

<b>Guiding Objectives</b>	
<b>Focus Physical Education Standards:</b>	<ul style="list-style-type: none"> <li>• <b>1.7-</b> Catch, while traveling, an object thrown by a stationary partner.</li> <li>• <b>1.9-</b> Throw a ball, using the overhand movement pattern with increasing accuracy.</li> <li>• <b>1.10-</b> Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.</li> <li>• <b>2.3-</b> Explain the difference between throwing to a stationary partner and throwing to a moving partner.</li> </ul>
<b>Common Core State Standards:</b>	<b>SL 1-</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other’s ideas and expressing their own clearly.
<b>Student Learning Objectives:</b>	<p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>1. Throw and catch with a partner while increasing distance and maintaining accuracy.</li> <li>2. Catch an object while traveling.</li> <li>3. Explain the difference between throwing to a stationary partner and throwing to a moving partner.</li> </ol>
<b>Instruction</b>	
<b>Warm-Up:</b>	<b>Hot Lava Tag</b> – Students with blue pool noodles are taggers. Students with red bean bags are hot lava (savers). When tagged, students become frozen and must perform an exercise in place until saved. (running in place, jumping jacks, hopping on one foot, etc.) Someone with a red beanbag “hot lava” can throw it to a frozen student and if it is caught, that person is unfrozen and becomes hot lava. If the beanbag is not caught in 3 tries, the student remains frozen and the saver must move on to someone else.
<b>Anticipatory Set:</b>	<b>Tie to Previous Experience:</b> How many of you like to play games that involve throwing and catching? Turn and tell someone about all the different types of games that use throwing and

	<p>catching. Today we are going to practice our skills and learn to catch a ball while moving.</p> <p><b>What:</b> Students will be able to throw with accuracy using overhand pattern, catch a ball while moving and throw and catch while increasing distance.</p> <p><b>Why:</b> Catching is not only a 3rd grade standard, it is an important skill used in many games and sports.</p> <p><b>How:</b> Students will know they have met the objective when they can successfully catch a ball thrown by a partner and explain proper form for catching in different positions.</p>
<p><b>Instructional Input/ Sequencing:</b></p>	<ul style="list-style-type: none"> <li>• Students partner up and grab a cue sheet. Have them review the cues on their own, discussing and demonstrating each catching position and how to throw accurately. Adding pictures to the cue sheet or hanging them up for the class to use as reference is extremely helpful.</li> <li>• <b>Catching Cues:</b> <ul style="list-style-type: none"> <li><b>Ready Position:</b> Knees bent, hands in front of body</li> <li><b>Soft Hands:</b> Fingers spread apart, hands relaxed</li> <li><b>Pinkies:</b> Pinkies together if ball is below waist</li> <li><b>Thumbs:</b> Thumbs together if ball is above waist</li> <li><b>Eyes on the ball:</b> Watch ball as it travels through the air.</li> <li><b>Quick Feet:</b> Move feet quickly to get in position near ball</li> <li><b>Reach:</b> Extend arms towards ball</li> <li><b>Elbows:</b> Bend elbows as ball is caught</li> </ul> </li> <li>• <b>Overhand Throwing Cues:</b> <ul style="list-style-type: none"> <li>Shoulder facing target</li> <li>Body in a T position</li> <li>Throwing arm bent at elbow</li> <li>Non-throwing arm aims at target</li> <li>Step towards target</li> <li>Twist</li> <li>Release ball in direction of target</li> <li>Follow through</li> </ul> </li> </ul>

	<p>(When throwing towards a moving target, thrower must predict where to release the ball based on the speed of the target)</p> <ul style="list-style-type: none"> <li>• Once students have read and discussed the cues for throwing and catching, have them find open space and practice on their own for a few minutes. Observe students and give feedback.</li> <li>• <b>Practice-</b> Partners stand facing each other, very close together. Using overhand pattern, they practice throwing, trying to maintain accuracy. With each successful catch, partners each take a step backing away from each other, continuing to increase distance and difficulty. When a catch is missed, they must perform 5 burpees and move back to their original position, facing each other. When they reach 20 successful catches they can exchange their ball for a new object to throw. Teacher walks around observing, giving feedback and helping those who need it.</li> <li>• Bring students in and have them share with a partner about the activity. “What was the hardest part and why?”</li> <li>• Introduce the concept of throwing to a moving target. One partner will remain stationary and will be throwing to a moving runner. Ask students to think about what will be different from throwing and catching while staying in one place. Have them share with a partner and generate a quick discussion.             <ul style="list-style-type: none"> <li>- Catching cues stay the same, emphasize keeping track of the ball while traveling.</li> <li>- Thrower must now predict where to release the ball based on the speed of the target.</li> <li>- Try to place ball in front of moving partner, anticipate where they will be in 1 second and aim just in front of them.</li> </ul> </li> </ul> <p>Have students discuss the new information with their partners and plan a strategy.</p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Set up polyspots or hula hoops in a triangle formation. Partners start in different hoops. On signal, stationary partner throws to moving runner as he travels</li> </ul>
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	<p>towards the next spot. Ball must be caught before runner reaches the next hoop in order to earn a point. If the ball is dropped, partners must both do 3 exercises of their choice (push ups, burpees, jumping jacks, etc). Partners take turns throwing to each other and keeping track of points until the round is over. At the end of the round, partners share how many points they got, give feedback to each other and get ready to start again. Play at least a few rounds. If you have extra time, students can switch partners or select a different ball to throw.</p> <ul style="list-style-type: none"> <li>• Monitor students and give feedback as they practice throwing and catching the ball</li> <li>• Help struggling students by making suggestions on how they can improve their form</li> <li>• Keep posters with pictures and cues close to playing area for student reference</li> </ul>
<p><b>Closure:</b></p>	<ul style="list-style-type: none"> <li>• <b>Partner Share:</b> Explain the difference between throwing to a stationary partner and throwing to a moving partner. What is the hardest part and why?</li> <li>• <b>Self Assessment:</b> Have students think about how they did with catching the ball and rate themselves using a Fist to Five self-assessment. Students hold up their number for the teacher to see. <ul style="list-style-type: none"> <li>• I couldn't catch the ball</li> <li>• I caught the ball once or twice</li> <li>• I need more practice</li> <li>• I was able to catch the ball almost every time</li> <li>• I'm an expert at catching a ball</li> </ul> </li> </ul>
<p><b>Strategies for Differentiation:</b></p>	<ul style="list-style-type: none"> <li>• Frontload vocabulary at the beginning of the lesson</li> <li>• Post vocabulary and pictures for visual learners</li> <li>• Have a student model proper technique</li> <li>• Pair students with a buddy as necessary</li> <li>• Sentence starters for partner shares (When I catch the ball, my hands are _____ and my elbows are_____")</li> </ul>
<p><b>Formative Assessment:</b></p>	<ul style="list-style-type: none"> <li>• Teacher observation and partner feedback during practice and games</li> <li>• Fist to Five Assessment</li> </ul>



# 3<sup>rd</sup> Grade: Catch While Traveling and Throw for Accuracy Lesson Plan



<b>Outcomes</b>	
<b>Evidence of Student Learning:</b>	<ul style="list-style-type: none"><li>• Students can throw accurately to a moving partner</li><li>• Students can catch the ball while traveling</li><li>• Partner share</li><li>• Fist to Five Assessment</li></ul>
<b>Follow-Up</b>	
<b>Re-Teaching Strategies:</b>	<ul style="list-style-type: none"><li>• Teacher will continue to provide practice opportunities for these skills throughout the year</li></ul>