|  |  |  |
| --- | --- | --- |
| Name: Chris Rios | Class Grade 5th and 6th | Lesson Length: 30 mins |
| Focus/Skill Theme: Throwing | Sub focus (Movement Concept): self-space and general space | |

|  |
| --- |
| **Cognitive Objective** |
| 1. Students will be able to name/recite the cues for throwing (opposite foot and arm way back), individually or as a group, correctly 2. Students will be able to understand the movement concept of self-space and general space, while going through the task activities, to teacher’s satisfaction. |
| **Psychomotor Objectives** |
| 1. At the end of this lesson students will demonstrate a functional understanding ofthe movement cues for throwing (opposite foot and arm way back), when performing the activities, to teachers’ satisfaction. |
| **Affective Objective** |
| 1. Students will be able to Cooperate, individual and with partners, while going through the activities, to teachers’ satisfaction. |
| **Language Objectives** |
| 1. **Students will be able to verbally name/recite the cues for throwing (opposite foot and arm way back), while performing the movement, to teachers’ satisfaction** |
| **Accommodations for special needs, advanced and English language learners** |
| ELs – Language and Literacy Strategies:  \* Demonstrations of all movement activities by teacher or students  \* Visuals on whiteboard of structural of activities  \* Group activities (think pair share and during movement activities)  \* Pair students that can translate with EL students if possible  \* Speaking when reciting cues and answering questions (think pair share before getting responses)  \* Whistle for when to start and stop  \* Teacher and students will Verbally recite cues during movement activities (TPR activity)  \* Listening to instructions  \* Will modify activities based on disabilities/injuries  \* Easier and harder variations for activities |
| **Equipment/Materials List:** (Provide bulleted list of items/quantity needed for lesson) |
| • 12 cones for general space  • 1 white board  • Speaker for music  • Mixture of 30 balls  • Motor Assessment sheet   * Pencil |
| **Instant Activity:** (Provide a detailed description of your instant activity) |
| Warm up which is describe below |
| **Set Induction:** (Write out your set induction verbatim in the space below. The Set Induction must hook students’ interest, articulate the purpose of this lesson and be written for elementary age children.) |
| In games and sports everyone loves to score, but to score someone on their team must do what first? . . . . . That’s right! Pass to ball to them for an assist. So today we’re going to work on passing skills. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Learning Activities (Tasks/Extensions)** | **Variations (Challenges/Applications)** | **Class Organization** | **Cues** |
| 1. Students On dots 2. Warm up   2 mins | 1. Students will quickly find dot closest to the teacher 2. Students will get into warm up lines | None | Students standing on dots facing teacher  Students will line by on sideline facing the school | None |
| Warm up  3-5 mins | Jogging Forwards,  Jogging Backwards,  Side Shuffles w/ Arm Raises,  High Knees (Forward), Butt Kickers,  Frankies-FAST Straight Leg Kicks,  Quick feet,  Skipping for height,  Skipping | Will modify specific activity based on injures or disability | Students will line up on the sideline facing teacher | Have students recall which locomotor skills they’re about to perform |
| Discussions on today’s lesson  2 mins  ( | Today we will be starting our throwing unit  On whiteboard:  Unit: Throwing Speedball  Objectives: Students will learn different type of throws that can be used in speedball and other games/sports  Think-pair-share what type of throws students already know  Cues: step with your opposite foot | None | Students seated in the listening area | Step with your opposite foot |

**Generic Levels of Skill Proficiency Task Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Cue** | **Challenge** | |
| Precontrol Task – tossing to self and catching  Setting: self-space and ball for every child   Task: In a space by yourself, you’re going to practice tossing and catching by yourself. Toss the ball very close enough so the all doesn’t go very high over your head or very far out from your stomach. | Do NOT provide Cue for Precontrol Tasks, movement must be exploratory. | Precontrol Challenge 1  Challenge: See if you can toss and catch the ball 10 times in a row without moving more than one step from your step | |
|  | | | |
| Control Task 1 – throwing two head overhead  Setting: Tape marks or spots on the floor about 15 feet from the wall: one ball per child  Task: At your own mark, practice throwing at the wall. Throw the ball two hand overhead as hard as you can. | Step with your opposite foot | Control challenge 1  Challenge: this time try to throw from as far as you can while still reaching the wall. | |
| Control Task 2 – Chest pass  Setting: Tape marks or spots on the floor about 15 feet from the wall: one ball per child  Task: At your own mark, practice throwing at the wall. Throw the ball with a chest pass as hard as you can. | Step with your opposite foot | Control challenge 2  Challenge: this time try to throw from as far as you can while still reaching the wall. | |
| Control task 3 – Using both throwing patterns; two hand overhand, and chest pass  Setting: Tape marks or spots on the floor about 15 feet from the wall: one ball per child  Task: Now that you know the names for the two different kinds of throws, you’re going to practice the throws on your own. You can practice them in any order you want, but make sure you practice each one at least 15 times. |  | Control challenge 3  Challenge: This time try to throwing at the same spot on the wall each time. | |
| Control task 4 – Throwing and catching with a partner  Setting: partners about 10 feet apart; one ball per pair  Task: Throw the ball so your partner doesn’t have to move to catch it. You’ll probably want to start with an underhand throw. | Step with opposite foot | Control challenge 4  Challenge: With your partner, throw back and forth so your partner has to stretch or move a few steps to catch. The idea is not to make your partner miss but to force your partner to really stretch or move to catch so he or she can practice difficult catches. |

|  |
| --- |
| **Closure:** (Provide 3-5 questions you will ask students that link back to key concepts of lesson.) |
| Whole class discussion   1. What throws did we learn today?   Two hand overhand and chest pass   1. What cue did we learn today for throwing?   Step with opposite foot   1. What different sport involve these throws?   Basketball, football, soccer, speedball |