



# [K-2] Week 5 - Catching

K-2

## Equipment Needed for Lesson Plan:

Tambourine

One [8.5" playground ball](#) or vinyl-covered [foam ball](#) for each student

[Playground ball](#) or [foam ball](#)

### 1. INTRODUCTORY

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## Combination Movements

### Outcomes:

I can combine locomotor skills and non-locomotor skills.

### Instructions:

1. Hop, turn around, and shake.
2. Jump, make a shape in the air, balance.
3. Skip, collapse, and roll.
4. Curl, roll, jump with a half turn.
5. Whirl, skip, sink slowly.
6. Hop, collapse, creep.
7. Kneel, sway, jump to feet.
8. Lift, grin, and roll.

### Teaching Hints:

Use the tambourine to signal movement changes.

Challenge students to develop their personal combinations.

Create different movements using the same words.

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### 2. FITNESS DEVELOPMENT

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## Fitness Challenges



### Outcomes:

I can name three ways to be active during school.

I can compliment others during physical education.

### Instructions:

Alternate locomotor movements with strength and flexibility challenges. Repeat the challenges as necessary.

Locomotor Movement: Walk for 30 seconds.

### **Flexibility and Trunk Development Challenges**

1. Bend in different directions.
2. Stretch slowly and return quickly.
3. Combine bending and stretching movements.
4. Sway back and forth.
5. Twist one body part; add body parts.
6. Make your body move in a large circle.
7. In a sitting position, wave your legs at a friend; make circles with your legs.

Locomotor Movement: Skip for 30 seconds.

### **Upper Body Strength Challenges**

In a push-up position, do the following challenges:

1. Lift one foot; the other foot.
2. Wave at a friend; wave with the other arm.
3. Scratch your back with one hand; use the other hand.
4. Walk your feet to your hands.
5. Turn over and face the ceiling; shake a leg; Crab Walk.

Locomotor Movement: Jog for 30 seconds.

### **Abdominal Development**

From a supine position:

1. Lift your head and look at your toes.
2. Lift your knees to your chest.
3. Wave your legs at a friend.

From a sitting position:

1. Slowly lay down with hands on tummy.
2. Lift legs and touch toes.

Locomotor Movement: Run and leap for 30 seconds.

### **Teaching Hints:**

Use alternating segments (30 seconds in length) of silence and music to signal duration of exercise. Music segments indicate doing the locomotor movements; intervals of silence announce performing the strength and flexibility challenges.

Allows students to select the fitness challenge they feel capable of performing. This implies that not all youngsters are required to do the same workload. Children differ and their ability to perform fitness workloads differs. Make fitness a personal challenge.

Since the activities range from easy to more challenging, all youngsters can be successful. All youngsters should be able to do one of the fitness challenges.

Vary the locomotor movements as desired. Another alternative is to allow students to select the locomotor movement they would like to do.

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### **3. LESSON FOCUS**

## **Manipulative Skills using Playground Balls**

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**Outcomes:**

I can control a ball between my feet with taps.

I can list three ways to be active outside of physical education.

I can catch a large ball when bounced using 2 of 4 cues.

I can catch a large ball when bounced using 3 of 4 cues.

**Instructions:****1. Controlled Rolling and Handling in Place**

a. In a wide straddle position (other possible positions are seated with legs crossed or outstretched, and push-up position), place the ball on the floor, and roll it with constant finger guidance between and around the legs.

b. Roll the ball in a figure-eight path in and out of the legs.

c. Reach as far to the left as possible with the ball and roll it in front of you to the other side. Catch it as far to the right of the body as possible.

d. Turn in place and roll the ball around with one hand in a large circle.

e. Roll the ball around while lying on top of it. Roll the ball around the floor while on all fours, guiding it with the nose and forehead.

f. With the back moderately bent, release the ball behind the head, let it roll down the back, and catch it with both hands.

g. Make different kinds of bridges over the ball while using the ball as partial support for the bridge.

**2. Bounce and Catch**

a. Two hands, one hand.

b. Bounce at different levels.

c. Bounce between legs.

d. Close eyes and bounce.

e. Dribble ball in a stationary and/or moving position.

f. Dribble and follow the commands, such as move forward, backward, in a circle, or sideways, while walking, galloping, trotting, etc.

**3. Toss and Catch**

a. Toss and catch, vary height.

b. Add various challenges while tossing (i.e., touch floor, clap hands, turn, sit down, lie down).

c. Toss and let bounce. Also add some challenges as above.

d. Toss up and catch behind back, toss from behind back and catch in front of body.

e. Create moving challenges (i.e., toss, run five steps and catch, toss and back up five hops and catch.)

**4. Foot Skills**

a. Lift the ball up with both feet and catch. Both front and rear of body catch.

b. From a sitting position with the ball between feet, toss it up, and catch with hands.

c. Keep the ball in the air with feet and different body parts.

**Teaching Hints:**

Give students two or three activities to practice so you have time to move and help youngsters. Alternate activities from each of the categories so students receive a variety of activities for practice.

Place emphasis on control of the ball. Students should be challenged to keep "the ball under control."

To teach accurate tosses, tell students to assume their feet are "glued to the floor." Tosses must be made directly overhead and caught without moving.

Begin tosses at a low level and gradually increase height as students gain control of the ball.

#### 4. CLOSING ACTIVITY

## Teacher Ball; Scarecrow and the Crows

### Outcomes:

I can apply simple strategies in games.

### Instructions:

#### Teacher Ball

One child is the teacher or leader and stands about 10 ft in front of three other students, who are lined up facing him. The object of the game is to move up to the teacher's spot by avoiding making bad throws or missing catches. The teacher throws to each child in turn, beginning with the child on the left, who must catch and return the ball. Any child making a throwing or catching error goes to the end of the line, on the teacher's right. Those in the line move up, filling the vacated space. If the teacher makes a mistake, he must go to the end of the line and the child at the head of the line becomes the new teacher. The teacher scores a point by remaining in position for three rounds (three throws to each child). After scoring a point, the teacher takes a position at the end of the line and another child becomes the teacher.

#### Scarecrow and the Crows

Children form a large circle representing the garden that is guarded by two or three players who are designated as scarecrows. Six to eight crows scatter on the outside of the circle, and the scarecrows assume a characteristic pose inside the circle. Players in the circle raise their joined hands and let the crows run through, into the garden, where they pretend to eat. The scarecrows try to tag the crows. The circle children help the crows by raising their joined hands and allowing them to leave the circle, but they try to hinder the scarecrows. If the scarecrows run out of the circle, all the crows immediately run into the garden and start to nibble at the vegetables while the circle children hinder the reentry of the scarecrows. After 15-20 seconds, new players are selected for the roles. If, after a reasonable period of time, the scarecrows have failed to catch any crows, change players.

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