**Unit: Game & Sport Skills (Manipulatives) Grade: K-2 Suggested Length: 2-3 wks**

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| **Stage 1: Desired Results** | |
| **Transfer** | |
| *Students will be able to independently use their learning to…*  T1: perform safe movements that provide the foundation for enjoyment, continued social development physical activity, and access to physically active lifestyle.  T2: apply mature movement skills in order to maintain a safe and active lifestyle.  T3: play a chosen game with good sportsmanship.  T4: analyze their own movements in order to increase personal enjoyment in physical activity. | |
| **Meaning** | |
| **Understandings:**  *Students will understand that…*   * Having a strong foundation in this type of skill will increase your desire to participate in and enjoyment of physical activity. * Maintaining eye contact while tossing and catching is important to keep everyone safe during the activity as well as allow for one to be more successful in the skill. * Practice is essential for progress in the skill. Also that asking for help is a way to improve and not a “bad” thing * It’s important that every student play by the rules in order to keep everyone safe and allow everyone to enjoy the activities. * Constantly observing the game space will maintain everyone’s safety and enjoyment. * It’s important that every student play by the rules in order to keep everyone safe and allow everyone to enjoy the activities. * Helping others improve their skills allows for greater enjoyment. | **Essential Questions:**  *Students will keep considering…*   * Why am I doing this? * Why is it important to make eye contact while tossing and catching? * How can I communicated my difficulty with the skill? * Why do I have to follow the rules? * How can I explain to my partner their areas for improvement? * Why is it important to make eye contact while tossing and catching? (2nd) * How can I communicated my difficulty with the skill? (2nd) * Why do I have to follow the rules? (2nd) |
| **Acquisition** | |
| *Students will know…*   * The critical elements tossing * The critical elements of catching * Sports where these skills are required * The importance of keeping their eye on the object * how to make appropriate changes in performance based on feedback.(2.L003) * how to recognize the role of rules and etiquette in teacher-designed physical activities. * how to work safely with physical education   equipment | *Students will be skilled at…*   * communicating the critical elements of a skill in order to assess a peer. * drills and activities to enhance the learning of a specific skill. (2.L002) * throwing underhand using a mature pattern. * throwing overhand demonstrating two of five critical elements of a mature pattern. * catching a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. * expressing the areas where they need help * practicing skills with minimal teacher prompting. * tossing a ball and catching it before it bounces twice |
| **Stage 2: Evidence/Assessing Learning** | |
| **Performance Task(s):**  *Students will show that they really understand by evidence of…*   * Toss critical elements assessment sheet (Teacher observation) * Catching critical elements assessment sheet (Teacher observation) * Student demonstrations | **Other Evidence:**  *Students will show they have achieved Stage 1 goals by…*   * Oral response to teacher's questions * Proper correction of skills based on teacher cues |
| **Stage 3: Learning Plan** | |
| **Suggested Activities:**  Throwing:[Throwing Unit](https://drive.google.com/open?id=0B74nvtgaM8DLNHZQeG5xZDZ4THM)  Catching: [Catching Unit](https://drive.google.com/open?id=0B74nvtgaM8DLdmxRam5RMDFRa2M)  [Juggling Unit](https://drive.google.com/open?id=1_vf2zYDN8g13P-SOp7pzXqWOq96gPZUa)    **Suggested Health:** Flexibility and safe stretches for joints involved  **Suggested Technology:** Pedometers, Animated GIFs, Google Slide, Google Forms   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Monday:  LT: | Tuesday:  LT: | Wednesday:  LT: | Thursday:  LT: | Friday:  LT: | | Monday:  LT: | Tuesday:  LT: | Wednesday:  LT: | Thursday:  LT: | Friday:  LT: | | Monday:  LT: | Tuesday:  LT: | Wednesday:  LT: | Thursday:  LT: | Friday:  LT: | | |