

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the central focus and purpose of the content you will teach in the learning segment.

[Students will be engaged in various kinds of activities involved with throwing and catching using different methods of both including underhand, overhand, self-catching, throwing with a partner, and throwing using distance and accuracy at a developmentally appropriate level for grades K-2 at the pre-control level. Students will be given practice opportunity in leading up to small-sided games as well as a final assessment and review lesson at the conclusion of the Unit.]

The purpose is to lay out a plan of progression for the students to gradually improve their knowledge and abilities with throwing and catching through different practice tasks and small-sided games at a developmentally appropriate level.]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address the development of student competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to
- movement patterns,
 - performance concepts, and/or
 - health-enhancing physical fitness.

[Warmups throughout this unit incorporate locomotor movements such as jogging, skipping, galloping, and animal walks. Throwing and catching is incorporated into some of these warmups by ways of throwing with a partner 10 times then running around the blue track as well as jogging, sprinting, and galloping around the blue track performing an underhand and overhand throw on each of the four walls in the gym. Throughout team games in this unit, it is emphasized to students that they must be able to work together cooperatively and strategize with one another to maximize their success in activities such as knocking down the other team's pins.]

- c. Explain how your plans build on each other and include tasks that develop the student competencies described above while making connections between the psychomotor domain and at least one other learning domain (cognitive and/or affective).

[These lesson plans build on each other by scaffolding learned tasks and abilities starting from the first lesson focused on underhand throwing. The following lesson is focused on catching and different ways to catch from different scenarios. Stations involved in this lesson involve underhand throwing off the wall with the option of trying an overhand throw in anticipation of the following lesson focused on overhand throw. The next lesson is a small-sided game focused lesson that incorporates both underhand and overhand throw with some catching. This lesson also focuses on teamwork and cooperation in the affective domain and students will have to make the choice between underhand or overhand throw based on the game situation. The final lesson is an assessment lesson of all skills learned with an emphasis on following all cues to

display at stations revolved around accuracy, catching, distance, and underhand/overhand throwing cues with a partner. Each lesson will be cognitively assessed with an exit slip leading up to a final assessment exam.]

- d. Explain how you will structure the learning environment to be **both emotionally and physically safe**.

[Students will always be greeted with enthusiasm and excitement every single class. Classes will always be equipped with developmentally appropriate equipment such as soft foam balls, or foam pins. Station activities will be given ample space of separation between other stations with cones used as separators between tasks if needed. The blue out of bounds area may also be implemented for certain activities involving moving around the entire gym space. This protects students from running into walls or the stage area of the gym.]

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[With the school being K-2, students will have very little experience with organized or fundamental throwing and catching abilities. With talking to my cooperating teacher, I had learned that 1st and 2nd grade students would have had gone through throwing and catching unit in kindergarten and 1st grade. The students had not yet engaged in any throwing and catching unit for this academic year and that is when it was decided that I would be taking that unit to teach the students. Students in lesson 1 displayed a more natural ability to throw overhand rather than underhand. Reinforcement was needed to make sure students focused on underhand throw abilities for the 1st lesson. Students also showed a lot of struggles with stepping with opposition at the start of the unit.]

- b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

[Many students engage in town sports such as soccer and baseball being the two most common, I have seen so far. I know going into this unit that throwing and catching provides a large area to work with that many students can benefit from for their own personal lives, but also have a lot of fun while they are learning. Throwing and catching is a transferable skill to many different sports in various cultures such as cricket. Distance and accuracy are two crucial throwing abilities that can translate to sports that the students may play outside of school such as football and baseball.]

3. Supporting Students' Physical Education Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. **In addition, use principles from research and/or theory to support your justifications.**

- a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials/equipment. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.

[My understanding of students' prior academic learning guided my choice of adaptation of learning tasks in multiple ways. I believe many students would reap benefits of getting educated on throwing and catching cues through activities involved with teams, partners, and individual. I also wanted to make sure to use equipment that would be challenging but achievable for this grade level. In activities such as knocking down a team's pins in a whole class team vs. team activity. The pins will vary in distance, increasing from kindergarten to 1st grade to 2nd grade. This connects to the progression of learning tasks due to the final assessment lesson involving stations dedicated to distance and accuracy. Another way this is implemented throughout my unit plan involves using various sized gator skin balls dependent on grade level. "Fire and Ice Tag" is an example of this where kindergarten students may need even a large gator skin ball, but 2nd grade could use a yarn ball. Students will be able to draw their own connections to throwing methods learned depending on what activity is at hand. If it is a bean bag hula hoop toss, the student will be able to identify underhand throw as the more successful throwing method for that activity.]

- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

[My instructional strategies and planned supports cater to the needs of everybody in the class in whatever way is necessary or best for the student. The whole class will always get a visual demonstration from the teacher and even a student volunteer for certain activities. The teacher will also make sure to show unsuccessful attempts as well as successful attempts to show the students a human element, letting them know it is okay to not always have success every time. Individually, tasks may be modified to find success for that specific student. A lot of modifications involve shortening distances or increasing distances based on what the student is capable of. A group of students with specific learning needs will be given leeway in their tasks if they are showing throwing and catching in any way that they are comfortable with. These students will get their directions in a slower pace and will continue in their progression when they show that they are ready to. This allows all students to feel comfortable with their own progression and can feel good about it regardless of the rest of the class.]

- c. Describe common student errors or misunderstandings within your central focus and how you will address them.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[Common student errors and misunderstandings that may be displayed in this unit is most involved with the demonstration of the underhand and overhand throwing cues. Many students in this age group will step forward with the same foot as their throwing hand. It is also common to see students release points be too early or too late, this is especially common for students with IEP/504s and lower proficiency level students. These students may get more corrective feedback throughout lessons and be given more opportunities to practice their skills while the teacher is watching.]

4. Supporting Physical Education Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

- a. **Language Function.** Using information about your students’ language assets and needs, identify **one** language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate to your learning segment.

Analyze	Compare	Evaluate	Sequence	Signal	Summarize
---------	---------	----------	----------	--------	-----------

[Evaluation is a crucial language function to the structure of this unit. Each lesson is built upon the other in a consistent buildup to a final evaluation lesson. Evaluation may also be present throughout practice tasks by the student themselves thinking about if they are following the cues as well as they could be, or if they could change any method or strategy during a whole class activity. Students can also evaluate their own ability or if they think a task is not enough of a challenge, or too much of a challenge. During a partner throw and catch station, students may decide for themselves if they want to increase the distance or could even give suggestion to other students to remember to point to their target when throwing.]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[In Lesson 5 Task 4, students engage in a distance station where there are lines of floor tape at five feet, ten feet, fifteen feet, and twenty feet. Students will need to display underhand or overhand throw off the wall from each of the distances in a progressive order. Students will be evaluated by the teacher as well as self-evaluate in their own ability on what distance is most comfortable for them to have consistent success from.]

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use to successfully participate in the learning task:

- Vocabulary
- **Plus** at least one of the following:
 - Syntax
 - Discourse

[For this specific learning task, students must keep in mind the importance of stepping with opposition and how it helps generate more power than using the same foot. Vocabulary used by students during this task include making an “L” Shape and point toward the wall when releasing the ball. Student discourse involves taking the final assessment and being able to articulate what shape is made in an overhand throw.]

- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt below.
- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary, syntax, or discourse).

[Every lesson will include a “Gym Words” segment during the introduction to each lesson. This word will be taken out of the gym word envelope and be placed on the star on the wall to be displayed for the remainder of the class. This will then lead into the demonstration of cues for that lesson’s specific focus. If it is overhand throw, the word overhand throw will be the gym word for the day, and the teacher will be on the stage in front of the whole class demonstrating the overhand throw, telling the class to remember the “L” shape when swinging up, step with the opposite foot and point the target when letting go of the throw. These pointers can then be used as student discourse and vocabulary to help themselves and their peers find success.]

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

- a. Describe how the assessments **throughout** the learning segment will provide direct evidence of students’ development of competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective).

[Assessments in this unit plan will progressively become harder and longer. Students will be assessed cognitively by exit slips leading up to the final assessment that is four questions in length. These exit slips will ask questions on cues and other vocabulary learned to prove student learning. The teacher will also be assessing in the psychomotor domain with various teacher checklists or observation that will show proof of students improving from the first lesson of the unit up to the last lesson based on assessment.]

- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[The teacher will make sure to check in with lower proficiency level or IEP/504 students after final exam to do a verbal check in with that the student was able to learn over the course of the unit but may have struggled to write it down effectively.]