



## UNIT 4

### AGES 2-4

## TRAPPING & CATCHING

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Trapping is when a child stops a ball with their legs or feet. Catching is when a child uses his hands to receive a ball that is thrown, bounced or rolled.

Trapping and catching require:

- Visual tracking and eye-hand coordination  
*(Unit 1: Foundational Skills)*
- Stability and strength  
*(Unit 1: Foundational Skills, Unit 3: Balance & Jumping)*

Trapping and catching are required in many sports, such as soccer, basketball, and softball.

This unit focuses on two key skill areas for a variety of sports. Both trapping and catching will be practiced in different ways throughout this unit to allow students time to master and understand these skills. Different sports will be introduced during this unit and will be touched on again in later units. The focus is on introducing the sport, not mastery.

## Skills

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### MOTOR SKILLS:

- Visual tracking
- Eye, hand, and foot coordination
- Timing

### COGNITIVE SKILLS:

- Following directions
- Staying focused on an activity
- Remembering cues

### SOCIAL SKILLS:

- Taking turns
- Teamwork

## Equipment

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- Playground Balls
- Scarfs
- Hula hoops
- Cones
- Stacking cups, plastic bowling pins or plastic bottles
- Soft balance beams or tape
- Bowling pins
- Bean bags

## Classroom materials

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- Balloons
- Bubbles

## Books

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- *It's Okay to be Different*  
by Todd Parr
- *A Normal Pig*  
by K-fai Steel
- *Can I Play, Too?*  
by Mo Willems
- *Not a Box*  
by Antoinette Portis



## Catching

### BASIC:

- Palms held upwards, thumbs pointing outwards
- Arms outstretched and stiff, fingers tense
- Trap ball on body
- Avoidance reaction (doesn't want to catch the ball)
- Body movement is limited, arms remain stationary while ball is in flight

### PROFICIENT:

- Palms face each other, thumbs point upwards
- Elbows flexed
- Hands and arms brought towards body
- Less avoidance reaction
- Adjusts arms and hands to flight of ball, eyes track the ball

### ADVANCED:

- Eyes follow ball, hands and arms adjust to level of ball in flight
- Hands grasp ball in well-timed motion, arms "give" to absorb force of ball
- No avoidance reaction

## STANDARDS FOR SOCIAL EMOTIONAL LEARNING (SEL)



### Head Start:

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Goal P-SE 4. Child engages in cooperative play with other children.

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Goal P-SE 7. Child expresses care and concern toward others.

Goal P-SE 8. Child manages emotions with increasing independence.

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

**SOCIETY OF HEALTH AND PHYSICAL EDUCATORS  
(SHAPE) STANDARDS**

- 1.2.7 Demonstrates bouncing a ball in a variety of practice tasks.
- 1.2.8 Demonstrates rolling a ball in a variety of practice tasks.
- 1.2.9 Demonstrates catching in a variety of practice tasks.



## **STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA)**

### **Kindergarten:**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (RF.K.3c)

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6)

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## **STANDARDS FOR MATH**

### **Kindergarten:**

Solve addition and subtraction word problems, and add and subtract within 10. (K.OA.2)

Fluently add and subtract within 5. (K.OA.4a)

## Leadership Time

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- The book *It's Okay to be Different* by Todd Parr, delivers a feel good, positive message about acceptance and understanding. This book is a great way to start the conversation about diversity with young students.

## Skills & Games

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- Rolling and Trapping
- Floaty Scarf
- Categories
- Rolling Practice
- Goalie Circle
- Bubble Catch

## Equipment

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- *It's Okay to be Different* by Todd Parr
- Balls
- Scarves
- Cones
- Hula hoops

## Alternative Material Ideas

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- Instead of a ball for each student, assign students partners and have them take turns participating with a ball

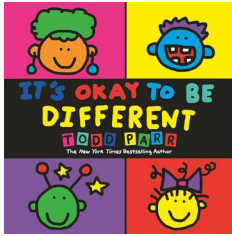


## Things to Note

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Encourage students to be the example on how to roll, trap or throw. Highlight different students and have them demonstrate how they do it to show others.

## LEADERSHIP TIME (5 MIN.)



[It's Okay to be Different by Todd Parr](#) (page 32 of link)<sup>1</sup>

**Lesson 1:** Read the book

**Lesson 2:** Review book and answer questions

**Lesson 3:** Review book and pick one activity

## STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 3 Strength](#)<sup>2</sup>

OR

[Frog Squats](#) (page 34 of link)<sup>3</sup>

1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.





## ROLLING AND TRAPPING (5 MIN.)

### Equipment

- 1 ball for each partnership

### Setup

Put students in pairs and have them sit facing their partner with their legs stretched wide and feet touching



- *“Today we will be practicing the skill of trapping.”*
  - *“Trapping is when you use your hands, arms, or body to stop a ball.”*
  - *“In this first activity, you are going to roll and trap the ball with your partner.”*
  - *“Sit facing your partner with your legs stretched wide and your feet touching.”*
  - *“You will roll the ball to your partner and they will catch it or stop it with their hands and roll it back.”*
- After students have had practice with this, bring them all into a circle and have them sit with their legs wide and feet touching and practice rolling the ball in the larger circle.

### Lead Up Activity

Use a heavier ball or larger ball to help students practice trapping before moving on to a smaller one.

### Additional Activity

Have students kneel during this game to increase the challenge.



## FLOATY SCARF (5 MIN.)

### Equipment

- 1 scarf for each student

### Setup

Students should spread out throughout the space with a scarf



- *"We are going to practice both our catching and throwing with a scarf."*
- *"I want you to throw the scarf as high as you can and try to catch it before it touches the ground."*
- Encourage students to jump up and reach for it or see how close to the ground it can go before catching it.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

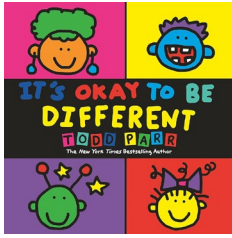
### Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## LEADERSHIP TIME (5 MIN.)



[It's Okay to be Different by Todd Parr](#) (page 32 of link)<sup>1</sup>

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

## STRENGTH & ENDURANCE (5 MIN.)

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OR

[Frog Squats](#) (page 34 of link)<sup>3</sup>

1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



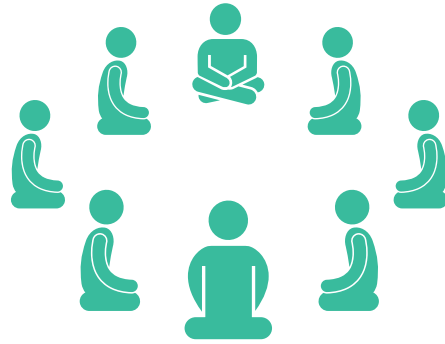
## CATEGORIES (5 MIN.)

### Equipment

- Ball

### Setup

Students should sit in a large circle



- *"Our next game is called 'Categories.'"*
- *"We are going to sit in a large circle and I am going to start off picking a category."*
- *"Our first category will be animals."*
- *"When I roll the ball to you, you need to trap the ball and name an animal."*
- *"Once you have named an animal, you get to roll the ball to someone else in our circle and they will trap it and name an animal."*
- *"If you have not gotten the ball yet, keep your hands out in front of you so we know who has not gone."*
- *"If you have gotten a turn, put your hands behind your back."*
- Other suggestions:
  - » Numbers
  - » Colors
  - » Sight Words
  - » Favorite Things

## ROLLING PRACTICE (5 MIN.)

### Equipment

- Hula hoops
- Balls

### Setup

Lay out the hula hoops on one side of the space on the floor and students line up on the other side



- *"We are going to practice rolling the ball today."*
- *"There are hula hoops on the ground and you are going to try to roll the ball into the hula hoop from this side."*
- *"If the ball goes into the hula hoop and stays there, you can leave it and run and pick up a ball that is not in a hula hoop."*
- *"The goal is to get all of the balls into the hula hoops."*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

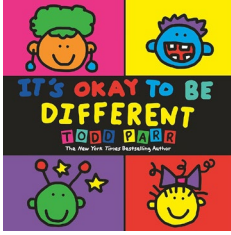
### Movement Freeze Song (Do You Know the Muffin Man? melody)

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Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## LEADERSHIP TIME (5 MIN.)



[It's Okay to be Different by Todd Parr](#) (page 32 of link)<sup>1</sup>

Lesson 1: Read the book

Lesson 2: Review book and answer questions

**Lesson 3: Review book and pick one activity**

## STRENGTH & ENDURANCE (5 MIN.)

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1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.





## GOALIE CIRCLE (5 MIN.)

## Equipment

- Ball

## Setup

Students should all stand in a circle with their feet a little more than hip distance apart and touching the foot of the person next to them



- *“Today’s game is called ‘Goalie Circle’ and you all get to be goalies.”*
- *“We are going to stand in a circle with our feet touching the person next to us.”*
- *“I will start passing the ball to someone and if it starts to roll towards your legs, you need to trap it before it goes through your legs.”*
- *“If the ball goes through your legs, you are out.”*
- Once a student is out, wait for 2–3 more students to be out and have them start another circle of ‘practicing’ where no one is out and students can join as they get out in the original circle.

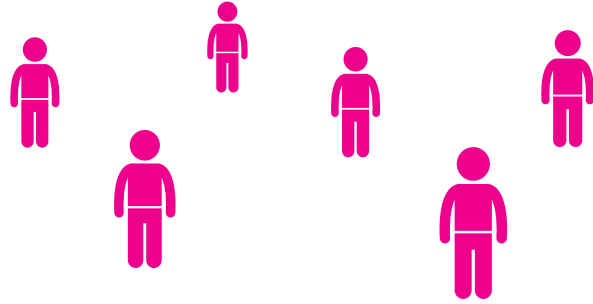
## BUBBLE CATCH (5 MIN.)

### Equipment

- Bubbles

### Setup

Students should spread out throughout the space



- *“We are going to wrap up our lesson with a game called ‘Bubble Catch.’”*
- *“You are going to catch the bubbles with your two hands.”*
- *“See how many you can catch.”*
- *“Switch and have students try to catch with just their right hand and then just their left hand.”*



## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

### **Movement Freeze Song (Do You Know the Muffin Man? melody)**

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## Leadership Time

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- In the book, *A Normal Pig* by K-fai Steel, students will be able to recognize that they are unique and share their uniqueness with others.

## Skills & Games

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- Animal Ball
- Over Under
- Follow the Leader
- Catching Challenge
- Ball-Wall Toss
- Bounce Catch Freeze Tag

## Equipment

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- *A Normal Pig* by K-fai Steel
- Playground balls or similar

## Alternative Material Ideas

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- Instead of a ball for each student, assign students partners and have them take turns participating with a ball

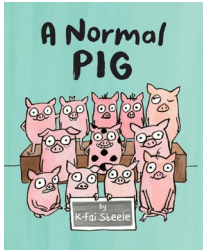


## Things to Note

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The third day of this lesson requires a wall that students can throw a ball against. Plan accordingly.

## LEADERSHIP TIME (5 MIN.)



[A Normal Pig by K-fai Steel](#) (page 33 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

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## STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)<sup>2</sup>

*"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"*

OR

**Turn on a song and have a dance party!**



## ANIMAL BALL (5 MIN.)

### Equipment

- Ball

### Setup

Students should stand in a large circle



- *“Today’s game is called ‘Animal Ball.’”*
- *“I will start off with the ball and say ‘A dog says... ruff ruff ruff!’ and I will toss the ball underhanded to someone else in the circle.”*
- *“While the ball is in the air, everyone needs to bark like a dog until it is caught.”*
- *“Whoever catches the ball will pick a different animal and do the same thing. ‘A cow says... moo’ and throw it to someone else.”*
- *“When you have had a chance to say an animal, you can sit down so that we know who has had a turn.”*
- *“You will still join in to make the animal noises when the ball is tossed.”*

### Math Connection

Instead of having students say an animal, they can say an addition or subtraction fact. “3 plus 4 equals...7, 7, 7!” The rest of the group can say the answer until the ball is caught.

### Literacy Connection

Practice your letter sounds or blends by having the student who is tossing the ball say “the letter b says...b, b, b” and the rest of the group will repeat the letter sound.

## OVER UNDER (5 MIN.)

## Equipment

- Ball

## Setup

Students should stand in a line, all facing the same direction with the ball starting on one end



- Have students stand in a line, all facing the same direction.
- Hand the ball to the student who is first in line.
- The first student will pass the ball over their head to the person behind them.
- The second student will pass the ball under their legs to the person behind them.
- Continue to alternate over, under until it gets to the end of the line.
- The student at the end can run the ball to the start of the line and start it all over again.
- **Optional:** Divide students into two lines and have them compete against each other to see who can do it faster.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance."*

[Balance Level 1 Video](#)<sup>1</sup>

OR

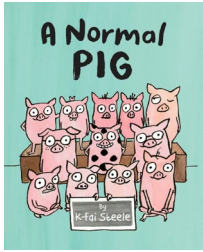
[Balance Level 1](#) (pages 13-16 of link)<sup>2</sup>

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists





## LEADERSHIP TIME (5 MIN.)



[A Normal Pig by K-fai Steel](#) (page 33 of link)<sup>1</sup>

Lesson 1: Read the book

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## STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)<sup>2</sup>

*"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"*

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**Turn on a song and have a dance party!**



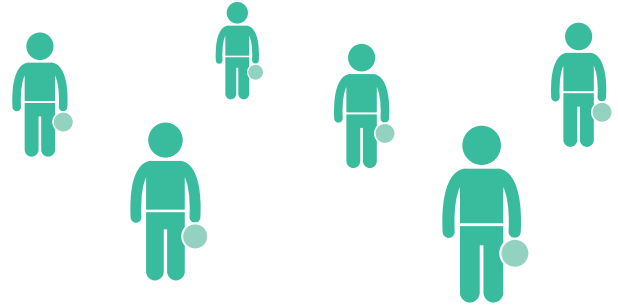
## FOLLOW THE LEADER (5 MIN.)

### Equipment

- 1 ball for each student

### Setup

Students should spread out throughout the space with a ball



- *“Today we will be playing follow the leader.”*
- *“Instead of following me, you will be following my instructions. Let’s play.”*
  - » Roll the ball between your legs and catch it.
  - » Put the ball on the floor and jump over it.
  - » Throw the ball in the air and spin around once.
  - » Roll the ball back and forth from one foot the other.
  - » Put the ball on the floor, jump over it, and then pick it up and toss it in the air.
- Continue to increase the number of directions you give.
- Start with two step directions and add more as students master the listening skill.

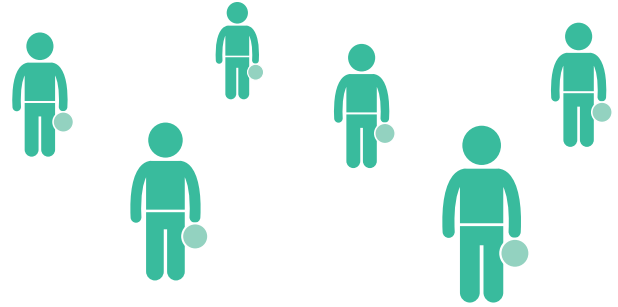
## CATCHING CHALLENGE (5 MIN.)

## Equipment

- 1 ball for each student

## Setup

Students should spread out throughout the space with a ball



- *"We have been practicing catching a ball throughout the last few lessons."*
- *"Today we have a special challenge."*
- *"We are going to start by kneeling on the ground with the ball."*
- *"When you are ready, you will throw the ball into the air and get into a wide leg sit position before catching the ball."*
- *"This might take a little practice to see how high you need to throw the ball and how quickly you need to move."*
- Other positions and movements:
  - » Kneel-sit to standing
  - » Stand and turn around before catching it
  - » Stand and toss the ball and sit down to catch it

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance."*

[Balance Level 1 Video](#)<sup>1</sup>

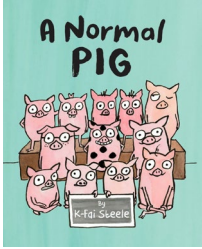
OR

[Balance Level 1](#) (pages 13-16 of link)<sup>2</sup>

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



## LEADERSHIP TIME (5 MIN.)



[A Normal Pig by K-fai Steel](#) (page 33 of link)<sup>1</sup>

Lesson 1: Read the book

Lesson 2: Review book and answer questions

**Lesson 3: Review book and pick one activity**

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## STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)<sup>2</sup>

*"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"*

OR

**Turn on a song and have a dance party!**



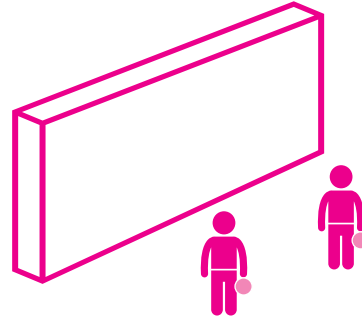
## BALL-WALL TOSS (5 MIN.)

### Equipment

- Ball
- Wall that can be used for bouncing a ball off

### Setup

Students need a ball and a space to face a wall that they can bounce a ball off of



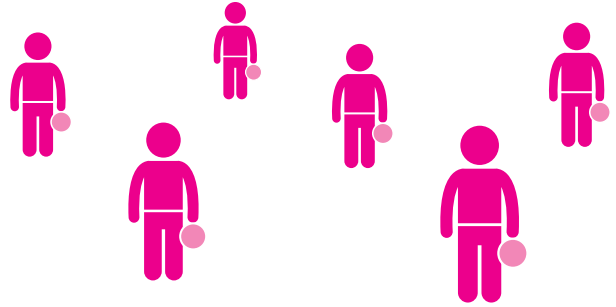
- *“Our next game is called ‘Ball-Wall Toss,’ and we are going to be practicing tossing and catching the ball.”*
- *“Today your partner is going to be the wall.”*
- *“You are going to stand facing the wall and underhand toss the ball to the wall.”*
- *“Make sure you throw it hard enough so it bounces off the wall and comes back to you.”*
- *“When it comes back, keep your hands and arms out to catch the ball.”*
- *“I am going to say ‘go’ and you will continue to toss the ball until I say ‘stop.’”*
- *“See how many times you can toss and catch it in a row.”*

**BOUNCE CATCH FREEZE DANCE (5 MIN.)****Equipment**

- 1 ball for each student

**Setup**

Students should spread out throughout the space with a ball



- *"We are going to practice bouncing and catching the ball today by playing 'Freeze Dance.'"*
- *"I am going to play music, and while I play the music you can move around and bounce your ball on the ground and then catch it."*
- *"When the music stops, you need to hold onto the ball and freeze."*
- **Optional:** *"Count how many times you bounce and catch the ball until I say stop."*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”*

### [Balance Level 1 Video](#)<sup>1</sup>

OR

### [Balance Level 1](#) (pages 13-16 of link)<sup>2</sup>

- Tandem Stance
- Heel Raises
- Toe Raises
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## Leadership Time

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- In the book, *Can I Play, Too?* by Mo Willems, Piggy and Elephant are about to start a game of catch when their friend Snake asks, "Can I play, too?" Both are puzzled by the request because Snake has no arms. The three friends find a way for everyone to be included in the game!

## Skills & Games

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- Balloon Toss and Catch
- Clap Catch
- Bounce Catch
- Animal Ball
- Low Ball Catch
- High Ball Catch

## Equipment

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- *Can I Play, Too?* by Mo Willems
- Balloons
- Balls

## Alternative Material Ideas

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- Instead of a balloon, use a beachball

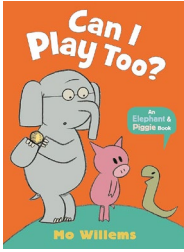


## Things to Note

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We will be using balloons for a lot of the games this week. Blow up enough for every student plus some extras and store them after each lesson for the next time to save you time. Store them in the equipment or large plastic bag.

LEADERSHIP TIME (5 MIN.)



[Can I Play, Too? by Mo Willems](#) (page 35 of link)<sup>1</sup>

- Lesson 1: Read the book
- Lesson 2: Review book and answer questions
- Lesson 3: Review book and pick one activity

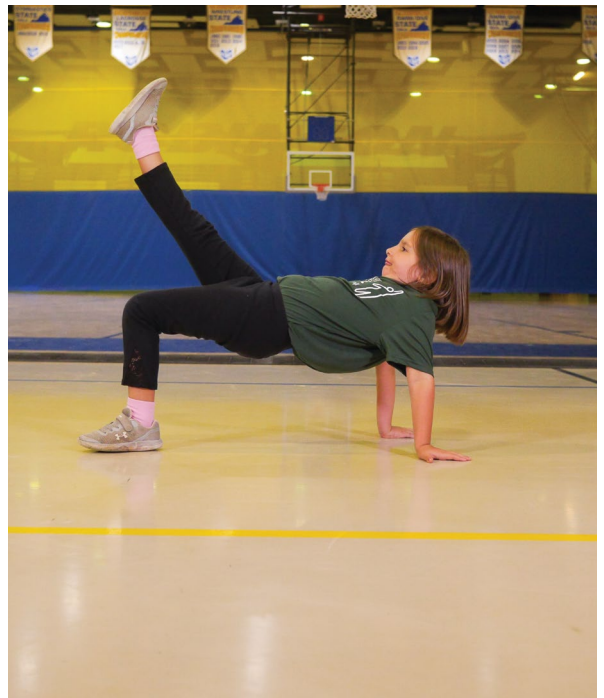
STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 3 Video](#)<sup>2</sup>

OR

[Crab Kicks](#) (page 32 of link)<sup>3</sup>

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
2. Raise your hips up so you are in a crab position.
3. Kick your right leg up, lower it down, and then kick your left leg up. Keep kicking and switching legs.



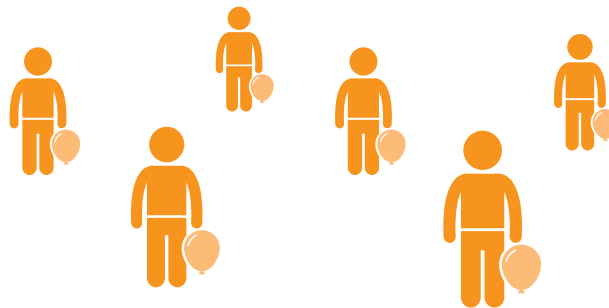
## BALLOON TOSS AND CATCH (5 MIN.)

### Equipment

- 1 balloon/beach ball for each student

### Setup

Students should spread out throughout the space with a balloon



### Additional Information

You will be using balloons for multiple activities this week so save them after each lesson in an equipment bag or large plastic bag.

- *"Today we will practice tossing and catching."*
- *"You will each have a balloon and you are going to throw it up in the air and try to catch it as it floats down."*
- *"We will practice this for a few minutes before our next activity."*
- Other Balloon Activities:
  - » Students should have a partner and practice tossing and catching with a partner
  - » Line students up on one side of the room and have them practice throwing it as far as they can across the room and running to try to catch it before it touches the ground

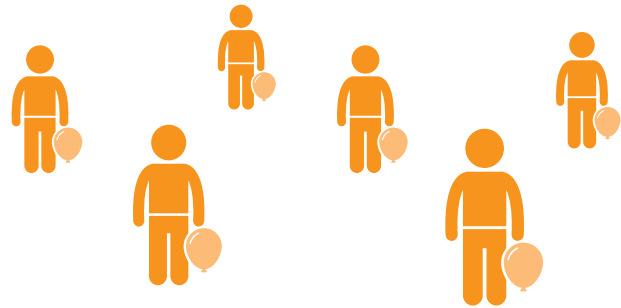
## CLAP CATCH (5 MIN.)

### Equipment

- 1 balloon/beach ball for each student

### Setup

Students should spread out throughout the space with a balloon



- *“In the game ‘Clap Catch,’ we are going to practice catching the balloon.”*
- *“You are going to throw the balloon up as high as you can and try to clap once before you catch.”*
- *“The next time you throw it up, you are going to try to clap two times before you catch it.”*
- *“After that, try clapping 3 times before you catch it.”*
- *“Keep going and see how many claps you can do before catching it.”*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.  
Sing along with me and do what I do."*

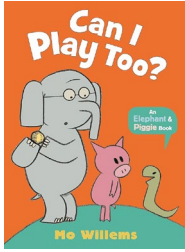
### **If You're Happy and You Know It:**

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

## LEADERSHIP TIME (5 MIN.)



[Can I Play, Too? by Mo Willems](#) (page 35 of link)<sup>1</sup>

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

## STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 3 Video](#)<sup>2</sup>

OR

[Crab Kicks](#) (page 32 of link)<sup>3</sup>

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
2. Raise your hips up so you are in a crab position.
3. Kick your right leg up, lower it down, and then kick your left leg up. Keep kicking and switching legs.



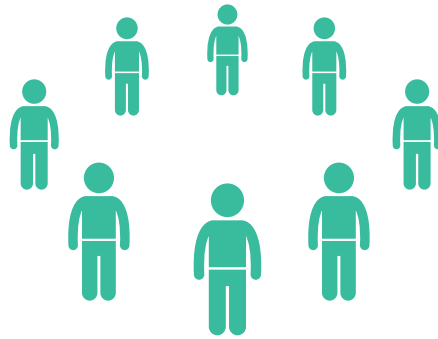
## ANIMAL BALL (5 MIN.)

### Equipment

- Ball

### Setup

Students should stand in a large circle



- *“Today’s game is called ‘Animal Ball.’”*
- *“I will start off with the ball and say ‘A dog says... ruff ruff ruff!’ and I will toss the ball underhanded to someone else in the circle.”*
- *“While the ball is in the air, everyone needs to bark like a dog until it is caught.”*
- *“Whoever catches the ball will pick a different animal and do the same thing. ‘A cow says... moo’ and throw it to someone else.”*
- *“When you have had a chance to say an animal, you can sit down so that we know who has had a turn.”*
- *“You will still join in to make the animal noises when the ball is tossed.”*

### Math Connection

Instead of having students say an animal, they can say an addition or subtraction fact. “3 plus 4 equals...7, 7, 7!” The rest of the group can say the answer until the ball is caught.

### Literacy Connection

Practice your letter sounds or blends by having the student who is tossing the ball say “the letter b says...b, b, b” and the rest of the group will repeat the letter sound.

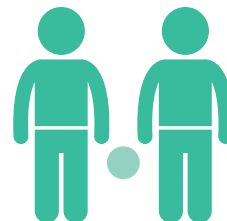
## BOUNCE CATCH (5 MIN.)

### Equipment

- 1 ball that bounces for each pair of students

### Setup

Students should be in pairs and have a ball



- *“Today we will be working on bouncing and catching.”*
- *“You are going to stand facing your partner.”*
- *“You are going to throw the ball so it bounces one time before reaching your partner.”*
- *“This is called a bounce pass.”*
- *“Your partner will catch the ball when it comes to them and bounce it back to you.”*

### Lead Up Activity

Place a hula hoop between the partners to give them a spot to aim.

### Additional Activity

Once students have mastered one bounce, see if they increase the number of bounces each time. This will challenge their strength and problem solving of where to stand and how hard they need to throw it.



## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.  
Sing along with me and do what I do."*

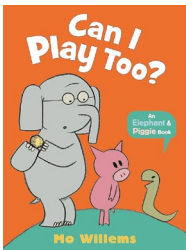
### If You're Happy and You Know It:

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

**LEADERSHIP TIME (5 MIN.)**



[Can I Play, Too? by Mo Willems](#) (page 35 of link)<sup>1</sup>

Lesson 1: Read the book

Lesson 2: Review book and answer questions

**Lesson 3: Review book and pick one activity**

**STRENGTH & ENDURANCE (5 MIN.)**

[Fit 5 Endurance Level 3 Video](#)<sup>2</sup>

OR

[Crab Kicks](#) (page 32 of link)<sup>3</sup>

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
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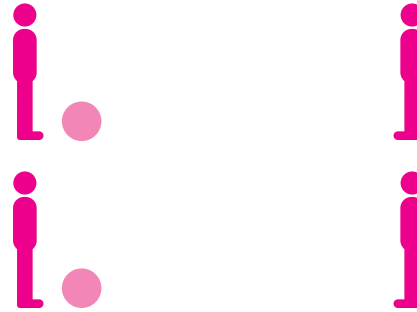
## LOW BALL CATCH (5 MIN.)

## Equipment

- 1 ball for each pair of students

## Setup

Have students stand in a line, facing their partner and a ball for each pair of students



- *“Today we are going to continue to practice catching.”*
- *“We also are going to practice some social skills while we do it.”*
- *“Let’s start off with facing your partner and introducing yourself.”*
- *“I’m sure you already know each other, but this is good practice. You can say ‘Hi, my name is \_\_\_\_\_.’”*
- Let each partner introduce themselves.
- *“Now, we are going to practice tossing the ball at waist level or lower.”*
- *“When you are catching the ball, keep your fingers pointing down and arms out.”*
- Let students practice with their partner for a few minutes, throwing and catching the ball.
- *After a few minutes, signal that they should pause and say “Now we are going to rotate.”*
- *“One line is going to move to the right so that you have a new partner. Before you rotate, you can say ‘See you later’ to your partner.”*
- Have students continue practicing catching and throwing.



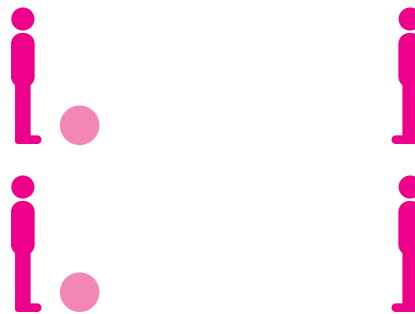
## HIGH BALL CATCH (5 MIN.)

**Equipment**

- 1 ball for each pair of students

**Setup**

Have students stand in a line, facing their partner and a ball for each pair of students



- *“Now that we have practiced throwing the ball low, we are going to switch and toss the ball high.”*
- *“This time you are going to throw the ball underhand and try to have the ball make a U shape in the air to your partner.”*
- *“While you are catching, you should try to catch the ball at your chest level or higher and keep your fingers pointed up.”*



## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.  
Sing along with me and do what I do."*

### **If You're Happy and You Know It:**

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

## Leadership Time

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- In the book *Not a Box* by Antoinette Portis, students will be able to use their imaginations to explore the potential of all shapes and sizes of boxes.

## Skills & Games

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- Circle Ball
- Ball-Wall Toss
- Clap Catch
- Bounce Catch Freeze Dance
- Catching Challenge
- Bubble Catch

## Equipment

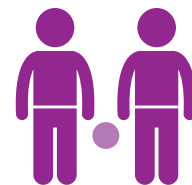
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- *Not a Box* by Antoinette Portis
- Beach ball or playground balls
- Hula hoops
- Cones
- Tennis balls
- Bubbles

## Alternative Material Ideas

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- Instead of a ball for each student, assign students partners and have them take turns participating with a ball

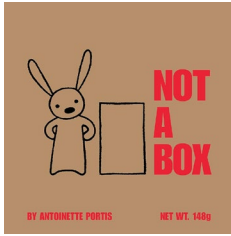


## Things to Note

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There are a lot of different games that involve catching, feel free to skip some if they are too difficult or easy for your group and tailor the lessons to what you need.

## LEADERSHIP TIME (5 MIN.)



[Not a Box by Antoinette Portis](#) (page 37 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

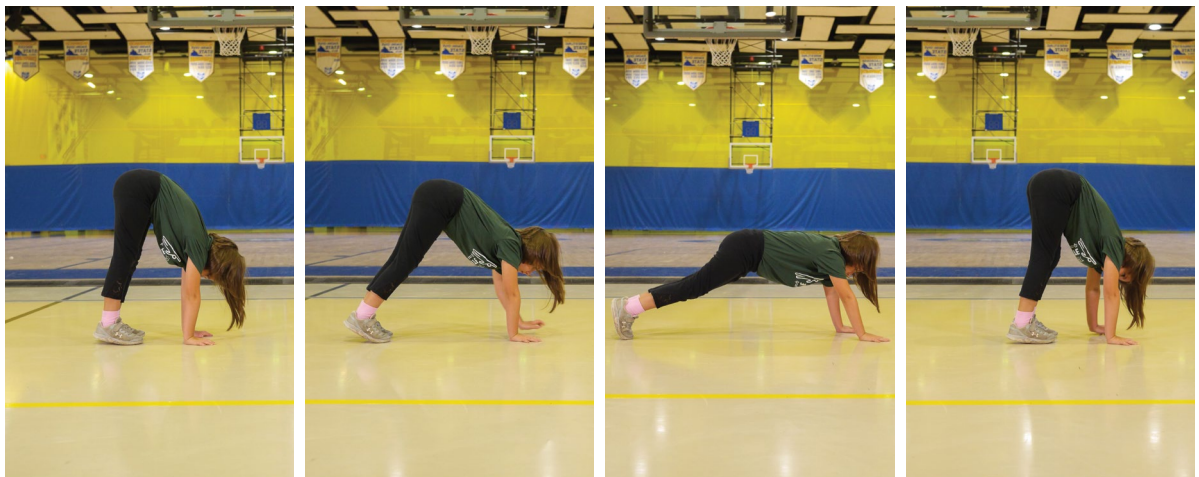
## STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)<sup>2</sup>

OR

[Inchworms](#) (page 14 of link)<sup>3</sup>

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



## CIRCLE BALL (5 MIN.)

### Equipment

- 2-4 balls

### Setup

Students should stand in a large circle



- *"Today's activity is called 'Circle Ball.'"*
- *"I am going to start by passing the ball to the person next to me."*
- *"After they catch it, they will turn to the person next to them and toss it to them."*
- *"Once the ball is halfway around the circle, I will add another ball to the circle, so make sure you are paying attention to where the ball is."*
- Increase the size of the circle to challenge students.



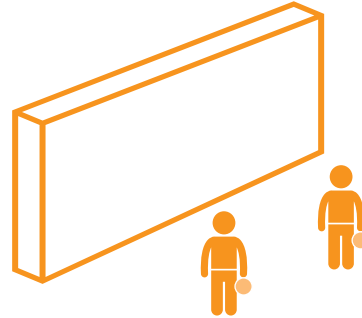
## BALL-WALL TOSS (5 MIN.)

### Equipment

- Ball
- Wall that can be used for bouncing a ball off

### Setup

Students need a ball and a space to face a wall that they can bounce a ball off of



- *“Our next game is called ‘Ball-Wall Toss,’ and we are going to be practicing tossing and catching the ball.”*
- *“Today your partner is going to be the wall.”*
- *“You are going to stand facing the wall and underhand toss the ball to the wall.”*
- *“Make sure you throw it hard enough so it bounces off the wall and comes back to you.”*
- *“When it comes back, keep your hands and arms out to catch the ball.”*
- *“I am going to say ‘go’ and you will continue to toss the ball until I say ‘stop.’”*
- *“See how many times you can toss and catch it in a row.”*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

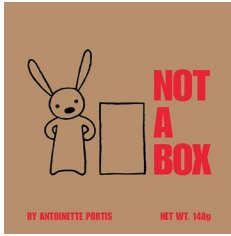
### **Movement Freeze Song (Do You Know the Muffin Man? melody)**

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## LEADERSHIP TIME (5 MIN.)



[Not a Box by Antoinette Portis](#) (page 37 of link)<sup>1</sup>

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

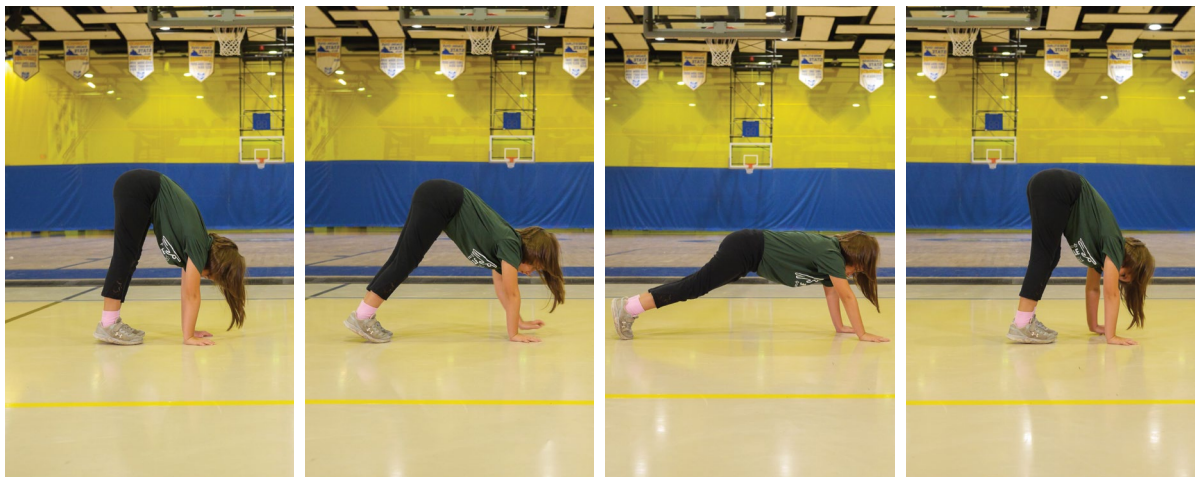
## STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)<sup>2</sup>

OR

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1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



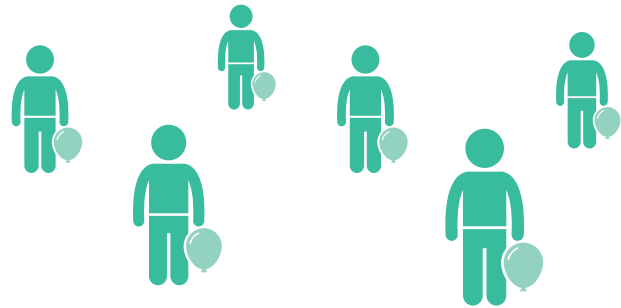
## CLAP CATCH (5 MIN.)

### Equipment

- 1 balloon/beach ball for each student

### Setup

Students should spread out throughout the space with a balloon



- *“In the game ‘Clap Catch,’ we are going to practice catching the balloon.”*
- *“You are going to throw the balloon up as high as you can and try to clap once before you catch.”*
- *“The next time you throw it up, you are going to try to clap two times before you catch it.”*
- *“After that, try clapping 3 times before you catch it.”*
- *“Keep going and see how many claps you can do before catching it.”*

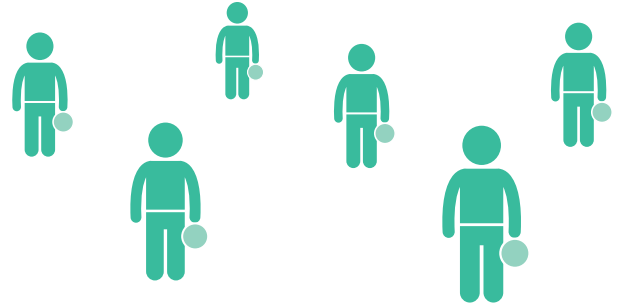
## BOUNCE CATCH FREEZE DANCE (5 MIN.)

### Equipment

- Ball

### Setup

Students should spread out throughout the space with a ball



- *“We are going to practice bouncing and catching the ball today by playing freeze dance.”*
- *“I am going to play music. While I play music, you can move around and bounce your ball on the ground and then catch it.”*
- *“When the music stops, you need to hold onto the ball, stop in place and freeze!”*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

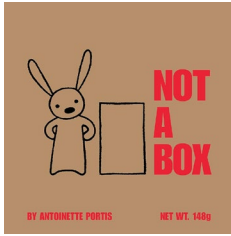
### Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## LEADERSHIP TIME (5 MIN.)



[Not a Box by Antoinette Portis](#) (page 37 of link)<sup>1</sup>

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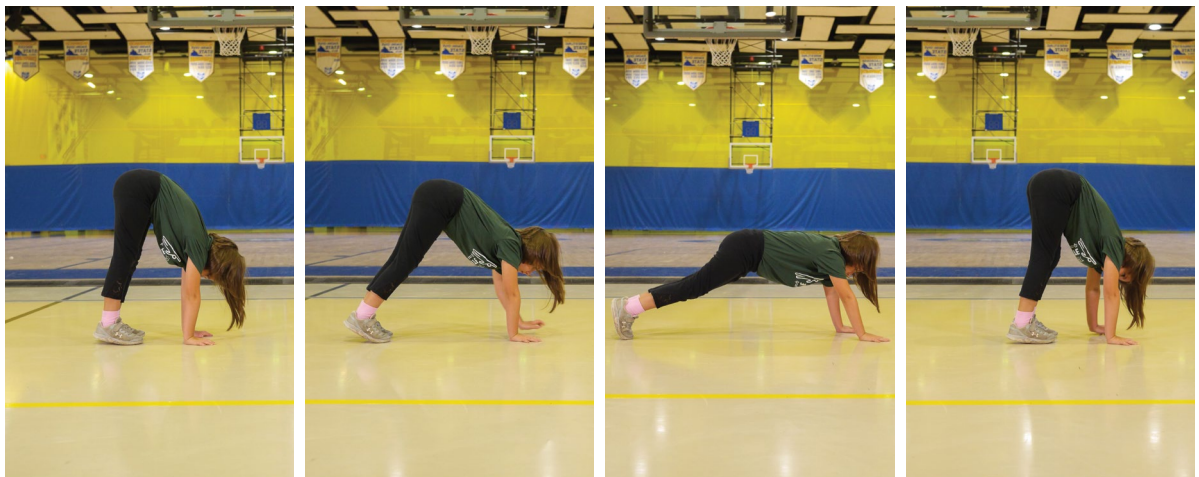
## STRENGTH & ENDURANCE (5 MIN.)

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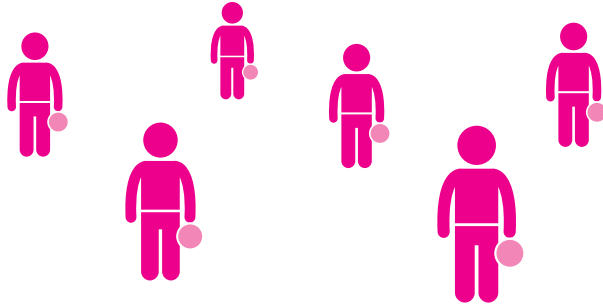
## CATCHING CHALLENGE (5 MIN.)

### Equipment

- Ball

### Setup

Students should spread out throughout the space with a ball



- *“We have been practicing catching a ball throughout the last few lessons.”*
- *“Today we have a special challenge.”*
- *“We are going to start by kneeling on the ground with the ball.”*
- *“When you are ready, you will throw the ball into the air and get into a wide leg sit position before catching the ball.”*
- *“This might take a little practice to see how high you need to throw the ball and how quickly you need to move.”*
- Other positions and movements:
  - » Kneel-sit to standing
  - » Stand and turn around before catching it
  - » Stand and toss the ball and sit down to catch it



## BUBBLE CATCH (5 MIN.)

### Equipment

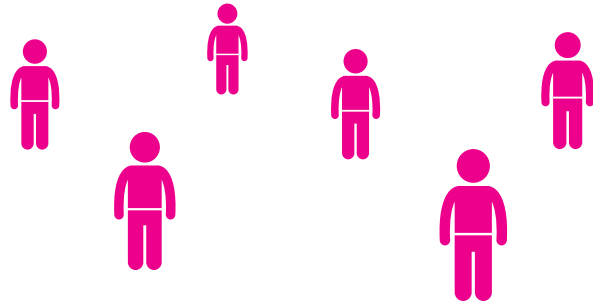
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- Bubbles

### Setup

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Students should spread out throughout the space



- *"We are going to wrap up our lesson with a game called 'Bubble Catch.'"*
- *"You are going to catch the bubbles with your two hands."*
- *"See how many you can catch."*
- *"Switch and have students try to catch with just their right hand and then just their left hand."*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

### **Movement Freeze Song (Do You Know the Muffin Man? melody)**

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## TRAPPING & CATCHING REVIEW

- *“We have learned a lot of new games and skills throughout this unit.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our Trapping & Catching unit.”*
- *“We have worked on skills that are important for a lot of different sports, like basketball, softball, and soccer.”*
- *“We will continue practicing these skills for the rest of the year.”*
- *“To help us remember what we worked on, we are going to create a booklet to bring home to talk about trapping and catching.”*

[Foundational Skills Booklet printable](#)

---

## HOME CONNECTIONS

### Games and activities to do at home:

Send home [the newsletter printable](#) and include these game ideas they can use at home with their flashcards.

Activities from skill cards that were covered in this unit:

- Rolling and Trapping
- Goalie Drill
- Bubble Catch
- Big Ball Catch
- Low Ball Catch
- High Ball Catch
- Bounce Catch
- Circle Ball

[Additional Trapping & Catching Skill Cards for home](#)<sup>1</sup>

Want to continue practicing these skills?

Check out [this video](#)<sup>2</sup> to learn how to do all the activities and more at home!





# UNIT 4 PRINTABLES



## Trapping and Catching Skills

Dear Family,

Our Young Athletes activities continue to be wonderful learning experiences. We've been walking, running, balancing, jumping and more. Now we're introducing **trapping and catching skills**. Trapping is stopping a ball with the body and not hands, while catching is stopping a ball with just hands. Both skills require **strength, balance and hand-eye coordination**. That sounds complex, but we start with basic activities and build on each child's success. There is no failure in Young Athletes; we encourage children to have fun as they try new skills.

When it comes to fun, catching bubbles tops the list for many young children. Playing with bubbles is an entertaining activity for the entire family. It's also a no-fail way to strengthen hand-eye coordination. Blow bubbles toward your child and invite him or her to catch them. Ask your child to try catching bubbles with two hands and then with one. To reinforce language skills, say "Pop!" when a bubble bursts and "Splat!" when a bubble touches the ground. Playtimes like this are not only memorable for everyone involved, but they also help your child develop valuable skills.

Sincerely,

Teacher



Children need strength and balance to trap and catch a ball.



### Healthy Habits

Playtime is even more enjoyable for a child when others join in. Invite siblings and other children in your community to play. There's no need for expensive equipment; just grab a ball or two and have children roll, toss and bounce. Everyone benefits by getting fit, learning acceptance, and gaining group play skills such as sharing and taking turns.



### Lessons for Life

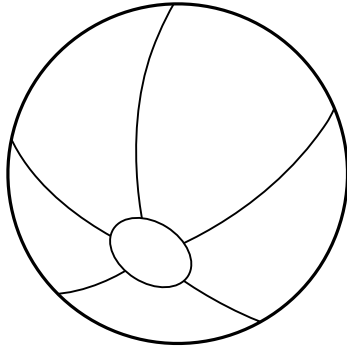
Physical activity is not only a great way to spend free time; it's good for you! That's a message children learn from Young Athletes. The program prepares children for Special Olympics activities that they can participate in when they are older. It also sets the stage for a life of physical activity and friendships.



### Class News

2

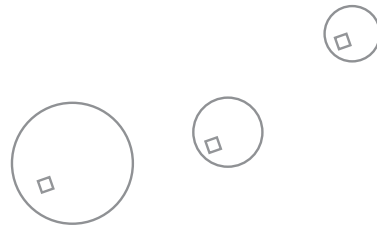
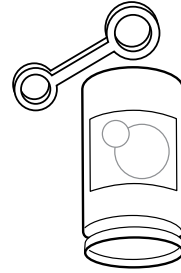
I can catch a big ball.



Color.

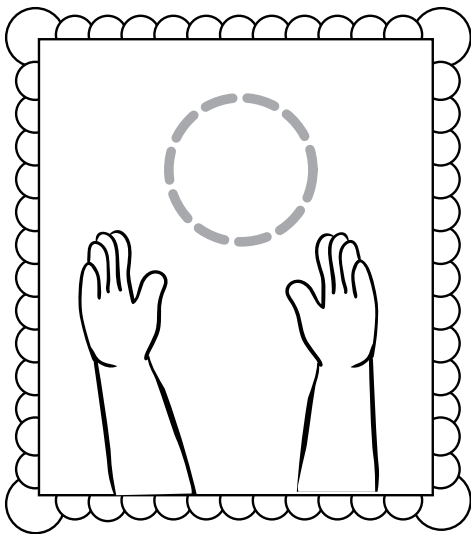
1

I can catch a bubble.



Circle a bubble.

Trace.



I like to play catch!

3

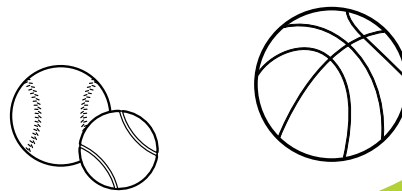
Let's Practice & Play

's

Name \_\_\_\_\_

## Activities

### Trapping and Catching



 Special Olympics  
Young Athletes



**Directions for families:** Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.