

S:1 E:15 GLO: 1-2 Grade

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13221430/P-04-03-HandSkills-Activities_04_BounceAndCatch.pdf

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3797#.V7Dfh4-cGM8>

<u>Objectives/ Student Targets</u>		<u>Equipment & Technology Needed:</u>
<u>Cognitive:</u> Students will be able to tell a friend the cues for catching (eyes on the ball, fingers apart, catch with hands)		4 large cones 1 basketball per student for the lesson Fitness activity: 1 bean bag animal (or another soft object) for every 2 students; 1 hoop or poly spot for each bean bag animal; a few additional hoops or poly spots; fun music (suggestions: carnival music, "Entry of the Gladiators" or "Who Let the Dogs Out").
<u>Affective:</u> Students will demonstrate cooperation with their partner during the activity.		
<u>Psychomotor:</u> Students will demonstrate catching a basketball with two hands.		
Academic Vocabulary: Accurate, Bounce, Catch, Drop, Pass		
<u>Introduction / Anticipatory Set:</u> Have students raise their hand if they are so excited to learn how to catch. Tell them that once they learn how to catch that you can play so many more fun and exciting games. Tell them not to be nervous to scared because they’re going to have so much fun and get really good at catching.		<u>Classroom Layout:</u> Create boundaries for a large activity area with cones. Students scattered throughout area in self-space with a ball
<u>Instant Activity:</u> Hand a bean bag to each student. Have them toss the bean bag in the air and try to catch it. Tell them not to throw it higher than their head.		
<u>Fitness Development:</u> Catching Animals Materials Needed: 1 bean bag animal (or another soft object) for every 2 students; 1 hoop or poly spot for each bean bag animal; a few additional hoops or poly spots; fun music (suggestions: carnival music, "Entry of the Gladiators" or "Who Let the Dogs Out").		

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Place the bean bag animals inside the hoops, which are scattered within the boundaries. (I add additional hoops.) To the cue of music, students will travel side by side with a partner performing a teacher designated locomotor skill. When the music stops, the partners go to opposite sides of the nearest hoop and take approximately 5 steps back from the hoop (so students are about 15 feet from each other) and toss the bean bag back and forth. Change locomotor skills each round.

Have the students give their partner a thumbs up each time (s)he catches the bean bag animal with her/his hands while not trapping it against the body.

Lesson Focus:

I. Lesson Procedures - Teaching the skill or concept activities

1. It's time to Bounce and Catch with an added challenge!
2. When I say, "GO!" everyone will begin bouncing and catching their basketballs. While you're practicing, I'll be going around to each student and challenging you to catch a ball that I bounce to you.
3. Keep practicing until you hear the stop signal

II. Lesson Instructional Activities:

PreK-K: Prompt students to get their hands ready for the ball in order to catch a soft bounce pass.

1st: Prompt students to "show hands," working to catch the ball with hands, rather than trapping it against their body.

2nd: Choose a skilled and responsible student to help you make well-thrown bounce passes to fellow students. Prompt those students practicing Bounce and Catch on their own to try and add a clap (or several claps) before each catch.

Challenge: Pair students so they can pass back and forth, working toward a mature bounce pass.

Teaching Cues:

Eyes on the Ball, Fingers Apart, Catch with Hands

Show Hands, Eye Contact

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Assessment:

Visually assess students as they progress through the activity.

Closure:

1: Can you show me how to drop your basketball in front of you?

2: What's the difference between a drop and a throw or a pass?

3: How is the way you drop the ball related to your ability to catch it after it bounces? Explain with details.

Help students elaborate on content: When you ask questions that require deep thinking, it's important to encourage students to make inferences based on personal and shared experiences – even if they struggle during the process. When asking for details and examples, don't settle for short, quick responses. Continue to probe for deeper thinking and further details.

Modifications:

Use foam balls to decrease anxiety and increase student confidence.