

FOCUS►

Subfocus►

THROWING UNDERHAND

Pathways

Grades K-2

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes

- Throws underhand with opposite foot forward (S1.E13.K)
- Throws underhand demonstrating two of the five critical elements of a mature pattern (S1.E13.1)
- Throws underhand using a mature pattern (S1.E13.2)

Critical Elements for Throwing (Underhand Pattern)

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level.
- Follow through to target.

Lesson Objectives

The learner will:

- Identify opposite arm and foot (K)
- Throw a hand-size object underhand with opposition most of the time (K)
- Throw a hand-size object underhand demonstrating correct starting position and opposition (grade 1)
- Throw a hand-size object underhand with correct starting position, stepping forward with opposite foot for throwing action (grade 2)
- Throw a ball underhand so that it travels forward toward a target (grades 1, 2)

Safety Concern

Ensure that spacing is adequate for throwing and retrieving.

Materials and Equipment

- Yarn or fleece balls, one per student
- Stickers, one per student
- Station equipment: six hoops, wall tape, geometric shapes, four milk crates or boxes

Introduction

Today, we are going to learn how to be good throwers. What games have throwing in them? (Allow several minutes for student answers.) You will be practicing the underhand throw, sometimes making the ball go in a straight pathway and sometimes in a curvy pathway like a rainbow. We have some targets that will make this practice even more fun.

LEARNING EXPERIENCE: THROWING UNDERHAND—FOCUS ON ARM ACTION

Pretend that you are writing your name on an invisible piece of paper. The hand that you write with will be your throwing hand. Roll your invisible piece of paper into a ball while standing in your self-space.

- Demonstrate an underhand throw with a beanbag or a no-bounce ball, asking students to focus on the swing of your arms as you demonstrate the throw. Repeat the throwing action several times.

Cue: *Tick-tock for arm back and forward.*

- Have students throw the invisible ball to you as they say, “Tick-tock.” (Observe for forward and backward action, not sideward across the body.)
- Using a beanbag or a fleece or yarn ball, students practice throwing from behind one boundary line using the tick-tock underhand motion. After each throw, students retrieve and prepare to throw again with the same hand. (Remind students to use their favorite hand each time; some students are still exploring their preferred hand in grades K and 1.)

Safety Check: Remind students to wait for your signal or cue to throw. Younger students have not yet mastered spatial awareness for safety in throwing.

LEARNING EXPERIENCE: THROWING WITH AN ARCH OR CURVED PATHWAY— FOCUS ON RELEASE POINT

Have students repeat the previous task with a focus on the arch or curved pathway (like a rainbow) that the object makes as it travels through the air. After a few minutes of student exploration, discuss point of release and its importance in a curved versus straight aerial pathway. Demonstrate the underhand throw with the point of release for each pathway.

- Allow several minutes for students to practice the release for the curved pathway. Challenge students to throw five times with an arch or curved pathway and five times with a straight pathway, emphasizing the point of release for the type of pathway (grades 1, 2).

LEARNING EXPERIENCE: THROWING UNDERHAND—FOCUS ON OPPOSITE FOOT FORWARD

Have students assume a ready position, with the opposite foot forward (in front of the boundary) before throwing. On your signal, students throw with the underhand throwing action.

Cue: *Opposite foot forward or same foot back. (Some children learn better with this cue.)*

- Students continue practice with self-check of opposite foot forward before each throw. (Stickers on the opposite foot work for children who are struggling.)

LEARNING EXPERIENCE: THROWING FOR DISTANCE

Have students throw the ball, using the underhand throwing action, as far as they can across the work area.

Cue: *Throw really hard.*

Common error: late release point, resulting in the ball going too high

- Using tape mark or existing lines, create three distance zones approximately 10, 15, and 20 feet (3, 4.5, and 6 m) from starting boundary line.
 - Zone 1 (five tries)
 - Zone 2 (five tries)
 - Zone 3 (five tries)

Have students continue practice of throwing (underhand) for distance; challenge them to throw farther with each attempt.

- Grades 1, 2: Challenge students to tell the person behind them the zone that is their target and then purposely throw so that the ball will land in that zone.
- Grade 2: Discuss with the class the use of the straight pathway versus the curved aerial pathway for distance versus less distance and purposeful landings.

LEARNING EXPERIENCE: THROWING UNDERHAND: FOCUS ON STEPPING FORWARD (GRADES 1, 2)

You are now ready to throw like the big guys, like the pitcher in a softball game. Your starting position will be with feet side by side on the line.

Demonstrate as you verbalize the following: face target with feet side by side, bring throwing arm back, and step opposite as arm comes forward. Repeat the demonstration with spoken description several times. Have the students practice throwing the pretend balls, following your signal for cues and release.

- With your signal, students practice full throwing pattern.
- Add starting position and stepping with the throw. Have students repeat distance zones.

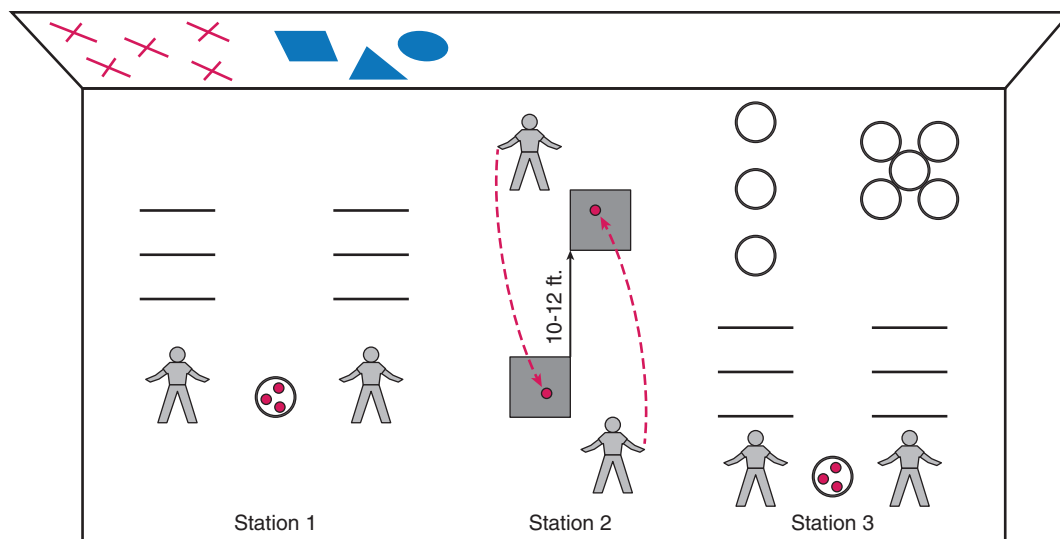
Note: This lesson plan presents all the critical elements of a mature underhand throwing pattern. Remember that the presentation of all the critical elements is overwhelming for children; present one critical element at a time and follow with practice and success. Move to the next critical element after observing successful execution of the critical element in focus.

LEARNING EXPERIENCE: THROWING TO TARGETS

Students throw underhand to the targets on the wall.

- They use a straight, direct pathway (extending arm toward target).
- They explore increases in distance with focus on accuracy to target. (Remind students that the throw is still underhand.)

LEARNING EXPERIENCE: STATIONS FOR PRACTICE



- Station 1: Students throw at the Xs or shapes on the wall; they choose the distance. They continue to practice throwing, alternating turns throwing at the Xs or shapes on the wall.

Grade 2: *The person behind you will observe your throw. He or she will give you 1 point if you throw with the opposite foot forward and an extra point if you hit the target.*

- Station 2: Students throw with a curved pathway so that the ball or beanbag lands in the box or crate; students choose the distance.

- Station 3: Students throw with a curved pathway so that the ball or beanbag lands in a hoop; students choose the distance. They continue to practice throwing, alternating turns, at the different hoop arrangements.

Grade 2: *Tell the person behind you which hoop is your target when throwing for the zone hoops. Give yourself 2 points if the ball or beanbag lands in that hoop.*

Assessment

- Peer assessment: Students give a thumbs-up and award 1 point for stepping with opposite foot.
- Exit slip: Using a drawing of someone holding a ball with feet side by side, have students place an X on the foot that should step (K and 1).

Closure

- What was the focus of our lesson today?
- What is important to remember about our feet on the underhand throw?
- If the ball is in my right hand, which foot is my opposite (grades K and 1)?
- What determines whether you should use a straight or a curved aerial pathway for the underhand throw (grade 2)?

Reflection

- Are students using arm and foot opposition most of the time?
- Are students (grades 1 and 2) stepping as the arm comes forward?