Sept. Gr. 2 PE Guided Discovery/Personal Space

Content Area: **P.E.**
Course(s):
Time Period: **September**
Length: **3-4 Weeks**
Status: **Published**

Unit Overview

Students will learn methods of play with hula hoops, bean bags and balls, based on targeted skill level.

Enduring Understandings

Handling physical activity with identified items requires knowing how to play with the various manipulatives in specific ways.

Essential Questions

How can we improve when we use various pieces of equipment independently?

Instructional Strategies & Learning Activities

Guided Discover for K-2

Hulla Hoops, Bean Bags, Playground balls

Objectives	Procedure:	Material:	Assessment:
		Hula hoops	GD
Guided Discovery Hula Hoops: Students will perform many skills using a hula hoop. Students will learn more than one way to use a hula hoop.	Students will be introduced to using skills with a hula hoop. Students will practice balancing skills with the hula hoop, rolling, spinning, jumping etc. Actions with the hoop: 1. Jump and jump out 2. Jump and jump out patterns		Teacher will observe the students and make sure students are participating in a safe and fair manner. Students following

	3. Race car drive with the hoop as a wheel 4. Jump rope with the hoop 5. Toss the hoop from one hand to the other. 6. Toss and clap 7. Twist like a doorknob 8. Spin around waist. 9. Roll the hoop contest.		instructions? At the end can students name the activities they did with the hoop?
	Differentiation: Kids looking for a challenge, teach them how to do the backspin to make the hoop come back to them.		
Objectives:	Procedure:	Material:	Assessment:
Guided Discovery Bean Bags: Students will be introduced to bean bags and perform many different actions with them. Students will practice manipulating the bean bag at different levels.	Each student will be given a bean bag. Each student will be asked to do the following: Stand in your hula hoop. Balance the bean bag on different parts of your body. First tell the students to balance bean bag on their back of their hand while walking around. Then have student balance bean bag on choice body part (not the head). Toss the bean bag from one hand to the other. Walk on a line and balance the bean on different parts of your body. Toss Bean bag/clap once	Bean bags, Bucket.	Teacher will observe the students and make sure students are participating in a safe and fair manner. GD Following instructions? Were the students able to balance the bean bag on at least one part of their body without bumming into anybody?

	Toss bean bag/clap twice Partner up and toss Partner up and slide the bean bag After that each student will get a chance to toss their bean bag into a bucket. Differentiation: Longer or shorter distances when partnered up.		
Objectives:	Procedure:	Material:	Assessment:
Guided Discovery Playground Balls Students will be introduced to play ground balls and perform many different actions with them.	Each student will be given a play ground ball. Each student will be asked to do the following: Toss the play ground ball to yourself 10X Dribble with 2 hands 10X Dribble with right hand 10X Dribble with left hand 10X Relays: Dribble while moving (both hands, right hand, left hand) Partner rolls Partner tosses. Differentiation: Longer or shorter	Play ground balls, cones.	Teacher will observe the students and make sure students are participating in a safe and fair manner. GD Following instructions? Can the students dribble with one hand?

distances when partnered up.

Integration of Career Readiness, Life Literacies and Key Skills

	Brainstorming can create new, innovative ideas.
	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.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
	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

No Technology is used in 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.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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:

Different size equipment may be offered to assist skill successes. Goals for manipulatives may be adjusted for skill success.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

Physical and learning accommodations based on individual IEP's will be closely monitored.

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:

Observation of students ability within individual lessons to demonstrate appropriate techniques using the manipulatives in an appropriate manner.

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:

Individual discusssion with students giving suggestions and corrections as needed for the activity.

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:

Tracking of daily skills, progress of individual student for the entire unit.

Instructional Materials

Required Phys. Ed. equipment for the activities that may included but are not limited to:

Bean bags

Hula hoops

Playground balls

Noodles

Scarves

Standards

2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.
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).
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).