**Teacher: Mr. Moran Date: 4/23/14 Lesson #: 1 of 2** **Lesson Time:** 45 mins

**Unit Topic: Baseball** **Lesson Topic: Terminator** **# of Students: 25**  **Grade: 3,4,5,**

**Objectives & National Standards:**

* **Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
* **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
* **PA 10.5.3F** - Recognize and describe game strategies (knowledge of game rules).

|  |  |  |
| --- | --- | --- |
| **TYPE** | **OBJECTIVE** | **STANDARD(s)** |
| Psychomotor | 1. Students will demonstrate proper form for burpees by going down, out, in, and up, for push-ups with down and up, for mountain climbers with knees to chest, and for jumping jacks with open and close during the four corners fitness instant activity.2. Students will demonstrate proper form for throwing by stepping with opposite foot and following through, for catching by giving with the ball, and for ready position with hands in front and bending knees during a game of Terminator. | NAT. Standard 1 |
| Cognitive | Students will show knowledge of the rules and strategies for Terminator when engaged in game play. | PA 10.5.3F |
| Affective | Students will use communication and cooperation skills when working with teammates in the field during a game of Terminator. | NAT. Standard 4 |
| Technology (if applicable) |  |  |

**Equipment/Supplies: Buckets, gator balls, cones, poly spots, hoops,**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| LESSON CONTENT & PROGRESSIONS | **TEACHING CUES**  | MANAGERIAL STRATEGIES | CHALLENGES: TEACHING BY INVITATION & INTRA-TASK VARIATION – one challenge must be described for each activity/task | SAFETY | ASSESSMENT – at least one formal or informal assessment measure must be listed for each activity/task. |
| **Instant Activity: 4-Corners with Fitness**Students spread out and start on any base. (or as close to it as possible) On cue (when music starts) all students begin jogging around the bases. When music stops, all students run to the closest base in front of them. (Students may only run in direction that a base-runner would.) Students will perform the given exercise: jumping jacks, push-ups, push-outs, crunches, etc. A foam Die will be used to determine the number of repetitions for each exercise.After completing the exercise, the music will play and students will begin running the bases again. This will continue for about 4 minutes. | Counter clockwise runningPush Up:- Down and upBurpees:- Down, out, in, upMountain Climbers:  When the music starts, students will run counter clockwise around the bases staying in their personal space and within the boundaries. When the music stops, students will move to the closest base to them (without going backwards) and freeze. The instructor will yell out a fitness exercise and roll the fitness die. Everyone will complete the exercise for the number of repetitions revealed on the die. = students  = jogging counterclockwise = numbered bases- Knees to chestJumping Jacks:- open and close |  | **ITV:** Have students perform modified push ups on their knees, if they seem to be struggling.**TBI:** Students select which base they will start at for 4-corners. | Students are in their own personal space without touching or running in to others.No sliding. Students must remain on their feet while jogging around the basesTell students to spread out when performing the exercises. |  |
| **Set Induction:** Today we are going to spend a majority of the class period playing a game called Terminator! This game has similar skills and strategies to those in baseball |  |  |  |  |  |
| **Transition:** Students will find a polly spot somewhere around the perimeter of the gym. There will be 4 different colors of poly spots (6-7 poly spots for each color). The color a student is standing on will determine which team he or she will play on for terminator.**Terminator:**Students will be broken up into 4 teams. (2 on each side of the divided gym.) This activity works on throwing and accuracy. There are fielders and hittersFielders: They spread out inside the boundaries. Their goal is to retrieve the ball that the hitters throw. Once the ball is retrieved the fielder has to get it to the terminator whom is standing in a hoop. The terminator has to throw the ball at a target. Once the target is hit, that round is over. The terminator is not allowed to leave the hoop. So it is important for the teams to communicate and work together to get the ball to the target.Hitters: There are no outs or strikes. Each player on the team gets to “hit” before switching to the fielders. When the hitter is up to bat, they throw the ball into the field. Once the ball is thrown, the hitter runs clockwise to first base, then second, to, third, and then home. Mean while the fielders are retrieving the ball and getting it to the terminator to hit the target.Scoring: With each base the hitter reaches they get one point. So for example, if the fielder is able to run around all the basses and get home BEFORE the terminator hits the target, then that would get the hitting team 4 points.First base= 1pointsSecond base=2 pointsThird base= 3 pointsHome= 4 pointsThe instructor should switch the terminator after every hitter. The instructor should encourage the students to throw the ball to the terminator instead of running it to them. **Fitness Integration:**When a student is running the bases, the players in the dugout will complete a fitness activity until the play is over! The fitness activities include: lunges, burpees, push ups, crunches, mountain climbers, etc.**The teacher will state the fitness exercise for each batter!** | **Throwing:**“step with opposite foot”“Follow through”**Catching:**“Give with the ball”**Ready Position:**- Hands in front- Knees bent |  | **ITV:** Add more targets/buckets for the terminator to throw at.**ITV:** The terminator throws a pitch to the player “batting.” He or she will catch the ball before throwing.**TBI:** The terminator can choose which target he or she will throw toward.**TBI:** The team will create their own batting order, as long as everyone on the team throws. |  | Teacher will visually and verbally assess students by asking questions about strategies.During one game of terminator, the students will answer an open response question based on the importance of ready position in baseball and terminator. |
| **Transition –**Blow the whistle, have students collect all of the equipment and put it in the buckets. Students will put their toes on the white line for the closure. |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Closure-** Why was it important to use communication skills when in the field for terminator. Would we use similar skills when playing baseball? Why was ready position important when in the field for Terminator. |  |  |  |  | Ask the students questions about the importance of ready position for baseball and Terminator. |

**Reflection:** Terminator seems to be the best elementary lesson that I have taught thus far. Even the students who usually have difficulty staying on-task, were engaged throughout the class period. This was most likely a result of my planned transitions and managerial strategies. For instance, as soon as the students entered the gym, they put their toes on the white line for the set-induction. Following this, I quickly demonstrated the four-corners instant activity and gave all instructions before having the students find a base. This instant activity worked well because it kept all students active the entire time and allowed limited opportunity for off-task behavior to occur. Prior to the lesson, I already set up poly spots around the perimeter of the gym in a colored sequence that formed teams for terminator. This made the transition into terminator easy because I simply had each student find a poly spot and identify which color team they were on.

 In order to demonstrate the game and rules of terminator in the most effective way possible, I had one group of students represent the fielding team and another group line up as the “batting” team. As I spoke, I physically demonstrated the game and went over all of the rules. Compared to past lessons, this demonstration took very little time and allowed students to understand all aspects of game! I was immediately able to get students playing terminator and suggested a number of strategies as they played. In addition, one improvement that I displayed for this lesson was my use of cues to provide students with specific-congruent feedback. This feedback gave all students a constant reminder of proper form for throwing and catching in terminator.

 One adjustment that I made between lessons was to rotate teams earlier in the period, so the students got to play against all of their classmates before the end of the period. During the first class of the day, I noticed that the students became bored when playing the same team for an extended period of time. I was able to keep the groups engaged by switching the teams for each game, earlier in the period. In the future, I plan to use the “color coded” poly spots to form teams for a number of activities. This seemed to work very well and resulted in smoother transitions between activities.