

Toss and Graph

Learning Objectives

- I can underhand toss and catch with a partner(VAPE 1.1c)
- I can collect, organize, and represent various forms of data using tables. (VA Math 1.12a)
- I can read and interpret data displayed in table, using the vocabulary *more, less, fewer, greater than, less than, and equal to.*(VA Math 1.12b)

Teacher Notes

- Students will toss and catch an object (bean bag, fleece ball, piece of balled up paper, etc...) for 30 seconds counting the number of successful catches over four rounds. They will graph their results.
- Be able to review skills for tossing and catching to a partner.

Throwing Underhand:

- Use one hand
- Use a pendulum swing
- Step with opposite foot

Catching

- Pinkies together if ball is below your waist
- Thumbs together if ball is above your waist
- Hands give toward body

Materials – one tossing object for every 2 students, stopwatch or timer, colored pencils for graphing and the worksheet below for each student.

Lesson Steps

Step 1 (Engage learners/access prior knowledge)

- Ask students how to be successful at tossing to a partner.
- Ask students how to be able to catch a toss from a partner.

Step 2 (New information – direct instruction/teacher-facilitated learning)

- Explain to students that today they will be tossing and catching with a partner for 30 seconds and counting their successful catches.
- Tell them they will have 4 rounds.
- Explain that they will be graphing their results after each round.
- Hand worksheets to each student.
- Point out each round and its graphing area.
- Demonstrate how the graph will be shaded in after each round.

Step 3 (Application – how student will apply/practice new learning)

- Place students in the classroom approximately 6 feet from each other and hand them the tossing object and have them place it between their feet until the activity begins.
- Once all students are ready, run a quick 10 second trial just to provide a little practice.
- Remind students that we are tossing underhand, not throwing overhand.
- Tell students to hold the tossing object.
- Get timer and tell students to begin tossing; start timer.
- At 30 seconds, have students stop and place their object on the ground.
- Tell students to talk to their partner to make sure they both agree on the number of correct catches.
- Have students go to their worksheet and shade in the number of tosses they caught.*NOTE – worksheet provided goes to 22. If there are more catches, they can color to the top and then write the number of catches at the top of the graph, or you can provide student from the beginning, a different recording page.
- Tell students to return to their tossing area when done.
- Repeat 3 more times.
- Collect tossing items and have students complete the questions that go with their graphs.

Assessments

- Review completed worksheets

Extensions/Connections

- If space is available, spread students further apart.
- Set timer for longer or shorter time frame.
- Have a recording sheet that is in increments of 2.

Resources/References

Handout

-see below



Toss, Catch, and Graph

Name _____

You will have 30 seconds to complete as many tosses as you can with a partner.
Record your catches in the graph below.

| | | | | |
|----|--|--|--|--|
| 22 | | | | |
| 21 | | | | |
| 20 | | | | |
| 19 | | | | |
| 18 | | | | |
| 17 | | | | |
| 16 | | | | |
| 15 | | | | |
| 14 | | | | |
| 13 | | | | |
| 12 | | | | |
| 11 | | | | |
| 10 | | | | |
| 9 | | | | |
| 8 | | | | |
| 7 | | | | |
| 6 | | | | |
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |



| | | | | |
|--|-------------|-------------|-------------|-------------|
| | Round #1 | Round #2 | Round #3 | Round #4 |
|--|-------------|-------------|-------------|-------------|

Toss, Catch, Graph Questions

Name _____

Date _____

| | | | | |
|---|----------|----------|----------|----------|
| 1. Circle the round that you caught the most. | Round #1 | Round #2 | Round #3 | Round #4 |
| 2. Circle the round that you caught the fewest. | | | | |

| | | | |
|---|----------------------|-----------------------|----------------------------|
| 3. How many more catches did you have in your highest round than your lowest round? | <u>MOST</u> _____ | <u>LEAST</u> _____ | <u>DIFFERENCE</u> _____ |
|---|----------------------|-----------------------|----------------------------|

| | | | |
|---|--------------------------|--------------------------|---------------------|
| 4. How many catches did you have all together in Round #1 and Round #2? | <u>Round #1</u> _____ | <u>Round #2</u> _____ | <u>SUM</u> _____ |
|---|--------------------------|--------------------------|---------------------|

SHOW YOUR WORK:



Sample Lesson Plan
Virginia 2020 SOL Edition
GR1-HP-4
Physical Education
Math
Tammy Underwood WJCC