

FOCUS➤

CATCHING

Subfocus➤

Throwing Overhand, Stretching and Twisting Actions, Spatial Awareness

Grades 4, 5

Standard 3

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

Grade-Level Outcome

Catches a thrown ball above the head, at chest or waist level and below the waist using a mature pattern in nondynamic environments (S1.E16.4)

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:

- Toss and catch to self while demonstrating stretching and twisting actions
- Catch a well-thrown ball from a partner, demonstrating stretching and twisting actions
- Catch a ball at different levels with all the critical elements of a mature pattern
- Catch a self-tossed ball while walking or jogging in general space

Safety Concern

Ensure that spacing is adequate for tossing and catching.

Materials and Equipment

A variety of kinds and sizes of balls, beanbags

Introduction

Our lesson today focuses on catching in different places around the body and at different levels. In games and sports, the ball does not always come directly to us; sometimes, we have to stretch or even twist to make a catch. Today, you will practice with different balls, different levels and positions, and with different partners.

LEARNING EXPERIENCE: CATCHING AT DIFFERENT LEVELS

The focus is on all critical elements of a mature catch. Allow sufficient time for practice of skill and observation of critical elements.

- Students practice catching at middle level while staying in self-space:
 - Catching for 30 seconds with no mistakes
 - Using different types of balls

- Have students practice high-level catches, stretching arms upward and pulling the ball in. (Emphasize stretching into a narrow shape.)
- Challenge students to try jumping to reach even higher. Discuss a rebound in basketball, a football player's jumping catch, and a soccer goalkeeper's pulling in the ball after the catch.
- Have them use different types of balls.

Self-Assessment

- How many catches can student make out of 10 attempts without the jump?
- How many out of 5 can they make with the jump?

Peer Assessment

Peers watch for stretch and pulling the ball in.

- Students practice low-level catches, at the last second before the ball hits the floor or ground.
- Have them use different types of balls.

LEARNING EXPERIENCE: CATCHING IN DIFFERENT PLACES AROUND BODY (FRONT, BOTH SIDES, BEHIND)

- Allow several minutes for students to explore twisting and stretching to make catches, reminding them to pull the ball in after each catch.
- Have students:
 - Keep one foot planted as if glued to the ground and stretch to the point of being off balance to make catch in front
 - Toss and stretch to the side, one hand only (right and left)
 - Stretch high to catch and stretch low to catch
 - Toss the ball to the side and slightly behind the body and then twist to make the catch

LEARNING EXPERIENCE: TRAVEL, TOSS, STRETCH, AND CATCH

Students walk in general space, looking for open space. They toss the ball forward, stretch, catch, and pull it in:

- At different levels
- Jumping to catch at high level: stretch, reach, and pull

Safety Concerns

Ensure that students are aware of others in general space.

- Students toss the ball to the right, take a slide step, stretch, and catch. They repeat to the left.
- When you observe students tossing and catching successfully while walking, add the skill of jogging in general space to the toss and catching at different levels.
- Spatial awareness is critical with the combination of jogging, tossing, and catching at different levels.

LEARNING EXPERIENCE: PARTNER TOSS AND CATCH

Working in pairs, have students throw and catch while pretending to play first base in baseball or softball, tossing the ball so that the partner must stretch forward to make the catch:

- To the right
- To the left

Backward game: Partner A turns his or her back, twists, and looks over the right shoulder, offering a two-hand target. Partner B tosses the ball for the Partner A to catch. They reverse roles.

- They repeat to the left.
- Ultimate challenge: When you see students being successful at standing to catch, add the skill of walking or jogging away from the partner for the over-the-shoulder catch.

Safety Check: Everyone jogs and passes in the same direction.

These tasks serve as a prerequisite to the throwing and catching lessons that follow for small-sided practice environments and with both partners moving. (Outcome S1.E16.5b)

Assessment

Observe students' execution of critical elements.

Closure

- What was our new catching skill today?
- Why is it important to catch the ball in different places around the body?
- When might you need to catch with one hand?

Reflection

- Do the children stretch and pull the ball in?
- Are they able to toss the ball to self or partner to elicit the stretch?