Nov. Gr. 1 Throwing Unit

Content Area: **P.E.**
Course(s):
Time Period: **November**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will review and practice throwing skills for distance and accuracy. Students will learn to cooperate in team activities that involve throwing various items and be introduced to offense and defense.

Enduring Understandings

Teamwork requires cooperation and communication to succeed.

Throwing requires learned techniques to improve.

Essential Questions

How can I help my team to succeed?

How can I throw with more accuracy?

Instructional Strategies & Learning Activities

Activities may include but are not limited to:

Students will be using throwing/rolling and defending in a game setting. Students will have to work as a team to defend their territory.	<u>Guard the castle</u> Students will be split into 2 teams. Each team will get 3 pins to put in their castle (yellow lined basketball key), which they can not enter. Each team will be trying to knock over the other team's treasure (pins) by throwing or rolling the ball. Students may not pass the middle line. Once a team's pins are all knocked down the	6 foam balls, 6 pins.	Teacher will observe the students and make sure students are participating in a safe and fair manner.

	game is over and you play another round. Differentiation: One on one help. Different size and weight of balls.		
Students will toss different types of nerf ball over the net to simulate a modified volleyball game.	Clear up the trash: Students will be broken up into 2 teams on two different sides on the gym. Volleyball net will divide the two teams. Net will be at a low level. Students will have various different nerf and foam balls scattered around on their side of the court. Students have to try and get rid of all the trash(balls) from their side by throwing it over to the other side. After 2 minutes I will blow my whistle and the teams will count how many balls they have on their side. Raise the net a little higher and play multiple rounds. Differentiation: One on one help. Different size and weight of balls.	Various foam balls.	Teacher will observe for safe and fair play. Teacher will ask students to report how many balls are on their side.
Students will use strategy while working together as a team. Students will use their throwing, rolling and defensive skills in this game.	**<u>Pyramid Ball</u>** The gym will be broken off into 4 sections. The class will be broken down into 4 teams, one for each section. Students will be instructed to build a pyramid in their restricted area (nobody can enter this area). Then students will stay in their section and attempt to throw or roll balls at the other 3 sections in order to knock	Cups, foam balls, domes.	Are the students protecting their pyramid? Are the students working together? Are the students throwing correctly?

	down their pyramid. Once a team has their pyramid knocked down they are given a point. The team with the least amount of points wins. Also, this game does not end until the teacher blows the whistle. When a pyramid is knocked down, the students must build it back up together. During this time this team is not involved in any throwing or rolling. Once the pyramid is standing the students on that team are then allowed to throw or roll at other teams. Differentiation: One on one help. Different size and weight of balls.		
To have students practice throwing for accuracy at targets and reinforcing concept of relay and teamwork.	- <u>Target Game:</u> - Students will be separated into 2 teams lined up facing their targets. Baskets of balls will be placed behind the throwing line. When the teacher gives the "go" students will take balls out of the basket and throw them at the targets that are lined up along the wall. Which ever team knocks down the targets first wins. Play as many rounds as possible. Differentiation: One on one help. Different size and weight of balls.	6 aerobic steps, 4 basketballs and domes, 4 small plastic cones, 4 foam pins, 2 baskets loaded with tennis balls.	Teacher will observe for proper throwing technique, throwing behind the line, following rules, safe and fair play giving suggestions and corrections as needed.
Students will demonstrate throwing a ball with the correct steps.(Arm up, step with the opposite foot)	Throwing Stations Students will get into stations. Each station will have different types of balls. Students will practice throwing different balls	Use different types of balls.	Students will be evaluated on if they are throwing correctly.

	using the corrects cues of throwing a ball. Students will rotate after a short time. Music will be played during these stations.		
Students will practice their throwing skills. Students will be able to throw for distance with the correct form.	Wall Toss: Students will be in lines of 5. Students will go one a time up to the polly spots which are in a line. The first student will go closest polly spot to the wall. If the student hits the wall with the tennis ball they get to pick up their polly spot and return it to their line. First team to have all their polly spots wins the round. Play multiple rounds.	5 tennis balls and 20 polly spots.	Teacher will observe for fair and safe behavior giving suggestions when needed.

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

There is no technology integrated into this unit.

Interdisciplinary Connections

LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

See differentiation in lessons above.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

540 and IEP accommocations will be utilized.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See above.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher developed checklists

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

See Above.

Instructional Materials

Materials may include but are not limited to:

Foam balls

Footballs

Yarn balls

Playground balls

(Variety of objects)

Cones

Polyspots

Boundary lines

Foam pins

* See individual lessons/games for specific equipment that may be needed.

Standards

2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running,

	kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).