

Unit: Throwing and Catching

Lesson Focus: Catch a self-tossed ball

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| Guiding Objectives | |
| Focus Physical Education Standards: | <ul style="list-style-type: none"> • 1.14 Catch a self-tossed ball. • 2.9 Describe the proper hand and finger position for catching a ball. |
| Common Core State Standards: | <ul style="list-style-type: none"> • SL 1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups |
| Student Learning Objectives: | <p>Students will/will be able to:</p> <ol style="list-style-type: none"> 1. Catch a self-tossed ball. 2. Understand and explain the proper hand and finger position for catching a ball. |
| Instruction | |
| Warm-Up: | <p>Rock, Paper, Scissors Fitness: Make sure to have music playing. Students partner up and play rock, paper scissors. The winner gets to dance while the other student performs a certain number of exercises (jumping jacks, mountain climbers, high knees, burpees, sprint to a designated area, etc.). 2 minute rounds, change the exercise each round.</p> |
| Anticipatory Set: | <p>Tie to previous experience: Have you ever played a game of catch? Today you are going to work on your catching skills and have fun trying some challenges.</p> <p>What: You will be able to successfully toss and catch a self-tossed ball. You will also be able to describe correct hand and finger position for catching a ball.</p> <p>Why: Catching is not only a first grade standard, it is an important skill used in many games and sports.</p> |

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| | <p>How: Students will know they have met the objective when they can successfully toss a ball into the air and catch it.</p> |
| <p>Instructional Input/ Sequencing:</p> | <ul style="list-style-type: none"> • Introduce equipment and let students explore for a few minutes. You can use bean bags, balls, or other soft items. • Teach proper form for catching a self-tossed ball (hold ball with thumb and three fingers, toss into the air, catch with palms facing up, fingers spread apart.) • Play music, allow students a few minutes to practice, walk around helping those who need it and challenge the class to see how many tosses they can catch in a row with no drops. • Give students a series of challenges, designating a level and time limit for each one. Example: <ul style="list-style-type: none"> Level 1: How many times in a row can you throw and catch with just one hand? Level 2: How many times in a row can you throw and catch from one hand to the other? Level 3: How many times in a row can you clap before you catch the self-tossed object? Level 4: How many times in a row can you catch the ball while walking? (skipping, hopping, etc.) Level 5: Can you throw and catch the ball behind your back? Level 6: Can you catch the ball using your hat or your t-shirt? <p>**After each level have students share their high score with a partner and describe what strategies they used to improve their catching technique. Also, consider letting students have a freestyle round to come up with their own tricks.</p> <ul style="list-style-type: none"> • Shopping Game- Each student has a plastic shopping bag or something similar. Make a variety of catchable equipment available throughout the playing area. Students pick any object they want, if they throw and catch it 5 times in a row, they place the object in their shopping bag. If they drop it, the item must go back. When the round is over, have students count the objects in their bag and share out how much they got. |

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| Strategies for Differentiation: | <ul style="list-style-type: none"> • Frontload vocabulary at the beginning of the lesson • Post vocabulary and pictures for visual learners • Have a student model proper technique • Pair students with a buddy as necessary • Sentence starters for partner shares (When I catch the ball, my hands are _____ and my fingers are_____”) |
| Guided Practice: | <ul style="list-style-type: none"> • Monitor students and give feedback as they practice tossing and catching the ball • Help struggling students by making suggestions on how they can improve their form • Keep posters with pictures and cues close to playing area for student reference |
| Closure: | <ul style="list-style-type: none"> • Partner Share: Explain to your partner how we hold our hands and fingers while we catch. (Partners give quick thumbs up or down to assess their peers) • Self Assessment: Have students think about how they did with tossing and catching the ball and rate themselves using a Fist to Five self-assessment. Students hold up their number for the teacher to see. <ol style="list-style-type: none"> 1. I couldn't catch the ball 2. I caught the ball once or twice 3. I need more practice 4. I was able to catch the ball almost every time 5. I'm an expert at catching a ball |
| Outcomes | |
| Evidence of Student Learning: | <ul style="list-style-type: none"> • Students can catch a self-tossed ball • Partner share • Fist to Five Assessment |
| Follow-Up | |
| Re-Teaching Strategies: | <ul style="list-style-type: none"> • Teacher will continue to provide practice opportunities for these skills throughout the year |