**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)
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| **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
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| **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
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| **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

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