

LAUSD- Fourth Grade Physical Education Matrix Chart
Instructional Component: Manipulative Skills
Suggested Length of Unit: Three to Four Weeks (15-21 lessons)

Grade Four
Manipulative Skills

It is important for fourth grade students to continue to build on the fundamental manipulative skills acquired in earlier grades. The focus at this stage is on using the proper form for manipulating (e.g., kicking, throwing, striking) objects. Learning opportunities involve manipulative skill practice with an array of objects including lightweight balls, soft objects, beanbags, ribbons, and hoops. This allows fourth graders to improve their form for throwing, catching, kicking, punting, striking, serving, hand-dribbling, foot-dribbling, trapping, and volleying using a forearm pass in a variety of situations. The skills developed will foster future student success in physical activities and enable students to embrace an active lifestyle throughout their lives.

Standards for Manipulative Skills Instructional Component

Standard Set 1: Motor Skills and Movement Patterns- Demonstrate motor skills and movement patterns needed to perform a variety of physical activities:

- 1.6 Throw and catch an object with a partner while both partners are moving.
- 1.7 Throw overhand at increasingly smaller targets, using proper follow-through.
- 1.8 Throw a flying disc for distance, using the backhand movement pattern.
- 1.9 Catch a fly ball above the head, below the waist, and away from the body.

Standard Set 2: Movement Concepts, Principles, and Strategies- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

- 2.1 Explain the difference between offense and defense.
- 2.2 Describe ways to create more space between an offensive player and defensive player.

Standard Set 3: Assess and Maintain a Level of Physical Fitness- Assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.
- 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.
- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Standard Set 4: Knowledge of Physical Fitness Concepts, Principles, and Strategies- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

4.1 Identify the correct body alignment for performing lower-body stretches.

4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.

4.7 Explain the purpose of warm-up and cool-down periods.

4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

Standard Set 5: Knowledge of Psychological and Sociological Concepts, Principles, and Strategies- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.

5.2 Collect data and record progress toward attainment of a personal fitness goal.

5.4 Respond to winning and losing with dignity and respect.

Fourth Grade Instructional Component 1

Key Concept for Content Standard Group: Striking with an implement

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
1.6	Throw and catch an object with a partner while both partners are moving.	Students will use the overhand throw and catch an object with a partner while both partners are walking and jogging in a circle with a diameter of 20 feet.	Students will demonstrate the correct overhand throw and catch forms consistently as they walk and jog in a circle with a diameter of 20 feet.
1.7	Students throw overhand at increasingly smaller targets using proper follow through.	Students will throw overhand from three different distances, (short, medium, and long) at large (six foot circle), medium (three foot circle), and small (2 liter plastic bottle) targets.	Students use the correct overhand throw with continued follow through to the opposite side of the body and are able to consistently hit the target at each distance.

Fourth Grade Instructional Component 1

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
1.8	Students throw a flying disc for distance, using the backhand movement pattern.	In pairs of two, students will throw a flying disc to their partner using the back hand movement pattern, starting 30 feet apart, the partner will allow the disc to hit the ground and mark the distance with a cone, each time the thrower successfully throws the distance of the cone the partner will move the cone one giant step further away and repeat the task. Each partner attempts 10 throws and switch roles.	Students use the correct backhand throw pattern using the flying disc emphasizing the transfer of weight from the back to the front foot and a smooth transfer of force into the trunk and arm, ending with the snapping of the wrist.
1.9	Students catch a fly ball above the head, below the waist, and away from the body.	In pairs, with one student throwing the other student will catch a ball above the head, below the waist and away from the body, thrown twice the height of the student. Then they will switch roles. They will repeat this task for teacher allotted amount of time.	Students consistently use correct catching mechanics while catching the ball above the head, below the waist and away from the body. The students reach out to the ball, track the ball to their hands, thumbs together when the ball is above the waist, little fingers together when the below the waist, move their body to meet the ball, reduce the impact of the force of the ball and pull the ball to their body.

Fourth Grade Instructional Component 1

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
2.1	Students explain the difference between offense and defense.	Students will use written communication to explain the difference between offense and defense in the game of basketball.	Students will correctly explain that the offense is the team with the ball and trying to score. The defense is the team without the ball and trying not to let the other team score.
2.2	Students describe ways to create more space between an offensive player and defensive player.	Students will work in groups of 3 to analyze ways to come up with two different ways to create more space between an offensive and defensive player during "No bounce basketball" activity.	The groups description should be clear, safe and with-in the rules. The description should include, moving to open space, using misdirection, hesitation and acceleration, screening defenders, moving away form the view of the defender and faking directions.
3.1	Students participate in appropriate warm-up and cool-down exercises for particular physical activities.	Students will participate in moderate to vigorous aerobic activities prior to stretching the triceps, biceps, deltoids and leg muscles before gradually increasing the physical activity.	Students participate willingly at a moderate to vigorous level with proper body and posture alignment for all stretches.

Fourth Grade Instructional Component 1

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
3.6	Students demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.	In groups of three students will demonstrate proper body alignment in the following nine stretching stations; hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves. Each station will have a card with the name, description and picture for the proper alignment of each stretch. Students will read each card at each station and demonstrate the stretch correctly sustaining the stretch for a minimum of 10 seconds.	Student's demonstration of each stretch should include the correct body alignment and posture for the full 10 seconds.
3.7	Students sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.	Students will throw overhand and catch an object with one or more partners while walking and jogging continuously, in a circle with a diameter of 20 feet, for 4 minutes the first week, and increasing a minute each week up to 12 minutes.	Student's movement will be continuous and increase a minimum of 1 minute each week. Student's movement can increase or decrease as long as they continue to move at a moderate to vigorous level the entire time. The students will stay at the desired distance and use the overhand throw and catch for the whole duration of the activity.

Fourth Grade Instructional Component 1

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
4.1	Students identify the correct body alignment for performing lower-body stretches.	In groups of three students will identify the correct body alignment for performing lower-body stretches after participating in the following nine stretching stations; hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves. The students will be shown two cards for each of the nine stretches performed one correct and one incorrect, they must identify the card with the correct body alignment and the lower body stretches.	The student's will consistently identify the card that shows the correct body alignment for the lower body stretches.
4.7	Students explain the purpose of warm-up and cool-down periods.	Students will write two or more paragraphs to explain the purpose of warm-up and cool-down periods.	Student's explanation, two or more paragraphs, should include how: <ul style="list-style-type: none"> ▪ warm-ups allow the heart to gradually increase blood flow, warms up the body, prepares muscles and other tissues for stretching, and for functioning fully during the main phase of physical activity ▪ The cool-down period allows the body to: return to its regular rate of functioning, recuperate, help prevent stiffness/soreness, and possibly lightheadedness.

Fourth Grade Instructional Component 1

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
5.4	Students respond to winning and losing with dignity and respect.	Students arranged in teams will create a cheer to be recited at the end of a modified flying disc game (small groups). At the end of the game students also display positive signs of respect and dignity to their opponents.	Students will quickly and voluntarily meet at the middle of the field or court to display the following signs of respect and sportsmanship to their opponents: <ul style="list-style-type: none"> ▪ congratulate and thank them ▪ give 2 appropriate and positive comments or encouraging statements ▪ appropriate hand shakes and/or high-fives ▪ recite a pre-made positive cheer ▪ listen to the other teams cheer

Equipment and Instructional Materials

- Spongy balls of different sizes, at least one for every two students
- Frisbees
- Scarves
- Flying discs
- Bean bags of different sizes
- Empty 2-liter plastic bottles or bowling pins
- Yellow cones
- Chalk
- Paper and pencils
- Easels
- Wireless microphone and portable speakers

- Child-friendly music
- Boom box to play music

Pre-assessment

- In groups of four, students will throw and catch a spongy ball as they shuffle around a chalked circle on the ground.
- In pairs, students will throw a flying disc to their partner, moving a step back every time, the flying disc reaches their partner.
- In pairs, one student will throw overhand 10 balls from three different (15, 20 and 25 feet) distances to a target.
- In pairs, students will work together to catch a spongy ball above the head, below the waist, and away from their body.

Sample Scaffolding Strategies

- Use light weighted objects or balls to increase catching success
- Place the student closer to the target area
- Enlarge the target area to increase accuracy
- Set simple, easily achievable goals

Learning Experiences

1. Break down of the skills and progression.

- A. Using the whole part whole method of instruction, demonstrate the overhand throw.
 - B. Explain the three basic parts of the overhand throw:
 - Object grip
 - Arm swing
 - Trunk rotation
 - Footwork, opposition
 - Application of force: weight transfer
 - Finish: follow through.
 - C. Explain the basic hand position of the underhand catch.
 - Continuous eye contact with the object.
 - Finger position- pinky fingers together.
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D. Explain the basic hand position of the overhead catch.

- Continuous eye contact with the object.
- Finger position- Thumb fingers together.

2. Employing Specific Methods

- Teach students a variety of ball-feeding methods for practicing catching above the head, below the waist, and away from the body while stationary.
- Teach students the designated signal to start and stop activities.
- Teach students optimum spacing distance for each activity.
- Determine the appropriate protocol for distributing equipment prior to class (place the number of rackets and balls needed on the court at the net)

Enrichment/Differentiated Instruction

A. Differentiated Instruction- it is important to distinguish the current skill level of all your students to differentiate instruction and maximize learning. It is possible to have different skill levels in a single class, and to deliver different instruction and activities for all those different skill levels. A suggested activity modification is providing different size objects that are easier to catch for students who are having difficulty, while changing the activity for students that are ready for the next level.

B. Enrichment – Teachers can often give instruction that broadens and extends student's level of understanding. Expanding the size of the practice area for the more skilled player will provide a greater challenge and enrichment. Provide information on places to play, teams, and tournaments outside of school. In addition, teachers can provide students with a list of extracurricular resources in the community where they can play, participate on teams, and in tournaments for continued growth.

Culturally Relevant and Responsive Instruction

- Use cultural references to impart knowledge, skills, and attitudes.
 - Connect the learning to students' prior knowledge and experiences.
 - Literature can be used to build prior knowledge or enhance student's awareness.
 - Prior knowledge should be welcomed and acknowledged.
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Accommodating Students with Special Needs

1. Safety

- Contact the school nurse or designee to obtain pertinent medical information.
- Be aware of the students' medical ID tags for disability.
- The teaching progression and learning tasks should be differentiated (when applicable) to fit student needs.

2. Students in Wheelchairs

- Start with eye hand coordination catching activities that do not require movement of the wheelchair using balloons or scarves to allow more time to catch the object.
- Use beanbags to practice above the head, below the waist (can be at knee level), and away from the body catching and throwing activities and reinforce eye-hand coordination.
- All throwing and catching activities that are stationary can be performed on wheelchairs with some modifications, but students on wheelchairs can be especially helpful target throwers. Allow wheelchair to be placed at an angle to allow student to use proper trunk rotation.

Equipment Tips

- Substitute scarves, bean bags, beach balls, foam balls, or balloons instead of standard utility balls in catching drills to develop hand-eye coordination.
- Choose lightweight foam softballs to work of throwing form since it does not travel very far to avoid chasing the ball after throwing.
- Increase the size of the targets to increase success (e.g., boxes, hula hoop, chalked squares)

Instructional Tips

- Plan lessons with realistic expectations.
 - Encourage early success with appropriate lessons and drills (e.g., the volley, bump-ups and bump-downs, racquet rolls).
 - Use target games and drills to maintain student interest.
 - Teach catching skills with tossing activity before proceeding to throwing.
 - Teach two-handed catching at low, medium and high levels, before teaching one handed catching.
 - Use demonstration techniques to simulate play (e.g., shadow and footwork drills, Simon Says)
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Communication Tips

- Praise even small steps of success
- Communicate specific terms such as good arm follow through, correct trunk rotation, correct high elbow, etc.
- Encourage social interaction with activities that emphasize working cooperatively with partners.
- Promote good sportsmanship and appropriate behavior during drills and games (e.g., complimenting good behavior, ability to share, and throwing an object when it is safe)

Suggested Lead-Up Activities

- Hot potato
- Catch and throw relays
- Group juggling
- Keep away
- No bounce basketball
- Frisbee soccer
- Pass and catch team handball with a spongy ball

Teaching Aids

1. Warm-up activities-
Specific to the movements that you will use in the lesson and unit (e.g., trunk twists with arm swing motion).
 2. Stretches-
Important to stretch the extensors and flexors of the forearm, shoulders, trunk rotators, abductors and adductors of the leg
 3. Cool Down-
Stretching while cooling down and reviewing the lesson is important to reinforce lesson objectives. Repeat stretches that were specific to the day's lesson and emphasize key concepts learned.
 4. Skill tests-
 - In pairs, students will be throwing and catching while both partners are moving in a circle with a 20 foot diameter outlined by chalk or cones.
 - In groups of three, students will take the following roles: partner #1 – thrower, Partner #2 – Recorder, and Partner #3 – target mover. Each student will have a total of nine throws, three throws at three different target sizes starting from bigger to smaller, all at the same distance of about 30 feet apart. The first target is an individual mat leaning on a playground bench, the second item is a medium size carton box, and the third target is a bowling pin.
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- In pairs of two, students will throw a flying disc to their partner using the back hand movement pattern, starting 30 feet apart. The field is measured in increments of 10 feet and marked off with a chalk or cones. The throwing partner is going to try to hit distance marked by the cone by letting the flying disc hit the ground on the first bounce. Every time the disc reaches that distance an "X" is marked and the cone is moved a giant step back. The thrower tries to throw the disc farther on every try, until a final distance is reached and the thrower can not throw any further. The second partner marks the spot, initials, and they switch roles.
- In groups three, students assume the following roles, Partner #1 and #2 are catchers and Partner #3 is an underhand tosser. In a distance of about 25 feet apart, partner 3 will toss a spongy ball high about 20 feet to partner 1 and then to partner 2. The catchers will attempt to catch it above the head successfully for at least five times each. The group rotates, if the student was a 1 now they are a 2 and if they were a 2, they switch to a 3 and the responsibilities continue until the teacher sees all students catching the spongy ball above the head. Teacher explains that the rotation remains the same, but now all students are to catch the ball below the waist, and then away from the body.

Interdisciplinary Learning

Language arts

- Maintain a physical education journal in which students write about movement experiences
- Read a book related to physical activity and write a one page summary

Mathematics

- Compute the percent of target hitting accuracy based on the total number of hitting the target and the number of missing the target.
- Use graphs and charts to record the number of steps taken each week and figure out the number of steps needed to meet the 15, 000 steps per day requirement.

History/Social Science

- Write a 4 paragraph report on the history of baseball.
- Locate the home state of various professional basketball teams on a map of the United States.

Art

- Create a picture journal of your class performing all Fitnessgram tests.
- Create a physical activity collage with all of the sports that incorporate throwing and catching skills.

Music

- Select appropriate songs from other cultures (e.g.: edited versions) that can be used during warm up and cool down activities.

Science

- Define momentum, torque, and force using a dictionary or using the internet.
- Identify the body parts used to track and catch a ball.

Technology

- Use a computer to create a table to record the number of steps taken per week during physical education class.
- Use pedometers to track and record the number of steps taken daily during physical education class. At the end of a week calculate the total of number of steps taken.
- Videotape and analyze movement skills.

Inclement Weather

Create a repertoire of instructional lessons related to this unit that can take place in sheltered areas during inclement weather. This will ensure continuation of standards-based instruction. Suggested activities include:

- "Clean out your back yard" – a throwing activity with foam soft balls. The class is divided into two groups divided by a line (rope) or a line on the floor. Each side has the same number of foam balls known as "trash." Each side is trying to clean up their side (yard), by throwing the foam balls (trash) to the other side (yard) without crossing the midline dividing both sides. When the whistle blows, or when the music stops, students stop throwing trash and the pieces on each side are counted. The side with the least amount of trash cleaned up their yard better.
- Juggling with scarves

Suggested Homework

- Research and list the name of at least nine team sports that are played with a ball and involve catching (using a hand or implement) and throwing.
- Make a list of gyms and or fitness center locations in your community.

Resources

- Sport For All Curriculum
- EPEC curriculum for elementary grades
- <http://www.pecentral.com>
- http://youthbaseball_e_zine.homestead.com/Throw_Catch.html
- <http://www.pecentral.org/lessonideas/searchresults.asp?Search=Find+Them&subcategory=Throwing+and+Catching>

Teacher Reflections

Good teaching should include ample time to reflect on the unit or lesson at the conclusion. Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and

the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction.

Physical Education Lesson Plan

Grade Four Manipulative Skills

Description:

Students will use the correct overhand throw and catch forms consistently as they jog in a circle with a diameter of 20 feet. Students use the correct backhand throw pattern using the flying disc emphasizing the transfer of weight from the back to the front foot and a smooth transfer of force into the trunk and arm, ending with the snapping of the wrist.

Objectives:

- *Students will* demonstrate correct overhand throw and catch forms consistently as they jog in a circle with a diameter of 20 feet
- *Students will* use the correct backhand throw pattern using the flying disc emphasizing the transfer of weight from the back to the front foot and a smooth transfer of force into the trunk and arm, ending with the snapping of the wrist.
- *Students will* participate in appropriate warm-up and cool-down exercises for particular physical activities

Standards Addressed:

- 1.6 Throw and catch an object with a partner while both partners are moving.
- 1.8 Throw a flying disc for distance, using the backhand movement pattern.
- 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.

Materials:

- Two weighing scales (noncommercial) – to illustrate weight transference
- Soft/Gator balls for every other student
- Flying discs (Frisbees) for each student
- Create a flying disc check-list for peer tutoring/assessment
- Sound System with wireless microphone and speakers to project sound/music
 - Play a variety of styles/genres of lively music while students are doing the activities of the day.
 - Play “mellow” music during the warm-ups and cool-downs.
 - Choose inspiring and positive lyrical music – even in different languages of your community. Your student’s parents are a good resource for this.

Set-up:

Set up sound system. Chalk-mark the blacktop with 10-20 circular dash-lines twenty feet in diameter (depending on the size of your class). Place a ball in each of them or hand them out just after partnering-up the class. Set poly dots 30 feet apart for each partner to stand on – other students are at least 10 to 15 feet to their left or right.

Attendance

Accurate attendance recording will be conducted by the elementary school teacher prior to walking out towards the physical education area.

Warm Up

Students will walk/jog around the circles with their partner while tossing and catching the ball. Counting each successful catch for two-minutes. Then the students will all place the ball back in the circle and come together to stretch for 20-30 seconds each side the:

- **Calf Muscle** (gastroc nemius) – on an imaginary straight line both feet aligned on it, separate one foot as far back so that foot can have the heel near the ground – the other foot flat and knee bent forward. Alternate.
- **Deltoids** – pull one elbow across the chest – close to the body. Alternate.
- **Quadriceps** – Standing, put the weight all on one foot, bend the other leg back and grab the toes – balance as you stretch pulling your foot close to your backside (gluteus maximus). Alternate.
- **Triceps** – bring the right hand straight up over the head, bend the elbow – hand near the spine, the other hand reaches up to pull the elbow behind the head as the head is erect (if possible). Alternate.
- **Hamstring** – Sitting upright, a leg outstretched – the other with the foot flat about a fist away from the knee which is bent upright slightly off perpendicular (enough for the shoulder to pass by in the stretch), as you breathe out, reach the hands toward the feet or beyond. Alternate.
- **Spinal Twist** - sitting position left leg outstretched, bend the right knee, place the right foot flat on the floor outside of your left knee, extend the spine from the lower back, gently twist the upper body to the right, bring your left arm over the outside of the right knee toward the right foot, place the right hand behind the back and look over the right shoulder, hold the pose for the count of ten. Repeat to opposite side.

Learning Experiences:

With the class “squishy-squashy” (close together) seated in front of you and the two scales. Have a student (or you can do it and have a student witness the weight shift) stand on the scales and shift their weight as they accomplish their flying disc toss to a student in the back of the class. Note the weight of the scales as this is done. Ask, “will the shift of the weight will bring more movement to the throw? Could this bring more distance to it also?”

Show and describe the correct backhand throw pattern using the flying disc emphasizing the transfer of weight from the back to the front foot and a smooth transfer of force into the trunk and arm, as the forearm travels along a “flat” (as along a tabletop) path, ending with the snapping of the wrist and finger pointing where the target/person is. Divide class into partners sitting back to back.

Fitness Activity:

The fitness activity will take place in the large open area.

In pairs, students will throw a flying disc to their partner, using the back hand movement pattern, starting 30 feet apart, each time the thrower successfully throws the distance the partner will move one giant step further away and repeat the task – remember how many successful throws and catches. Each partner will attempt 10 throws and switch roles.

Assessment:

- Teacher observations and feedback
- Peer observations and feedback
- Students write a three paragraph expository composition that explains how to throw a flying disc accurately.

Closure:

Have students return to the line-up area with all equipment which is to be placed in front of their pod lines. Have students stretch to cool down while asking:

- Did you have fun?
- How successful was the practice in helping you to improve your skills?
- Did your partner encourage you and offer guidance?
- What other steps do you need to take to be at your best?
- Which team game uses flying discs? (Ultimate – an international game created by high school students in NJ)

Explain that their task is to try and improve their individual abilities.

Teacher Reflection:

Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction and foster student learning.

Scaffolding Strategies: Suggested concepts and skills to support student success on the performance task/assessment.

- Using a bigger/softer ball/disc will make it easier for the student to toss/catch the ball/disc.
- Shorten the distances of the throws.
- Set simple and easily achievable goals.
- Provide additional practice opportunities.
- Provide plenty space between students when practicing skills.
- Start with still activities before adding movement to the skill.

Enrichment:

Teachers can provide instruction that broadens and extends student's level of understanding and ability by:

- Use smaller balls/discs, or lengthening the distance of the throws of the balls/discs
- Have students make higher tosses

Extending the Lesson:

- Investigate and report on opportunities for flying discs (Ultimate) and/or ball sports outside of school.
- Turn in a report on the origins of the flying disc and/or Ultimate; include the country of origin and date invented.
- Complete a written report on job opportunities in the ball sport industry.
- Interview a high school or university athlete who is involved in a sport using balls or flying discs.