

# Unit 3: Manipulative Skills

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **8 weeks**  
Length: **8 Weeks**  
Status: **Published**

## Unit Overview

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A manipulative skill is one in which a child handles an object with the hands, feet, or other body parts. Manipulative skills are basic to the development of sport skills; throwing, catching, bouncing, rolling, kicking, and striking(with and without an object).

## Transfer

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Students should understand how learning manipulative skills correlate with everyday life. Ask students why it is important to learn how to throw or catch, help explain to them the importance of these skills.

## Meaning

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## Understandings

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Students will know the mechanically efficient patterns of the manipulative skills.

## Essential Questions

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How do manipulative skills help your overall coordination?

How can good sportsmanship create a safe environment?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know the mechanically efficient patterns of each manipulative skill.

### **Students will be skilled at...**

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Demonstrating manipulative skills (kicking, throwing/catching, striking, bouncing) with increased mastery during skill practice, games, and other physical activities.

## **Academic Vocabulary**

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### **Learning Goal 1**

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Demonstrate competency in manipulative skills and movement patterns needed to perform a variety of physical activities.

HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

### **Target 1**

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TLW: Demonstrate various movement and manipulative skills (kicking, throwing/catching, striking) with developmentally appropriate control during skill practice.

## **Target 2**

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TLW: Explain and demonstrate how objects (ball, beanbags, hula- hoops) should be used in practice, games, and other physical activity in a safe manner.

## **Learning Goal 2**

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Participate regularly in physical activities for the purpose of improving skills and health.

HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.

## **Target 1**

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TLW: Participate in a variety of games that increase breathing and heart rate.

## **Target 2**

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## **Summative Assessment**

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Self assessment

Paper/Pencil assessment

## **21st Century Life and Careers**

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All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

WORK.K-4.9.1.4.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.K-4.9.1.4.1	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
WORK.K-4.9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
WORK.K-4.9.1.4.A.2	Evaluate available resources that can assist in solving problems.
WORK.K-4.9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
WORK.K-4.9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
WORK.K-4.9.1.4.C	Collaboration, Teamwork and Leadership

## **Formative Assessment and Performance Opportunities**

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Peer assessment

Teacher monitoring

## **Differentiation/Enrichment**

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Each student is provided an opportunity to be successful through the use of equipment and repetition.

## **Unit Resources**

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cones

hoops

polyspots

various size/weighted balls

various pieces of objects used to throw/catch, kick