

## 2nd Grade: Catch a Gently Thrown Ball Lesson Plan

**Unit:** Throwing and Catching

**Lesson Focus:** Catch a Gently Thrown Ball

<b>Guiding Objectives</b>	
<b>Focus Physical Education Standards:</b>	<p><b>1.9-</b> Catch a gently thrown ball above the waist, reducing the impact force.</p> <p><b>1.10-</b> Catch a gently thrown ball below the waist, reducing the impact force.</p> <p><b>2.2-</b> Explain how to reduce the impact force of an oncoming object.</p>
<b>Common Core State Standards:</b>	<b>SL 1-</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
<b>Student Learning Objectives:</b>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Catch a gently-thrown ball.</li> <li>2. Understand and explain how to reduce the impact force of an oncoming object.</li> </ol>
<b>Instruction</b>	
<b>Anticipatory Set:</b>	<p><b>Tie to previous experience:</b> Turn and tell someone about all the different types of games that use throwing and catching. Today we are going to practice our skills and use science to help us become better catchers.</p> <p><b>What:</b> You will be able to catch a gently thrown ball.</p> <p><b>Why:</b> Catching is not only a second grade standard, it is an important skill used in many games and sports.</p> <p><b>How:</b> You will know you have met the objective when you can successfully catch a ball thrown by a partner and explain how to reduce the impact force of the ball.</p>
<b>Instructional Input/ Sequencing:</b>	<ul style="list-style-type: none"> <li>• <b>Warm-Up-</b> Hot Potato Tag - While music plays, students throw and catch with a partner using underhand or overhand technique. When music stops, whoever has the ball is the tagger and counts to 3 before trying to chase and tag partner.</li> </ul>

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- Ask students if they have ever heard the word **impact** before. Partner share: What do you think impact means? Have a few students share out, then give them the definition. Do the same with **force**. Once students have the definitions, show them how to reduce the impact of force as they are catching a ball. (Model what happens when elbows are straight vs. bent). Have them turn and tell a partner how to reduce impact force when catching. (Bend elbows, soft hands)

**Impact:** The effect of one object hitting another

**Force:** Energy that causes a change in the motion of an object

- **Cues** (Adapted from National Standards and Grade-Level Outcomes for K-12 Physical Educators by SHAPE America) :

**Extend** arms out 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 in to the hands.

Catch with **hands only**, no cradling against the body.

**Pull the ball in** to the body as the catch is made.

- Have students find partners, pass out cue cards or sheets and a ball to each group. Students read the cues for gently throwing a ball and catching it with proper form, then find open space and practice on their own for a few minutes. Observe students and give feedback.
- **Practice-** Add a challenge: Have partners stand facing each other, very close together. With each successful catch, partners take a step backing away from each other, continuing to increase distance and difficulty. When a catch is missed, they must perform an exercise and move back to their original position, facing each other. When they reach 10 successful catches, they can select a different ball or object to throw.
- **Game:** Cornucopia- Huge basket in the middle of playing area with assorted balls and throwing objects. Partners have a hula hoop base where they will store each object they earn by

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	<p>successfully throwing and catching it. One partner travels to the middle using a specific locomotor skill and pathway, grabs an object and tosses it gently to their teammate who is standing next to the base. If caught, item goes in the hoop. If not, the item goes back to the middle. Players switch places after each throw. Teacher informally assesses students during game play, offering feedback and help as needed..</p> <ul style="list-style-type: none"> <li>• <b>Closure-</b>  <b>Partner share:</b> Explain to your partner how we reduce impact force while catching. (Partners give quick thumbs up or down to assess their peers)</li>   <li><b>Self Assessment:</b> Have students think about how they did with 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"> <li>1. I couldn't catch the ball</li> <li>2. I caught the ball once or twice</li> <li>3. I need more practice</li> <li>4. I was able to catch the ball almost every time</li> <li>5. I'm an expert at catching a ball</li> </ol> </li> </ul>
<p><b>Strategies for Differentiation:</b></p>	<ul style="list-style-type: none"> <li>• Frontload vocabulary at the beginning of the lesson</li> <li>• Post vocabulary and pictures for visual learners</li> <li>• Have a student model proper technique</li> <li>• Pair students with a buddy as necessary</li> <li>• Sentence starters for partner shares (When I catch the ball, my hands are _____ and my elbows are _____”)</li> </ul>
<p><b>Guided Practice:</b></p>	<ul style="list-style-type: none"> <li>• Monitor students and give feedback as they practice throwing and catching the ball</li> <li>• Help struggling students by making suggestions on how they can improve their form</li> <li>• Keep posters with pictures and cues close to playing area for student reference</li> </ul>
<p><b>Formative Assessment:</b></p>	<ul style="list-style-type: none"> <li>• Teacher observation and feedback during practice and games</li> <li>• Responses during partner share</li> <li>• Fist to Five self-assessment</li> </ul>



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<b>Outcomes</b>	
<b>Evidence of Student Learning:</b>	<ul style="list-style-type: none"><li>• Students can catch a gently thrown ball</li><li>• Partner share</li><li>• Fist to Five Assessment</li></ul>
<b>Follow-Up</b>	
<b>Re-Teaching Strategies:</b>	<ul style="list-style-type: none"><li>• Teacher will continue to provide practice opportunities for these skills throughout the year</li></ul>