

Englewood Public School District

Physical Education

Grade 1

Unit 3 -Throwing-Catching and Kicking-Punting

Overview: Students will develop gross motor skills, such as throwing and catching as well as kicking and punting. Through game play, students will improve coordination and physical fitness. Proper form will be emphasized so that students can be successful.

Time Frame: One Marking Period

Enduring Understandings:

- *Throwing and catching is an important skill for many physical activities.*
- *It is important for students to learn how to throw and catch correctly with the proper steps.*
- *In order to throw for power and accuracy students must have correct form.*
- *Kicking and foot-eye coordination is essential for physical growth.*
- *Foot-eye coordination allows students to develop other important motor skills.*

Essential Questions:

- *What are the steps when throwing and catching a ball?*
- *What are the proper techniques when kicking and punting a ball?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games,	Topics	Frisbee Throwing Station, PE Central	Equipment:	Formative Assessments:
	Throwing		• Soft Balls	• Observation
	Catching	The Adventures of Mr. Toss, PE Central	• Hula-Hoops	• Question and answer group discussion
			• Poly Spots	• Peer feedback
	Objectives	Underhand Rolling, PE Central	Chart:	Benchmark Assessment:
	• Students will know and remember the steps of properly throwing a ball	Ghost in the Neighborhood, PE Central	• Physical Education Vocabulary Wall	Common Formative Assessment
	• Students will use the 2 c's to catch the ball	Let Me Play Unit, Nike	Frisbee Throwing Station, PE Central,	Summative Assessments:

sports, dance, and recreational activities).

2.5.2.A.2

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

- Students will use their skills in game play settings

- Toss and Catch Balls
- Toss and Throw to Targets
- Bounce and Catch Balls
- Toss and Catch with Scoops
- Balance, Toss and Catch with Scarves
- Roll, Toss and Catch Balls with Scoop

Catching Lessons, Carly's PE Games:

- Battleship
- Beanbag Battle
- Catching and Throwing Game
- Six and Switch
- Catch Everything

Catching Activities, Active for Life:

- Trick Catch
- Hot Potato Tag
- Gopher Ball
- Catch and Pass

Students will write a short "How To" text about throwing or catching a ball. (NJSLS W 1.2)

<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=133250#.Wg8OWVVryX0>

The Adventures of Mr. Toss, PE Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=1437#.Wg8OgFVryX0>

Underhand Rolling, PE Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=132753#.Wg8Oz1VryX0>

Ghost in the Neighborhood, PE Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=12819#.Wg8PIVVryX0>

Let Me Play Unit, Nike
https://achieve.lausd.net/cms/..../Nike_Let%20Me%20Play%20Playbook%20K-5.pdf

Catching Lessons, Carly's PE Games:
<https://carlyspegames.weebly.com/lesson-plans.html>

Catching Activities, Active for Life,
<http://activeforlife.com/lesson-plans-and-resources/>

Teacher Resource:

Catching Assessment, PE Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=1188#.Wg8PQ1VryX0>

Underhand vs. Overhand Throwing Assessment, PE Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=12683#.Wg8OmlVryX0>

"How To" booklets

Alternative Assessment:

- Self-Assessment
- "I Can" drawings

Comprehensive Health and Physical Education

2.5.2.A.1

Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

Throwing and Catching
Elementary PE Lesson Plan,
Adapted Physical Education,
Youtube,
<https://youtu.be/YyNK4MNGA2k>

Topics		Equipment:	Formative Assessments:
Kicking	Punting Lesson Plans, Lesson Planet:	<ul style="list-style-type: none"> Balloons Beach Balls Larger soft balls 2 small goals Low volleyball net 	<ul style="list-style-type: none"> Observation of specific attributes: kicks a stationary ball from a stationary position, performs punting while maintaining balance, and taps a ball with the inside of the foot.
Punting	<ul style="list-style-type: none"> Kicking and Punting 		<ul style="list-style-type: none"> Question and answer group discussion Peer feedback
Objectives		Charts:	Summative Assessments:
<ul style="list-style-type: none"> Students will be able to develop foot-eye coordination through first being able to punt balloons Students will further develop foot-eye coordination through punting beach balls 	<p>Magic Soccer Creatures Go for a Walk, PE Central</p> <p>Hungry Hungry Students, PE Central</p> <p>Pathway Dribble, PE Central</p> <p>Dribble Dash, PE Central</p> <p>Dribbling 500, PE Central</p>	<p>Magic Soccer Creatures Go for a Walk, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133019#.Wg8R-VVryX0</p> <p>Hungry Hungry Students, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12259#.Wg8SEVVryX0</p> <p>Pathway Dribble, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=364#.Wg8SOVVryX0</p> <p>Dribble Dash, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=364#.Wg8SOVVryX0</p>	<p>Peer Punting Assessment, PE Central, http://www.pecentral.org/assessment/puntingchecklist.html</p>
<ul style="list-style-type: none"> Students will kick a stationary ball using the correct form and correct area of the foot Students will be able to kick a ball for power and distance. Students will be able to kick a ball for accuracy 	<p>Kicking & Punting, PE Scholars</p> <p>Students will practice kicking for power and will chart how far the ball goes. (1.MD.C.4)</p>		<p>Alternative Assessments:</p> <ul style="list-style-type: none"> Self-Assessment Rubrics

[onideas/ViewLesson.asp?ID=7927#.Wg8ST1VryX0](http://www.pecentral.org/lessonplans/lesson_plans/lp_k2/kicking_lp_1_k2.htm)

Dribbling 500, PE Central,
http://www.pecentral.org/lessonplans/lesson_plans/lp_k2/kicking_lp_1_k2.htm

Kicking & Punting, PE
Scholars
http://peteacher4.tripod.com/lesson_plans/lp_k2/kicking_lp_1_k2.htm

Punting Lesson Plans, Lesson
Planet,
<https://www.lessonplanet.com/lesson-plans/punting/all>

Teacher Resource:

Dribbling, Kicking and
Punting Lesson Plan, Adapted
Physical Education, Youtube,
<https://youtu.be/x05U4X2QdEA>

Key Vocabulary:

- **Throw** – To propel (something) with force through the air by a movement of the arm and hand.
- **Catch** – To intercept and hold (something that has been thrown, propelled, or dropped)
- **Toss** – To throw (something) somewhere lightly, easily, or casually
- **Grab** – A quick, sudden clutch or attempt to seize
- **Punt** – To kick a ball after it is dropped from the hands and before it reaches the ground
- **Kick** – To strike or propel forcibly with the foot
- **Strike** – To hit forcibly and deliberately with one's body or implement

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/
This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Speak and display terminology and movement• Teacher modeling• Peer modeling• Develop and post routines• Label classroom materials• Word walls• Check for understanding of directions• Use posters with action/movement words in all languages	<ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Work with paraprofessional• Work with a partner• Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball).• Solidify and refine concepts through repetition.• Change movement requirements to reduce activity time• Repeat directions• Check for understanding of directions	<ul style="list-style-type: none">• Using visual demonstrations, illustrations• Give directions/instructions verbally and in simple written format.• Peer Support• Increase one on one time• Teachers may modify instructions by modeling what the student is expected to do• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.• Review behavior expectations and make adjustments for personal space or other behaviors as needed.• Oral prompts can be given.	<ul style="list-style-type: none">• Curriculum compacting• Inquiry-based instruction• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Real world scenarios• Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

NJSLS SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

Math:

1.MD.C.4 Represent and interpret data.

- 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Integration of Technology Standards NJSLS 8:

8.2.2.E.1: List and demonstrate the steps to an everyday task.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.