

FOCUS►

Subfocus►

CATCHING

Throwing Underhand

Grades K-2

Standard 1

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

Grade-Level Outcomes

- Drops a ball and catches it before it bounces twice (S1.E16.Ka)
- Catches a large ball tossed by a skilled thrower (S1.E16.Kb)
- Catches a soft object from a self-toss before it bounces (S1.E16.1a)
- Catches different sizes of balls self-tossed or tossed by a skilled thrower (S1.E16.1b)
- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (S1.E16.2)

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.

Lesson Objectives

The learner will:

- Move arms outward and position hands ready to catch a ball tossed by a skilled thrower (grades K, 1)
- Catch with hands only (grades 1, 2)

Safety Concern

Ensure that spacing is adequate for students to toss and catch to themselves.

Materials and Equipment

- Different types of large (7- to 8.5-inch [18 to 22 cm]) lightweight balls that will bounce (plastic, rubber, foam), different hand-size balls, beanbags
- Station equipment: net (6 by 8 feet [180 to 240 cm]), two inclines made of cardboard or plastic

Introduction

The skill we are working on today is catching. The focus is catching with your hands only. You will have many different kinds of balls to catch. Watch as I toss to myself and catch. I toss it just slightly above my head, let it bounce once, and then catch it. Watch again. What do I do with my arms and hands? (Allow time for responses from students and introduce "ready hands and arms" and catching with hands only.)

LEARNING EXPERIENCE: TOSSING AND CATCHING A LARGE BALL AFTER A BOUNCE

Focus on an easy toss. Standing in self-space, students toss balls gently upward (using two hands, lifting arms, and releasing just before the ball is at eye level), let the ball bounce one time, and then catch it.

Cues: *Toss, bounce, catch.*

Allow several toss and catches for students to perform the gentle toss to self correctly.

- Have students continue the same task by focusing on catching with hands only. (Demonstrate an incorrect cradle catch.) Remind students to bend their elbows slightly and not have stiff arms.

Cue: *Hands only.*

- Continue with emphasis on watching ball to hands.

Cue: *Watch the ball.* (Remind students that “Watch the ball” is a cue that even college athletes in basketball, football, soccer, and baseball hear the coach say every day.)

- Challenge students to see how many consecutive catches they can make with the sequence: toss, bounce, catch.

LEARNING EXPERIENCE: TOSSING AND CATCHING A LARGE BALL WITHOUT THE BOUNCE

Focus on using hands only. Allow several minutes for students to continue the same task of tossing and catching, but without the ball bouncing. As you observe students catching without the bounce, you will notice catching above the head at high level and in front of the body at middle level. When you observe catching at different levels, introduce catching with thumbs in and thumbs out.

Cues: *Thumbs in.* (for catching above the waist), *thumbs out* (for catching at or below the waist)

- Allow several minutes for students to practice tossing and catching at different places in relation to the body to explore thumbs in and thumbs out.

LEARNING EXPERIENCE: TOSSING TO THE WALL AND CATCHING (GRADE 2)

The focus here is on ready hands and quick feet. Have students toss the ball to the wall and catch it after it bounces one time. Allow several minutes of practice for control of force on the wall toss.

Cue: *Ready hands.*

- Students continue practice of toss, bounce, and catch against the wall. Remind them of the critical elements introduced and practiced thus far: watching the ball and catching with hands only. When you observe students reaching consistently for the ball, they are ready for the next critical element: pulling the ball in toward the body.

Cue: *Reach and pull.*

- Task extension: Students catch the ball before it bounces, moving purposely to be always in position for the catch.

Cue: *Quick feet.*

LEARNING EXPERIENCE: TOSSING AND CATCHING A SMALL BALL

Focus is on hands being closer together and fingers closing around the ball. In self-space, students toss a small ball upward above the head and catch it before it touches the floor.

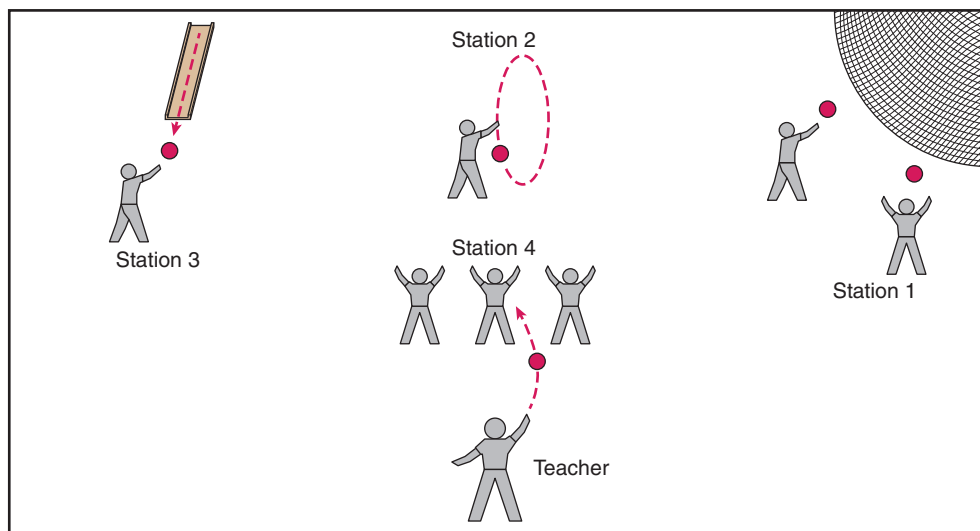
Cues: *Venus flytrap. Catcher's mitt. Baseball glove.*

- Demonstrate catching a small ball with the heels of hands close together and fingers closing around the ball after contact. Demonstrate an example of the ball bouncing out of the hands after the catch because of failing to close the fingers.
- Students continue practice with emphasis on the two-hand catch, not catching with one hand. Emphasize reaching for the ball, not waiting for the ball to come into the body.

Grades 1, 2

Challenge students to make 5, 10, or 15 consecutive catches. Students might need a reminder about thumbs in and thumbs out for a toss above the head when keeping score.

LEARNING EXPERIENCE: STATIONS FOR PRACTICE (AND TEACHER ASSESSMENT)



Station 1

Students toss and catch a large ball (7 to 8.5 inches [18 to 22 cm]) into a net suspended approximately 6 feet (180 cm) off the floor, with the back corner higher than the front edge so that the ball rolls off.

- K: after one bounce.
- Grade 1: with or without a bounce
- Grade 2: before the ball bounces

Station 2

Students practice catching a variety of balls. They make five catches and then change to a different ball.

- K, grade 1: with or without a bounce
- Grade 2: without a bounce

Station 3

Use a slide with raised edges or a long box with ends removed and back against a wall to create a slight incline. Students toss the ball to the slide and catch it as it rolls down.

- K: after one bounce.
- Grade 1: with or without a bounce
- Grade 2: before it bounces

Station 4

Assessment station. Use a large ball for K and both large and small balls for grades 1 and 2. You toss the ball underhand. Students catch after a bounce the first turn and then in the air on the second turn. Observe and assess the following:

- K: arms extended, ready for catch, and visual tracking of ball
- Grade 1: catching with hands only
- Grade 2: reaching for the ball, thumbs in or thumbs out for correct catch, beginning to reach and pull the ball into the body

Assessment

Teacher checklist of preceding criteria for assessment.

Closure

- What skill did we focus on today?
- Do we catch with hands only or with arms and hands?
- Show me the correct position for arms. Remember: bent slightly, not stiff.
- Why do we close fingers around a small ball after the catch?

Reflection

- Do the children place their arms and hands in ready position for catching?
- Do they extend the arms to catch with hands only, or do some still cradle the ball?