**Underhand Throwing Centers**

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| **Curriculum Areas:** Phys. Ed. | **Author:** Luke McFarland | |
| **Grade Level:** 1 | **Author Contact:** [hktlw@stu.ca](mailto:hktlw@stu.ca) | |
| **Time required:** 30 minutes | **Instructional Groupings:** Small, heterogeneous groups  **Explain:** Lots of (similar) options will be given at each center to allow students to choose the activity they are most comfortable with. | |
| **Standards: New Brunswick Elementary Physical Education Curriculum Grade K-1**  GCO: Doing  SCO:  4. perform locomotor and non-locomotor skills individually, with a partner, and while manipulating objects  12. demonstrate ways to send an object using a variety of body parts and objects | | |
| **Materials, media and resources list:**   * Several assorted balls and objects that can be thrown (tennis balls, dodge balls, bean bags, stress balls, whiffle balls, rubber chickens) * Several assorted sizes of buckets and bins * Masking for wall targets or hula hoops which can be hung from hooks * Spots (to vary options of where students can throw from) * Several bowling pins * A bench * iPad | | |
| **Overview:**  The goal of this lesson is for students to practice their underhand throw in more practical “game like” situations while still having the option to choose the difficulty level. The essentials in the lesson are that each student keeps their eyes on the target and throw with their opposite foot forward. The class will start with me giving a demo of a properly performed underhand throw. After this demo, I will have students get up and practice throwing and stepping with the opposite foot without a ball. | | |
| **Universally Designed and Differentiated:**  Each student has full control over the difficulty of the activity. Students choose the ball they throw and the target they aim towards in some of the centers. In other centers, difficulty is determined by success. | | |
| **As a result of this lesson, students will…** | | |
| **Understand:**  I will monitor student progress through observing students throughout the class and correcting them when fundamental movements are performed incorrectly. I will ensure student engagement by keeping times at each center relatively short and by giving students the ability to have a high success rate in the activities they perform. | | |
| **Know:**  I will connect the underhand throw to different sports and activities students may participate in (softball, passing an object from person to person, horseshoes) | | **Do (Skills):**  Students will practice throwing to multiple different targets in multiple different situations (in a buckets, to a wall target, to a partner) |
| **Steps in Lesson**  **Pre-Assessment:**  *Note: This lesson would take place near the end of the underhand throwing portion of a unit, so it would be a lesson that reinforced a proper underhand throw and would be an opportunity to use the underhand throw in some different situations.*   * Students will enter the gym and go directly to a line in the gym (often a volleyball attack line). * While holding the ball and giving my example, I would ask students if I want to put my opposite leg or same leg forward (Leg #1 or #2). * I would ask students where I want my eyes to be looking and if I want to release the ball in position 1, 2, or 3. * If answers varied, I would show students where the ball goes with each position. * After showing example, I would have students practice throwing without a ball. * First, I would ask students to get ready to throw, but have them freeze to make sure they have the opposite leg forward. | | |
| **Procedure:**   * Show students an example of each center, so they only need to be reminded once switching centers. * Explain to students while explaining centers that if they are struggling to hit the target for center 1, 2, and 4 they should try to move closer and if it is really easy, they should move farther away. * Center 1: Underhand throw to a wall target   Students will throw underhand to a target. Have spots on the floor to give students options of how far away they throw. Put different shapes and areas on the wall or hula hoops on hooks. Students can throw at different sized target and from different distances. Explain to students to start at the closest spot and move backwards if they find it easy to throw from that spot. Make sure targets are only two or three feet high or students will start overhand throwing.   * Center 2: Underhand throw into a bucket   Have various buckets and ball sizes or bean bags for students to practice throwing into a bucket. Have spots on the floor to give students options of how far away they throw. For more of a challenge, students can bank balls off of the wall into the bucket. Keep the front spot close to ensure success for all students.   * Center 3: Underhand throw to a partner   Students will play catch with a rubber animal. Have students start close together. After a successful throw/catch, have students back up one step. After an unsuccessful throw/catch, have students move one step closer. If uneven group numbers, make one group of three.   * Center 4: Underhand throw at bowling pins   Students will work together as a team (or two teams, depending on group numbers) to knock down all of the bowling pins that are set up on a bench. Students will count in unison before throwing.   * If time, students will have the choice to go to their favourite center after they have completed all four. * After each center is complete, have students tidy their center before moving to the next one. * Observational formative assessment will be completed throughout the class to determine if all students understand the concept and are throwing an acceptable level 1 underhand throw. If a student is struggling, I would video him/her and then have him/her watch the video to determine what corrections need to be made to their throw. | | |
| **Closure Activity/Wrap Up:**  Class will be wrapped up by students collecting all of the equipment in the last center they were in and bringing it to just outside of the equipment room. After students collect the equipment, they will go to the center circle and review the two key points to a proper level 1 underhand throw. | | |
| **Post-Assessment:**  I will use the data I collect through observation and questioning students to determine if they are prepared to move on to the overhand throw skill. | | |

**Instructional Practice Review**

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| * Integrated Curriculum: Math in Center 4 |
| * Student Choice: Students choose difficulty as well as their “fifth” center |
| * Flexible groupings: Groups will work best if they are heterogeneous with multiple skills levels. Class will be broken into 5 groups and stations will be set up accordingly. |
| * Differentiated Instruction: Proper technique will be verbalized and shown to students and then practiced by students. Students struggling with proper technique will be instructed 1 on 1 while I circulate. |
| * Differentiated assessment: All students will be expected to show the proper technique, but not to attain the same results. Students choose their own difficulty at each station. |
| * Assessment for learning/class profiles/strategic teaching: |
| * Technology: If a student is struggling, they can be filmed on an iPad, watch the video, and pick out the corrections that need to be made. |
| * Discipline based inquiry: Relate underhand throw to different sports and every day activities. |
| * Meta-cognition/ self-regulations assessment for learning: students determine their ability level through trial and error. |
| * Understanding by design/ essential understandings: By aiming at target, students are creating muscle memory which will improve hand-eye coordination. Students are demonstrating ways to send objects using their hands. |
| * Social and academic inclusion of students with exceptionalities: Groups are heterogeneous and students have the option to choose the difficulty of the centers. |