

Ball Skills 1

STUDENT TARGETS

- ✔ **Skill:** I will keep my ball under control as I work to toss and catch it.
- ✔ **Cognitive:** I will demonstrate the difference between clockwise and counter clockwise using the ball.
- ✔ **Fitness:** I will work to stay active during all activities.
- ✔ **Personal & Social Responsibility:** I will listen to feedback from my teacher and work to make my performance better based on suggestions.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See Skill Cue Teach Sheets for Skill-Specific Cues

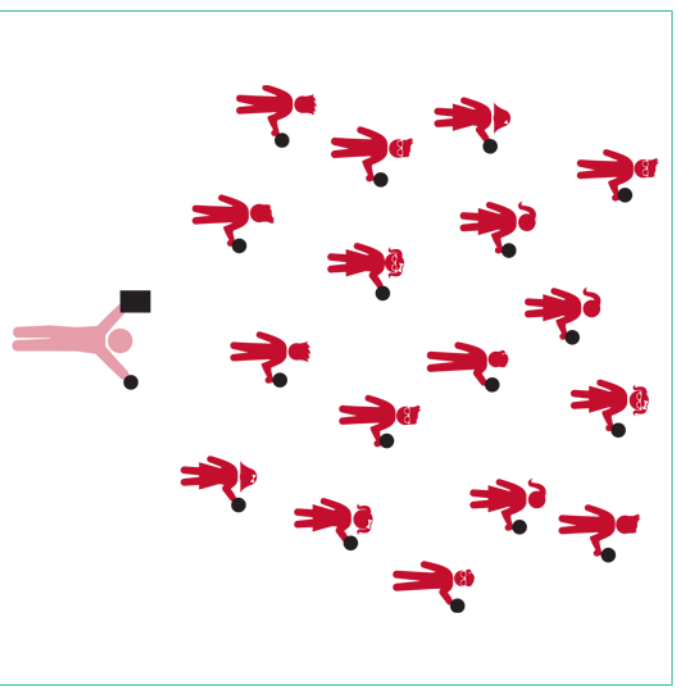
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 foam ball per student
- ✔ Ball Skills Activity Card
- ✔ Up-tempo music

Set-Up:

1. Students scattered in activity area, each with a foam ball.
2. Ball Skills Activity Card ready on clipboard or tablet.

**Activity Procedures:**

1. Today we're going to have fun exploring movement with foam balls.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Toss and Try; 2) Sota Sporty; 3) Cool It Down.

Grade Level Progression:

K: As students complete Toss and Try activities, move to each student and toss them a ball for catching with both hands and arms against the body.

1st: Prompts students to catch a self-tossed ball before it bounces.

2nd: Prompt students to catch with their hands out in front of their bodies (rather than cradling against their bodies).

**Ball Skills 1****CHALLENGE PROGRESSIONS**

- ✔ Play up-tempo music and progress through each challenge to a rhythm. As students master each challenge, increase the tempo of the music and try again.

MODIFICATIONS

- ✔ Remove challenges that involve catching. Allow tosses to fall to the ground.

ACADEMIC LANGUAGE

Clockwise, Counter-Clockwise, Control, Demonstrate, Direction, Manipulative Skill

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.K-2]** Drops a ball and catches it before it bounces twice (Ka); Catches a large ball tossed by a skilled thrower (Kb); Catches a soft object from a self-toss before it bounces (1a); Catches various sizes of balls self-tossed or tossed by a skilled thrower (1b). Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (2).
- ✔ **Standard 2 [E2.K-2]** Travels in three different pathways (K); Travels demonstrating low, middle, and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences (2).
- ✔ **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (S4.E3.2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does clockwise mean? Counter-clockwise?
- ✔ **DOK 2:** Why is it important to know the difference between the two directions?
- ✔ **DOK 3:** What might happen if everyone in our class were trying to move around the activity area and we didn't know the difference between clockwise and counter-clockwise?
- ✔ **DOK 1:** What does control mean?
- ✔ **DOK 2:** What are the different things that we control during physical education class? What things do we control during the school day?

TEACHING STRATEGY FOCUS

Help students examine their reasoning: The word control can mean different things in different contexts. Prompt students to explore those various meanings and listen attentively to their responses. As you listen, carefully question the logic that students use within their answers and prompt them to examine their overall logic. This requires careful interaction between teacher and student, but is essential to applying rigor in a developmentally appropriate way.