

<p>K-5 Lesson plans</p> <p><u>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.:</u> Students perform physical movement's skills effectively in a variety of settings. (baseball, parachute games) (K-5)</p> <p><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u> Students effectively use interpersonal skills. (K-5th) (Golden Rule)</p> <p><u>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</u> Students use decision-making process to make informed decisions among options. (K-5th) (making friends)</p> <p><u>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</u> Students evaluate consumer products and services and make effective consumer decisions. (K-5th) (advertising)</p> <p><u>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</u> Students use strategies for choosing and preparing for a career. (health and science)</p> <p><u>KDOE: Practical Living (Health): 2.31:</u> Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being. (fire safety)</p>	<p><u>Vocabulary:</u> Baseball, innings, strike, ball, foul, segregation, Agriculture, natural resources, peer pressure, bandwagon, tolerance, acceptance, advertising, endorsement, emotional appeal, testimonial</p>	<p><u>Learning Targets (relate all targets to real life):</u></p> <p>P.E.: I can perform physical movement skills correctly (K-5th).</p> <p>P.E.: I can perform various locomotor movements while holding a parachute (K-2nd).</p> <p>P.E.: I can follow directions while holding and moving with a parachute. (K-2nd)</p> <p>P.E.: I can make various objects bounce in the air while holding the parachute. (3rd-5th)</p> <p><u>Career/Vocational Studies:</u> I can give an example of a career in food, agriculture, and natural resources. (K-5th)</p> <p><u>Health:</u> I can provide examples of protecting myself from a gun. (K-5th)</p> <p><u>Career/Vocational Studies & Health:</u> I can use strategies to resist peer pressure. (K-5).</p> <p><u>Consumerism:</u> I can explain the techniques that advertisers use. (K-5th)</p> <p><u>Career/Vocational Studies:</u> I can provide examples of tolerance and acceptance. (K-5th)</p> <p style="text-align: center;"><u>P.E. and Health Lesson Plans</u></p> <p><u>Mini lesson:</u> (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior if needed. Record students that are prepared to work and learn (wore correct type of shoes).</p> <p><u>Warm-up:</u> (P.E.) Teacher will go over how to safely run laps. 4th and 5th grade students will run in two separate groups. Students will run three laps as a warm up.</p> <p><u>Mini lesson (Health/Career/Employability Traits):</u> Character word of the week on Power Point. Students will learn why the "tolerance and acceptance" is important on a power point slide.</p> <p><u>Mini Lesson: (Health):</u> Students will look at a power point slide that explains about the importance of gun safety.</p> <p><u>Mini Lesson: (Health):</u> Students will look at a power point slide that explains the importance of social health and peer pressure.</p> <p><u>Mini lesson: (KY Career Cluster):</u> I will show the students the career cluster poster and introduce students to careers within agriculture, food, and natural resources.</p> <p><u>Mini lesson: (Consumerism):</u> Students will look at a power point slide that explains about the use of advertising techniques.</p>	<p><u>Daily Assessment:</u></p> <ul style="list-style-type: none"> X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual <p><u>Formative and Summative Assessments</u></p> <ul style="list-style-type: none"> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment
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Teacher: Clark Kuhn Subject: PL/CS Week: April 25, 2017 Topics: parachute activities, baseball, gun safety, tolerance/acceptance, advertising, peer pressure

PE: National Standards (NASPE)
See attached lesson plans for NASPE standards!

Warm-up: (P.E. warm-up) (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 16-21 minute mark (“Greek Gauntlet”).

Fitness Activity #1: (P.E.) T-ball/Baseball (3rd-5th) See attached lesson plan (Batting Practice, pg. 13, Softball)

Activity: Students will take turns playing the outfield and batting the baseball by hitting a ball off a T-stand using a plastic bat. Students will run bases and will try to score runs.

Differentiated Instruction: Teacher will model the movements correctly for struggling students. Advanced students: They can opt to have someone pitch them the ball instead of hitting the ball off a T stand.

Exit Slip: Students will demonstrate the proper way to hold a bat and catch a ball. Students will demonstrate an understanding of the basis of baseball. DOK 2: Students will compare and contrast the way baseball and kickball are played.

Fitness Activity #1: (P.E.) Move and Groove (K-2nd) (SPARK Parachute, pg. 7) See attached lesson plan.

Differentiated Instruction: Teacher will model the movements correctly for struggling students. Advanced students: They will be given a few minutes to brainstorm a new type of parachute movement.

Exit slip: Demonstrate the correct way to perform parachute movements. (DOK 1) Compare and contrast parachute activities and how a parachute is traditionally used (DOK 2).

Fitness Activity #2: (P.E.) Changing Places (K-2nd) (SPARK: Parachute, pg. 9): See attached lesson plan.

Differentiated Instruction: Struggling students will receive more one on one with the teacher and the teacher will model and/or repeat directions for this particular activity. Advanced students: They will have a few minutes to brainstorm a new type of animal movement underneath the parachute.

Exit Slip: Compare and contrast how different animals move underneath the parachute. (DOK 2)

Fitness Activity #3: (P.E.) Popcorn (K-2nd) (SPARK: Parachute, pg. 15): See attached lesson plan.

Differentiated Instruction: Struggling students will receive more one on one with the teacher and the teacher will model and/or repeat directions for this particular activity. Advanced students: They will have a few minutes to brainstorm different objects that bounce on the parachute.

Exit Slip: Compare and contrast how different objects move while bounced on the parachute. (DOK 2)

Primary and Intermediate mini lesson: Intermediate students will watch a video on brainpop.com about Jackie Robinson. Primary students will watch a video about Jackie Robinson on bookflix.com (family and community)

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

Friday, April 28, 2017

(3) FRIDAY PL/CS Lesson Plan:

Topics: social skills, technology, Kin-ball, bean bags

Vocabulary: serve, offense, defense

Intermediate Fitness Activity #1: Kin-ball Sport, pg. 19 (SPARK curriculum 3rd-5th) (P.E.)

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: How many points can you score before the signal? How few faults?

Assessment/Exit Slip: Demonstrate how to correct play Kin-ball. DOK #2 Compare and contrast Kin-ball and volleyball.

KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5) (dance, Kin-ball, bean bags)

KDOE: Vocational Studies: Academic Standards 1.16: Students use computers and other kids of technology to collect, organize, and communicate information and ideas. (touch screens)

KDOE: Vocational Studies (Career Studies):

Teacher: Clark Kuhn Subject: PL/CS Week: April 25, 2017 Topics: parachute activities, baseball, gun safety, tolerance/acceptance, advertising, peer pressure

Academic Expectations:
2.36: Students use strategies for choosing and preparing for a career. (Kid President, 20 things we should say more often)

Primary Fitness Activity #1: Bean Bag Exploration 1 (OPEN online curriculum K-2nd) (P.E.), see attached lesson plans.

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: See age level progression on attached lesson plan.

Assessment/Exit Slip: See attached lesson plan for DOK 1 and DOK 2 type questions.

Primary Fitness Activity #2: Bean Bag Exploration 2 (OPEN online curriculum K-2nd) (P.E.), see attached lesson plans.

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: See age level progression on attached lesson plan.

Assessment/Exit Slip: See attached lesson plan for DOK 1 and DOK 2 type questions.

Primary and Intermediate Mini lesson: Intermediate students will watch a video titled "Touch Screens" which will reinforce technology use in future careers. Primary students will watch "Kid President, 20 Things We Should Say More Often", which reinforce positive social behavior and interactions in relation to health and careers.

Static Stretching (Cool Down) and Rewarding Student Behavior: Students will review the difference between static and dynamic stretching. Students will go over numerous stretches presented on the power point. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

****Emergency Drills:** Open the door on the rolling cart.
On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

Drills:

****Fire drills:** exit following the emergency exit plan & close doors (prevents spread of flames)

****Earthquake drills:** doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers

****Lockdown drills:** Call phone tree, turn off lights, lock door, cover door window, put students in

Teacher: Clark Kuhn Subject: PL/CS Week: April 25, 2017 Topics: parachute activities, baseball, gun safety, tolerance/acceptance, advertising, peer pressure

- **Tornado drills: File into the hallway, head covered....this will take some maneuvering with class safe corner out of sight, and take roll.
- **Tornado drills: File into the hallway, head covered....this will take some maneuvering with class sizes that have changed.
- **Evacuation drills: We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.
- **Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.

Notes and Anecdotal records:

Teacher: Clark Kuhn **Subject:** PL/CS **Week:** April 25, 2017 **Topics:** parachute activities, baseball, gun safety, tolerance/acceptance, advertising, peer pressure

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

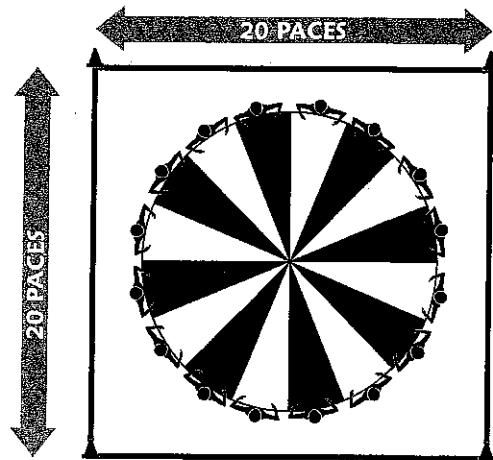


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



PARACHUTE

GO!

1. Let's *Move and Groove!*
2. Hold the chute with your R hand, and be ready to move (*point direction*) in a large circle.
3. **Challenges** – On the music, can you . . .
 - Walk slowly at a medium level? (*Allow 15-20 seconds.*) Freeze. Turn, change hands, and walk in the other direction?
 - Jog slowly? (*Allow 15-20 seconds.*) Freeze. Change hands and jog the other way.
 - Gallop at a medium speed? (*Allow 10-15 seconds.*) Freeze. Change directions and gallop the other way?
 - Skip at a medium speed at a high level? Freeze. Change direction and skip the other way?
 - Side-slide while holding with both hands? First to your R. Freeze. Now to your L? Repeat.
 - (*Continue changing locomotor skills, levels, and tempos to present a variety of movement challenges. See Building a Foundation, pg. vii*)
4. **Wrap It Up**
 - What keeps you from bumping into others while you move with the chute? How might that help you when moving in general space?

* SPARK * IT UP!

* Routine

Let's create a routine! I'll call locomotor skills, directions, levels, and tempos. Follow my cues and try to keep moving for a complete song. (Switch every 10-15 seconds to keep it fresh.)



ACADEMIC

Music

What does it mean to "keep time" with music? (Play songs with different tempos and challenge children to clap their hands or snap their fingers in time with the beat.)

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Upper body muscular endurance, cardiovascular endurance

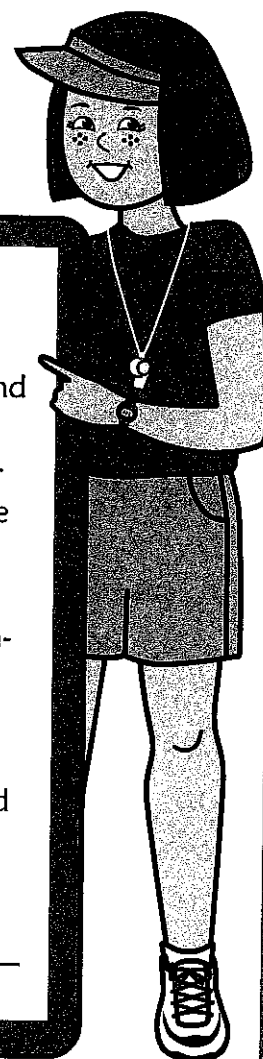
• #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

PAULA'S POINTERS

- Change locomotor skills, directions, rates of movement, and levels of movement often.
- Side-sliding is the only locomotor skill done with students facing the chute and holding on with both hands.
- Use *Move and Groove* as a warm-up during subsequent parachute lessons.
- Use *Shake, Rattle, and Roll* anytime to reinforce stopping and starting on cue.

NOTES



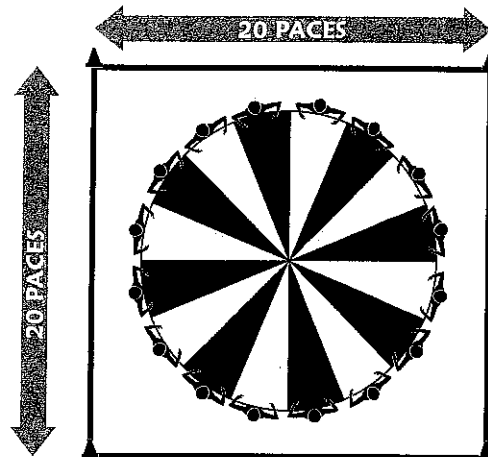


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



PARACHUTE

GO!

1. Color Change Around

- In *Color Change Around*, you will move from 1 color panel to another moving around the chute.
- Hold the chute with your R hand. Which color panel are you holding? When you hear your color, let go, and run forward (*point direction*) until you get to the next panel of your same color.
- We'll play until all colors have had several turns.

2. Running Colors

- In *Running Colors*, you will move to the next panel of your color while the parachute is moving.
- On my signal, begin walking. When your color is called, let go of the chute and run forward to the next open section. If your color is not called, keep holding and moving the chute.
- We'll play until all colors have had several turns.

3. Color Exchange Under

- In *Color Exchange Under*, you'll exchange places with those holding the same color as you. This time you will move under the chute.
- Everyone must have their own color. Which color are you?
- On "Up," make a Dome. When it peaks, I will call a color. If it is your color, move safely under the chute to another panel of the same color.
- We'll play until all colors have had several turns.

CHANGING PLACES

GO! (continued)

4. Animal Exchange Under

- In *Animal Exchange Under* you'll safely exchange places with other "animals" under the chute. I will tell you which animal to be. (*Crabs, puppies, kangaroos, or bears.*)
- On "Up," make a Dome. When it peaks, I will call an animal. When your animal is called, exchange places by going under the parachute moving like your animal.
 - **Crabs** – Walk on your hands and feet tummy up. Walk sideways, forward, or back. Watch where you are going!
 - **Puppies** – Run on your hands and feet, keeping your knees bent.
 - **Kangaroos** – Squat, then jump forward holding your hands in front of your chest.
 - **Bears** – Walk on your hands and feet, facing down. Can you move your R hand and R foot together; then your L hand and L foot together?
- We'll play until all animals have had several turns.

5. Wrap It Up

- What level are you when you Crab Walk? What other animals move in low levels?

CHANGING PLACES

* SPARK™ IT UP!

* Number Exchange Under

In *Number Exchange*, you'll exchange places with others with the same number under the chute. I will assign you a number. (Designate students 1s, 2s, 3s, and 4s.) On "Up," make a Dome. When it peaks, I will call a number. When your number is called, exchange places by moving safely under the parachute. (After several rounds, call out math problems for which the answer is between 1-4; e.g., $5-3 = \underline{\quad}$.)

* Spanish Exchanges

I'll substitute Spanish words for English. (e.g., 1, 2, 3, 4 = *uno, dos, tres, cuatro*. Red=*rojo*, green=*verde*, blue=*azul*, and yellow=*amarillo*. Crab=*cangrejo*, puppy=*cachorro*, kangaroo=*canguro*, and bear=*oso*.)



ACADEMIC

Science

Animals live in different places. Where they live is called their habitat. An animal's habitat has a lot to do with the way the animals move. Why do fish swim? Kangaroos jump? Bears walk? (Lead a discussion on the ways animals adapt to their environments.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Upper body muscular endurance, cardiovascular endurance

- #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

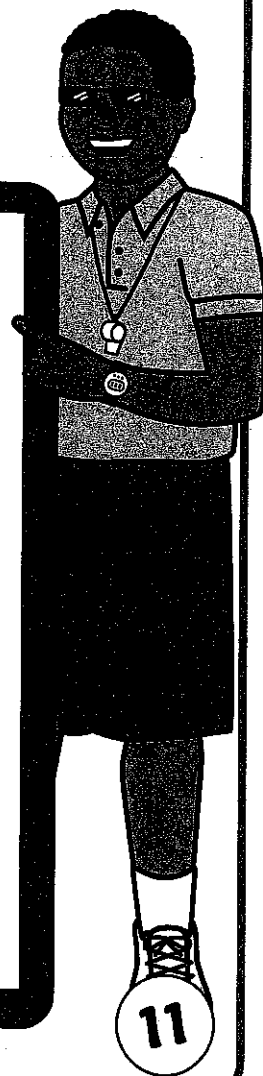
TONY'S TIPS

- Caution: When students 1st move under the chute, begin slowly and increase speed only when they have shown they can move safely.

Vocabulary

Peak, exchange

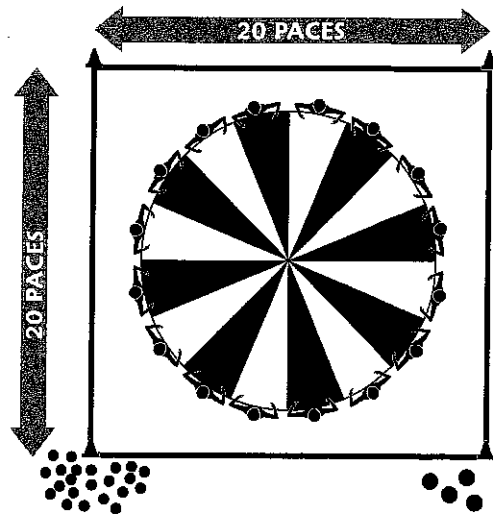
NOTES





Ready

- 4 cones (for boundaries)
- 24' parachute
- 12-20+ 7" fluffballs
- 4 6" or 7½" foamballs
- Music: "Popcorn" (SPARK K-2 Music CD)
- Music player



PARACHUTE

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.
- Keep yarnballs and foamballs (popcorn) to the side until needed.

GO!

1. The object of *Popcorn* is to make the kernels of popcorn (balls) pop high into the air like popcorn being popped in a pan.
2. The parachute is our pan, and we need to heat it up. On my signal, shake the chute with small motions to heat up our pan.
3. I will put only a few kernels in at a time until the pan is hot and ready.
4. When the 5th kernel hits the pan, it's time to shake it harder to really pop the popcorn. Let's count them together. (*Toss 1 at a time slowly as students count aloud until the 5th ball. Then toss them onto the chute quickly and watch them fly!*)
5. Try to keep the popcorn on the parachute, but it's OK if they pop off.
6. (*Play until all popcorn is off the chute or students are too pooped to pop! Take short breaks every 15-30 seconds. Try the other type of ball.*)
7. **Wrap It Up**
 - What makes the popcorn fly high?
 - Which type of ball flies the highest? Why do you think that is?

* SPARK* IT UP!

* Sizzling Hot (Cooperative) Popcorn

The pan is sizzling, and the kernels are flying! Now we'll try to pop the popcorn off the chute as fast as we can. I'll time us each round to see what our best time is. *(Problem-solve with students to discover faster ways of removing the popcorn.)*

* Competitive Popcorn

I'll divide our chute in half. Those from *(name and point)* to *(name and point)* are group "X" and from *(name and point)* to *(name and point)* are group "Z." The object is to pop popcorn off the other group's side of the chute. We'll play until all the balls *(use only 6-10)* are off, then count how many are on each side. Let's see who has the fewest each time we play.



ACADEMIC

Math

Popcorn, when eaten without butter, is a healthy snack. *(Make some with your class. Measure the kernels – in terms of cups – and then measure the popped corn in cups.)* How much did it grow? An average popcorn kernel grows 30 times its size when popped! *(Compare the volume of unpopped and popped corn.)*

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, body management

#3, 4 Upper body muscular endurance, cardiovascular endurance

• #5, 6 Cooperation, accepting personal challenges

Your State *(Write in here)*

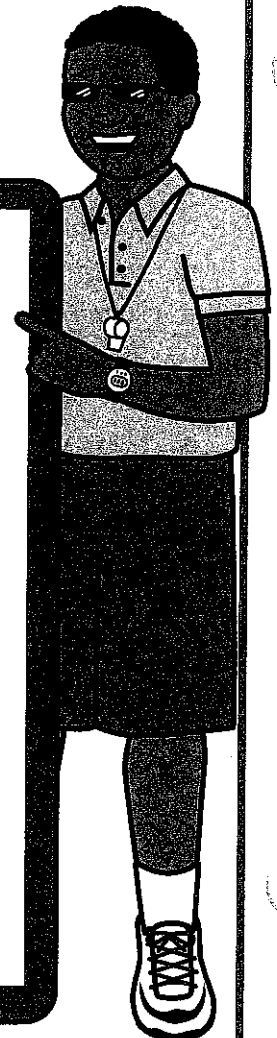
TONY'S TIPS

- Select 1 or 2 students to retrieve and throw balls back onto the chute. If too many retrieve, the chute collapses.
- Use a variety of sizes and densities of objects for the popcorn (always keep them light and safe). Experiment to find which fly the highest.

Vocabulary

Volume, sizzling, kernels

NOTES



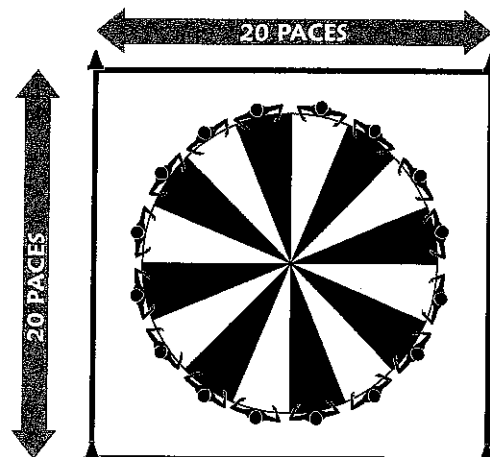


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



GO!

1. Pretend our parachute is the ocean. Hold it waist-high, and make small waves by shaking it gently.
2. I will select 5 people to be our 1st "Sharks." Sharks, put your fins on by putting a hand on top of your head.
3. On "Go," Sharks "swim" under the ocean (move under the chute so you cannot be seen).
4. On "Shark attack," Sharks "bite" (gently touch) an ankle of someone standing on the outside.
5. A swimmer bitten by a Shark becomes a Shark, and the old Shark becomes part of the ocean by holding onto the chute.
6. Once you have been a Shark, stand on 1 foot so new Sharks know not to "bite" you.
7. New Sharks swim underneath and keep the game going.
8. We'll continue until everyone has been a Shark.
9. **Wrap It Up**
 - What level were you when you were a Shark?
 - What level were you when you were the ocean?
 - Which pathways (*curved, straight, and zigzag*) might a Shark swim?
 - Are real sharks fast or slow swimmers?

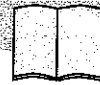
PARACHUTE

★ Swim Before Lunch

New Sharks “swim” (*jog, skip, gallop, side-slide, etc.*) 1 time around the outside of the chute, before they go underneath for a swim.

★ Water Skiers

Hold the chute at waist level, and lean back to lower your body. Use your legs to bend low like a water skier. Sharks play as before. If “bitten” by a Shark, switch positions.



ACADEMIC

Science

Sharks have been around since dinosaurs lived on earth. Did you know sharks have no bones? They are made of cartilage, like your ears and nose. They have many sets of teeth, and when they lose one, another moves in to take its place. Unlike bony fish, sharks can only swim forward, never backward. (*Read Amazing Sharks by Sarah Thomson to find out more about sharks.*)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body management

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

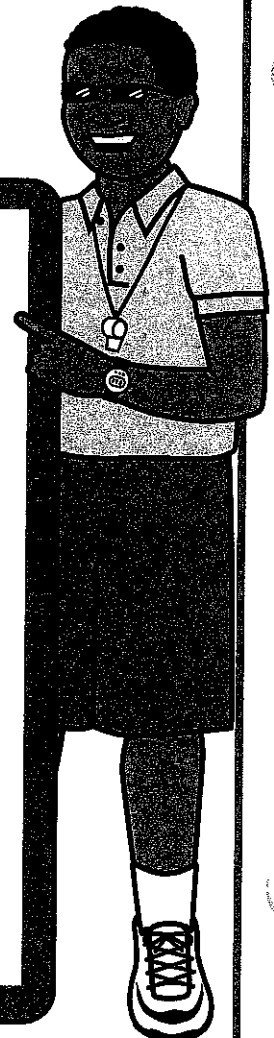
Your State (Write in here)



TONY'S TIPS

- Set a time limit for Sharks under the chute (e.g., 30 seconds).
- Tell your students, “Sharks cannot swim backwards, and children should not run backwards.”

NOTES





Ready...

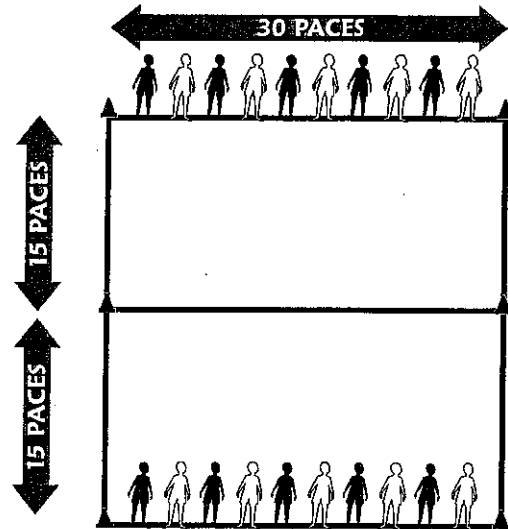
- 6 cones (for boundaries)
- Music and player (optional) Suggestion: *Let's Get Ready to Rumble* by Michael Buffer on *Jock Jams Vol. 1*

Set...

- Create a large (30X30 paces) activity area with 2 cones forming a midline.

GO!

1. The object of *Meet Me in the Middle* is to warm up major muscle groups and cooperate with a partner.
2. As you enter the activity area, find a partner. Move to stand on the opposite endline from your partner.
3. On signal, jog to meet your partner in the middle, do the task I call, then return to your original line.
4. Each time you meet in the middle, I will add a new task to the old tasks. Do the first task first, then add the 2nd, the 3rd, and so on, until you've sequenced them all.
5. (Below is an example:)
 - High-five R hands
 - High-five L hands
 - Jump and turn 360°
 - Jumping high-ten
 - Elbow turn R and L
 - Do sa do
 - Create your own (Add 1-4-Fun)



CHALLENGES

- * How many tasks can you sequence without forgetting any?
- * Can you add your own twist to the tasks?

CUES

- * Keep adding on to the first task.
- * Work with your partner to remember the tasks in order.
- * Be gentle with your partner.

SPARK IT UP!

More Aerobic

(Spread cones farther apart to increase aerobic fitness.)

Kids Call

(Call individual students to give a new task for each round.)

Pair Creation

You and your partner create your own tasks each round. This will be your own original "Pair Creation."



ACADEMIC

Math (Finding the Middle) - I'll call a number between 1 and 100. When you meet your partner in the middle, both say the number that is half of that number (or the middle). For example, I call 68, you and your partner call 34 before you start your moves.

STANDARDS ADDRESSED

NASPE

#1, 2 Locomotor, non-locomotor skills

#3, 4 Cardiovascular endurance, upper-body strength

#4 Understanding warm-up concepts

#5 Cooperation

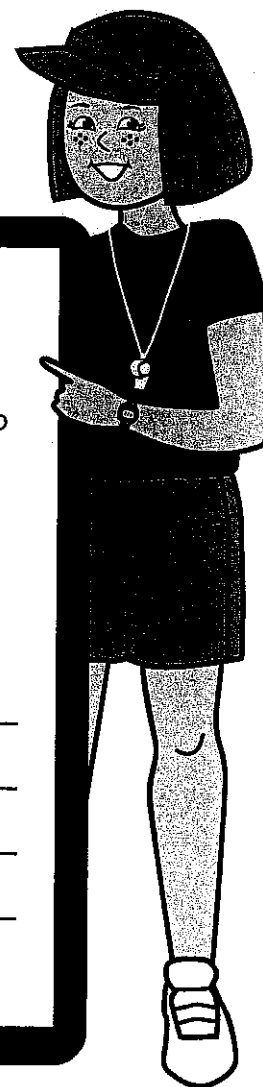
#6 Accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Use rowdy, stadium-type music to motivate students.
- Allow faster students to meet partner past halfway.

NOTES



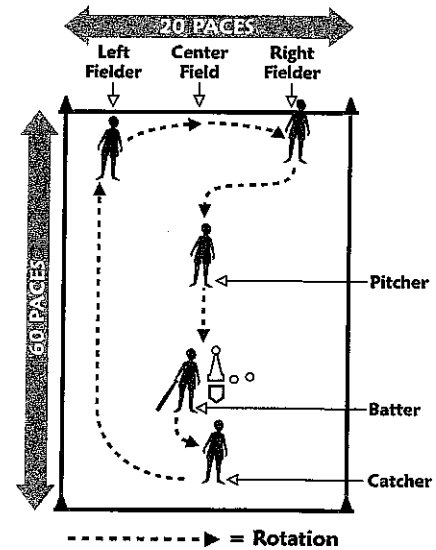


Ready...

- 1 home plate per group of 5
- 2-3 wiffle balls per group of 5
- 1 bat per group of 5
- 1 batting tee or tall cone per group of 5
- 4 cones (for boundaries of grid)

Set...

- Create 1 large rectangular grid (20X60 paces) per group of 5-6.
- In each grid, place home plate so Catchers' backs face the fence/wall if possible. Batters face the field. All grids should be facing the same direction.
- Place 2-3 balls, 1 bat and 1 batting tee in each grid.
- Form groups of 5: Batter, Catcher and 2-3 Fielders.



GO!

1. The object is to practice proper batting technique by hitting off a tee.
2. When you rotate to Catcher, make sure you are 5 giant steps behind the Batter.
3. (*Teach and demonstrate proper batting form.*)
 - **Set:** bat on back shoulder; watch the ball; bend your knees.
 - **Swing:** rotate your hips into the pitch; swing the bat forward while extending your arms. Watch your bat contact the ball.
 - **Follow through:** finish with the bat on top of your front shoulder, and your weight on your front foot.
4. Fielders: field the balls, and quickly relay them back to the Batter by rolling the ball in. See how accurately you can "bowl" the ball!
5. Every 5 hits, rotate in the shape of a question mark: L field to R field to Pitcher to Batter to Catcher to L field.

CHALLENGES

- ★ How many hits can you make to each Fielder?
- ★ Can you keep all your hits in your activity area?
- ★ When rotating Batters every 5 hits, how many Batters can bat before the signal to stop?

CUES

- ★ Right-handed batters should have their R hand on top; lefties the opposite.
- ★ Batters: set, swing, follow through.
- ★ On "set," keep your weight back. Tap your front foot twice.
- ★ Swing level, that is, parallel to the ground.
- ★ On "follow-through," is your weight forward? Tap your back foot twice and see.

Challenge by Choice

(After all students have practiced hitting off of a tee for at least one lesson, offer challenge by choice: they may continue hitting off a tee, try a self-toss or attempt to hit a ball pitched by another group member. Advanced players may ask their pitchers to add pace to their underhand pitches.)



ACADEMIC

Math (Measurement) - The world's largest baseball bat is over 7 stories tall and weighs over 68,000 lbs! "Big Bat" stands outside the Louisville Slugger Museum in Kentucky. Using a tape measure (and maybe a bat to help you remember the right shape) find a large area to measure its dimensions: 120' long; 9' in diameter at the base; 3' 6" in diameter at the handle; and the knob has a diameter of 6' 6".

STANDARDS ADDRESSED

NASPE

#1, 2 Hitting a pitched ball (or off tee), pitching, fielding, throwing

#5 Cooperation

#6 Accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Safety is THE top priority: practice SPARK cues until learned: 1 whistle = freeze and set your bat down. 2 whistles = set your bat down, and come to me.
- Enforce zero tolerance for swinging the bat near others or throwing it intentionally.
- Warm up by having students practice shadowing their swing without bats.

NOTES

