

Ball Skills 2

STUDENT TARGETS

- ✔ **Skill:** I will use the cues for underhand tossing during partner activities.
- ✔ **Cognitive:** I will be able to repeat the cues for tossing.
- ✔ **Fitness:** I will work to stay actively engaged during all activities.
- ✔ **Personal & Social Responsibility:** I will work with my partner independently without reminders from the teacher.

TEACHING CUES

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

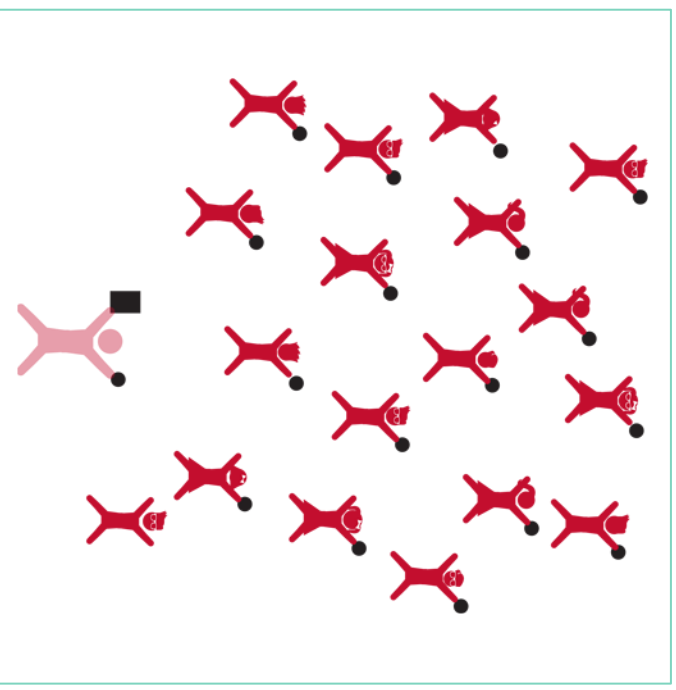
ACTIVITY SET-UP & PROCEDURE

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 more fun exploring movement with foam balls.
2. I will show you a movement activity, and then you'll repeat after me. As we move through space, we'll work to move our bodies to the rhythm of the music.
3. Teachers, use the following activity sequence: 1) Rolling Around; 2) Partner Passes; 3) Double Trouble (Grade 2).

Grade Level Progression:

- K:** Focus on underhand tossing with opposition as well as safe and controlled travel in general space.
- 1st:** Introduce strong and light force during rolling and tossing activities. Emphasize critical elements of underhand throw.
- 2nd:** Prompt students to focus on a mature underhand throwing pattern along with gradual variations in both speed and force.

Ball Skills 2**CHALLENGE PROGRESSIONS**

- ✓ Progressively increase the distance between students as they toss and catch the ball.

MODIFICATIONS

- ✓ Allow all students to choose whether to work with a ball or a scarf during toss and catch activities.

ACADEMIC LANGUAGE

Control, Demonstrate, Direction, Effort, Manipulative Skill, Mature, Relationship

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard [E13.K-2]** Throws underhand with opposite foot forward (K); Throws underhand demonstrating two of the five critical elements of a mature pattern (1); Throws underhand using a mature pattern (2).
- ✓ **Standard 2 [E1.K-2]** Differentiates between movement in personal (self-space) and general space (Ka); Moves in personal space to a rhythm (Kb); Moves in self-space and general space in response to designated beats/rhythms (1); Combines locomotor skills in general space to a rhythm (2).
- ✓ **Standard 4 [E4.K-2]** Shares equipment and space with others. (K); Works independently with others in a variety of class environments (e.g., small & large groups) (1); Works independently with others in partner environments (2).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What are the cues for underhand tossing?
- ✓ **DOK 1:** What is a manipulative skill?
- ✓ **DOK 2:** How does using the cues affect how well you toss a ball?
- ✓ **DOK 2:** How is underhand tossing similar to/different from other manipulative skills?
- ✓ **DOK 3:** How is effort related to skill cues when tossing a ball?

TEACHING STRATEGY FOCUS

Help students revise knowledge: Most students have had some sort of interaction/play experience with a ball. Oftentimes this interaction is generally positive. However, most students will come to physical education with bad habits with respect to tossing, throwing, and catching. Helping them identify and correct errors and bad habits is critical to developing mature skills. While you're correcting these errors try to infuse new content into your interaction. Work to help students view each skill from an alternative perspective in order to overcome resistance to change.