

LEVEL	UNIT	LESSON Number 2	EQUIPMENT
Second Grade	Softball	Throwing Overhand and Underhand with a partner	Whiffle balls, Bases, 6 Control Cones, Six basic Jump Rope Cards, Jump Ropes

Objectives

1. Attempt each of the six basic jumps from the jump rope cards.
2. Have fun.
3. Throw the ball successfully to their partner at least 75% of the time.
4. Catch at least 75% of the throws that are successful from their partner.
5. Work cooperatively playing the game of running bases.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1	10	Do a jump rope circuit with the first six basic jump cards. If your students have never tried them yet, don't worry about whether or not they can do them correctly. Encourage them to try to keep jumping and do the best they can!	<i>As the students are jumping, walk around looking for students who are able to do the various jumps. Stop the class and use them as demonstrators. This is a great way to build self esteem, and the rest of the students will see an example of the jump.</i>
Part 2	10	Review throwing and catching skills verbally. <i>(You can discuss these points with the group working with their partners. Remember to stop the class when you want to discuss the next question. Even if you are going to tell them the answer, it's important they all stop working and listen.)</i> <b>Throwing either overhand or underhand:</b> Guided Discovery Questions: <ol style="list-style-type: none"> <li>1. If you want the ball to go to your target, where should you look? (At the target)</li> <li>2. What should your throwing arm move towards as you throw the ball to your target? (Toward the target)</li> <li>3. Where should your weak foot step toward as you throw the ball to your target? (Toward the target)</li> <li>4. What can your shoulders and trunk do (explain what trunk is) to help give you more power and accuracy in your throw? (Rotate with the throw/step)</li> <li>5. In order to let your shoulders help with the throw, which side of your body has to start the throw facing the target? (The weak side)</li> <li>6. Which surface of your body finishes the throw facing the target? (The front surface)</li> </ol> <b>Catching the ball:</b> Guided Discovery Questions: <ol style="list-style-type: none"> <li>1. Where do your eyes look when you are catching the ball? (At the ball) How should you hold your hands so the ball will fall into them? (Like a basket to catch ball in, under the path of the ball)</li> <li>2. When the ball hits your hands, what can you do to help the ball stay in your hands? (Close them around the ball)</li> <li>3. If the ball isn't falling down right to you, what will you have to do if you want to catch it? (Move to where the ball is falling, and place your hands under the path of the ball)</li> </ol> <p>Practice playing catch with your partner. See how many times in a row you can catch the ball.</p>	As the class works, walk around to the partners. Look for groups doing a great job and have the class stop and watch. Help the students out who aren't as successful. You can use the questions to keep the students on task. As you see a set of partners playing catch well, encourage them to try different distances and even try throwing to your partner while your partner is moving. Just be aware of other sets of partners working.
Part 3	10	Play "Running Bases" in groups of four. You will have one set of partners running,	

		<p>while the other partners are playing catch, trying to get the other partners out.</p> <p>The runners try to run back and forth between the bases without getting tagged out by one of the throwers. The throwers can only tag the runner out if they are not on the base. Each time the runner makes it safely to the base, they get one point. If either one of the runners get tagged out, they switch roles with the throwers.</p> <ol style="list-style-type: none"><li>1. The runners can run at any time.</li><li>2. The runners must attempt to run at least every 6 throws. If they do not it is an automatic out.</li><li>3. If the runners scores 5 points they must also switch automatically with a thrower.</li><li>4. It is OK to have two runners on one base.</li></ol> <p>(There is a station card for this game. You can have it sitting in a control cone so the students can look at it to remember the rules.)</p> <p>Have the students get with a set of partners, put one whiffle ball away and get two bases, after you explain how to play.</p>	
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