

Lollipops, Paddles & Rackets

*An active and structured approach in the development of a short handled implement skill theme unit
(while Incorporating Core Curriculum/Literacy, and Technology)*

Unit Plan Skill Theme - <i>Short handled implements</i>					
<p>Lesson #1 Objective[s] Review previously taught critical elements of short handled implements skill theme (implement control and projectile contact)</p> <p>“Jump rope Warm-up”</p> <p>Intro, description and demonstration of SHI</p> <ul style="list-style-type: none"> • Forehand (FH & backhand (BH) of racket face • Contact zone • Use of different SHI (tennis, pickle-ball, table tennis, racquet-ball, badminton) <p>Activity (brief description) Racket familiarization activities - individually with different implements, while moving with slow projectile (balloon) - tracking skill activity reinforcement</p>	<p>Lesson #2 Objective[s] Introduce modified critical elements of short handled implements (implement control and projectile contact)</p> <p>“Jump rope Warm-up”</p> <p>Activity (brief description) Review of lesson #1</p> <ul style="list-style-type: none"> • Self-challenging activities that directly reinforce implement control and projectile contact • Activity projectile progresses to a foam ball - tracking skill reinforcement 	<p>Lesson #3 Objective[s] Introduce modified critical elements of short handled implements (racket control and projectile contact)</p> <p>“Alphabet warm-up”</p> <p>Activity (brief description) Review of lesson #1 (Partners)</p> <ul style="list-style-type: none"> • Racket familiarization activities with partner using different implements, while moving with slow projectile (balloon) • Challenging partner activities that directly reinforce implement control, projectile contact and <u>partner success, cooperation</u> • Activity projectile progresses to a foam ball only if students have mastered critical elements of implement control and projectile contact 	<p>Lesson #4 Objective[s]</p> <ul style="list-style-type: none"> • Practice modified critical elements of short handled implements (racket control and projectile contact) repetitively in an activity that incorporates both skills • Reinforcement of necessary tracking skills associated with SHI success <p>“Alphabet warm-up”</p> <p>Students will wear pedometer and will be given a teacher determined target step range while participating in activity.</p> <ul style="list-style-type: none"> • Students will post their activity steps in preparation for lesson 5 activity <p>Activity (brief description) Modified game of mini tennis involving cooperative rallies on a short court over a modified height net implementing a foam ball (or balloon in modified situation)</p>	<p>Lesson #5 Objective[s] Refining and practicing short handled implements (racket control and projectile contact) skills</p> <p>“Alphabet warm-up”</p> <p>Students will wear pedometer and will estimate their own approximation of steps relevant to lesson activity to be performed based upon past knowledge (previous lesson)</p> <p>Activity (brief description) Further reinforcement and practice involving all critical elements via partner challenging net related activities</p> <p>Cognitive Assessment: Worksheet - Identify the critical elements for forehand, backhand and contact zone VA SOL 5.2c</p>	<p>Lesson #6 Assessment Activity <i>Short handled implements</i></p> <ul style="list-style-type: none"> • Maintaining a short rally with partner when striking FH and BH • Demonstrating critical elements when striking a FH and BH <p><i>Skill assessment via teacher observation of student learned SHI critical elements</i> VA SOL 4.1a</p> <p>Activity (brief description) Modified game of mini tennis involving cooperative rallies on a short court over a modified height net</p> <p>Cognitive Assessment: “Exit Slip” - student indicates two places outside of school where they could participate in SHI activities. VA SOL 5.6</p>
<p>VA Standards of Learning 1.1c, 1.1d, 5.2a, 5.2c, 5.5a</p>	<p>VA Standards of Learning 1.1c, 1.1d, 5.2a, 5.2c, 5.5a</p>	<p>VA Standards of Learning 4.1a, 5.2a, 5.2c, 5.5a, 5.5b</p>	<p>VA Standards of Learning 4.1a, 5.2a, 5.2c, 5.4a, 5.5a, 5.5b</p>	<p>VA Standards of Learning 4.1a, 5.2a, 5.2c, 5.4a, 5.4b, 5.5a, 5.5b</p>	<p>VA Standards of Learning 5.2a, 5.2c, 5.5a, 5.5b, 5.6</p>
<p>Literacy Component(s)</p>	<p>Literacy Component(s)</p>	<p>Literacy Component(s)</p> <ul style="list-style-type: none"> • Language Arts 	<p>Literacy Component(s)</p> <ul style="list-style-type: none"> • Technology • Language Arts • Math 	<p>Literacy Component(s)</p> <ul style="list-style-type: none"> • Technology • Language Arts • Math 	<p>Literacy Component(s)</p> <ul style="list-style-type: none"> • Language Arts

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