

BOUNCE AND CATCH

STUDENT TARGETS

- ✔ **Skill:** I will catch a basketball in my hands.
- ✔ **Cognitive:** I will be able to tell a friend the cues for catching (eyes on the ball, fingers apart, catch with hands)
- ✔ **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- ✔ **Personal & Social Responsibility:** I will follow all of today's activity instructions.

TEACHING CUES

- ✔ Eyes on the Ball, Fingers Apart, Catch with Hands
- ✔ Show Hands, Eye Contact

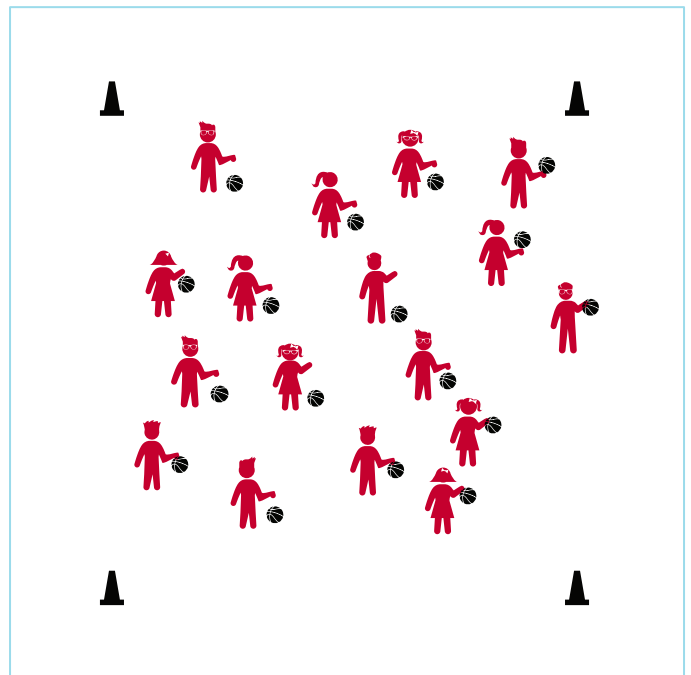
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

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.

Grade Level Progression:

- 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.



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CHALLENGE PROGRESSIONS

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

MODIFICATIONS

- ✔ Use foam balls to decrease anxiety and increase student confidence.

ACADEMIC LANGUAGE

Accurate, Bounce, Catch, Drop, Pass

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.K-2]** Drops a ball and catches it before it bounces twice (Ka); Catches a large ball tossed by a skilled thrower (Kb); Catches various sized balls self-tossed/tossed by a skilled thrower (1b); Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body (2).
- ✔ **Standard 2 [E3.1b]** Differentiates between strong and light force (1b).
- ✔ **Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K&1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you show me how to drop your basketball in front of you?
- ✔ **DOK 2:** What's the difference between a drop and a throw or a pass?
- ✔ **DOK 3:** How is the way you drop the ball related to your ability to catch it after it bounces? Explain with details.

TEACHING STRATEGY FOCUS

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.