

FOCUS►

CATCHING

Subfocus►

Underhand Throwing, Partner Relationships, Levels

Grades 2, 3

Standard 1

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

Grade-Level Outcomes

- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (S1.E16.2)
- Catches a gently tossed hand-size ball from a partner, demonstrating four of the five critical elements of a mature pattern (S1.E16.3)

Critical Elements for Catching

- Extend arms outward to reach for ball.
 - Thumbs in for catch above the waist.
 - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball. (Specific only to certain catches.)

Lesson Objectives

The learner will:

- Catch a self-tossed ball at different levels with proper hand position, using reach and pull
- Catch large balls, self-tossed and from partner, with hands only, using reach and pull (grade 2)
- Catch a well-tossed ball from a partner, with ready hands and with hands only, using proper hand position, and reach and pull (grade 3)

Safety Concern

Ensure that spacing is adequate for tossing and catching.

Materials and Equipment

Different types of large (7- to 8.5-inch [18 to 22 cm]) lightweight balls (plastic, rubber, foam), different hand-size balls

Introduction

In our last lesson, you practiced catching with your hands only. Most of the catches were at a middle level. But when we play in games and sports, the ball doesn't always come exactly where we want it to: right to us. To be successful in sports and playing games, we must be able to catch in different positions and at different levels. Today, you will begin catching balls that don't come to your "sweet spot" for catching. You also will throw and catch with a partner, which always makes practice more fun.

LEARNING EXPERIENCE: REVIEW PRACTICE OF CATCHING

Students toss and catch to self. Observe for critical elements: catching with hands only, watching the ball into the hands, correct position of hands with thumbs in or thumbs out, and reach and pull. Review and reteach as necessary.

- Discuss with the class the importance of reaching for the ball (e.g., extending one's reach by even 1 inch (2.5 cm) makes a difference in getting the rebound in basketball and making the catch in many games). Have students practice reaching for and pulling the ball into the body as they continue their tossing and catching in self-space.
- Challenge students to toss the ball high and wide so that they must extend their arms for the catch—in front, to the right, to the left—while keeping one foot in self-space.

Cue: *Reach for the ball.*

- After several minutes of practice, add pulling the ball in.

Cue: *Reach and pull.*

LEARNING EXPERIENCE: REVIEW CATCHING OFF THE WALL

From a distance of 10 to 12 (3 to 3.5 m) feet from the wall, students throw the ball and catch the rebound. Allow several minutes of practice for students to control the force of the throw for the distance from the wall.

Cue: *Reach and pull.*

- Have students explore throwing and catching at different angles and at different heights.

Cues: *Reach and pull. Use quick feet.*

- Challenge students to vary the force of the throw, creating catches at middle and low height, and near and far from the wall.

LEARNING EXPERIENCE: CATCHING AT DIFFERENT LEVELS

Students focus on correct hand position and hands-only catches by tossing and catching to self.

- Students toss the ball above the head so that the catch is at a high level, above the head.
- They toss the ball at middle level, to practice "sweet spot" catches.
- They catch at a low level (below the knees), just before the ball hits the ground.

Remind students to toss the ball above their heads but to wait until it reaches a low level before catching it.

(Option: Students who are struggling with the timing of the low-level catch can let the ball bounce first.)

Self-Assessment

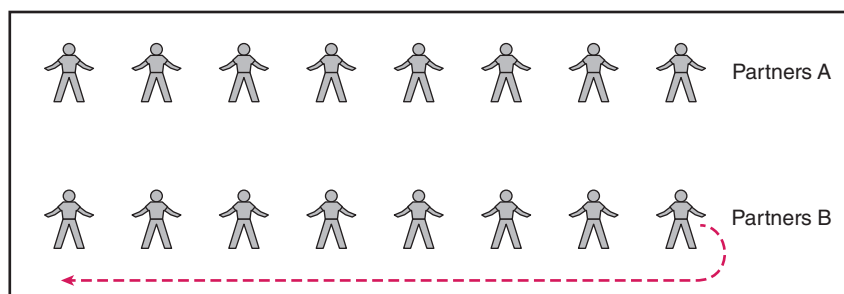
Have students take a 30-second test at their favorite level. The goal is two or fewer misses. Students challenge themselves to repeat the assessment at another level.

LEARNING EXPERIENCE: PARTNER GENTLE TOSS AND CATCH WITH LARGE PLAYGROUND-TYPE BALL

Position students in two lines facing partners, approximately 8 to 10 feet (2.4 to 3 m) apart. Allow several minutes for students to practice tossing the ball to their partners at chest height, using a gentle toss, with emphasis on catching.

Cues: *Ready hands. Thumbs in. Hands-only catches.*

- After 10 catches, partner B takes two steps backward and practice continues. (Remind the class that the emphasis is on catching: They should use gentle throws and no further increase in distance.)
- After two minutes of practice with partners, have all students in line A remain stationary, while students in line B rotate one position to the right, resulting in new partners (see diagram). Begin practice again with new partners and at the original starting line. Continue this rotation every two minutes for several rotations of partners.



Grade 3

Students toss the ball to partner's right so that he or she must stretch to catch it. They repeat the toss to the partner's left.

Safety Check: More space between groups of students may be needed.

Students toss the ball above the partner's head so that the catch is at high level, above the head.

- Students toss higher so that the partner has to stretch arms upward for the catch.
- Students can challenge the partner by not announcing where the toss will go: high level, middle level, to the right, to the left. The catcher must react quickly to make the catch.

Assessment

- Self-assessment: 10 catches or 30-second test
- Match picture with level of catch: thumbs in or out
- Written test on cues

Closure

- What was the focus of our catching today?
- Show me the hand position for high-level catches, for low-level catches.
- Why should you always pull the ball in to complete a catch?
- Why is catching at different levels important?

Reflection

- Do students stretch for high-level catches?
- Are hands in proper positions?
- Do they reach for the ball rather than wait for it to come to them?
- Do they pull the ball in?