ball.
I can strike a ball and hit the designated target.

Key Questions:

1. Why do we position our body the way we do when preparing to hit a ball with a bat?
2. Why should you keep your eye on the ball?
3. What would you like to do to improve your striking skills?

Prerequisite Learning:

Students should be responsible in working with baseball bats with their peers.
Students should have some experience striking an item with a bat/paddle/racket.
Students should have awareness of their space and the space of others around them.

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment;

Using visual observations document student's level of participation, execution of skill and improvements made/ attempted on attached rubric.

Share rubric results with students for them to be able to self reflect on possible improvements as well as highlight existing strengths.

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 10 minutes

1. Role model a strike of the baseball from the T-stand to get students attention. Once all students are listening and watching, explain that **they will be practicing hitting different types of balls into the field with different targets/ aims to focus on.**
2. *Verbally and Visually*Remind students of how they should be **holding the bat:**
4. *Verbally and Visually*Refresh student's knowledge on the **proper striking stance**; align yourself with the position of the pitcher across(eyes on the picture then the ball), make sure your feet align with your shoulders(picture a straight line going through them), your front foot should be slightly forward pointing towards the pitcher and most weight will be placed on your other foot, knees slightly bent and feet are about a foot apart(whatever makes you feel like you are not going to fall over).

Development:

Length of Time:25 minutes

-Instruct students to practice their stance and swing while you walk around the group to monitor and make adjustments as needed for improvement.
-Depending on how many t-stands you have access to; form lines for students to take turns striking different sizes of balls, the focus at this time is striking the ball (we will introduce targets/aims next). Have them start with the largest sized ball and work their way down to the baseball.
-students waiting in line can practice catching and throwing on sidelines to avoid going off task prior to their next turn to hit.

Instructional Strategies:

Role Playing
Cooperative Learning
Group Discussion

Materials/Resources:

Baseball bats, ball helmets, T-stand, large foam balls, softballs, baseballs and flags

Possible Adaptations/

Differentiation:

Instead of starting with the T-stand and baseball try using a large foam ball on the stand to have a larger visual for students to focus on.

Management Strategies:

Students who are not up to bat can practice on throwing and catching on the sidelines to ensure they don't lose focus in the lesson while waiting for their turn.

<p>Learning Closure:</p> <p>Length of Time:15 minutes</p> <p>-Have students form one final line up and instruct them to try and take their best shot at getting the ball to go near the designated flag.</p> <p>-Teacher will stand as an outfielder or in a catching position so you can have a good visual of the student who is up to bat. Are they holding the bat correctly? Is their body in good position/form? Were they able to hit the ball? Did they make an attempt at striking towards the target?</p> <p><u>Striking Rubric</u></p>	<p>Safety Considerations:</p> <p>-Students need to be wearing helmets when it is their turn to participate.</p> <p>-Prior to the lesson, remind students about bat and ball safety.</p>
---	--

<p>Subject/Grade: Grade 5 Physical Education Lesson Title: Let's play Longball Teacher: Carolyn Garnier</p>	
<p>Stage 1: Identify Desired Results</p>	
<p>Outcome(s)/Indicator(s):</p> <p>PE5.8 Demonstrate an understanding of and willingness to accept the rules of teacher-selected games, including lead-up games, and invented games by officiating and participating in classmate officiated competitions.</p> <p>Indicators for this outcome</p> <p>(a) Perform simple officiating duties (e.g., refereeing, scorekeeping, timekeeping, lining) as appropriate in a variety of games and adapted sports activities.</p> <p>(b) Accept willingly the "official's" decision regarding personal rule infraction, and those of others, without displaying negative reactions toward others.</p>	
<p>Key Understandings: ('I Can' statements)</p> <ul style="list-style-type: none"> I can demonstrate proper movement skills associated with baseball. I can understand the rules of Longball. I can explain that Longball is an Indigenous game related to Baseball. I can play Longball in a respectful manner. I can accept the decisions made by the ump. 	<p>Key Questions:</p> <ol style="list-style-type: none"> What is Longball? What are the rules of Longball? How are Longball and Baseball similar and different? What is the role of the umpire?

<ul style="list-style-type: none"> I can take my turn filling the role of the umpire during the game, calling the outs and counting the points. 	
Prerequisite Learning: <ul style="list-style-type: none"> → Students will already know about the individual movement skills associated with Longball from our lessons on Baseball: throwing, striking with a bat, catching, and running. → The rules and background of the game will be explained to the students prior to playing the game. → Students will be aware of respectful game play. 	
Instructional Strategies: <ul style="list-style-type: none"> → Diagrams (to show field up) → Direct Instruction → Demonstration → Game play → Exit slips 	
Stage 2: Determine Evidence for Assessing Learning	
<p>Pre-Assessment- Formative- Have the students explain the rules and idea of the game back to you after the explanation. They can discuss with someone close to them and raise their hands to offer and answer.</p> <p>Post- Assessment- Formative- Students will be asked to complete an exit slip on the background of the game, the rules and the game and their experience playing the game and taking their turn as the umpire.</p>	
Stage 3: Build Learning Plan	
Set (Engagement):	Length of Time: 10 minutes
<ol style="list-style-type: none"> Explain to the students that we will be playing a game of Longball to demonstrate the movement skills we have been practicing during this unit. Have students gather in front of you and begin their stretches and warm up routine, while they receive instruction. Explain to students what Longball is and where the game comes from. Point out to Students that the movement skills we have been working on in this Baseball unit will be used in today's game. See Longball Rules and Instructions Handout Explain the rules of the game and let the students know that they will be alternating as Umpire throughout the game as well. 	Materials/Resources: <ul style="list-style-type: none"> Diagrams Baseball bat (or wooden stick) T-stand Large, medium and small foam balls Line markers (pylons) Longball Exit Slip Proper footwear and clothing
Development:	Length of Time: 25 minutes
<ol style="list-style-type: none"> Put students into their teams and assign offense or defense to start. Assign an umpire to call the outs and count the points. (students will move to umpire after they bat). Students will play 3 innings or as long as the time allows. 	Possible Adaptations/ Differentiation: <ul style="list-style-type: none"> Can change the size of the ball to make it easier for the students to hit. Can use a T-stand, instead of pitching the ball. Indoors or outdoors. Can have objects to hide behind for safety or none.

<p>8. During the game, remind students of the rules if needed, switch out the ball for larger or smaller as you see fit.</p> <p>9. Help the umpire keep track if needed and monitor the game and student behaviours.</p> <p>Learning Closure: Length of Time: 10 minutes</p> <p>10. Students will complete an exit slip at the end of the lessons that includes:</p> <ul style="list-style-type: none"> • The background and information about the game of longball. • The learned rules of the game. • Their overall experience of playing the game and their experience of taking their turn as umpire. 	<p>Management Strategies:</p> <ul style="list-style-type: none"> • Call and Response-to get students attention. "Ready, Set....", "You Bet!" • Eye contact. • Hands up responses. <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Students possibly running into each other. • Students getting hurt with the ball. • Outdoors the field should be inspected for any hazards.
Stage 4: Reflection	

Stage 1: Identify Desired Results**Outcome(s)/Indicator(s):****PE: 5.1**

Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

indicator

B) Sustain participation in moderate to vigorous movement activities (e.g., walking, snowshoeing, running, skipping, hiking, cycling, swimming, dancing, paddling) that increase heart rate and respiration rate, towards nine consecutive minutes on a consistent basis.

N) Set and work towards challenging yet obtainable individualized goals for cardiovascular fitness improvement.

Key Understandings: ('I Can' statements)

- I can understand the rules of baserunning
- I can run in the correct direction
- I can use proper techniques to increase my speed in running

Key Questions:

- How should I run?
- When I should run?
- When I should stop?
- How to increase my pace?

Prerequisite Learning:

<ul style="list-style-type: none"> • Students will already know about: throwing, striking with a bat, catching from previous lessons • The rules and background of the game will be explained to the students prior to starting the lesson. • Students will be reminded about the healthy position while running: (see the picture). 	https://www.vectorstock.com/royalty-free-vector/best-and-worst-positions-for-running-body-posture-vector-15642731
Instructional Strategies:	
<ul style="list-style-type: none"> • Diagrams (to show baserunning) • Direct Instruction • Demonstration • Stretches 	
Stage 2: Determine Evidence for Assessing Learning	
<p>Students should show improvement while they are running throughout the class. They should be focusing on their direction and how their body is moving while doing so.</p> <p>Assessment will be based on the observation of students: if they are able to follow the rules of baseball in running and how is their speed without harming themselves or others.</p>	
Stage 3: Build Learning Plan	

Set (Engagement):
minutes

Length of Time: 10

- The teacher will bring a picture of a baseball field and explain to students the direction of running. And remind them when they have to run and when to stop.
- The teacher will explain that students should run fast as they can and change the direction when they reach the corner. (At the corner, turn your face first, and your body will follow your head)
- When the rules are clear, we will learn how to run from base to base quickly and safely. Remember, your head up.

Development:
minutes

Length of Time: 25

<https://www.littleleague.org/university/articles/tee-ball-drills-baserunning-and-ground-balls/>

- The teacher will have the students divided into two groups. (The first group work on bases, and the second group work on paces).
- **With the first group:** The teacher will have each student begin on a different bases. Students then advanced, and call out each base as they go.
- Students will practice running at the appropriate time and stopping when the student in front of them stops. during this drill, students can practice running through first base, and only first base, then returning to stand on first bases.

Materials/Resources:

- Bases
- Diagrams
- Line markers (pylons)
- Proper footwear and clothing

Possible Adaptations/

Differentiation:

- Can change the bases to draw them using line markers.
- Can change the two groups and focus on one station if the students are not following the rules.
- Students might switch between each station if needed.

Management Strategies:

- Call and Response-to get students' attention. "Ready, Set...", "You Bet!"
- Eye contact.
- Hands up responses.

Safety Considerations:

- Students possibly run into each other.
- Students get hurt while they are running.
- Outdoors the field should be inspected for any hazards.

- While half of the first group is at the baserunning practice, **the teacher will take the other half** to work on their endurance while running. Adapted from:

<https://www.littleleague.org/downloads/tee-ball-program-week-9/>

- Students will be in two lines side by side. The teacher will make sure that students stay in their “lane”. On “go” the first two students race to the teacher and then walk back to the end. Then, students will repeat quickly calling out go for the next two students
- The teacher keeps an eye on two groups and gives instruction when needed.
- The teacher reminds students that we’re not focusing on winning, it is just racing. Repeat.
- After 12 minutes, the teacher will switch between each group. And repeat the instructions for each group the same as before.

Learning Closure: Length of Time: 10 minutes

- Recap the rules that we’ve gone through; Which direction you should run in the baserunning? When should the runner stop?
- Cool Down and stretching
 - Light jogging or walking
 - Upper body stretches
 - Seated Forward Bend
 - Knee-to-Chest Pose
 - Reclining Butterfly Pose
 - Child's Pose.

Stage 4: Reflection

Subject/Grade: Grade 5: Phys Ed.		Lesson Title: Throwing 101	Teacher(s): H. Anderson
Stage 1: Identify Desired Results			
<p>Outcome(s)/Indicator(s):</p> <p>PE 5.5: Refine manipulative (sending, receiving and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:</p> <ul style="list-style-type: none">● Throwing● Catching (collecting, gathering)● Kicking● Hand dribbling● Foot dribbling● Striking with hands and short-handled implements (short-handled racquets and paddles) <p>Indicators:</p> <p>A)Use performance words (e.g., "extend foot downward", "backswing", "shift weight", "look at the ball") to demonstrate understanding of the performance cues used in refined manipulative skills performance.</p> <p>E)Throw quickly at a target immediately after catching a ball/object.</p> <p>P)Replicate recommended technique for field events, such as shot put and discus, using frisbees, softballs, and other objects.</p>			
<p>Key Understandings: ('I Can' statements)</p> <ul style="list-style-type: none">● I can throw the ball● I can use proper technique to throw the ball● I can throw without injuring myself or others		<p>Key Questions:</p> <ul style="list-style-type: none">● How do we throw with proper technique?● Why do we need to use proper technique?● What are the benefits of learning to throw both under and overhand properly?	
<p>Prerequisite Learning:</p> <p>Students should have a base knowledge of how to catch a ball: this is so they have a way to stop balls or objects that come flying or are thrown towards them.</p>			
Stage 2: Determine Evidence for Assessing Learning			

Students should show improvement while throwing throughout the class. They should be focusing on form and how their body is moving while doing so. Assessment will be based off of the observation of students: if they are able to throw the ball, if they are able to use proper body mechanics and if they are able to throw the ball with a partner without harming themselves or others.

Stage 3: Build Learning Plan

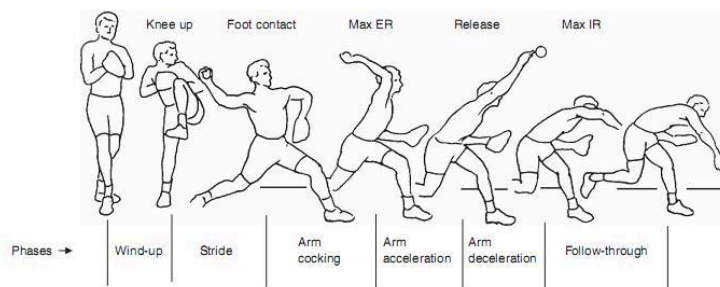


Fig. 1. Pitching phases and key events (adapted from Fleisig et al.,^[12] with permission). ER=external rotation; IR=internal rotation; max=maximum.

Throwing Mechanics: <https://www.youtube.com/watch?v=htgvMHwsxzE>

Students will go through the different phases without throwing the ball, this is to get them acquainted with the different positions that they need to place their body in, in order to get the proper technique and power behind throwing a ball.

These phases can found in the image above, which should be printed off and posted for students to use as guidance, or at the following link:

https://www.physio-pedia.com/Throwing_Biomechanics

Catch, Scoop, Throw: Students will now put the skills that they have learned together into one fluid movement, releasing the ball at the end. They will catch, or scoop the ball up into their glove/hand and throw the ball back with the correct technique quickly. Their goal should be to feel each movement and be able to recognize what they are doing as they throw. This process can speed up as the students get more familiar with the process/skill.

Learning Closure:

Length of Time: 5-10 mins.

For the closure, the students can now throw their balls back and forth between partners for the remainder of the class.

Instructional Cues:

Snap: snap at the wrist

Point: point non-throwing side shoulder to the target

Behind: throwing arm way back behind head

Step: Step with your opposite foot towards target (e.g., if throwing with left hand, step towards target with your right foot)

Follow through: follow through by letting your throwing arm come across the opposite side of your body

Aim: throw at something that is far away. Use Power: throw the object hard.

HEADS: heads up, there is a ball on the loose.

Materials/Resources:

Balls and gloves

Possible Adaptations/ Differentiation:

-Groups of three if needed.

-Larger balls and nets for those with mobility issues.

Management Strategies:

-chants/claps/whistles to get students attention.

Safety Considerations:

-"HEADS" should be yelled by students who have thrown an out of control ball in order to warn the people around them.

-helmets could be used if needed.

Subject/Grade: Grade 5: Phys Ed.

Lesson Title: Target Practice

Teacher(s): H. Anderson

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

PE 5.5: Refine manipulative (sending, receiving and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:

- Throwing
- Catching (collecting, gathering)

<ul style="list-style-type: none"> • Kicking • Hand dribbling • Foot dribbling • Striking with hands and short-handled implements (short-handled racquets and paddles) <p>A) Use performance words (e.g., "extend foot downward", "backswing", "shift weight", "look at the ball") to demonstrate understanding of the performance cues used in refined manipulative skills performance.</p> <p>C) Throw and catch a ball/object while being guarded by opponents.</p> <p>H) Throw/strike a ball or object demonstrating both accuracy and distance.</p> <p>P) Replicate recommended technique for field events, such as shot put and discus, using frisbees, softballs, and other objects.</p>		
<p>Key Understandings: ('I Can' statements)</p> <ul style="list-style-type: none"> • I can use performance words (e.g., extend arm, shift weight, look at the ball, etc) to demonstrate understanding of the performance cues used in refined manipulative skills performance. • I can throw a ball/object while being guarded by opponents. • I can throw quickly at a target immediately after catching a ball/object. • I can throw a ball at varying force levels, and directions. 	<p>Key Questions:</p> <ul style="list-style-type: none"> • Why is attention to performance cues always important regardless of skill level? • Why practice manipulative skills in a variety of different ways? • Why do we need to learn how to throw accurately? 	
<p>Prerequisite Learning:</p> <p>Should have the basic knowledge of how to catch. Should have also learnt the basics of throwing in previous class.</p>		
<p>Stage 2: Determine Evidence for Assessing Learning</p>		
<p>Students should be able to use the skills learned in prior classes to aim, throw and hit targets with balls successfully. While this is not a competition, students should be doing their best to beat their own personal bests. The teacher will be observing their progression as the class continues.</p>		
<p>Stage 3: Build Learning Plan</p>		
<p>Set (Engagement):</p> <p>Start the class explaining that the children are going to be doing their best to try and throw accurately to hit and possibly knock over targets that have been placed throughout the gym.</p> <p>Explain that their goal is to hit the targets, they are not to throw balls so that they hit other people and that they need to learn to control their strength and aim when throwing</p>	<p>Length of Time: 5 mins</p>	<p>Instructional Cues:</p> <p>Point: point non-throwing side shoulder to the target</p> <p>Behind: throwing arm way back behind head</p> <p>Step: Step with your opposite foot towards target (e.g., if throwing with left hand, step towards target with your right foot)</p> <p>Follow through: follow through by letting your throwing arm come across the opposite side of your body</p> <p>Aim: throw at something that is far away.</p> <p>Use Power: throw the object hard.</p> <p>HEADS: heads up, there is a ball on the loose.</p>
<p>Development:</p> <p>Before the class, the teacher will set up various targets at different levels of difficulty throughout the area that is being used. There should be targets that are easy placed close to the main throwing area at various heights, these will be used to warm up and to practice with as the students get used to throwing.</p>	<p>Length of Time: 40 mins</p>	

<p>There will be 3-5 throwing spaces (dependant on space available for use) where students can line up to take turns.</p> <p>Students will be trying to beat their own personal records as they throw. They will be encouraged to start with the easy targets and gradually move further as they go, once they miss a target they must give their ball to the next person and go to the back of the line to wait for their next turn. Again, they are looking to improve their own throwing accuracy.</p> <p>Learning Closure: Ask the students how they believe they improved over the time of the class. What ways could they practice at home to improve further? Why do they think accuracy and strength when throwing is important?</p> <p>Length of Time: 5 mins</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none">-Various sized balls-Various sized cardboard targets placed at different lengths away from thrower placements <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none">-Have targets at accessible lengths for those with mobility issues-larger/softer balls if needed <p>Management Strategies:</p> <ul style="list-style-type: none">-Attention grabbing chants or a whistle to get the children to pay attention to the speaker. <p>Safety Considerations:</p> <ul style="list-style-type: none">-Students may not be able to aim or control the strength of their throwing in the beginning
--	---

Subject/Grade: Grade 5	Lesson Title: Catching	Teacher: Ryan Konanz
Stage 1: Identify Desired Results		

Outcome(s)/Indicator(s):

PE5.5 Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:

- throwing
- catching (collecting, gathering)
- kicking
- hand dribbling
- foot dribbling

- striking with hands and short-handled implements (short-handled racquets and paddles).

Indicators

E- Throw quickly at a target immediately after catching a ball/object.

H-Throw/strike a ball or object demonstrating both accuracy and distance.

Key Understandings: ('I Can' statements)

I can safely catch an object by watching, grabbing, then receiving.

I can catch larger slow-moving objects and small fast-moving objects.

I can catch objects that bounce based on their trajectory

I can catch a ball that has been tossed by another.

Essential Questions"

Why is catching important?

What games require people to catch?

Does catching always look the same?

Prerequisite Learning: Students should be familiar with throwing skills

Students should also be familiar with the properties of the different balls being used (tennis ball, bouncy ball, reaction ball, football etc.) . It's best to start with objects that are soft. Some students will naturally want to move away from the ball in fear of getting hurt. Using soft balls will eliminate that fear and let them build their skills before moving on. (foam balls)

Instructional Strategies:

Give the students a proper explanation of how to safely catch something before begging. Get into position, knees spread, arms ahead, hands open and eyes on the ball. Then extend your reach, grab the ball and bring back the ball to your body.

Explain that if the ball is coming from above you try to get your body underneath the ball. And if the ball is coming from below your stomach it's best to squat down, or but a knee down depending on the game and ball.

Stage 2: Determine Evidence for Assessing Learning

Go around the class and watch for students that may be afraid of the ball or students who seem to be missing the ball. Work with these students one on one and see if there is improvement. Students should

not be expected to catch every ball but hopefully by the end of the class they will have more confidence in catching the ball and are making an active effort for improvement.

Can utilize a checklist to check off when students have shown solid understanding

Stage 3: Build Learning Plan

Set (Engagement): In gymnasium **Length of Time:** 5-10 mins

Have students do their basic warm up upon entering the gym. During this time grab as many soft balls available. Demonstrate to the students the strategies about catching. Once that is done explain to the students that there will be 4 different stations each with their own activity. Explained the activities to them. And ask if there are any questions. Once students have been instructed, have students divided into 4 groups and go to each corner of the gym. They can start practicing throwing and catching to themselves with soft balls during the setup of the next part.

Development:

Time: 40-45

Students will have about 10 minutes at each station

The first station will be catching back and forth. Students will find partners or make a circle and pass the ball other up high or downlow to each other. The goal is to do this quickly while keeping control of accuracy and speed

The second station will be using reaction balls. Have about 3 or 4 of them in use. Have a student throw the ball in the air while the other gets ready to catch the ball. Have student switch up who is throwing and catching

The third station will be a wall ball. Students can choose the type of ball they want to use. Tell students to stand in different spots and use different levels of force. But make sure they are aware of other students around them.

The fourth station will be about passing by bouncing. They should start with a large ball to begin and once they are comfortable they can move onto a tennis ball,

Learning Closure:

Time: 5-10

Have students bring in all the balls that are in their station and return together in the middle. Have a talk with the class and see what was the most challenging and most easy. Try and find out what students may be struggling with during this time so you can be better prepared for the next lesson.

Materials/Resources: basket balls, reaction balls, foam balls, tennis/bouncy balls, foam balls, (any others that have access too)

Possible Adaptations/

Differentiation: different balls, have students make up a game using the skill of that station (wall ball)

Management Strategies: make sure students are aware of their surroundings. Remind students to keep their eyes on the ball and to use appropriate force.

Safety Considerations: Students may get struck with the ball. That's why it's important to build their confidence before beginning.

Students may also trip on balls laying on the ground. Make it known that if a ball is not in use, keep it in your corner.

Stage 4: Reflection

See how well students engaged and see if there are any ways for improvement to increase student engaged in future activities.

Did students try their best and put effort into the activities? If not, are they not at that level and do they need more individual support?