**Grade: 1A**

**Subject: Physical Education and Unit of Inquiry (L.A./Social Studies/Science)**

**Connection to PYP: Interdisciplinary and Unit of Inquiry**

**Objective: Students will be able to pass and catch a baseball as well as describe how seasonal changes affect people, animal and plants**

**Curriculum Competencies: Develop and apply a variety of fundamental movement skills while controlling their body in space and relation to others. Participates safely in a variety of activities by following rules and guidelines.**

**Materials: Baseballs/Softballs, Baseball Gloves, Cones**

**Connect:** *Warm them up to you and to learning* **Time: 5**

Take students outside to an open field. Ask students to observe their surroundings? Ask who knows what season it is?

**Motivator/Hook:** *Get them interested, excited* **Time: 5**

Show students balls and gloves/mitts. Ask students if they know that what sport these things are for? Tell students you are going to play a fun game while you practicing their passing and catching skills and reviewing their knowledge of the effect that seasonal changes have on people plants and animals.

**Introduction/Clarify learning intentions/ Connect with their prior learning/thinking**: *Set them up for success. Tell them what they are going to be doing and why.* (Assess prior knowledge, gauge group, review last day)\*Build in an element of choice. **Time: 10**

Remind students about the games they have played so far and how they relate to baseball. Ask the students to describe some of the skills needed to play baseball. Once the students talk about catching or throwing the ball, the teacher will ask students what know about throwing and catching a baseball. The teacher will then ask students about their Unit of Inquiry; what is the central idea? (Seasonal changes affect plants, animals and people) what do we know about seasons? (There are four seasons in a cycle of one year and changes in weather affect people, plants and animals in different ways). After the teacher has reminded learners about what they know, then the game is explained to the students. **Students will be divided into groups of four. There are four cones placed in a square like a small baseball diamond for each group. One person from every group has a glove and one player has a baseball. This player stands on ‘home plate’ and starts the game by asking a question about seasonal changes, for example “What is do animals do in the winter?” or “What do people do in the summer?” The player who asks the question then passes the ball to the player on ‘first base’, if that player catches the ball and answers the question then they continue to pass the ball to the next ‘base’. If a player drops the ball or can’t think of an answer to the question, they first pass the ball to the next player then race around the outside of the ‘bases’ trying to get back to their ‘base’ before the other three players have caught and thrown the ball once each. If the runner gets back to their base before the ball gets back to the player the passed to they become the question asker if not the game continues it’s normal rotation. If the ball comes back to the question asker without anyone dropping the ball or not answering the question then the team gets a point. The group then rotates ‘bases’ to the left making a new question asker on ‘home plate’.** The students will then help determine what the criteria for success will be. How can they pass and catch the ball successfully? What kinds of questions would help your team complete the cycle? What question wouldn’t?

**Instruction:** *Plan for at least 2-3 learning engagements* (full group, small group, partner, individual). **Time: 20**

The teacher will give instructions about how to catch and throw a baseball successfully. Students will pair up and take 3 min to practice catching and throwing. During this time the teacher can set up the cones. The teacher will then put the students in groups and designate the first question asker, giving each of them a baseball. The teacher will make sure all students understand the game and are aware of any safety concerns. Reminding students to make sure the person they are throwing to is looking at them and is ready to catch the ball and not to throw the ball too hard. The teacher will tell students to pick up a glove and find a cone/’base’ to stand next to in their groups.

* ***Circulate:*** *Check in with every student.* Check for understanding, reteach, reinforce, celebrate.

The teacher will walk around making sure everyone understands the game and that students are participating safely. The teacher will make sure students are cooperating successfully and are developing their throwing and catching skills as well as reviewing their knowledge about seasonal changes. While circulating the teacher will make notes about their progress on the formative assessment rubric.

* ***Pause to Think*:** *Recognize the learning; link it back to intentions; Check in with students*

The teacher will ask all students to stop after 10 minutes and ask the different groups if they have been successful in completing a full cycle around the ‘bases’ and if so what has made them successful. Also ask students if they can make a connection to seasons, ‘What else has a cycle with four part?’ The teacher will tell them they have 5 more minutes to play.

**Closure/Reflection:** *Student generated – ask them. “What did we learn today?” and “How did YOU do?” “Where are you at with your thinking about.?” Prepare for what comes next (front load).* **Time: 5**

The teacher will blow the whistle and tell students its time to put the equipment away, asking students to also collect the cones and form a circle. Once in the circle the students will reflect on what they learned. What kinds of questions were asked? Which were the most successful on helping the team get the ball around all the ‘bases’? What made catching/ throwing the ball easier or more difficult? How could they improve for next time?

**Adaptions:** *Possible modifications for students with different needs.*

The teacher can move the cones closer or further apart depending on the skill and needs of the students. The questions for the seasons could be pre-made by the teacher and/or students could work together to find answers. The requirements for successful completion could be modified. For example students could be required to either catch the ball OR answer the question successfully not both. For students with physical differences a substitute runner could be used.

**Assessment Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Throwing and Catching  \*  Performance Rubric | Motor Development | Cognitive Development | Affective Development | |
| Social | Personal |
| -Throws a ball for distance, using proper form  -Catches, showing proper form, a gently thrown ball | -Gives examples of seasonal knowledge  - Explains key elements of throwing a distance  -Explains that point of release influences direction | -Cooperates with group  -Demonstrates courtesy towards others  -Shares with others | -Applies skills to play situations  -Shows respect for equipment  -Feels successful |
| Students names |
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**Scale: 3 Demonstrates all cues all the time**

**2 Demonstrates most cues most of the time**

**1 Demonstrates some cues some of the time**

**0 Demonstrates no cues**

**Rationale**

For my cross curricular PE lesson I integrated the core competencies and concepts from the BC Ministry of Education’s new Physical Education curriculum into a lesson in an IB Unit of Inquiry (UOI). A UOI is a concept-based unit, which draws on many subject areas to teach students a big idea or ‘Central Idea’. This unit’s ‘Central Idea’ is; Seasonal changes affect people, plants and animals. This lesson aims to integrate the concept of the cycle of seasons into a physical education lesson about baseball. During the lesson students will develop and apply a variety of fundamental movement skills while controlling their bodies and gaining an awareness of space. At the same time they will demonstrate their knowledge of seasonal changes by asking and answering questions while rotating or cycling around the bases. In the lesson students learn the proper technique for the fundamental movement skills of throwing and catching, which will add to their physical literacy and will benefit their motor development. In addition students will develop the core competencies of communication, thinking and a positive personal and social identity through the integration of different subjects into an enjoyable and team building lesson. Students will have to communicate their knowledge of the seasons and work cooperatively as a team to successfully complete a cycle of throwing and catching. Students will be required to think not only about the questions related to the seasons but also about the techniques or methods that led to success in throwing and catching the ball. Students will also gain positive personal and social skills by working together as a team to complete the cycle of bases. This lesson is effective in helping to build students physical literacy by teaching them some fundamental movement skills and understanding fro the game of baseball. Using IB Units of Inquiry is a great way to integrate PE lessons with other subjects because it is transdisciplinary in nature and lends itself well to cross curricular lesson planning. I created this lesson plan and game by my self, using only the new BC curriculum guidelines for Physical Education.