

LESSON PLAN

Unit Manipulative Skills Unit
Lesson # 8
Lesson Focus Stations

Date 12/6/11
Grade 2

Time 10:30-11:00
No. of students 13

Name Sarah Titus

Objectives: (Expected Outcomes)

National Standard(s) addressed:

Evaluation of Objectives:

The students will:

1. Be able to perform the underhand throw using the instructional cues: (Ready) Ball in dominate hand body facing target, (Swing back) arms swings straight back, (Step) with opposite foot, (Throw) Release ball at waist level), (Follow Through) body facing target, palm up during practice and closing activities.
2. Be able to perform the catch using the instructional cues: (Ready) Facing target, hands out, and knees bent, (Reach) extend arms out, (Squeeze) with fingers, (Hug) bring ball to body during the core and closing activities.
3. Be able to perform the one handed roll using the instructional cues: (Ready) Ball in two hands, (Swing back) swing dominant arm straight back, (Step and bend) step and bend knee bring ball to floor, (Roll) release ball smoothly, (Follow through) fingers and toes are pointing towards target during practice and closing activities.
4. Be able to perform the overhand throw using the instructional cues: (Ready) shoulder to target, feet shoulder width apart, (Swing Up) swing dominant arm up into L position, (Twist and Step) twist body to target, step with opposite foot towards target, (Throw) release ball as it moves past your head, (Follow through) arm continues diagonally across body, palm facing down, body facing target during practice and closing activities
5. Continue to develop flexibility by participating in exercises that involve bending and stretching during warm up
6. Be able to describe how this warm up will get us ready for the lesson in closure to warm up
7. Be able to describe the cues for the one handed roll, underhand throw, catch, and overhand throw as written in the unit plan during the closing discussion
8. Be able to describe how learning manipulative skills will allow students to have control over their bodies and equipment during the closing discussion
9. Be able to describe how learning manipulative skills will help students better be able to play games that involve these skills.
10. Be able to define manipulative skills as skills where you use your hands or feet to control an object
11. Continue to develop self-confidence by participating in success-oriented activities during warm-up and core/closing activities
12. Continue to develop self-discipline by keeping their bodies and equipment under control during warm up and core/closing activities

Teacher Feedback from Observation

1,3

Teacher Feedback from Observation

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Skills Checklist (completed by teacher)

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Teacher Feedback from Observation

3,4

Questions and Answer

2

Questions and Answer

2

Questions and Answer

2

Questions and Answer

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Questions and Answer

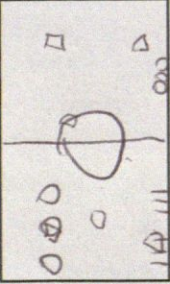
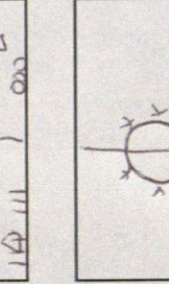
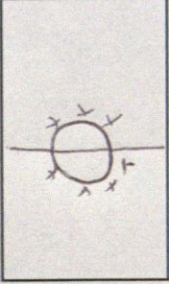
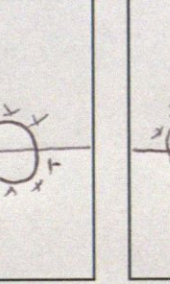
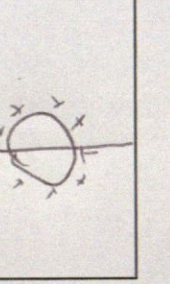
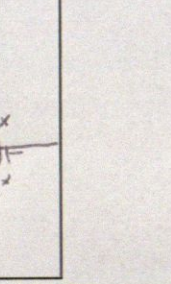
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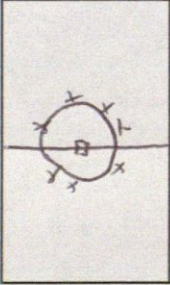
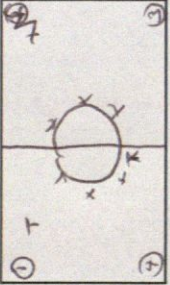
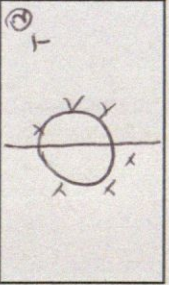
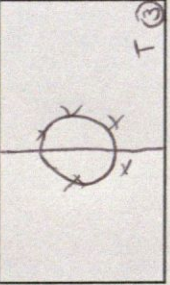
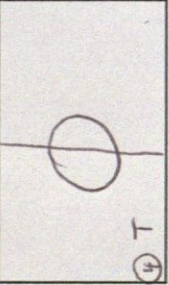
Teacher Feedback from Observation

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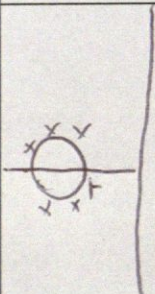
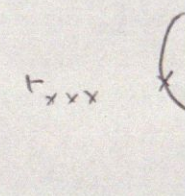
Teacher Feedback from Observation

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Time	Lesson Description	Class Organization	Points to Emphasize/Instructional Cues/Critical Elements	Anticipated Problems	Corrective Feedback
Before Lesson Begins	Cue CD, have cards ready spread out on the floor, set out stations in each corner		Cue CD	CD doesn't work	Back-up CD
1 min	Transition to Gym Walk quietly and have a seat around the circle		Quiet Sit	Talking Slide	"Please be quiet" "Can you please try that again"
1 min	Introduction 1. Behavior Expectations Listening 2. Outline Lesson -Fitness with Cards -Stations -Decide: Tadpole or Eggs in a Basket		Be on Task Listen up	Students not listening Students distracted by people walking in and out of gym	"Please, listen" "1,2,3, Eyes on me"
6 minutes	Warm-Up 1. D/E Fitness with Cards Everyone is going to have a card in their hand and they are not going to show anyone... You will move about the space with your card, if you tag someone/get tagged you trade your card with the person that tags you. When the music stops- FREEZE. I will call out an exercise. You will do whatever number of the exercise that your card reads. Face cards are worth 10, Ace is your choice. Keep your head up and Safe Tags		Focus Safe Tags If tagged, trade card with tagger Do the number your card says Face Cards are 10 Ace is your choice #	Talking with neighbors	"Please be respectful and listen to my directions- it's our behavior objective."
	2. Transition to Fitness with Cards When I see that you're sitting nicely you may walk to a card that is in space on the ground.		Walk Quiet	Running Yelling	"Please, walk" "Indoor voices please"
	3. Do Fitness with Cards		Safe Tags If tagged, trade card with tagger Do the number your card says (Face Cards are 10, Ace)	Hitting No trade Incorrect amount of exercise	"Safe tags!" "Be sure to trade your card with the tagger" "Please do as your card says"

Time	Lesson Description	Class Organization	Points to Emphasize/Instructional Cues/Critical Elements	Anticipated Problems	Corrective Feedback
<p>4. Transition to Closure to Warm Up</p> <p>Will everyone please have a seat around the circle and pass their cards down to me</p> <p>5. Closure to Warm up</p> <p>How did this warm up get us ready for our lesson today?</p> <p><u>Stations Activity</u></p> <p>1. Stations</p> <p><u>D/E Station 1- One Handed Roll</u></p> <p>Students will see how many pins they can knock down in 3 rolls. Once they have rolled three times or knocked all the pins reset them</p> <p>-Teacher Demo with cues</p> <p><u>D/E Station 2- Underhand Throw</u></p> <p>Throw the bean bag into the hula hoop, the closer the distance (as marked by pancakes) the fewer the points the further the more points. Keep track!</p> <p>-Teacher Demo with cues</p> <p><u>D/E Station 3- Catch</u></p> <p>Toss and Catch with a partner or small group, see how many times you can catch the ball without dropping it. Be sure they are ready/paying attention- call out their name!</p> <p>-Teacher Demo with cues</p> <p><u>D/E Station 4- Overhand Throw</u></p> <p>Throw the yarn ball at the target, each target is worth a different amount of points. Stay behind the line.</p> <p>-Teacher Demo with cues</p>	    	<p>Sit</p> <p>Worked on our flexibility doing bending and stretching</p> <p>Watch closely</p> <p>Remember Cues</p> <p>3 Rolls</p> <p>Reset after you've knocked them all down or after your 3 rolls (whichever comes first)</p> <p>Pancakes are worth different points, you only get the points if you make it in from the pancake</p> <p>Be sure the person is ready for the ball</p> <p>Each color is worth different points</p> <p>Stay behind the line</p>	<p>Slide</p> <p>Incorrect answer</p> <p>Students not watching</p>	<p>"Please sit nicely around the circle"</p> <p>Give hints related to answer</p> <p>"Will everyone please turn around and face me, thank you"</p>	

Time	Lesson Description	Class Organization	Points to Emphasize/Instructional Cues/Critical Elements	Anticipated Problems	Corrective Feedback
12 minutes	<p>2. Transition to Stations (Pre-selected groups) Call out groups, Group 1 raise your hand, you may walk over to station 1 and sit/wait quietly for us to begin.</p> <p>2. Do Stations</p> <p>Rotations will the 1's point to the 2's, will the 2's point to the 3's, will the 3's point to the 4's and will the 4's point to the 1's. Please walk to where you're pointing and wait.</p> <p>Do Station 1- One handed roll</p> <p>Do Station 2- Underhand Throw</p> <p>Do Station 3- Catch</p> <p>Do Station 4- Overhand Throw</p>		<p>Remember your group</p> <p>Sit/wait</p> <p>Remember cues</p> <p>Move counter clockwise</p> <p>3 Rolls</p> <p>Reset after you've knocked them all down or after your 3 rolls (whichever comes first)</p> <p>Pancakes are worth different points, you only get the points if you make it in from the pancake</p> <p>Be sure the person is ready for the ball</p> <p>Each color is worth different points</p> <p>Stay behind the line</p> <p>Place equipment</p> <p>Sit around the circle</p> <p>Students discuss among themselves</p>	<p>Students go to different groups</p> <p>Standing and playing with equipment at station</p> <p>Rotate wrong way, multiple groups at one station</p> <p>3+ Rolls, others not getting a turn</p> <p>Leave them down so partner can't have a go</p> <p>Throwing only from far away and not making it to get points</p> <p>Hit in the face with the ball, drop ball</p> <p>Difficulty adding</p> <p>Crosses line</p> <p>Throw equipment</p> <p>Slide to circle</p> <p>Don't know answer</p>	<p>"Please go to your assigned group"</p> <p>"You were asked to sit and wait until everyone was at their designated station- please follow directions"</p> <p>Direct to correct station</p> <p>"Only 3 rolls then switch"</p> <p>"Be sure to reset the pins"</p> <p>"Why don't you start closer up and move back"</p> <p>"Be sure that the person is ready for the ball by making eye contact"</p> <p>"Maybe you can ask a friend to help you"</p> <p>"Make sure you do not cross over the line"</p> <p>"Please do not play with equipment"</p> <p>"Please, try again"</p> <p>Rephrase question</p>
5 minutes	<p>Closing Discussion</p> <p>1. I'm going to give you each a minute to discuss and describe the cues with your group.</p> <p>Group 1. overhand throw, 2.</p>				

<p>One handed roll, 3. Underhand throw, 4. Catch. (Teacher circulates)</p> <p>2. What is a manipulative skill?</p> <p>3. How does knowing manipulative skills contribute to our well being?</p> <p>4. What is it called when our hands and eyes work together?</p> <p>5. Tomorrow is my last day with you all- I am going to give the class the opportunity to pick what we will do for a closing activity. Tadpole, Eggs in a Basket, or Sink the Ship.</p> <p>Transition to Line If your favorite manipulative skill of the unit is the one handed roll, you may line up, if it's underhand throw you may line up...</p>		<p>A skill where you use your hands and feet to control and object</p> <p>Helps us have better control over our bodies and equipment by developing our muscles (fine and gross)</p> <p>And</p> <p>Help us want to participate in activities that use these skills leading us to being more active/healthier individuals</p> <p>Hand-eye coordination</p> <p>Close your eyes and raise your hand to vote</p>	
<p>1 min</p>			

Safety: Personal Space, shoe laces tied, and be sure to look where you're going, safe tags, retrieve ball once everyone has thrown, make sure someone is paying attention before throwing it to them

Modifications for Individual Differences: Move in direction/speed you feel comfortable with, Be closer or further from target.

Accommodations for Special Needs Child: Have student near me when giving directions, keep an eye out for him to be sure he is on task stations

Overhand Throw Skills Checklist- 4th Grade
12/06/11

Student:	Ready		Swing Up		Twist & Step		Throw		Follow Through	
	1. Shoulder facing target 2. Ball in dominant hand		1. Swing arm up into 'L' position		1. Rotate upper body to target 2. Step with opposite foot		1. Release ball by the ear		1. Arm diagonally crosses body 2. Palm facing down 3. Body facing target	
Annie	✓	✓	✓	✓	✓	✓	✓	Sometimes	✓	✓
Quinn	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tanner	Sometimes	✓	✓	✓	✓	✓	Sometimes	✓	✓	✓
Jacob	Sometimes	✓	✓	✓	✓	✓	✓	Sometimes	✓	✓
Jared	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Quianna	✓	✓	✓	✓	Sometimes	✓	✓	✓	✓	✓
Marshall	NO	NO	Sometimes	NO	NO	✓	✓	Sometimes	NO	NO
Reagan	AB	AB	AB	AB	AB	AB	AB	AB	AB	AB
Keller	✓	✓	✓	✓	Sometimes	Sometimes	✓	✓	✓	✓
Haley	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chelsea	✓	✓	✓	✓	✓	Sometimes	✓	✓	✓	✓
Gabe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lucious	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Key:

check off if students did correctly
Sometimes - difficulty
NO - NOT at all