

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Throwing and Catching

Designed by: Kathy Lynch

District: Cape Henlopen

Grade Cluster: K-2

Time Frame: 7 Lessons

Summary of Unit

Children will learn the basics of overhand and underhand throwing with arm-leg opposition and catching. Students will learn cooperation with a partner and with a group of three or more. Learning these skills will increase these students' opportunity to engage in an abundance of playground games, therefore increasing their opportunity for social settings and active play.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea

Fit for Life

Unit Enduring Understandings

- Physical activity involves using movement and motor skills
- There are different rules for different movements
- We need to move
- Physical fitness is good for you
- There are ways to behave in physical activity settings
- Physical activity is fun

Unit Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Knowledge and Skills

Students will know...

- How to use arm-leg opposition in both overhand and underhand throwing
- How to employ the "pendulum-arm" swing for the underhand throw
- How to employ the "arm-over-the-head" swing for the overhead throw
- How to focus to catch objects
- How to work with others in game and activity settings
- That being healthy requires being physically active
- That different body parts have different jobs in different movement skills

Students will be able to...

- Correctly execute overhand and underhand throws in activity settings
- Correctly catch objects in activity settings
- Demonstrate appropriate social behavior in throwing and catching games and activities

Stage 2 – Assessment Evidence
 (Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Task

Throwing and Catching Games...

A publishing company is coming to your school. They want to print a book on new throwing and catching games. They will publish your game if they like it, but there are some conditions:

- Your game must have both throwing and catching moves.
- You must show them how to overhand throw, underhand throw, and be able to catch properly.
- They might ask you about appropriate cooperative skills, so ensure you show them how you listen to others, speak kindly to others, and take turns.
- You may also be asked what you think about the game and whether or not you and your classmates enjoyed playing the game.

Rubrics

	Targeted	Acceptable	Unacceptable
Movement Skills	Student describes/ demonstrates the activities so that others show understanding of the game, the underhand throwing, the overhand throwing, and the catching skills.	Student attempts to describe the activities and skills but is incomplete or incorrect in some of his/her demonstrations. The other students are somewhat confused.	Student cannot describe/demonstrate any activity or skill. The other students have no idea how to perform the underhand throw, the overhand throw, or the catch.
Reflective Skills	Student honestly and thoroughly discusses, explains, and describes self-participation in the design of the activity and on their ability to perform skills correctly and cooperatively.	Student shows some honest discussion, explanation, and description of self-participation in the design of the activity and on their own abilities to perform skills correctly and cooperatively.	Student is unable to honestly discuss, explain, or describe self-participation in the design of the activity, and on their own their abilities to perform skills correctly and cooperatively.

Other Evidence

- Throwing checklist for practice
- Throwing checklist for activities
- Catching checklist
- Cooperation checklist
- Teacher observation of throwing and catching techniques in activities

- Teacher observation of responsible social behavior of students in throwing and catching activities
- Teacher observation of students helping classmates who are struggling

Student Self-Assessment and Reflection

- Student verbally echoes the cues for throwing
- Student self-assessment of responsible social behavior
- Design, play, and reflection on a 2-minute throwing and/or catching activity for student and a partner

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

- What games do you know that involve throwing and catching?
- Introduce the Essential Questions and discuss the unit performance task.
- Key cues and vocabulary needed for this unit.
- Present the benefits of the games they can play and the fun they can have if they can correctly throw and catch.
- “Tape Toes and Rubber Band Hands” to teach arm-leg opposition and throwing with their dominant hands.
- Using bowling as a fun way to apply the underhand techniques and the social experience of working with a partner. Using “Wishing Well” to reinforce applying underhand techniques and to increase student’s social experience by working with a group.
- Presenting the commonality of underhand and overhand throwing.
- Using “Oscar’s Garbage Can” to apply overhand throwing.
- Formally introduce catching with “Grocery Bag Fun” and “More Grocery Bag Fun.”

Unit Title: Throwing and Catching

Lesson 1: Throwing Underhand

Grade Level: K-2

References

- “Tape Toes and Rubber Band Hands”, by Mary Feldt,
<http://pecentral.org/lessonideas/ViewLesson.asp?ID=4770>
- “Bowl-a-rama”, by Sara Mallory,
<http://pecentral.org/lessonideas/ViewLesson.asp?ID=4379>

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games, opposition, and pendulum-arm swing

Delaware State Standards Addressed

1. Demonstrates competency of motor skills and patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?

- What are the rules for movement?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movements and motor skills.
- There are different rules for different movements.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-created throwing and catching game.

Materials/Equipment

- Rubber bands for each student
- Masking tape
- Yarn balls or wiffle balls for each student
- Throwing Cues poster (see attachment)
- Bowling pins or 2-liter bottles
- Playground balls or nerf balls
- "Skills You Will Need for Task" sheet (see attachment)

Lesson Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none"> • Use teacher-directed verbal cues to throw with their dominant hand and step forward with their opposite foot. • Understand that they use a pendulum motion to do the underhand throw. 	<ul style="list-style-type: none"> • That their "writing hand" is also their throwing hand. • There are many fun activities to do with throwing and catching. • Throwing and catching involves working well with a partner.

Assessment Plan

- Teacher observation of students identifying their writing-throwing hand and their opposing foot.
- Teacher observation of students in the swing and release for an underhand throw.
- Teacher observation of the students echoing the "Tape Toes and Rubber Band Hands" sequence.

Lesson Sequence

Introduction

Present the goals (transfer task) for this unit. Tell the students that they will be able to create a fun game or activity for them and their classmates, learn and enjoy the proper way to throw and catch, and how to behave in a group. By learning to catch and throw, they will be ready to enjoy a multitude of recess games. Explain that there are posters hanging in the gym that describe the proper throwing and catching techniques that they will get to know. Also explain that, in everything we do together, we will speak kindly to one another.

Class Procedures

Captains of each team will have the responsibility of passing out and collecting the equipment each day.

Content

Begin with, "What games do you know that include throwing and catching?" Record students' responses on board or chart paper. Then ask, "What can happen when someone you are playing with cannot throw or catch?" Listen to responses and summarize. Explain to students that they are going to get much better at throwing and catching.

Ask the children to write their names in the air. Tell the students that this "writing hand" is also their "throwing hand." The team captains distribute rubber bands which the students put on their writing hand wrist. Model this directive by putting a large rubber band on your writing hand as well and write in the air. Then cross your arms over your knees to "make an 'x'" on your opposite knee. Direct the students to "make an 'x'" on with their arms to touch their knees as well so that they find their opposite knee. The toe of that opposite leg is the "tape toe." Model throwing underhand saying, "Tape toes and rubber band hands" as described in the [Tape Toes and Rubber Band Hands](#) lesson. Together with the students, choral the words and actions to "Tape Toes and Rubber Band Hands" while practicing underhand throwing.

After the students seem to be grasping the arm-leg-opposition, demonstrate throwing to a wall with a yarn ball or a wiffle ball. Assign student teams to a "firing wall" and tell the students to watch and not throw the ball at a classmate. The captains hand out the balls, and the students underhand throw to their assigned wall. Observe and assist the students who are still having trouble with the arm-leg opposition.

With the tape and rubber bands still on, show the students how to do the [Bowl-a-rama](#) lesson. Demonstrate with a student. Tell them to take 2 underhand throwing turns each as they bowl with each other. Then tell the students to pair up, collect two bowling pins (or 2-liter bottles), and a nerf ball for their pair, find a self-space, and practice bowling with each other. Walk around to help the students with underhand throwing (using opposition and a pendulum arm swing), and with sharing, and speaking kindly to one another.

Near the end of class, students must return to their "team seats" and their captains collect the rubber bands and tape.

Closure

Ask the students, "How many of you think you are now getting better at throwing and catching?" Tell the students their skills will improve even more in the lessons to come.

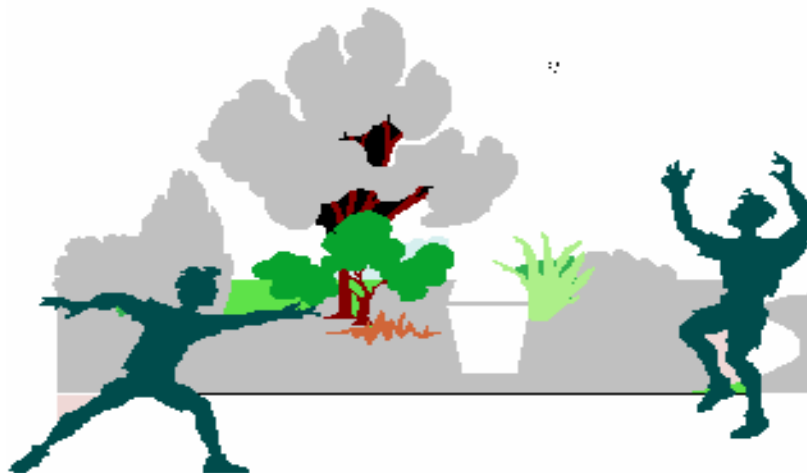
Summarize the underhand throwing technique, and the value of sharing and talking kindly to one another. Tell the students they will learn to throw higher (trajectory) throws when they do a great game called [Wishing Well](#) in the next class. Explain as much of the game as time will allow.

Accommodations/Differentiation Ideas and Tips

- Have writing paper and pencils available for students who are not sure which hand they use for writing.
- Use large, bright wristbands and bright-colored, wide, duct tape or masking tape.
- When students are practicing their throwing, the very young students may do better throwing the yarn balls until they watch where they are throwing, while the older students seem to enjoy throwing wiffle balls because they roll back to them after they hit the wall.
- In the "Bowl-a-rama" activity, students could switch partners every time if they forget whose turn it is.
- Large playground balls are useful for students who keep missing the pins.
- Handicapped partners should be paired up with able-bodied partners.

Skills You Will Need For the Throwing and Catching Transfer Task

- Show us a game with *throwing* and *catching*
- Show us how to:
 - *Underhand* throw
 - *Overhand* throw
 - *Catch*
- Tell us about these cooperation skills:
 - *Listen* to others
 - *Speak kindly* to each other
 - *Take turns/share*
 - *Encourage* others



Underhand Throwing

1. Step forward with your "tape toe."
2. Put your "rubber band hand" down and swing it back behind you.
3. Swing your rubber band hand up in front of you.



4. Release the ball.

Unit Title: Throwing and Catching

Lesson 2: High-Trajectory Underhand Throwing

Grade Level: K-2

References

- "Tape Toes and Rubber Band Hands", by Mary Feldt
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4770>
- "Bowl-a-rama", by Sara Mallory,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4379>
- "Wishing Well", by Sandi Pritchard
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=346>

Vocabulary/Keywords: underhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

1. Demonstrates competency of motor skills and patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical Activity involves using movement and motor skills.
- There are different rules for different movements.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Game

Materials/Equipment

- Rubber bands for each student
- Duct or masking tape
- Bowling pins or 2-liter bottles—one for each student
- Playground balls or nerf balls
- Large folding mats

- Game cones or jump ropes to make a line
- Throwing Checklist for Activities—see attachment
- Throwing Cues poster
- Student Self-Assessment—see attachment

Lesson 2 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none"> • More independently recite the cues, “tape toes and rubber band hands,” and execute arm-leg opposition. • Increase their understanding of hand dominance. • Refine their underhand throw. • Begin to throw underhand with a higher trajectory. 	<ul style="list-style-type: none"> • Teacher-directed verbal cues in throwing with their dominant hand and step to forward with their opposite foot. • That they use a pendulum motion to do the underhand throw. • More fun activities. • Working cooperatively and nicely with others makes a game more fun.

Assessment Plan

- Throwing Checklist for Activities, underhand section
- Teacher observation of students recognizing their hand dominance
- Teacher observation of students recognizing arm-leg opposition
- Teacher observation of students using proper social skills
- Students’ Self-Assessment

Lesson Sequence

Introduction

Verbally review the reasons for learning to throw: the end of unit assessment, the multitude of games that are played using throwing and catching, the fun of throwing and catching, and how and why it is important to be socially appropriate.

State the expectations of today’s lesson: working with a partner, using the writing hand to throw and opposite leg to step on while one is throwing. Tell the students you will be observing and noting their progress in throwing and in their social skills.

Content

Direct the captains to hand out the tape and rubber bands as was done in the last activity, [Tape Toes and Rubber Band Hands](#). Have a proficient student demonstrate while you verbally review the key elements of the underhand throw: the underhand pendulum swing, hand dominance, and arm-leg opposition while simultaneously reciting with the students, “tape toes and rubber band hands” with less prompting than in the first lesson. Use the Underhand and Overhand Throwing Checklist for Throwing Practice to measure how the students are grasping the material.

When the students play [Bowl-a-rama](#), move from student to student to guide them with their underhand throwing technique, and continue to record their progress on the Throwing Practice Checklist.

The children put away the bowling equipment. Then the teacher directs the children to go back to their seats, and explains the [Wishing Well](#) activity. As the students are playing

“Wishing Well,” continue to help individual students with their throwing technique because this game requires a higher trajectory and a stronger throw. In addition, observe and check off the students’ competencies for the underhand throw on the Throwing Checklist for Activities underhand section.

Closure

Ask the students, “How does your body move when you underhand throw?” When the students respond, ask for specifics, “What is the job of your arms and your legs?” Explain that these skills require direct, specific movement. Ask the children, “Is this movement good for your body?” Explain that being healthy requires being physically active and that this is one fun way they can be physically active.

Then tell the children that you have taken a look at their social skills, and ask, “How does your behavior affect others when you are physically active?” Again emphasize that their good behavior helps to make their physical activity fun.

Tell the students that they will be learning overhand throwing during the next class.

During the last few minutes of class, each student is handed the Student Self-Assessment Checklist. They write their perceptions of their throwing abilities. The teacher can then compare the Throwing Practice Checklists with the Student Self-Assessment Checklist to see how accurately the students perceive their own skills.

Accommodations/Differentiation Ideas

- It may be helpful to have the students “make an ‘x’ with their hands” to their legs to ensure their understanding of opposition.
- Check for understanding of arm-leg opposition by having the students throw imaginary “snowballs” at the teacher.
- Have writing paper and pencils available for students who are not sure which hand they use for writing.
- Use large, bright wristbands and bright-colored, wide, duct tape or masking tape.
- In the “Bowl-a-rama” activity, students could switch partners every time if they forget whose turn it is.
- Large playground balls are useful for students who keep missing the pins.

Student Self-Assessment

My name is:

My throwing skills

(Circle the right face for you.)

Right now, I can throw:



Great!



Okay



I need help.

Unit Title: Throwing and Catching

Lesson 3: Learning the Overhand Throw

Grade Level: K–2

References

- "Tape Toes and Rubber Band Hands", by Mary Feldt
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4770>
- "Bowl-a-rama", by Sara Mallory,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4379>
- "Wishing Well", by Sandi Pritchard
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=346>
- "Oscar's Garbage Can", by Hiemenze Julie
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=348>

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

1. Demonstrates competency of motor skills and patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical Activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Game

Materials/Equipment

- Large folding mats
- Cones or jump ropes
- One wiffle ball or yarn ball for each student
- One rubber band and one piece of masking tape for each student
- Cooperation Checklist (see attachment)
- Throwing Checklist for Practice—overhand section (see attachment)
- Throwing Cues poster (see attachment)

Lesson 3 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none">• Apply (with guidance) the principles of hand dominance and leg-arm opposition to overhand throwing.• Understand that they use an elbow-to-pass-by-the-ear swing.• Successfully complete throwing and catching activities involving others.	<ul style="list-style-type: none">• How to recite the cues, “tape toes and rubber band hands,” and execute arm-leg opposition.• Which hand is their dominant hand.• How to underhand throw.• How to begin to throw underhand with a higher trajectory.• How to successfully perform throwing and catching activities by working cooperatively with others.

Assessment Plan

- Throwing Checklist for Practice, overhand section
- Teacher observation of students’ underhand throw without teacher prompting
- Cooperation Checklist

Lesson Sequence and Application

Introduction

Begin the class with a question-and-answer session on how we should behave with others. Point out the skills listed on the Cooperation Checklist. Tell the students that they will be watched for their social skills today and for many lessons to come.

Direct the captains to hand out the tape and rubber bands to all the students who have shown they need them by the information from the Practice Checklist and by today’s observation. Tell the students they will learn how to do the overhand throw today, and that the overhand throw is very similar to the underhand throw.

Content

With the team captains passing out the rubber bands and tape, tell the students to put a large rubber band on their “writing hand” and masking tape their opposing toe. Model the underhand throw with the verbal cues, “tape toes and rubber band hands,” as was done in previous lessons. (More explanation is found in the activity), [Tape Toes and Rubber Band Hands](#), by Mary Feldt.

Tell the students to face you and throw imaginary snowballs at you saying, "tape toes and rubber band hands." Observe the students to see if any of them would benefit by your further verbal prompting or modeling. Tell the students you will be watching them to make sure they can do the underhand throw perfectly.

Direct the students to play, [Wishing Well](#).

After "Wishing Well," tell the students to go back to their seats. Point out that the overhand throw is nearly the same as the underhand throw. Still use the verbal cues, "tape toes and rubber band hands," with the students and demonstrate the overhand throw. Then the students join the teacher in reciting, "tape toes and rubber band hands," while they execute the overhand throw without a ball.

After organizing the children to aim at different walls, tell them to practice overhand throwing a wiffle ball or a yarn ball against the wall while they use the "tape toes and rubber band hands" cues to ensure their correct use of arm-leg opposition. While they are practicing the overhand throw, check off the students' skills on the Throwing Checklist for Practice – the overhand section.

The teacher directs the students in playing [Oscar's Garbage Can](#) placing 4 to 6 students at a time in the "trash can" (these are the "Oscars") for each round of play. Allow enough rounds so that each student is an "Oscar" during this class. Use the Cooperation Checklist to note the children's social skills.

Collect the tape and rubber bands from all students. Ask them what is similar between the overhand and underhand throws. Offer any feedback that is needed.

Discuss the importance of the social skills from the Cooperation Checklist. First provide feedback on what you saw in terms of cooperation, for example, "I saw ___ from the checklist. What did you see?"

Closure

Ask the students, "How does your body move when you overhand throw? How is it different from the underhand throw?" Explain how the movements are similar and how they are different. Remind the students of the discussions of the last class, and ask them how throwing games are good for their bodies. Ask the children, "Did you have fun?" Then lead them to conclude that physical activity is fun, and that physical activity is part of being healthy.

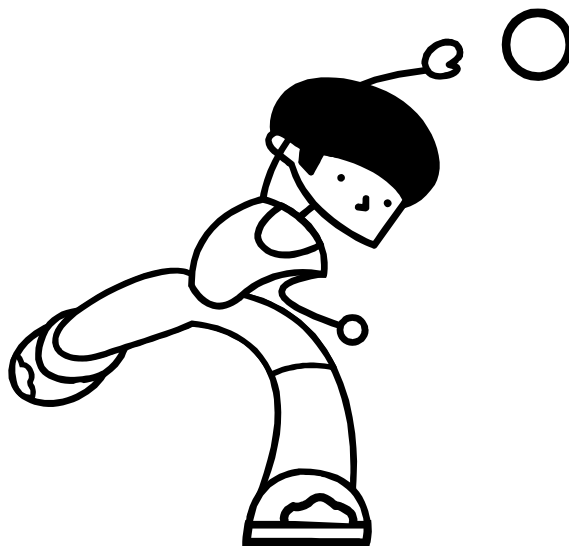
Then ask the students, "What else makes a game fun? Do you think that having your friends playing with you is fun?" Encourage their positive responses, and ask, "How does your behavior affect others having fun?"

Accommodations

- Lower the mats for the shorter, less confident, or younger children.
- Move the students closer or further away from the "wishing well" to accommodate their skill level.
- Have the mats and other equipment close to where you will have it set up before the students arrive.

Overhand Throwing

1. Step forward with your "tape toe."
2. Put your "rubber band hand" over your head, and move it behind you.
3. Move your "rubber band hand" forward in front of you.
4. Release the ball.



Unit Title: Throwing and Catching

Lesson 4: Practicing the Overhand Throw

Grade Level: K-2

References

- "Oscar's Garbage Can", by Hiemenze Julie
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=348>
- "Pick and Choose", Rohnke, Karl, *Silver Bullets* (Dubuque, Iowa: Kendall Hunt Publishing Company, 1984)

Vocabulary/Keywords: overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

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Essential Questions

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Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Game

Materials/Equipment

- Large folding mats
- Cones or jump ropes
- One wiffle ball or yarn ball for each student
- Large picnic tubs

- Beanbags or nerf balls
- Have available—one rubber band and one piece of masking tape for each student
- Throwing Checklist for Activities
- Cooperation Checklist
- Transfer Task poster

Lesson 4 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none"> • Use the leg-arm opposition and overhand throwing technique, with or without teacher guidance, to do the overhand throw in a <u>game</u> situation. • Participate in throwing and catching activities successfully with others. 	<ul style="list-style-type: none"> • The principles of hand dominance and leg-arm opposition in overhand throwing. • That they use the elbow-to-pass-by-the-ear swing. • The importance of interacting cooperatively with others in throwing and catching activities.

Assessment Plan

- Throwing Checklist for Activities – overhand section
- Cooperation Checklist
- Teacher observation of students throwing with their dominant hand
- Teacher observation of students executing the overhand throw without teacher prompting
- Teacher observation of students executing the overhand throw without the tape and the rubber bands

Lesson Sequence

Introduction

Model correct overhand throwing. With the younger or less competent students, it will help to recite “tape toes and rubber bands,” and/or use the actual tape and rubber bands. Tell the children to stand and face you. On your command, they chorally overhand throw. By observation, determine which students, if any, should have the visual and/or auditory cues of the taped toes and the rubber-banded hands. After this review, ask the students to recall social skills from the previous lesson, and discuss the importance of social skills in playing. Tell them you will be observing their social skills too.

Content

Right after the “snowball” throwing practice, tell the students to overhand throw a wiffle ball or a yarn ball against the wall as they did last week. This is an excellent time to help any students who are having difficulty with the overhand throw techniques.

Direct the students to play [Oscar’s Garbage Can](#). Observe and note the throwing skill level of the students on the Throwing Checklist for Activities – overhand section.

Then show the children how to play “Pick and Choose,” Rohnke, Karl, *Silver Bullets* (Dubuque, Iowa: Kendall Hunt Publishing Company, 1984).

To set up this game, some of the students (the shooters) stand longitudinally behind a line created with jumping ropes, while others (the helpers) are standing near the large plastic tubs. The helpers’ job is to toss the nerf balls to the shooters so that the shooters can

throw the nerf ball into the tubs. As a class, they are to get as many nerf balls as possible into the tubs in a specified amount of time. Observe and record on the Cooperation Checklist the students' social skills progress.

Refer to the Transfer Task poster in explaining the other elements of the Transfer Task.

Closure

Discuss the results from what you observed in their social skills, and then ask the children how their behavior affects others. Explain to the children that social skills are a large part of the Transfer Task, too.

Review the specific motor skills in the overhand throw and the importance of physical activity and physical health.

Accommodations

1. While the children are practicing their overhand throwing with the wiffle ball, you can verbalize the "tape toe and rubber band" phrase as they throw. Get them to do the throw slowly as they verbalize with you.
2. Pair some struggling students with some patient-but-competent students in reviewing the throwing skills.
3. The actual time in the "Pick and Choose" game should be adjusted to show a growth in student achievement as the game continues to show how important class cooperation is.

Throwing and Catching Games

A book company is coming to your school.

They want to publish new throwing and catching games. They will print your game if they like it, but they have some requirements. Your game **must have both throwing and catching.** You must **show them how to overhand throw, underhand throw, and catch properly.** They might ask you about appropriate cooperative skills, so make sure you **show them how you listen to others, speak kindly to others, and take turns.** Also they may ask you **what you think about the game** and if you and your classmates **enjoyed playing the game** or not.

Unit Title: Throwing and Catching

Lesson 5: Learning to Catch

Grade Level: K-2

References

- "Pick and Choose," Rohnke, Karl, *Silver Bullets* (Dubuque, Iowa: Kendall Hunt Publishing Company, 1984).
- "Grocery Bag Fun", by Kurt Weinberg,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=345>
- "More Grocery Bag Fun", by Susan Gautier,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=344>

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

1. Demonstrates competency of motor skills and patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Games

Materials/Equipment

- Have rubber bands and tape available to help students who still need the visual cues
- Large picnic tubs
- Nerf balls
- Jump ropes
- One plastic grocery bag for each student
- One inflated beach ball for each pair of students
- Pre-made grocery bag balls (as explained in [More Grocery Bag Fun](#))
- Cooperation Checklists from the last two lessons
- A new Cooperation Checklist
- Catching Skills Checklist (see attachment)
- Transfer Task poster
- Catching Cues Poster (see attachment)

Lesson 5 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none">• Apply appropriate social skills while playing a group game.• Catch slow moving objects.	<ul style="list-style-type: none">• How to use the leg-arm opposition and overhead throwing technique, with or without teacher guidance.• To do the overhand throw in a game situation.

Assessment Plan

- Throwing Checklist for Activities, overhand section
- Catching Checklist
- Teacher observation of students' executing the overhand throw without teacher prompting
- Teacher observation of students' executing the overhand throw without the tape and the rubber bands
- Teacher observation of students' applying the proper social skills in the games

Lesson Sequence

Introduction

Tell the children that today they will continue to throw and learn how to catch today. In addition, discuss with the students the value of appropriate social skills in a group game. Based on this class's results of the Cooperation Checklist from the last two classes, aim this class discussion toward the skills that are the weakest for this group of students. Roll play appropriate responses and actions to illustrate the key skills needed to get them past these social skill "humps."

Next direct the children to play "Pick and Choose" to further practice their throwing skills and social skills. Look for any students that need throwing assistance, and note all the children's social skills on a new Cooperation Checklist.

After a few minutes, tell the children to get back to their seats. Have the captains pass out a grocery bag to each student, and follow the directions for [Grocery Bag Fun](#). Challenge the

students to close their eyes while trying to catch. This will prove the point that they need to watch the bag in order to catch it. Tell them that later they will be catching with faster moving things—a beach ball and then a “grocery bag ball” from [More Grocery Bag Fun](#) by Susan Gautier.

Demonstrate with a student how to throw and catch with a beach ball. Have a student ready to catch the beach ball. Tell the children that this is what it looks like in slow motion. You hold and walk the airborne path of the ball. The receiving student will hold his hands in front of his chest with his palms about 20 inches apart and facing each other. Tell this demonstrating student to move his hands together as the ball comes to his chest. Have the other students hold their hands at their chests the same way, and move their hands together as they “catch” their imaginary ball. Tell the children that, when they can throw and catch the beach ball, you will give them a “grocery bag ball” to throw. Mention that the “grocery bag ball” is harder to catch because it is faster. Then tell the students to choose partners, receive a beach ball, and practice throwing and catching with each other.

Observe the children. If they can catch the beach ball easily, hand them the “grocery bag ball” to throw and catch. Check off their skill levels on the practice portion of the Catching Checklist.

Closure

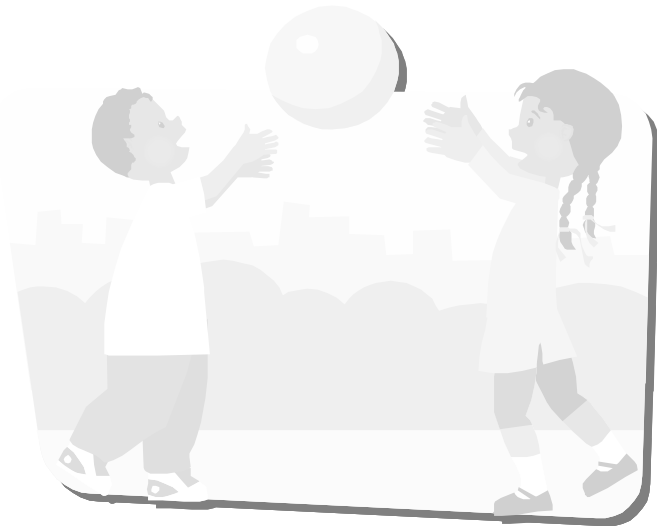
After the balls are collected, refer to the Transfer Task Poster and re-explain the elements of the Transfer Task. Show the students a throwing and catching game that uses all these elements. Make sure that all the students are in this game as participants.

Accommodations

1. Look for catching difficulty with the grocery bag catching. If the students have difficulty with this, have them watch you as you dramatically toss the bag in the air. Verbalize that your eyes are watching, watching the bag. As you continue to watch the bag, verbalize how you can see it coming.
2. Have a throwing and catching game ready as the model for their Transfer Task.
3. Students should be able to catch the slower moving objects successfully before moving on to trying to catch the faster moving objects.

Catching

1. Get your eyes on the ball.
2. Hold your hands in front of you.
3. Keep watching the ball.
4. Put your hands together to catch the ball.



Unit Title: Throwing and Catching

Lesson 6: Catching Faster Moving Objects

Grade Level: K-2

References

- "Grocery Bag Fun," by Kurt Weinberg,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=345>
- "More Grocery Bag Fun," by Susan Gautier
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=344>
- "Catching Animals," by Sharon Welch
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3797>

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

1. Demonstrates competency of motor skills and patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings

- Physical activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-created game

Materials/Equipment

- Social Skill Checklists from the last two lessons
- One plastic grocery bag for each student
- One inflated beach ball for each pair of students
- Pre-made grocery bag balls
- One beanie baby animal for each pair of students
- Several hoops
- Several nerf balls
- Catching Skills Checklist
- Transfer Task poster
- An age-appropriate throwing and catching game

Lesson 6 Goals

Students will be able to:	Students will know:
<ul style="list-style-type: none">• Catch moderately moving objects.• Begin to create or choose a throwing and catching game to use for their Transfer Task.	<ul style="list-style-type: none">• How to apply appropriate social skills while playing a group game.• How to catch slow moving objects.

Assessment Plan

- Catching Skills Checklist
- Teacher observation of the students' strengths and weaknesses creating or choosing a throwing and catching game

Lesson Sequence

Introduction

Take a brief verbal survey with your students. Ask them, "How many of you liked catching slow-moving objects?" And, "How many of you did not like catching slow-moving objects?" Listen to their reasons and address your students' concerns. If necessary, repeat [Grocery Bag Fun](#) from the last lesson.

Inform the children that they will do faster catching today, and work on their Transfer Task. Model the proper catching technique—holding your hands in front of your chest with your palms about 20 inches apart and your palms facing each other. Slowly "catch" an imaginary ball. While they are sitting, have the students hold their hands at their chests the same way, and move their hands together as they "catch" their imaginary ball.

Content

Direct the students to pair up, and toss a beach ball back and forth with each other, as you observe and note their progress on the Catching Checklist – slow objects section. If everyone is successfully catching, put the beach balls away, trade them for the grocery bag ball, and direct the students to play [More Grocery Bag Fun](#).

Observe and assist the students who are missing a lot of balls.

After “More Grocery Bag Fun,” tell the students to come back to their seats. Explain [Catching Animals](#).

Direct the students to play it, and record the children’s catching abilities on the Catching Checklist—the fast objects section.

Ask the students, “How many throwing and catching games have we played?” And, “How many different ways have you thrown a ball?”

After the balls are collected, refer to the Transfer Task Poster and replay the Transfer Task game that they played last week. Direct the students’ attention to each element of the Transfer Task as they are playing this game.

Closure

Right after the whole class game, tell the students to work with their teams to create or choose a game. As the teams share their games with the class, guide them with the demonstrating of the motor skills of throwing and catching, their communicating the game, and any social skills that they need help with. Remind students they are showing their own game next lesson.

Accommodations

1. Look for catching difficulty with the beach ball catching. If the students have difficulty with this, have them watch you as you have a student walk the ball to you. Verbalize that your eyes are watching—watching the ball as your arms are getting ready to catch the ball. As you continue to watch the ball, verbalize how you watch it coming to you and close your hands around it to catch it.
2. Pair a student who cannot think of a game with another student who can.
3. Because students will need equipment for their student-created games, have all the above-listed equipment ready.

Unit Title: Throwing and Catching

Lesson 7: Student-Created Games

Grade Level: K-2

References

Vocabulary/Keywords: underhand throwing skills, overhand throwing skills, catching skills, cooperative play, basic motor skills, playground games

Delaware State Standards Addressed

1. Demonstrates competency of motor skills and patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

Big Idea: Fit for Life

Essential Questions

- What are ways to move?
- What are physical activities?
- What are the rules for movement?
- Why do I need to move?
- What are the ways to behave in physical activity?
- How can I have fun moving?

Enduring Understandings:

- Physical activity involves using movement and motor skills.
- There are different rules for different movements.
- We need to move.
- There are ways to behave in physical activity settings.
- Physical activity is fun.

Unit Transfer Task: Student-Created Games

Materials/Equipment

- A variety of objects that the children have used in this unit: nerf balls, grocery bag balls, wiffle balls, beanbags, picnic tubs, and other items requested by the students for their games
- Transfer Task poster
- Transfer Task Checklist Example

Lesson 7 Goals

<p>Students will be able to:</p> <ul style="list-style-type: none">Execute the Unit Transfer Task as described above.	<p>Students will know:</p> <ul style="list-style-type: none">How to catch moderately moving objects.How to begin to create or choose a throwing and catching game to use for their Transfer Task.
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Assessment Plan

- The Transfer Task Checklist Example
- Teacher observation of students' throwing skills
- Teacher observation of students' cooperative skills

Lesson Sequence

Introduction

Direct the students to the Cooperative Checklist. Ask them, "How many of these skills have you seen in our throwing and catching lessons?" "How many cooperative skills have you seen in the playground?" "I am giving you a minute to think about your favorite cooperative skill, and then we will take turns telling the class what it is." After the students' responses, tell the children, "Remember that you must use your cooperative skills when you play or teach your game."

Choose one or more of the team games from last week to help illustrate the elements of the Transfer Task. Remind the students that they can be free to check the Transfer Task Poster to make sure they have done everything they mean to do.

Content

Have the materials mentioned above in one area of the gym. Then give the students this scenario:

A book company is coming to your school. They want to publish new throwing and catching games. They will print your game if they like it, but they have some requirements. Your game must have both throwing and catching. You must show them how to overhand throw, underhand throw, and catch properly. They might ask you about appropriate cooperative skills, so make sure you show them how you listen to others, speak kindly to others, and take turns. (Show the students the Transfer Task poster, so they can be reminded of all these skills.)

Instructions for the Teacher

Each student will create a throwing and catching game or activity, demonstrating correct underhand throwing, overhand throwing, catching, and cooperative skills while teaching the game or in addition to the game. Ask the students to describe some or all of the cooperative skills they have practiced in class. Check off each student's competencies on the Transfer Task Checklist. Make sure that all the students get to participate at some time during this class in these student-made games and that everyone claps for every game.

Following is the more complete rubric for this Transfer Task:

	Targeted	Acceptable	Unacceptable
Movement Skills	Student describes/ demonstrates the activities so that others show understanding of the game, and the underhand throwing, the overhand throwing, and the catching skills.	Student attempts to describe the activities and skills, but is incomplete or incorrect in some demonstrations. The other students are somewhat confused.	Student cannot describe/demonstrate any activity or skill. The other students have no idea how to perform the underhand throw, the overhand throw, or the catch.
Cooperative Skills	When asked to describe a behavioral skill, student shows taking turns, listening to others, and speaking kindly to others.	When asked to describe a behavioral skill, student is incorrect or incomplete in some of his descriptions or demonstrations.	When asked to describe a behavioral skill, student cannot demonstrate or describe taking turns, listening to others, or speaking kindly to others.
Reflective Skills	Student honestly and thoroughly discusses/ explains/draws self-participation in design of activity and on own abilities to perform skills correctly and cooperatively.	Student shows some honest discussion/ explanation/drawing on self-participation in design of activity and on own abilities to perform skills correctly and cooperatively.	Student is not able to honestly discuss/ explain/draw self-participation in design of activity and on own abilities to perform skills correctly and cooperatively.

Closure

The students select one or more student games to play again. Thank the students for their games.

Transfer Task Checklist Example

Students' Names:	Student's game contains:		Student correctly demonstrates throwing:		Student describes these Cooperative Skills:			Other students understand the game:	Reflection
	Throwing 0-3 points	Catching 0-3 points	<i>Underhand</i> 0-5 points	Overhand 0-5 points	Listening to others 0-2 points	Speaking kindly to others 0-2 points	Taking Turns 0-2 points	0 – 5 points	0-3 points

Grading Rubric:
 Target: 23 – 35
 Acceptable: 14 – 22
 Unacceptable: 0 - 13

Resources and Teaching Tips

What text/print/media/kit/web resources best support this unit?

- "Tape Toes and Rubber Band Hands", by Mary Feldt, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4770>
- Bowl-a-rama", by Sara Mallory, <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4379>
- Rohnke, Karl, *Silver Bullets* (Dubuque, Iowa: Kendall Hunt Publishing Company, 1984)

What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?

From the start it is imperative that the students understand and perform the arm-leg opposition in order to throw properly. The lessons that impress the opposition have the activity, "Tape Toes and Rubber band Hands". If more time needs to be spent on this opposition, [PE Central](#) has more beginning throwing activities that emphasize opposition.

It is important that the students can catch a slow-moving object before advancing to faster moving objects. Beach balls and balloons are fun and slow moving.

Differentiation

For Lesson 1:

- Have writing paper and pencils available for students who are not sure which hand they use for writing.
- Use large, bright wristbands and bright-colored, wide, duct tape.
- Students could switch partners every time if they are showing conflict as to whose turn it is.
- Large playground balls are useful for students who keep missing the pins.

For Lesson 2:

- It may be helpful to have the students "make an 'x' with their hands" to their legs to ensure their understanding of opposition.
- Check for understanding of opposition by having the students throw imaginary "snowballs" at the teacher.

For Lesson 3:

- Allow the students to throw beanbags or nerf balls into large picnic tubs for additional throwing practice.
- The competent students will have fun throwing independently so that you can work with the more skill-needy students.

For Lesson 4:

- While the children are practicing their overhand throwing with the wiffle ball, you can verbalize the "tape toe and rubber band" phrase as they throw.
- Get them to do the throw slowly as they verbalize with you.

For Lesson 5:

- Look for catching difficulty with the grocery ball catching. If the students have difficulty with this, have them watch you as you dramatically toss the bag in the air. Verbalize that your eyes are watching, watching the bag. As you continue to watch the bag, verbalize how you can see it coming down; you are getting ready for it to come close to you and then—wham!—you grab out of the air!

For Lesson 6:

- Look for catching difficulty with the beach ball catching.
- If the students have difficulty with this, have them watch you as you have a student walk the ball to you. Verbalize that your eyes are watching; watching the ball as your arms are getting ready to catch the ball. As you continue to watch the ball, verbalize how you watch it coming to you, and close your hands around it to catch it.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design.

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).