Unit: Throwing/Catching/Rolling (ID student inclusion in GPE setting with adult support as needed) Week#: \_\_\_\_

|  |
| --- |
| **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)**
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY 1****Focus:**  | **DAY 2****Focus:**  | **DAY 3****Focus:**  | DAY 4Focus:  |
| **Learning Target: Catching/ Eye hand** | **Learning Target: Catching/Eye Hand** | **Learning Target: Overhand Throw/Underhand Roll** | Learning Target: Overhand Throw/Underhand Roll |
| **Materials*** Scarfs, bean bags, hula-hoops
 | **Materials*** Yarn balls, gator balls/playground ball, tennis balls, pencils, MY 5 charts
 | **Materials*** Poly Spots, bowling pins, tennis balls
 | Materials:* Yarn Balls, Volleyball Net
 |
| **Activity #1: GPE** * Tossing and catching scarves then bean bags
* Students will each get a scarf and sit in their own personal hoop. Hoops should be in an open area where the students will have a good personal space. Look for the following components: (eyes on Object to catch, hands in front of body, chest high with fingers up and thumbs touching, Feet, body and shoulders squared up towards object to catch, elbows extend reaching hands towards object to catch, object caught with hands only (no trapping))
* Objective 1: seated inside your hoop toss and catch an object 15 times
* Objective 2: kneeling inside your hoop toss and catch the object 15 times
* Objective 3: standing inside your hoop toss and catch the object 15 times

Switch scarves for bean bags and repeat objectives.ID Student Modifications for components and Activity 1:* Give additional cues for focusing eye on object to catch
* Manually Place student’s hands in the correct position during verbal and visual model to give sensory feedback
* Have an adult or buddy mirror model proper feet and body posture with instant positive feedback
* Initially, slow hold object moving closer to the student while giving verbal feedback for arm extensions and catching with hands only.
* Allow the student a personal space inside the hoop close to the instructor to receive visual modeling after the verbal directions
* Make sure the student is focused on their task (they will be excited to see what the peers are doing)
* Allow the student to watch their peers for 10-40 seconds and then encourage them “Now you try it”
* Be positive and excited and make the student as excited as you can.
 | **Upon entering GYM, student grab a MY 5 chart and put name and CATCHING as skill****Activity #1: GPE*** Have each student find a partner and face that partner on either side of the center line of the gym. Give one side a YARN ball. Like a water balloon toss have students toss the yarn ball to their partner and each successful catch, take a baby step back. Have the student keep eyes on Object to catch, hands in front of body, chest high with fingers up and thumbs touching, Feet, body and shoulders squared up towards object to catch, elbows extend reaching hands towards object to catch, object caught with hands only (no trapping))
* Each time the yarn ball is dropped, the students restart from the center line.

ID Student Modification for Components and Activity 1:* Give additional cues for focusing eye on object to catch
* Manually Place student’s hands in the correct position during verbal and visual model to give sensory feedback
* Have an adult or buddy mirror model proper feet and body posture with instant positive feedback
* Initially, slow hold object moving closer to the student while giving verbal feedback for arm extensions and catching with hands only
* Ask the class who would like to be this students partner, you will get several volunteers, and that makes the student happy and more eager to work with a peer buddy.
* Have the student and their partner hand the objects back and forth, then only step back after a few throws unless they are doing well and are comfortable.
* Once that student and their partner get to the limit of their range, allow them a few extra opportunities before starting over.
 | **Upon entering GYM, student grab 2 MY 5 charts and put name and as skill 1st Rolling 2nd Throwing****Activity #1: GPE*** Set up as many bowling pins as you can against the wall across the gym. Line up the poly spots about 10-20 feet away.
* Each student stands on their spot facing the cones.
* Students will keep one foot in contact with their spot until directed to leave the spot.
* Give each student 1 tennis ball.
* Point to target with non-throwing hand
* Reach back with hand holding ball (should be sideways at this point)
* Step with opposite foot
* Release ball overhand
* Follow-Through Diagonally across body

Students will only throw on your command.1. Ready: Point to target, ball reaching back behind body.
2. STEP: Step with Lead foot to squash the bug
3. Throw: releasing ball over hand towards pins, with diagonal follow-through
4. TEACHER FILLS OUT MY 5 components chart

Student will stay on spots until you say “Reload”, and they will retrieve 1 ball and go back to their spotsChange level by moving poly spots back when appropriate. Pins should fall giving instant feedback.ID Student Modifications for component and activity 1:* Additional Verbal reminder for where the eyes should focus
* Physically assist foot and body placement, with additional markings on the floor and a sticker on lead hand and foot to remind the student which side is closer to the target
* Initially demo and model where to hold the ball, and give additional reminders during steps
* Cue: “Step with sticker foot, towards target, Throw ball, and try and touch sticker with throwing hand” Model if necessary
* Peer buddy close by to give praise, prompts, encouragement to try their best
 | **Activity #1: GPE*** Dirty Backyard
* Class split into 2 even groups
* Each given a side of the net, net level seat about 4 feet off the ground. When the music starts, the game starts.
* From your side, you may underhand roll under the net or overhand throw over the net in order to get more balls “trash” into the opposing teams side
* Students Rolling: Look for Eyes on target
* Face target in preparation for throwing action
* Arm back swings back behind body in preparation for action.
* Step with opposite foot to lower body as throwing arm moves forward.
* Release ball between knee and shoe level approximately at or slight in front of foot
* Students Throwing Look for:
* Point to target with non-throwing hand
* Reach back with hand holding ball (should be sideways at this point)
* Step with opposite foot
* Release ball overhand
* Follow-Through Diagonally across body

ID Student Modifications:* See Day 3 for component mods
* Have a peer buddy gather balls for the student to throw or roll
* Additional cues and prompts to continuously move and engage in the requested task.
* Put the student closer to the net to aid with more success get a ball to the other side
 |
| **Activity #2: GPE*** Return hula-hoops and bean bags.
* Have each student find a partner and face that partner on either side of the center line of the gym. Give one side an object to underhand toss. Like a water balloon toss have students toss the object to their partner and each successful catch, take a baby step back. Using scarfs the distance should not excessed 5 feet. With Bean bags, no limit
* Start with scarves, then progress to bean bags.
* If the object is dropped, have the group that dropped the back return to the starting line and begin again.

ID Student Modification:* Ask the class who would like to be this students partner, you will get several volunteers, and that makes the student happy and more eager to work with a peer buddy.
* Have the student and their partner hand the objects back and forth, then only step back after a few throws unless they are doing well and are comfortable.
* Once that student and their partner get to the limit of their range, allow them a few extra opportunities before starting over.
 | **Activity #2: GPE*** Independent tossing and catching in free space and against the wall.

 (students will decide what ball they wish to start with, depending on their comfort level (yarn ball, gator ball, tennis ball) (they can change their equipment based on their own personal assessment, (comfort level, or teacher suggestion.* Move to a good personal space in the gym with your ball of choice
* Objective 1: Toss at Catch your ball of choice 9 times. (Standing)
* Objective 2: Toss your ball of choice, clap, then catch 9 times.
* Objective 3: Toss your ball of choice, spin in a circle, and catch 9 times.
* Objective 4: Toss ball off the wall and catch off a bounce (leave a designated area for Obj 4, with some extra space for higher level students
* Students may exchange balls on their own to help increase their confidence and opportunity for success.
* Teacher is scanning for appropriate technique (see below), reminding students to maintain good personal space, encouraging, and offering tips and suggestions.
* TEACHER WILL FILL OUT MY 5 Components chart

ID Student Modifications:* Let the student try tossing and catching from the seat position if standing is not successful.
* Let the student observe a successful friend that is willing to aid and encourage the student.
* Allow the student use a scarf again or a big softer ball if tossing and catch the smaller balls is a problem.
 | **Activity #2: GPE*** Set up as many bowling pins as you can against the wall across the gym. Line up the poly spots about 10-20 feet away.
* Each student stands on their spot facing the cones.
* Students will keep one foot in contact with their spot until directed to leave the spot.
* Give each student 1 tennis ball.
* Eyes on target
* Face target in preparation for throwing action
* Arm back swings back behind body in preparation for action.
* Step with opposite foot to lower body as throwing arm moves forward.
* Release ball between knee and shoe level approximately at or slight in front of foot

Student will stay on spots until you say “Reload”, and they will retrieve 1 ball and go back to their spotsChange level by moving poly spots back when appropriate. Pins should fall giving instant feedback.ID Student Modifications for component and Activity 2:* Additional Verbal reminder for where the eyes should focus
* Initially demo and model where to hold the ball, and give additional reminders during steps
* Physically assist foot and body placement, with additional markings on the floor and a sticker stepping foot to remind the student which foot to step with
* Cue: “Swing ball back, Step with sticker foot, towards target, and Roll towards your target” Model if necessary
* Sticker on opposite foot if need be to remind student what foot to step with first
* Peer buddy close by to give praise, prompts, encouragement to try their best
 | **Activity #2: GPE*** Dirty Backyard
* Class split BOYS vs GIRLS
* From your side, you may underhand roll under the net or overhand throw over the net in order to get more balls “trash” into the opposing teams side
* Students Rolling: Look for Eyes on target
* Face target in preparation for throwing action
* Arm back swings back behind body in preparation for action.
* Step with opposite foot to lower body as throwing arm moves forward.
* Release ball between knee and shoe level approximately at or slight in front of foot
* Students Throwing Look for:
* Point to target with non-throwing hand
* Reach back with hand holding ball (should be sideways at this point)
* Step with opposite foot
* Release ball overhand
* Follow-Through Diagonally across body

ID Student Modifications:* See day 3 for component Mods
* Have a peer buddy gather balls for the student to throw or roll
* Additional cues and prompts to continuously move and engage in the requested task.
* Provide additional praise and prompting to prompt the excitement of Boys vs. Girls
* Put the student closer to the net to aid with more success get a ball to the other side
 |
| SAFETY* Activity 1: Remind students to stay in hoops, and try not to step on the hoops. Keep the scarf and bean bag under control so your feet stay in the hoop.
* Activity 2: Try and toss or throw the bean bag so your partner can catch it, it is a game to see how many catches, not how hard you can throw

ID Student Safety: Same as GPE | SAFETY* Make sure the students are tossing their preferred ball with the opportunity to catch (not to the ceiling, not across the room, not at a friend, etc…)
* OBJ 4 : Higher levels will choose a tennis ball, make sure they are safe and able to throw the ball off the wall without it erratically flying around the gym, if they cannot control the ball, they need to move closer to the wall or change equipment or objectives.

ID Student Safety: * Make sure the student is in a good space with room. The student is very shy when objects fly too close and this may cause the student to shut down and need adult intervention to re-engage.
 | SAFETY* Remind student to stay on their spots until instructed to “reload”

ID student Safety: Same as GPE | SAFETY* Remind the students to stay on their sides
* Remind the student to not touch, run into, or engage the net by any means
* Remind the students the goal is not to strike your friend on the other side with a yarn ball but rather quickly removing the ball from your side

ID student Safety: Same as GPE |

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY 5****Focus:**  |  |  |  |
| **Learning Target: Catching/Throwing/Rolling/Group Play** |  |  |  |
| Materials* Gator balls, yarn balls, 20 bowling pins
 |  |  |  |
| **Activity #1:*** Pin knock down, using throwing, rolling, and catching.
* Each team has 10 pins. They have a side of the gym area. Each team throws and rolls balls to attempt to knock down all 10 pins. If a ball strikes a student from the neck down, they go to the sideline and complete 10 jumping jacks and re-enters the game, Player are able to catch thrown balls, to save themselves. Caught balls do not penalize the thrower. Game ends when all 10 pins on 1 side have fallen (once a pin falls by any means it stays down)
* Class is split evenly into two teams, teams may not cross center line, games starts and stops to music
* During game play look for these throwing components:
* - Point to target with non-throwing hand
* Reach back with hand holding ball (should be sideways at this point)
* Step with opposite foot
* Release ball overhand
* Follow-Through Diagonally across body

Rolling Components* Eyes on target
* Face target in preparation for throwing action
* Arm back swings back behind body in preparation for action.
* Step with opposite foot to lower body as throwing arm moves forward.
* Release ball between knee and shoe level approximately at or slight in front of foot

Catching Components* eyes on Object to catch
* hands in front of body, chest high with fingers up and thumbs touching
* Feet, body and shoulders squared up towards object to catch
* elbows extend reaching hands towards object to catch
* object caught with hands only (no trapping)

ID student Modifications:* See day 1 and 3 for component mods
* Have a peer buddy gather balls for the student to throw or roll
* Additional cues and prompts to continuously move and engage in the requested task.
* Put the student closer to the center line to aid with more success get a ball to the pins on the other side
 |  |  |  |
| **Activity #2: GPE*** Pin knock down, using throwing, rolling, and catching.
* Each team has 10 pins. They have a side of the gym area. Each team throws and rolls balls to attempt to knock down all 10 pins. If a ball strikes a student from the neck down, they go to the sideline and complete 10 jumping jacks and re-enters the game, Player are able to catch thrown balls, to save themselves. Caught balls do not penalize the thrower. Game ends when all 10 pins on 1 side have fallen (once a pin falls by any means it stays down)
* Class is SPLIT INTO BOYS vs GIRLS
* Students may not cross center line, games starts and stops to music
* During game play look for these throwing components:
* - Point to target with non-throwing hand
* Reach back with hand holding ball (should be sideways at this point)
* Step with opposite foot
* Release ball overhand
* Follow-Through Diagonally across body

Rolling Components* Eyes on target
* Face target in preparation for throwing action
* Arm back swings back behind body in preparation for action.
* Step with opposite foot to lower body as throwing arm moves forward.
* Release ball between knee and shoe level approximately at or slight in front of foot

Catching Components* eyes on Object to catch
* hands in front of body, chest high with fingers up and thumbs touching
* Feet, body and shoulders squared up towards object to catch
* elbows extend reaching hands towards object to catch
* object caught with hands only (no trapping)

ID student Modifications:* See day 1 and 3 for component mods
* Have a peer buddy gather balls for the student to throw or roll
* Additional cues and prompts to continuously move and engage in the requested task.

Put the student closer to the center line to aid with more success get a ball to the pins on the other side |  |  |  |
| SAFETY & MODIFICATIONS* Remind students to not try and strike their friend with a throw, especially above the neck
* Stay on your feet
* Do not cross the center line

ID student Safety: Same as GPE |  |  |  |

Skill #1:\_\_Catching\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Critical Components  | Adapted Critical Components (ID Student is able body so components will be the same, as Critical Components with assisting cue, see below) |
| Eyes on Target or person tossing object | Eye gaze on person tossing (giving verbal cues, along with visual prompting) |
| hands in front of body, chest high with hands open, fingers up, and thumbs facing | Hands above waist level in front of body (not to the sides or over the head) |
| Feet, body, and shoulders squared up towards object to catch | Toes and feet pointed towards tossing partner, chest facing towards tossing partner |
| Elbows extend reaching hands towards object to catch, | Hands reach up towards object to catch |
| Object is caught with hands only (no trapping) | Object grasped with two hands not trapped against the chest or swatted away |
|  |  |
|  |  |

Skill #2:\_\_\_\_\_Over hand Throw\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Critical Components  | Adapted Critical Components (ID Student is able body so components will be the same, as Critical Components with assisting cue, see below) |
| Eye on target | Eye gaze on target with a peer or adult behind target (giving verbal cues, along with visual prompting) |
| Point non-throwing side/shoulder to the target (i.e., if left handed thrower, point right shoulder/side towards target) | Turn sideway and point towards target with point hand being your non-throwing hand |
| Throwing arm way back behind head | Point the ball behind you away from the target while still pointing at the target with your other hand |
| Step with your opposite foot towards target (i.e., if throwing with left hand, step towards target with your right foot) | Step with your front foot towards the target to squash the bug |
| Throwing arm follow-through after ball release diagonally across body toward non-preferred side | Throw the ball towards your point and target with your back leg following your arm, and try and touch your bug squashing foot |
|  |  |
|  |  |

Skill #3:\_\_\_\_\_\_\_\_Under hand Roll\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Critical Components  | Adapted Critical Components (ID Student is able body so components will be the same, as Critical Components with assisting cue, see below) |
| Eyes on target | Eye gaze on target with a peer or adult behind target (giving verbal cues, along with visual prompting) |
| Face target in preparation for throwing action | Hands in front of body about chest level with ball  |
| Arm back swings back behind body in preparation for action. | Swing arm holding ball behind the body |
| Step with opposite foot to lower body as throwing arm moves forward. | Step with foot not holding the ball towards your target to squash the bug |
|  Release ball between knee and shoe level approximately at or slightly in front of foot | Swing arm holding ball towards your target releasing the ball at or just in front of your body, between the knee and shoe level |
|  |  |
|  |  |

**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.

See attached Rubric. Can be filled out by student (with adult prompting), by a peer, or by the instructor. Use the 5 component Step Reference Sheet.

The 5 component Step Reference Sheet can be made into Posters to hang in your gym

***MY 5 Components***

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SKILL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Date:** | **Successful** | **More Practice Please** |
| **COMPONENT 1** |  |  |
| **COMPONENT 2** |  |  |
| **COMPONENT 3** |  |  |
| **COMPONENT 4** |  |  |
| **COMPONENT 5** |  |  |

**USE REFERENCE CHART For partner assessing**

This chart today was filled out By:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 Component Reference Chart

|  |  |
| --- | --- |
| Skill | Catching |
| 1 | Eyes on Target or person tossing object |
| 2 | hands in front of body, chest high with hands open, fingers up, and thumbs facing |
| 3 | Feet, body, and shoulders squared up towards object to catch |
| 4 | Elbows extend reaching hands towards object to catch, |
| 5 | Object is caught with hands only (no trapping) |

|  |  |
| --- | --- |
| Skill | Throwing |
| 1 | Eye on target |
| 2 | Point non-throwing side/shoulder to the target (i.e., if left handed thrower, point right shoulder/side towards target) |
| 3 | Throwing arm way back behind head |
| 4 | Step with your opposite foot towards target (i.e., if throwing with left hand, step towards target with your right foot) |
| 5 | Throwing arm follow-through after ball release diagonally across body toward non-preferred side |

|  |  |
| --- | --- |
| Skill | Underhand Roll |
| 1 | Eyes on target |
| 2 | Face target in preparation for throwing action |
| 3 | Arm back swings back behind body in preparation for action. |
| 4 | Step with opposite foot to lower body as throwing arm moves forward. |
| 5 | Release ball between knee and shoe level approximately at or slightly in front of foot |

|  |  |
| --- | --- |
| Skill | Underhand Serve |
| 1 | Stand with your non-dominant foot in front with your toes facing your target. Your dominant foot should be in the back with toes pointed slightly out. |
| 2 |  Cup your non-dominant hand slightly and place the ball in it. The ball should be at the height of your mid-thigh, move your hips back and keep your upper back straight as you bring your shoulders towards the ball. |
| 3 | Draw your hitting arm straight back. It should move quickly, like a pendulum. Then swing it forward firmly, hitting the bottom of the ball with your closed fist |
| 4 | As you swing your arm, step forward. You should shift your weight onto your non-dominant foot, which should be in front. Move your whole body forward and up, propelling the ball over the net |
| 5 | Follow through with your arm. Your arm should continue in an upward arc after you hit the ball. Bringing your arm all the way up will better guarantee a straight and true flight path over the net |

|  |  |
| --- | --- |
| Skill | SET Pass |
| 1 | Eyes tracking ball into contact with hands |
| 2 | both hands hovering right over their forehead. The thumbs and pointer fingers should form a triangle and the palms should face outward. |
| 3 | elbows should be out to the side in a wide position, which will provide leverage to push the ball |
| 4 | Feet will be shoulder width apart or slightly wider with a slight bend |
| 5 | Make contact with all ten fingers, push their hands upward to set the ball |

|  |  |
| --- | --- |
| Skill | Bump Pass |
| 1 | Stand with your legs about shoulder width apart and should lean forward a bit. Your knees should be bent a little bit, ready to spring your legs into action |
| 2 | Move to the ball so that it will come down squarely in front of you by shuffling your feet slightly wider than shoulder width |
| 3 | clasp your hands together while holding your arms straight in front of you, slightly below your waist, with your shoulders arched. Clasp your hands in front of you, with your thumbs together, side-by-side. |
| 4 | Using your bent knees, and your arms in correct position, extend your legs straight to push through the ball |
| 5 | Hit the ball with both arms. Position yourself so that you hit the ball with both |