

Class Information

Manipulative Skills Unit:

One Handed Roll
Underhand Throw
Catch
Overhand Throw

2nd Grade
13 Students

8 Lessons
30 Minutes

Ms. Sarah Titus

Needs Assessment

Psychomotor

Students in the second grade have already been introduced to the one handed roll, underhand throw, and catch in first grade. They need to continue to practice these skills using the instructional cues and apply them in low organization games. The skill of overhand throw will be introduced for the first time in the unit, although students may have had experiences with this skill in formal or informal physical activity settings outside of school. They need to practice the overhand throw using the instructional cues and apply this skill in low organization games.

Students in the second grade are growing at a slow, steady rate. They need activities that encourage the use of large muscle groups. Attention to flexibility and muscular endurance will help in the development of these muscle groups.

Cognitive

Students in the second grade have already been introduced to the cue words for the one handed roll, underhand throw, and catch in the first grade. They will need to review the cues to make sure they can describe how to perform the skill. Cue words for the ~~one~~ overhand throw will be introduced as this skill is taught and practiced. When students are applying these skills in low organization games, they will review previously learned rules and strategies or learn new rules and strategies.

Students in the second grade should be thinking about the benefits of learning skills and activities. They need to be able to discuss why it is important to learn the one handed roll, underhand throw, catch, and overhand throw.

Affective

Students in the second grade have already had some experience working with partners, small groups, and the entire class in first grade. Students need to continue to work with these groupings to ^{continue to} help develop their ability to cooperate. They also need to listen while others are talking to continue to develop respect for others. In addition, students need to participate in activities that are success oriented to continue to develop self confidence and activities that involve keeping their bodies and equipment under control to continue to develop self-discipline.

Therefore, the focus of this unit is for students to continue to develop the one handed roll, underhand throw, and catch and to be introduced to the overhand throw. They will be able to perform these skills using the instructional cues. Students should be able to describe how to perform each skill. Finally, students will continue to develop cooperation, respect for others, self-confidence, and self-discipline by participating in the unit's activities.

Goals and Objectives

A. Psychomotor: Motor skill development

Addresses NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Addresses NASPE Standard 3: Participates regularly in physical activity.

Goal: Students will be able to perform the one handed roll, underhand throw, catch, and overhand throw using the instructional cues and apply these skills in low organization games.

Objectives:

1. Students will be able to perform the one handed roll using the ready, ^{swing} step and bend, ^{push} ~~roll~~, follow through pattern.
2. Students will be able to perform the underhand throw using the ready, swing back, step, throw, follow through pattern.
3. Students will be able to perform the catch using the ready, reach, squeeze, hug ^{pattern}.
4. Students will be able to perform the overhand throw using the ready, swing up, twist and step, throw, follow through pattern.

B. Psychomotor: Health-related fitness

Addresses NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Addresses NASPE Standard 3: Participates regularly in physical activity.

Goal: Students will continue to develop flexibility and muscular endurance by participating in warm-up activities.

Objectives:

1. Students will continue to develop flexibility by participating in activities that involve bending and stretching.
2. Students will continue to develop muscular endurance by doing repetitive movements.

C. Cognitive: Movement concepts, principles, rules, strategies, and terminology

Addresses NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Goal: Students will be able to define what manipulative skills are and describe the instructional cues of the one handed roll, underhand throw, catch, and overhand throw.

Objectives:

1. Students will be able to define manipulative skills as skills where you use your hands or feet to control an object.

2. Students will be able to describe the instructional cues of the one handed roll as:

- Ready
 - Two hands on ball
 - Legs shoulder width apart
 - eyes looking in the direction you want the ball to go
- Step and Bend
 - Step
 - Bend knee
 - Bring ball to floor
- Push
 - Push ball towards target
- Follow Through
 - Arms/Fingers/Toes point towards target
 - Eyes looking at target

3. Students will be able to describe the instructional cues of the underhand throw as:

- Ready
 - Body facing target
 - Feet shoulder width apart
 - Object held in dominant hand (palm up) in front of body
- Swing Back
 - Throwing arm swings straight back
- Step
 - Step with opposite foot

- Throw
 - Bring throwing arm forward
 - Release ball below waist level
 - Arms is kept straight
 - Bend knees to ground
- Follow Through
 - Palm is facing up
 - Body is facing target

4. Students will be able to describe the instructional cues of the catch as:

- Ready
 - Facing object
 - Hands up
 - Knees bent
- Reach
 - Step out with one foot
 - Extend arms to object
- Squeeze
 - Use finger tips
- Hug
 - Ball to body for protection

5. Students will be able to describe the instructional cues of the overhand throw as:

- Ready
 - Body to target
 - Feet shoulder width apart
 - Object held in dominant hand
- Swing Up
 - Swing up throwing hand into the L position
- Twist and Step
 - Twist body to target
 - Step towards target with opposite foot
- Throw
 - Release ball as it moves past the head
- Follow Through
 - Arm continues diagonally across body
 - Palm facing down
 - Body facing target

D. Cognitive: Contributions to physical and social/emotional well-being

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Goal: Students will be able to discuss why learning the one handed roll, underhand throw, catch, and overhand throw is important.

Objectives:

1. Students will be able to describe that learning the one handed roll, underhand throw, catch, and overhand throw will help them have better control over their bodies and equipment.
2. Students will be able to describe that learning to perform the one handed roll, underhand throw, catch, and overhand throw will help them be able to play games that use these skills.

E. Affective: Personal development

Addresses NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Goal: Students will continue to develop self-confidence and self-discipline by participating in warm up, practice, and application activities.

Objectives:

1. Students will continue to develop self-confidence by participating in success-oriented activities.
2. Students will continue to develop self-discipline by keeping their bodies and equipment under control.

F. Affective: Social Development

Addresses NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Goal: Students will continue to develop cooperation and respect for others by participating in warm-up, practice, and application activities.

Objectives:

1. Students will continue to develop cooperation by working with partners, small groups, and the entire class.
2. Students will continue to develop respect for others by listening when others are talking.