Unit: Throwing Week#: \_\_\_\_

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| **STANDARDS OF LEARNING: PHYSICAL EDUCATION**1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)**
2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)**
3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)**
4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)**
5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)**
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WEEK 1 of UNIT

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| **DAY 1****Focus:** Overhand | **DAY 2****Focus:** Overhand | **DAY 3****Focus:** Underhand | **DAY 4****Focus:** Underhand |
| **Learning Target:**SWBAT demonstrate Overhand throw | **Learning Target:**SWBAT demonstrate Overhand throw | **Learning Target:**SWBAT demonstrate Overhand/underhand throw  | **Learning Target:**SWBAT demonstrate Underhand throw  |
| **Materials*** Targets ( Pins, X’s on wall, Dome (built by hula hoops), ploy spots, bean bags, balloons, beach balls, sound system, whistle, fleece balls
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| **Activity #1:** * *Throwing and catching in self space*
* *Clean your room( Activity 3)*
 | **Activity #1:*** Clean your room
 | **Activity #1:*** Throwing and catching to a bucket
* Student choice ( Hungry hippos/clean your room)
 | **Activity #1:*** Dome Blasters
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| **Activity #2:*** Hungry Hippos
 | **Activity #2:*** Hungry Hippos
 | **Activity #2:*** Dome Blasters
 | **Activity #2:*** Battle ships
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| SAFETY* Listed in the description below
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WEEK 2 of UNIT

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| **DAY 5****Focus:** Underhand | **DAY 6****Focus:** Rolling | **DAY 7****Focus:** Rolling | **DAY 8****Focus:** Rolling |
| **Learning Target:**SWBAT demonstrate Underhand throw  | **Learning Target**SWBAT demonstrate Underhand/ Rolling throw | **Learning Target:**SWBAT demonstrate Rolling  | **Learning Target:**SWBAT demonstrate Rolling |
| Materials* Targets ( Pins, X’s on wall, Dome (built by hula hoops), ploy spots, bean bags, balloons, beach balls, sound system, whistle, fleece balls, and mats to represent the students ship.
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 | Materials* Targets ( Pins, X’s on wall, Dome (built by hula hoops), ploy spots, bean bags, balloons, beach balls, sound system, whistle, fleece balls, and big balls ( beach balls and yoga balls)
 | Materials* Targets ( Pins, X’s on wall, Dome (built by hula hoops), ploy spots, bean bags, balloons, beach balls, sound system, whistle, fleece balls, and big balls ( beach balls and yoga balls)/ mats to represent the students ship.
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| **Activity #1:*** Dome Blasters
 | **Activity #1:*** Student choice ( Dome Blasters, Battleships)
 | **Activity #1:*** Pin Frenzy
 | **Activity #1:*** Student choice from all activities from the unit since they can be adapted to any throwing skill.
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| **Activity #2:*** Battleships
 | **Activity #2:*** Rolling with a partner
* Pin Frenzy!
 | **Activity #2:*** Big ball ROLL
 | **Activity #2:*** Student choice from all activities from the unit since they can be adapted to any throwing skill.
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| SAFETY & MODIFICATIONS* Listed in the description below
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Skill #1:Overhand Throw\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Critical Components  | Adapted Critical Components |
| Point non-throwing side/shoulder to the target (i.e., if left handed thrower, point right shoulder/side towards target)  | Stand by the student and have him mimic how I’m standing |
| Throwing arm makes an L   | Put the ball to your ear |
| Step with your opposite foot towards target (i.e., if throwing with left hand, step towards target with your right foot)  | Put a spot down on where the student needs to step |
| Follow through by letting your throwing arm come across the opposite side of your body | Using a smartboard app, show the motion in slow-mo so the student can see it clearly |
| To get the feel of the full throwing motion throw at something that is far away. | Pull out the smartboard and have the student mimic a long distance throw. Have a big target far away |
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Skill #2:Underhand throw\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Critical Components  | Adapted Critical Components |
| Hold the object below the waist. Arm is fully extended down  | Show a picture/visual aid |
| Face your target | Have arrows point to the target  |
| Use a pendulum arm motion with the arm you are throwing with (i.e, like you are bowling) | Make a video using an app where it slows it down so the student can see it slowly |
| Step with your opposite foot towards the target (i.e if throwing with right hand, step towards target with your left foot? | Put a ploy spot down on where the student needs to step |
| Follow through the sky or ceiling with hand you are throwing with. | Once the object leaves your hand, keep your hand moving like you are reaching for the stars. |
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Skill #3:Rolling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Critical Components  | Adapted Critical Components |
| Face the target | Have a picture of the students favorite character on the object |
| Step with opposite foot from throwing hand | Place a spot down where the student needs to step |
| Tick- Arm goes back like a grandfather clock | Hold a sign up that says “tick” with a picture with me having my arm go back (picture with the cue or video on smartboard) |
| Tock- Arm swings forwards and release the ball  | Hold a sign up that says “tock” with a picture with me having my arm move forward (picture with the cue or video on smartboard) |
| Have students use the saying “Tick tock goes the Clock” and that will help them remember the cues for rolling a ball.  | Make it into a song, “tick tock goes the clock now watch me roll this ball”. |
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**Assessment for one of the three skills:**

How will you know if your student met the learning target? This assessment can be a checklist, self-assessment, peer-assessment, etc.

Student will be given a rubric with the cues that I will be looking for (stated above). I will tape the student and we will watch the video together in slow motion with a checklist of the cues and check them off as we see them. Assessment will be during the last day when students have free choice. They have to hit 3 out of 5 critical elements.

Clean your room:

* The class will be split up into two teams. One team on each side of the net. There will be a bunch of balls all over their side. The object of the game is to throw all the objects on your side to the other side. The team with the least amount of balls (cleanliest room) wins that round. There will be tape on the ground where students cannot cross. Students will all start on the black line with nothing in their hand. Students cannot go to the other side and may only throw one object at a time. Once the music stops the team must sit down. If someone throws an object after the music stops their team has to add 5 to their total amount of objects on their side. Bill may cross the line if he is having a hard time getting the object over the net. Also having an area tapped off for Bill can help with safety issues but we never have a problem with that. Fleece/yarn balls will be used so you can adapt this game to any of the three skills listed above.

Dome Blasters:

* Once again the class will be split up into two teams. Each team will build six domes using hula hoops placing them on the black lines near the walls. The object of the game is to knock down the other team’s forts in order for the game to end. Once your fort is knocked down you cannot rebuild it. Only one person can be standing in front of the dome to swat away the balls from their dome. Students cannot cross the tape in the middle separating the two sides. Bill may take a couple steps ahead of the line to throw at a dome and also can help a teammate out by standing right next to them to help swat the balls away from their teams dome. Fleece/yarn balls will be used so you can adapt this game to any of the three skills listed above. Once all the teams’ forts are knocked down, students will rebuild their forts and wait for the teacher to tell them to begin. 30 second timer will kick in once a team only has one dome left standing to speed things up.

Pin Frenzy:

* This game is very similar to dome blasters but instead of building domes out of hula hoops, teams will get a set of 12 pins which they must protect on their side and knock down the other teams. The class will be split up into two teams one on each side of the gym. Only one person can be guarding the pin at one time unless it is Bill. Students must not cross the line when throwing to knock down the other team’s pins. Bill may take a couple steps over the line if needed. Once one side has all their pins knocked down, student will reset their pins and line up on the black line so the teacher knows they are ready for the next round to begin. A 30 second time will kick in once a team only has one pin left to speed things up. Yarn ball can be used to adapt to each skill listed above or may use gator balls but the ball has to be rolling on the ground.

Big Ball Roll:

* The class will be split up on two teams each on one side of the gym. Students will line up on the black line. There will be a bunch of balls all over the place but students must start on the black line without a ball. There will be six big balls in the middle (beach balls, yoga balls, etc). Once the teacher says begin or the music starts playing, students will grab ONE ball and roll it at the big balls trying to get it on the other team’s side. Students may not kick or touch the big balls at all. Bill may get a bigger gator ball than everybody else so he has a better chance of making contact with the bigger balls. Students will know which ball belongs to Bill and if it rolls by them, they will roll it back to Bill. Once the timer goes off students will have a sit where they are and well see which side has more big balls on their side. The team with the least amount of big balls wins and then the game restarts. Students must roll the balls if using gator balls so no one is getting hit in the face. If using the game with other throwing skills, yarn balls must be used to avoid injury.

Hungry Hippos:

* The class will be split in half so there are two games going at once to maximize student activity time. There will be four teams in each game starting behind their color hula hoop. There were also be a ploy spot in front of the hoop where the student will stand and throw into their hula hoop. There will be 4 different color bean bags in the middle of the playing area. Teams must retrieve their color bean bag corresponding to the color of their hula hoop. Students will use a locomotor skill that a teacher calls out (jumping, leaping, hoping, skipping, etc.) to the middle to grab their color bean bag. On the way back they will stop at the ploy spot and throw their bean bag into their hoop. If they miss, they have to take their bean bag back to the middle and go back to the end of the line. Bill will get three tries to get the bean bag into the hula hoop before he has to put it back. Also, we can move the ploy spot a little closer to the hoop for Bill. Once a team has collect all their bean bags they will take a seat so the teacher knows they are done. Once everyone collects their bean bags or the timer goes off, first person in line will take their bean bags put them in the middle and wait for the teachers signal to begin the game.

Battle ships:

* The classes will be split up into two teams. There will be six mats on each side (which represent the ship). At each corner of the mat there will be a pin (four pins total for each mat). There can only be four students on a mat at one time to try to protect the pins. Once their pins get all knocked down that ship has sunk and everyone on that ship must take a seat on the mat. Whoever is not on the mat, will be standing behind the ships on the black line using and underhand throw and trying to knock down the other team’s pins to sink their ship. Students on the black line cannot leave the black line. Each team will have three people on scooters wearing googles going around collecting balls and throwing them to their teammates. Once one side has sunk all the other teams’ ships, the people on the scooters will pick new people and the people on the mat will go to the black line. Four new people will come onto the mat so everyone can get a chance to be on a ship/scooter. Bill will have the option of using a scooter or hopping on one foot. We can also pull out our modified scooter with a rope and have someone move Bill around while Bill collects balls for his teammates.

Throwing and catching in self space:

* Students will be in their squad spots throwing and catching in their general space before we begin our activity. Students will have a bean bag in and throw at different levels. They will first start at a low level (sitting down), medium level (on their knees) and high level standing. At every level, the bean bag can only go as high as the top of your head. They will throw at each level 10 times before progressing to the next level. Bill will have an opportunity to use a balloon if he is having a hard time throwing and catching. He may also only do each level five times if it’s taking him too long to get to the 10 attempts. We will do this activity for three minutes before we get into our throwing game activity for the day.

Rolling with a partner:

* Students will be in their squad spots. Row 1 will face row 2 and row 3 will face row 4 so everyone has a partner. The teacher will look around to ensure everyone has a partner. Groups of 3 can be made if someone is left out. The students who are facing the back will come up when the teacher says go and they will come up to the front to grab a ball and put it in between their partner and their spot. Once the music starts, the students will take a couple steps back and being to roll back and forth with a partner. Student A will roll the ball to student B. Student B will then pick up the ball and roll it back to student A. Once each student rolls the ball ten times, they will then put the ball down in between the two and do 10 pushups before beginning to roll again. The timer will be set to three minutes. Bill will have the opportunity to choose a beach ball if he is having a hard time rolling the ball. Also, his partner may take a couple steps closer so he does not have to roll it too far. During pushups, Bill may do a modified push-up on this knees if he is having a hard time doing them.

Underhand throw to a bucket:

* Like the activity stated above, student will be with a partner (row one will face row 2 and row 3 will face row 4). Once the teacher sees and makes sure that everyone has a partner, the teacher will then ask the partner who is facing the back wall to stand up and go sit behind their partner. Once they have sat behind their partner, the teacher will then ask the first person in line to come up to grab a bucket and a bean bag and place the bucket where there partner was originally siting ( their partners squad do). They will then take the bean bag try to get it into the bucket. Once they have thrown the bean bag, they will then go retrieve it and hand it to their partner so they can get a turn. They will keep doing this until the timer goes off (three minutes). The students can do a little competition between their partner and themselves to see who can get it in the bucket more. Bill will have the option to use a bigger (wider) bucket so his target is not as hard as others if he is having a hard time. He may also use different equipment ( gator ball, playground ball, beach ball) something bigger so he has a better chance of succeeding.