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| **Lesson Plan**  **Assessments** may occur at any time during the lesson and should be noted in the appropriate section of the lesson; supporting assessment or lesson documents may be attached as a separate page. | |
| **Learning Objective:**  I can throw and catch an underhand tossed ball to myself and with a partner. I can throw a ball overhand.  SOL: 2.1 - The student will demonstrate approaching (at least two critical elements) of locomotor, nonlocomotor, and manipulative skills.  (2.1a) Demonstrate individually and with a partner the mature forms of manipulative skills for **underhand throwing and catching an underhand tossed or thrown ball.**  (2.1h) Demonstrate approaching mature form (at least two critical elements) **for overhand throw**, dribbling with dominant/preferred hand while walking, kicking a moving ball, striking ball/object with short-handled implement upward and forward, striking/batting ball off tee, and jumping backward with self-turn rope. | Lesson Notes/materials: Yarn balls, tennis balls, gator skin balls, playground balls, poly spots, hula hoops, buckets, various other containers and music. |
| **Link to Background Knowledge** | |
| What is the background knowledge that students need to meet the learning objective? Students have been taught the tossing, throwing and catching skills through warm up game Oscar Trash Can from a previous lesson. Students can verbally describe the critical elements of an underhand toss vs an overhand throw. Students know the correct hand placement when catching a ball from a high and low position. Students will review and demonstrate a warm up activity using an underhand throw and catch. | |
| **Engage and Explain** | |
| What is the knowledge or skill that students will need to be successful in meeting the learning objective? Students should know the difference between tossing and throwing a ball based on a previous lesson. They need to know the proper hand placement when catching a ball. If their hands are not relaxed, fingers can be injured. Teacher will explain the game “Clean Up Your Backyard”. To play this game, students will be separated on opposite sides of the gym and separated by a row of cones. The cones represent the fence that separates the two backyards. Students should be scattered on their side of the playing area. Yarn balls will be scattered on the floor on both sides. On the signal “GO”, students will throw the balls to the other side using the proper elements of the over hand throw or underhand toss. As balls come across to the opposite side, student should try to catch a ball before it hits the ground. If students are close to the “fence”, they should use the underhand toss. If they are further back, they should use the overhand throw.  Throwing Underhand  1) Throw is made with dominant hand  2) Face the target for underhand throw  3) Use a pendulum swing for underhand throw - repeat the phrase “Tic-Toc Toss”  4) Step forward with the opposite foot  5) On the forward motion, release the ball at shoulder height  6) Follow through towards target  Throwing Overhand  1)Turn sideways to the target (shoulder should face the target)  2) Put ball in dominant hand  3) Extend non dominant arm toward target at shoulder height  4) Bend throwing arm so ball is at ear level - repeat the phrase “Answer the Phone”  5) Step forward with opposite foot. Rotate hips and shoulder  6) Release ball and follow through  Catching   1. When the ball is tossed high, arms go up; fingers are spread and thumbs are together 2. When the ball is tossed low, arms go down; fingers are spread and pinkies are together 3. Pull ball into the body | |
| **Active Learning** | |
| How will students apply the new knowledge? Students will choose from a variety of balls and move through a tossing, throwing and catching circuit as a warm before playing the game, “Clean Up Your Backyard”. Stop the warm up periodically to check for understanding and to provide feedback. | |
| What will you do for students who have early success? How do you extend their learning?  Students can toss to specific targets positioned at different levels and increased distances around the gym. Students can toss a ball into smaller targets. Students can throw, toss and catch to several partners from varying distances. | What will you do for students who need additional support (special needs, EL, or more time/practice)?  Students will use a larger, softer ball to toss and catch individually. Students can look at visual cues cards placed around the room to review proper skill techniques. Students can write tally marks on a white board to count the number of catches and tosses made. Students can use larger targets to practice the skill. |
| **Reflect** | |
| How will students connect new learning to previous learning? How will students make connections? Where have you seen these skills outside of school? Have you played a game using these skills outside of school? What sport would you use these skills? Do you think you would like to participate in a sport that would include these skills?  Exit ticket - give me a cue of one of the skills  Demo skills - without a ball in hand, mimic one of the skill cues | Assessment: How will students know if they got it? How will teacher know if students got it?  Formative assessment – Teacher will observe the number of correct throws and catches made.  Summative assessment – Future lesson |
| **Next Steps** | |
| What is the real world application for this new learning? How does it connect to future learning?  When would you throw and catch a ball? When would you toss a ball? How can you practice this skill outside of school? | |