

LESSON PLAN

Unit Basketball
Lesson # 1
Lesson Focus Dribble

Date 12/2/11
Grade 30

Time 10:0-11:00 am
No. of students 15

Name Sarah Kangas

Objectives: (Expected Outcomes)

National Standard(s) addressed:

Evaluation of Objectives:

The students will:

Continue to develop muscular strength by participating in activities that involve using body to lift own body weight during warm-up

3 & 4

Teacher feedback (from observation)

Continue to develop flexibility by participating in activities that involve bending and stretching during warm-up

3 & 4

Teacher feedback (from observation)

Continue to develop self-awareness by participating in activities that involve keeping bodies and equipment in control during warm-up, practice, and closing activities

5 & 6

Teacher feedback (from observation)

Be able to describe the critical elements of the basketball dribble as listed in the lesson plan during closing discussion

2

Questions and answer/discussion

Be able to define muscular strength during closure to WU discussion

2

Question and answer/discussion

Be able to discuss ways they kept body in control during closure to WU discussion

2

Question and answer/discussion

Be able to perform the basketball dribble using the critical elements of fingers spread wide, contact w/ all five finger pads, push down w/ finger pads, receive with finger pads, and keep head and eyes up during the practice and closing activities

1 & 3

Teacher feedback (from observation)

Be able to describe that learning the dribble will help them have better control over their bodies and equipment during closing discussion

6

Question and answer/discussion

Equipment Needed 15 basketballs, 15-20 small cones, music player, Ipod
Play Space Needed Gymnasium Special Markings Black rectangle
Sources of information "Basketball Steps to Success"

Time	Lesson Description	Class Organization	Points to Emphasize/Instructional Cues/Critical Elements	Anticipated Problems	Corrective Feedback
Before lesson begins	Bring out equipment -set out cones -get music ready		N/A	No Ipod Flat basketballs	Set up CD Inflate basketballs
5 minutes	<u>Transition to Gymnasium</u> Walk quietly and sit evenly spaced on the small green circle <u>INTRO. TO LESSON</u> 1) Behavior Expectations -keep bodies and equipment in control -tied shoe laces -Discipline Program – 3 strikes and then sit out 2) Intro. To unit Allow students to name favorite basketball team/player. Basketball Unit, learn skills of dribble, bounce pass, chest pass, and set shot.		Walk Sit evenly spaced Listen to my directions Tied shoe laces	Run Sit bunched together Students talking Loose shoelaces	“Please walk” “Spread out evenly” “Please listen” “Make sure your shoelaces are tied”
15 minutes	3) Outline Lesson WU- Bulldozers and Excavators Static Stretching Skill-Dribble CA-Obstacle Dribble <u>WARM-UP</u> 1. D/E Bulldozers and Excavators Class divides into two		Keep body in control by staying on feet Stay inside of boundaries		

	<p>groups. One group is the bulldozers and knocks down cones with their hands. The other group is the excavators and picks the cones up with their hands. After a student has knocked over or picked up a cone they must move to another area of the play space. Switch bulldozers and excavators every minute. Students travel in different locomotor patterns instructed by the teacher (gallop, hop, slide, etc...)</p> <p>2. Transition to Bulldozers and Excavators Students stand back to back with partner, one partner raises hand, the students who raised hand stand on black line by the stage (the bulldozers), while the students who didn't raise hand stand on black line near the kitchen (the excavators).</p> <p>3. Do Bulldozers and Excavators Teacher circulates and gives individual feedback</p> <p>Start upon the start of the music</p>		<p>Knock down/pick up cones using the hands</p> <p>Listen to what locomotor pattern the teacher instructs you to do</p> <p>Walk to appropriate side of the gymnasium</p> <p>Start activity when the music starts</p> <p>Spread out arms to stay a safe distance from one another</p> <p>Keep body in control by staying on feet</p> <p>Stay inside of boundaries</p> <p>Knock down/pick up cones using the hands</p>	<p>Students talking to each other</p> <p>Students blurting</p> <p>Run</p> <p>Start the activity before the music starts</p> <p>Bunched together</p> <p>Fall down</p> <p>Wander outside of the boundary lines</p> <p>Kick cones</p>	<p>“Please focus”</p> <p>“Raise your hand”</p> <p>“Please walk”</p> <p>“Wait for the music to start “</p> <p>“Find your own space”</p> <p>“Slow down and keep your body in control”</p> <p>“Please watch where you are going”</p> <p>“Touch the cones with your hands” (use</p>
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	<p>Re-start game every minute and switch the roles of the bulldozers and excavators</p> <p>Give group feedback when re-starting the game</p> <p>4. Transition to large green circle</p> <ul style="list-style-type: none"> - Bulldozers put away equipment and walk to large green circle and sit crisscross evenly spaced - Excavators walk to large green circle and sit crisscross <p>5. D/E Static Stretching Follow teachers lead and copy what stretch she is doing. Hold for 12-15 seconds. Use good form and only stretch in comfort level</p> <p>6. Do Static Stretching Figure Fours Quad Stretch Arm Stretch Wrist rolls</p>		<p>Listen to what locomotor pattern the teacher instructs you to do</p> <p>Walk</p> <p>Sit w/ legs crossed</p> <p>Follow teacher's lead</p> <p>Hold stretch for 12-15 seconds</p> <p>Use good form</p> <p>Stretch in comfort level</p> <p>Follow teacher's lead</p> <p>Hold stretch for 12-15 seconds</p> <p>Use good form</p> <p>Stretch in comfort level</p>	<p>Do wrong locomotor movement</p> <p>Run and slide into circle</p> <p>Lay down on floor</p> <p>Students do wrong stretch</p> <p>Hold stretch for just a few seconds</p> <p>Poor form</p> <p>Students hurt themselves</p>	<p>discernment w/ giving a strike to student)</p> <p>“What locomotor movement should you be doing?”</p> <p>“Please sit down properly again”</p> <p>“Please sit with legs crossed to show me you are ready to listen”</p> <p>“Follow my lead”</p> <p>“Hold the stretch for 12-15 seconds”</p> <p>“Look at me if you are not sure how to do the stretch”</p> <p>“Only stretch in comfort level”</p>
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<p>20 minutes</p>	<p>7. Transition to Closure to WU Scoot to small green circle and sit evenly spaced</p> <p>8. Closure to WU</p> <p>-Who remembers what muscular strength is?</p> <p>-What movement/s did you do in the WU that involved muscular strength?</p> <p>-Why does the frog jump involve muscular strength?</p> <p>-What are some ways you kept your body in control?</p> <p>-What body parts did you stretch?</p> <p><u>CORE</u> 1.D/E Basketball Dribble</p> <p>Teacher demo(watch what my hands do)</p> <p>Teacher reviews critical elements</p> <p>2. D/E Practice Activity I</p>		<p>Lifting own body weight</p> <p>Frog leap, hop on one leg</p> <p>Used body to lift it off the ground</p> <p>Didn't fall on the ground</p> <p>Legs, arms, wrists, back</p> <p>Fingers spread wide</p> <p>Contact w/ all five finger pads</p> <p>Push down w/ finger pads</p> <p>Receive ball w/ finger pads Keep head and eyes up</p> <p>Fingers spread wide</p> <p>Contact w/ all five finger pads</p>	<p>Student don't know answers</p> <p>Students talking to each other</p>	<p>Help students by giving verbal cues or a visual demonstration</p> <p>"Please listen"</p>
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	<p>-Basic dribble in open space: whistle freeze-look up, right & left, crossover Students find their own space and dribble and walking speed, when teacher blows whistle students freeze and look up. Alternate between right and left hand, and cross over.</p> <p>3. Transition to Practice -1/2 of students at a time get basketball from bucket and move to open space -dribble while waiting</p> <p>4.Do Practice Activity I -teacher circulates and gives individual feedback -blow whistle to switch type of dribble -give group feedback when switching dribble</p> <p>5. Stop Activity -students stop activity and hold basketball with two hands at stomach</p> <p>6.D/E Practice Activity II -Partner Dribble, one partner dribbles while the other partner gives feedback, look to see if partner is dribbling with their finger pads, dribble</p>		<p>Push down w/ finger pads</p> <p>Receive ball w/ finger pads Keep head and eyes up</p> <p>Move quickly and quietly</p> <p>Find own space</p> <p>Fingers spread wide</p> <p>Contact w/ all five finger pads</p> <p>Push down w/ finger pads</p> <p>Receive ball w/ finger pads</p> <p>Keep head and eyes up</p> <p>Hold ball with two hands at stomach</p> <p>Keep body and equipment in control</p> <p>Give partner feedback on use of finger pads</p> <p>Switch partners on my</p>	<p>Too much noise</p> <p>Bunched together</p> <p>Balled up hands</p> <p>Contact with fingertips</p> <p>Punch ball</p> <p>Catch ball</p> <p>Eyes down</p> <p>Play with ball</p>	<p>“Quiet please”</p> <p>“Find own space”</p> <p>“Spread your fingers”</p> <p>“Contact w/ finger pads”</p> <p>“Push down gently”</p> <p>“Receive with finger pads”</p> <p>“Try to keep your head up”</p> <p>“Keep body and equipment in control”</p>
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	<p>waist height. Switch partners after each time observing for different critical element</p> <p>7. Transition to Practice -students stand back to back w/ partner and walk to own space</p> <p>8. Do Practice Activity II Start upon command from instructor</p> <p>Teacher circulates and gives feedback to observer</p> <p>9. Transition to next Activity -stop practice activity and have students hold ball with two hands at stomach and sit down</p>		<p>command</p> <p>Move quickly and quietly</p> <p>Find own space</p> <p>Fingers spread wide</p> <p>Contact w/ all five finger pads</p> <p>Push down w/ finger pads</p> <p>Receive ball w/ finger pads</p> <p>Keep head and eyes up</p> <p>Give partner feedback on use of finger pads</p> <p>Keep body and equipment in control</p> <p>Switch partners on my command</p> <p>Hold basketball at stomach with two hands</p>	<p>Too much noise</p> <p>Bunched together</p> <p>Balled up hands</p> <p>Contact with fingertips</p> <p>Punch ball</p> <p>Catch ball</p> <p>Eyes down</p> <p>Don't watch partner dribble</p> <p>Fall down</p> <p>Switch on own</p> <p>Play with basketball</p>	<p>"Quiet please"</p> <p>"Find own space"</p> <p>"Spread your fingers"</p> <p>"Contact w/ finger pads"</p> <p>"Push down gently"</p> <p>"Receive with finger pads"</p> <p>"Try to keep your head up"</p> <p>"Please observe your partner"</p> <p>"Stay in control"</p> <p>"Please switch when I tell you to switch"</p> <p>"Please place the basketball behind you"</p>
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	<p>10.D/E Practice Activity III Red Light Green Light -teacher is the light and students dribble towards the black line near the windows when the teacher says green light, freeze when teacher says red light stop and do stationary dribble, if ball gets away, student must take 3 steps back</p>		<p>Green go</p> <p>Red stop and do stationary dribble</p> <p>Keep body and equipment in control</p> <p>If ball gets away take 3 steps back</p> <p>Fingers spread wide</p> <p>Contact w/ all five finger pads</p> <p>Push down w/ finger pads</p> <p>Receive ball w/ finger pads</p> <p>Keep head and eyes up</p> <p>Move quickly and quietly</p>	<p>Students move slow</p>	<p>“Please walk to the black line”</p>
<p>9. Transition to Activity -students line up on black line near the radio evenly spaced</p>	<p>11. Do activity III -start upon command from instructor</p> <p>-teacher acts as “light” and calls out the commands (dribble backwards, crossover dribble, dribble with right/left hand)</p> <p>-give group feedback between rounds</p>		<p>Fingers spread wide</p> <p>Contact w/ all five finger pads</p> <p>Push down w/ finger pads</p> <p>Receive ball w/ finger pads</p> <p>Keep head and eyes up</p> <p>Green go</p> <p>Red stop and do</p>	<p>Fingers closed</p> <p>Palm the ball</p> <p>Push down w/ fingertips</p> <p>Receive ball w/ fingertips</p> <p>Look down</p> <p>Students don’t move</p> <p>Students hold basketball</p>	<p>“Spread out your fingers” “Use the finger pads”</p> <p>“Push down w/ finger pads” “Receive w/ finger pads”</p> <p>“Keep head up”</p> <p>“Green means move”</p> <p>“Dribble”</p>

<p>15 minutes</p>	<p>12. Transition to CA -Students stand back to back with partner they work well with. 1 partner puts away ball and becomes statue, stands in own space inside the boundaries, the student with the basketball moves to own space and all students sit down</p> <p><u>CLOSING ACTIVITY</u> 1.D/E Obstacle Dribble ½ of students dribble around the other ½ of students who stand still in one spot as statues. Next phase: the statues can use their arms to try to safely tag the dribblers. Next phase: statues can use pivot foot to move around and safely tag dribblers. Dribblers and statues take turns doing each role during each phase. If a student holds the ball or dribbles out of bounce they must do 10 jumping jacks to restart</p>		<p>stationary dribble</p> <p>Keep body and equipment in control</p> <p>If ball gets away, take 3 steps back</p> <p>Stand back to back w/ partner</p> <p>Place ball in bucket</p> <p>Walk to own space</p> <p>Hold basketball in lap</p> <p>Body and equipment in control</p> <p>Statues stand still</p> <p>Dribblers dribble around them</p> <p>Use safe tag</p> <p>Pivot on one foot</p> <p>Stay inside boundaries</p> <p>If ball is held or dribbled out of bounds you must do 10 jumping jacks to restart</p>	<p>Fall down</p> <p>Can't find a partner</p> <p>Throw ball</p> <p>Run</p> <p>Play with basketball</p> <p>Students talking</p>	<p>"Stay in control"</p> <p>"Find a partner quickly"</p> <p>"Please re-place the ball in the bucket"</p> <p>"Walk please"</p> <p>"Please place the basketball behind you"</p> <p>"Please focus"</p>
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	<p>3.Do CA -teacher starts activity</p> <p>-teacher circulates and gives individual feedback</p> <p>-switch roles of dribblers and statues roughly every minute</p> <p>-switch phase of statues after each student has been a dribbler and statue</p> <p>-when switching to the pivot phase, have students practice the pivot before re-starting the activity</p> <p>-give group feedback</p> <p>4.Transition to Closing Discussion -students place basketballs in buckets and walk to small green circle and sit evenly spaced</p>		<p>Remember the critical elements</p> <p>Body and equipment in control</p> <p>Statues stand still</p> <p>Dribblers dribble around them</p> <p>Use safe tag</p> <p>Pivot on one foot</p> <p>Stay inside boundaries</p> <p>Remember the critical elements</p> <p>Walk</p> <p>Place ball in bucket</p>	<p>Students lose control of ball</p> <p>Statues move</p> <p>Students dribble into statue</p> <p>Slap other students</p> <p>Step w/ both feet</p> <p>Dribble into wall</p> <p>Dribble incorrectly</p> <p>Run</p> <p>Throw ball</p>	<p>“Slow down”</p> <p>“Stand in one spot”</p> <p>“Watch where you are going”</p> <p>“Use gentle safe tag”</p> <p>“Pivot on one foot”</p> <p>“Keep your head up”</p> <p>“Try to do each critical element correctly”</p> <p>“Walk please”</p> <p>“Pick up the ball and place it into the bucket correctly”</p>
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4 minutes	<p><u>CLOSING DISCUSSION</u></p> <p>1. Describe what your fingers should look like when dribbling</p> <p>2. Which part of the hand do you use to dribble?</p> <p>3. How high should the ball bounce when you dribble?</p> <p>4. Why is it important to keep your eyes and head up when dribbling?</p> <p>5. Address how learning to dribble helps with keeping body and equipment in control</p> <p>-give skill and behavior feedback</p>		<p>Spread fingers wide</p> <p>Finger pads</p> <p>Waist height</p> <p>Don't bump into others</p> <p>Dribble improves hand-eye coordination</p>	Students don't know answers	Give visual or verbal cues
1 minute	<p><u>Transition to door</u></p> <p>-line leader walks to the black line by the door. Call students by shirt color, etc... to line up at the door</p>		Walk quietly	Students run	"Go to the back of the line"

Safety: set boundary lines a space distance from the wall, remind students to show self-control and keep bodies in control

Modifications for Individual Differences: Challenge the faster students to see how many cones they can knock down/pick up, challenge more skilled students to dribble with non-dominant hand

Accommodations for Special Needs Child: N/A