

Subject/Grade: 2/3 Physical Education **Lesson Title:**
Masika & Ms. Evans

Teacher: Ms.

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

PE2.5

Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- control level of skill when:
 - throwing
 - catching (collecting, gathering)
 - kicking
- progressing-towards-control level of skill when:
 - hand dribbling
 - foot dribbling
 - striking objects with hands
 - striking objects with short-handled implements (e.g., short-handled racquets, paddles).

PE3.5

Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:

- utilization level of skill when:
 - throwing
 - catching (collecting, gathering)
 - kicking
- control level of skill when:
 - hand dribbling
 - foot dribbling

- striking objects with hands
- striking objects with short-handled implements (e.g., short-handled racquets, paddles)
- progressing-towards-control level of skill when:
 - volleying (to send an object in the air before it comes to rest)
 - striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks).

Key Understandings: ('I Can' statements)

- I can throw with opposite hand opposite foot
- I can throw to a stationary target
- I can use this skill in many different areas in my life

Essential or Key Questions:

- Why is it important to know how to throw ?
- When will I use this skill in life?
- Why is it important to try and hit a target while throwing?

Prerequisite Learning:

Have thrown an object before.

Instructional Strategies:

Whole group instruction: Students will all be introduced to the skills of overhand and underhand throwing before practicing individually

Individually, the teacher will check up on students to ensure they understood what is to be done

Skill application: In a large group activity, students will have an opportunity to apply their skills

Stage 2: Determine Evidence for Assessing Learning

The way that there will be assessment is through observing the students throw the objects, and observing how close they are to hitting the objects.

- Are students able to follow instructions
- Students' attitude throughout the activity and to their peers?
- Are students making an effort to try their best during the activity?

Stage 3: Build Learning Plan

Set (Engagement):

Time: 5mins

- Without the objects ask the students if they know how to throw, and then ask them to show how to throw. Once done observing them shows the proper way to throw (opposite arm opposite leg).

- Learn the throwing/sending cues (over hand & Underhand sending)

1. **Overhand:** With your eyes on the target , opposite foot forward, bring your arm up and behind your head, swing your arm in a forward motion, and release the ball. **Haylee**
2. **Underhand:** with your eyes on the target, relax your arm at your side and pull back, opposite foot forward, swing your arm forward and release the ball. **Masika**

- Ask students to review the activity cues to ensure they understand the skills taught

Development:

Time:

Ask the students to practice overhand and underhand skills in the two different activities

- Using bean bags to target the polydots at different distances using both underhand and overhand throwing (2mins) **Masika**
- Use soft balls to target the cones at different distances using both underhand and overhand throwing (2mins) **Haylee**

For this practice we will have cones in the middle as the target

Length of

Length of

Materials/Resources:

Hula hoops

Bean bags (two different color sets)

Cones

balls

Polly spots

Possible Adaptations/

Differentiation:

- If students can not throw as far as the target then they can move forward or move the target closer
- Instead of Running, students can use other locomotor skills like hooping, walking, skipping, marching etc.

Management Strategies:

- Clap and get the students to repeat the clap to get their attention
- “One, two, three eyes on me”

Safety Considerations:

- Ask the students to be careful when walking and throwing so that they do not get hit with an object
- Make sure shoelaces are tied so that no one trips
- Ensure student have appropriate shoes for gym

With partners, both at opposite sides, students will use soft balls to try and hit the cones down

(For both practices, students will move a step back after one successful attempt, and a step forward after missing the target)

- After, Discuss with the students their techniques used to have a successful throw at the target. (which type of throwing students used? Did distance matter to how you threw the ball and beanbag?) (1min)

Main Activity: Bean Bag tic Tac Toe (15min)

Ask students if they know how to play the tic tac toe game

Explain and demonstrate the activity (1-2mins)

explain:masika -demonstration w/Haylee

Have the class divided into 4 members per group depending on the number of students

Two groups will compete each other through the tic tac toes game

Each group set will need nine hula hoops set for tossing/throwing their bean bags. This game involves thinking and problem solving.

Each group will have 8 beanbags, 2 for each member; different color with that of the other group.

- With an appropriate distance, students will run /walk/speed walk to the hula hoops and throw only one beanbag to their desired spot/hula hoop.
- The student will run at the back of the line and wait for their turn again

Once one group wins a point- students will repeat the game with different teams

(Remind students that we are practicing our throwing skills and just having fun)

Change teams maybe 2 times depending on how much time we have left

- Ensure the floor is safe for students to run and walk

Learning Closure: Haylee
of Time: 5min

Length

- Once clean up is completed ask the students once they complete this which type of throw they prefer.
- Ask how the distance affected their throwing.
- Ask what else they can throw.

Stage 4: Reflection