**Throwing and Catching**

**Teacher Name: Seth Davis**

**Subject Area:** 3rd Grade Physical Education

**Date:** 12/1/14

**State Standards/Benchmarks:**

3.1 a)Demonstrate most of the critical elements (small, isolated parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, pass a ball to a moving partner).

3.2 b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

**Lesson Essential Question:**

How can we move from stationary throwing and catching to throwing on the move to a moving target?

**Time Required:** 2 Hours (Four 30 minute classes)

**What will I differentiate?**

* **Content**

By using stations, students will move from one activity to another with a new objective. The objective may increase in level of difficulty or decrease depending on the station. The content will be differentiated by student choice (deciding what kind/size of object to use, distance between thrower and target, etc.) based on their level of skill and developmental needs.

* **Process**

Process will be differentiated by giving students choices on which stations they feel they need more time on. Process will also be differentiated by interest by allowing students to spend more time at a station if it is very engaging to them. All activity should be developmentally appropriate for all students.

* **Product**

Product will be determined by teacher observation in a game that pulls all principles of the activity together. It will be the indicator of future teaching strategies used for this lesson. The goal is to have all students throwing and catching both while stationary and while moving.

**How will I differentiate?**

* **For Readiness**

Allow students to choose from a variety of objects to use for the lesson, large and small. Allow students to determine distances based on their own strength/accuracy.

* **Interest**

Students will be given time at the end of each lesson to spend more time on an activity that they found to be very engaging.

* **Learning**

Incorporating technology, stations, and cross-curricular activities will help differentiate the learning. Some students need a break in PE at times and some math, history, or science questions given by classroom teachers could be the perfect opportunity for that break.

* **Affect/Learning Environment**

Students will work with different learners each day, as grouping will change. This promotes community within the class and students will not be grouped by ability level every day. This lets higher skilled students work with students who are not as skilled at these tasks and this could be very helpful to all kinds of learners.

* **Combination**

**As a result of this lesson/unit students will:**

**Understand:** *(big ideas, principles, generalizations, rules, the “point” of the discipline or topic within the discipline)*

-The basic procedures for throwing and catching.

**Know:** *(facts, vocabulary, how-to’s, information that is memorizable)*

-How to throw with good form (ball at ear, step to target, follow through).

-Correct hand positioning for catching at high and low levels (high level = thumbs together/low level = pinkies together).

-How to throw a ball to a moving target (lead moving target).

**Do (Skills):** *(Bloom’s higher order thinking skills, skills of the discipline—skills you will assess)*

Students will demonstrate throwing to a stationary target and a moving target while remaining stationary. Students will demonstrate throwing to a stationary target and a moving target while on the move. Students will demonstrate catching at high and low levels while remaining stationary and on the move.

**Pre-Assessment:** *(How will you find out about where your students are at for this lesson? What will your pre-assessment look like?)*

Students will perform basic, mostly stationary tasks on the first day of the lesson. This will show areas of strengths and weaknesses and will help with grouping.

**Steps in the Lesson**: (*Include ideas for whole-class instructions, if any; differentiated activities; sharing, etc.)*

Day 1:

Review techniques of throwing and hand positioning for catching. Practice all skills both stationary and moving in space.

Days 2-3 of lesson:

Step 1: Assign groups to stations (throwing object up and catching at high and low levels, throwing to targets on the wall, stationary throwing and catching with a partner who is stationary, target throw cross-curricular smart board activity, stationary throwing to a partner who is moving, watching short video on throwing technique,)

Step 2: Allow students to repeat a station they feel they need to work the most on.

Step 3: Allow students to repeat a station that engaged them the most.

Day 4:

Bring it all together. Have students work with different partners playing “step back” for distance and throwing on the move with a partner who is on the move.

**Closure Activity/Wrap up:** (*This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson.)*

-Allow students to demonstrate proper throwing technique in front of the class.

-Allow students to demonstrate proper hand positioning for catching at different levels in front of the class.

-Allow students to demonstrate how to lead a partner who is moving to catch an object in front of the class.

**Post-Assessment:** (*How will you use this data to inform your next learning experience?)*

Assessment will be done by teacher observation and a checklist (below) for each student. It will be a measuring stick for where students are and to answer the following questions for the teacher:

-Were stations appropriate for grade level?

-Were stations appropriate for learning goals?

-Are students ready to move to the next step or do they still need time for reinforcement of goals?

-Are students ready to apply these principles in another task?

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| Overhand Throwing and Catching  Name  Check (√) and list the date to indicate which of the critical elements are PRESENT.  Overhand Throw  1. Throwing hand at ear  2. Opposite shoulder at target  3. Step to target  4. Follow through \_\_\_\_\_\_\_\_  Catch  1. Thumbs are together for catching at high level.  2. Pinkies are together for catching at low level.  3. Catches object when stationary.  4. Catches object when on the move.  Performance Definitions  Present - Demonstrated in MORE than half of the student's attempts in individual drill/task.  Absent - Demonstrated in LESS than half of the student's attempts in individual drill/task. |

**Integrated Instructional Technologies and Resources Utilized:** (*Include websites/tools used.)*

<http://exchange.smarttech.com/details.html?id=57855ae7-7cb1-495a-86f5-380deed5bb3b>

www.mc.edu/faculty/index.php/download\_file/.../7/

**Weebly Link:** <http://moving2learn.weebly.com/>