Teacher(s) Kyle Lees Date: 19 April 2012 Lesson: 7/B # Students: 8-9 Grade Level: 4th # Class Minutes: 40

Unit: Basketball Lesson Focus: Dribbling Equipment: Basketballs, cones

What happened in the last lesson? Students learned how to pass

1. **Learning Objectives**: *Behavior, (Condition), and [Criteria]*. Include state standard(s), number(s), and write out standard(s)

Psychomotor: TSWBAT Dribble a basketball (with proper form) [from sideline to sideline.]  
4.1.1 Demonstrate mature movement patterns in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push,pull) skills

Cognitive: TSWBAT Recognize proper dribbling form (on a written exam) [by getting an 80% or above.]

4.2.1 Describe critical elements of correct movement pattern for all fundamental (basic)movement skills

Affective: TSWBAT Participate in improving your dribbling skills (at home) [without assistance from others.]

4.3.2 Demonstrate regular participation in health-related (healthy lifestyle) activities outside of class.

1. **Teacher Objectives:** What are **your goals** for the lesson?

Instructional: (1) TTWBAT check for students’ understanding (throughout the lesson) [after every drill.]

Management: (1) TTWBAT manage the class and equipment (throughout the lesson) [without any behavioral issues.]

1. **Safety** Considerations: Manage drills far away from walls, make sure students’ shoes are tied, make sure students have enough space so there are no collisions, make sure students throw balls when their partners are looking.
2. **Special Needs** Modifications: None that I am aware of.
3. **Resources** (2+):

**1)** "Basketball Cues." *PE Central Cues View*. Web. 15 Apr. 2012. <http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=68>.

**2)**Graham, George, Shirley Ann. Holt/Hale, and Melissa Parker. *Children Moving: A Reflective Approach to Teaching Physical Education*. Mountain View, CA: Mayfield Pub., 1993. Print.

3)"Site Search." *Basketball Basics*. Web. 15 Apr. 2012. <http://www.breakthroughbasketball.com/basics/basics.html>.

**4)** [**http://www.davis.k12.ut.us/staff/kfenwick/files/433A60868BC347F5885A0870B50CDC31.pdf**](http://www.davis.k12.ut.us/staff/kfenwick/files/433A60868BC347F5885A0870B50CDC31.pdf)

**This is a lesson plan I found online-I used some of the cues from it.**

**Developmental Analysis**

This is **your content knowledge (CK);** a thorough content analysis for a full unit of instruction – Review Chapters 5, 10, pp. 223-224 Rink 6th Ed

|  |  |  |
| --- | --- | --- |
| **Extension Tasks** | **Refining Tasks (Cues)** | **Application Tasks** |
| Stationary Dribble-left and right hand | 1. Big Hand 2. Yo-Yo 3. Fingertips 4. Waist high 5. Eyes Up | 1. Dribble the ball 10 times on each hand |
| Stationary crossover dribble | 1. FISH   F=Fingertips in contact I=Should bounce the ball waist high S=Side touch ball to opposite hand  H=Head up | 1. Crossover Dribble 10 times |
| Stationary in-between the legs dribble | 1. Big Hand 2. Yo-Yo 3. Fingertips 4. Waist high 5. Eyes Up | 1. Dribble In-between the legs 5 times |
| Dribbling while moving | 1. Big Hand 2. Yo-Yo 3. Fingertips 4. Waist high 5. Eyes Up | 1. Dribble to sideline and back 2. Relay game |
| Dribbling while moving crossover | 1. FISH   F=Fingertips in contact I=Should bounce the ball waist high S=Side touch ball to opposite hand  H=Head up | 1. Dribble to sideline and back 2. Relay game |
| Dribbling while moving in-between the legs | 1. Big Hand 2. Yo-Yo 3. Fingertips 4. Waist high 5. Eyes Up | 1. Dribble to sideline and back 2. Relay game |

**The Instructional Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planned Progression of Tasks built from DA:** this is a narration of your planned lesson | **Anticipated Time** for each task **in minutes**  :30, 1:00, 1:30, 2:00, etc. | How you will **Communicate the Task**  Include **Instructional Cues** from your DA  E.g., teacher demonstration, teacher explanation, student demonstration, electronic media, illustrations, etc. | **Organization**  See Rink, p. 50  Brief description and must **include a diagram** (this can be free hand or electronic) How are you arranging people, space, time, and equipment? | **Goal Orientation**  What is the **Goal** of this task? What are you working towards on each task? What is the purpose of this task in terms of meeting your learning objective(s)? |
| **Instant Activity:** Hey class! How is everyone doing today? Can everyone grab a basketball? We are going to be playing a quick game that will tell me how well you guys can dribble. The object of the game is really easy; all you have to do is knock each other’s balls away from one another. You must dribble your basketball though while you try to knock the other balls away. Once your ball is knocked away, you will come to the sideline and practice your dribbling while others continue the game. Once the number get smaller, we will decrease the playing field size, and once two are remaining, they must be in the free throw circle. Any questions? Ready, go! | 5:00 | Teacher explanation  Student participation | T  X X  X X  X X  X X  For this game, the students are scattered throughout the floor and I will be walking around observing their form! | The goal of the instant activity is to have the students play a dribbling game, but I am looking for if they have the basic fundamentals of dribbling. This could dictate the pace of the class today. |
| **Set Induction:** Freeze! Can everyone gather in the circle? Did you guys have fun playing the game? As you might have noticed, we will be practicing our dribbling skills today. Do you remember the game we went over last week? Well, at the end of the period, we will combine our passing and dribbling skills and we’ll be able to play a relay game! I will then give them basic dribbling rules, such as double dribbling. Make sure you do not dribble the ball while I or your classmates are talking or demonstrating. Are you guys ready? Okay, let’s go! | 2:00 |  | T  X X  X X  X X X X X  I will have the students huddle up around me so that everyone can hear. This is also the best way to make sure all the students can see me and I can see all the students. | The goal of the set induction is to let the students know what they will be working on today and what is expected out of them. |
| **Content Development:**  (I) Freeze! Can everyone grab a basketball and line up on the sideline? No dribbling until I tell you to. The key to dribbling is to imagine that the ball is a Yo-Yo. You will make your hand into a big hand and use your fingertips to bounce the ball. In order to control the ball, make sure you keep the ball below your waist. Try to keep your head up! During the dribbling, I will be holding a number up and you will have to tell me what number I have. This is to make sure that you are looking up and not at the ball. I am going to demonstrate right now. Are there any questions? Okay, let’s dribble with our right hands only. Ready go!  (R) Freeze! I noticed a lot of you were dribbling the ball with your palm and not your fingertips. I will find someone who has good form and have him or her demonstrate to the class. Okay, let’s try it again. Continue to dribble! (Repeat) Freeze! Now we are going to dribble with our left hand! It’s the same form, but with the other hand. I will demonstrate. Any questions? Ready, go! (A) Freeze! Now we are going to dribble the ball with the right hand 10 times in a row and the left hand 10 times in a row. Remember to keep your head up and I will be holding up numbers to make sure you are! Any questions? Ready, go! (E) Freeze! Hold the balls! Now we are going to work on our crossover dribble. For this, think of the acronym FISH. F stands for fingertips, I stands for I keep the ball below my waist, S stands for side touch the ball to opposite hand, and H stands for head up. As you can imagine, the crossover dribble looks like a fish swimming in water. I am going to demonstrate now. Any questions? Crossover dribble, ready, go! (R) Freeze! Remember to use your fingertips not your palms. I will find somebody who has good form and have him or her demonstrate. Let’s try it again! Ready, go! (A) Freeze! Now I want you to crossover dribble 10 times in a row. I’m going to hold up numbers again to make sure you are looking up. Any questions? Ready, go! (E) Freeze! Now this one is just for fun, but it’s quite challenging so we will see how you do! It’s called the in-between the legs dribble. The key is to have the same form as the regular dribble, but you’re going to dribble between your legs and catch the ball and bring it back while maintaining the dribble. I will demonstrate. Any questions? It’s going to be hard, try your best and have fun! Ready go! (R) Freeze! Remember to try to keep your head up if you can! I know it’s hard! I will have someone demonstrate if they are able. If not, I will demonstrate again. Let’s try it again! Ready, go! (A) Freeze! Let’s try to go in between the legs 5 times in a row. Try to use proper form if you can! Ready, go! (E) Freeze! Now we’re going to try dribbling while moving. It’s the same concept, but you want to move while keeping the ball below your waist. It takes practice! I will demonstrate. We will dribble while moving to the cones with our right hands and will wait there and then come back dribbling with our left hands on my signal. Any questions? Ready, go! (R) Freeze! Remember to keep your head up and dribble below your waist. I will have someone who had good form demonstrate for the class. Let’s go down and back again. Ready, go! (E) Now we are going to dribble while moving using the crossover dribble. Are there any questions on the form? This one is going to be tricky but you have to keep the ball in front of your body. I will demonstrate. We will go to the cone, wait there and come back on my signal. Any questions? Ready, go! (R) Freeze! Remember the acronym FISH! Let’s do it again! Ready, go! (E) Now, we will try to dribble in between our legs while moving. To do this, you will take 3 dribbles, dribble in between the legs and continue to the cone. It’s going to be very difficult, but let’s see if anyone can do it! I will demonstrate. Any questions? Ready, go! (R) Freeze! You guys almost have it! Let’s try it one more time! Just remember to put the ball between your legs. I will have someone demonstrate if they can. Go to the cone and back again. Ready, go! (A) Freeze! Can I get two even lines facing me on the sideline? I am going to assess your regular dribbling form, right and left hand, while you dribble to the sideline. Two people will be going at once and I will be looking for proper form. When you go down the first time, you will dribble with your right hand. On the way back you will dribble with your left hand. Any questions? Remember to use good form! First group, ready, go! **Psychomotor Asessment** (A) Ok, now I have a little quiz for you guys to take on the proper dribbling form we learned today. It’s going to be 5 true/false questions. No cheating. Do the best you can! **Cognitive Assessment** (A) Freeze! Now its time to play the game that we were going to play last week but didn’t have time. Do you remember the passes we worked on last week? This game is a relay race. We will split the group into two groups of four. The outside group of cones is for the first group and the inside group of cones are for the second group. One person will be at each cone for the inside group while two people will be at two cones that I indicate. There will be one ball for each group. The inside group will pass the ball whichever type I indicate to one person at a time in a square. The person on the top left cone on the inside will keep track how many time he/she caught the ball. For the outside group, the cones are also set up in a square figure. The first person will dribble around the second cone and stop at the third cone and pass it to the other partner at the last cone. The person who passed it will continue to run to the end of the line while the person who caught he ball goes around the second cone then stops at the third cone (opposite direction that the first person went). Then he/she will pass it to the person at the last cone. I will indicate what type of dribble to do. The relay race will stop when everyone in the outside group ends where they started. That means, everyone will run and pass twice. If the inside groups passes the ball ten times around before the outside group finishes, the outside group has to do ten pushups. If the inside group completes nine or less rotations, they have to do ten pushups! The first pass that everyone will do is the chest pass! You will be dribbling with your left or right hand, whichever your prefer. I will demonstrate! Any questions? Ready, Go!  (A) Relay game with Bounce pass and crossover dribble.  (A) Relay game with overhead pass and in between the leg dribble  Label each task I, R, E, A | 1:00  1:00  2:00  1:00  1:00  2:00  1:00  1:00  2:00  2:00  1:00  2:00  1:00  2:00  1:00  3:00  2:00  2:00  2:00  2:00 | Teacher Explanation  Teacher Demonstration  Student Demonstration  Student Participation  Learning Cues   1. Big Hand 2. Yo-Yo 3. Fingertips 4. Waist high 5. Eyes Up   6) FISH  F=Fingertips in contact I=Should bounce the ball waist high S=Side touch ball to opposite hand  H=Head up | 1) X X X X X X X X  T  This is where the students will be practicing their dribbling form. I am in front of the students observing their form.  X X X X X X X X  C C    T  This is when the students are dribbling while moving. They will dribble to the cone and back to practice their form. I will be walking around looking for good form!  3)  X X  X X  X X  X X  \_\_\_\_\_\_\_\_\_Sideline\_\_\_\_  T  Here is what the Psychomotor assessment looks like. I will be watching for proper form and assessing them on my assessment sheet.  4)  T  CXX CXX  XC XC        XC XC  C C    This is what the relay race set up looks like. There is an outside group and an inside group. | Briefly describe  Link to learning objective P, C, or A  (P) The psychomotor assessment is designed to see if the students have proper dribbling form while moving with their left and right hand. The will go two at a time and I will be looking for certain cues (See assessment below for cues). I will check off if the students use proper form. They will go to the sideline using their right hand, then back to the original sideline using their left hand. I will give them the signal for when to go. This will be done as a video assessment.  (C) The cognitive assessment is designed to test the student knowledge of the form of all the dribbles we did today. There will be five true/false questions that they will answer. See quiz below. |
| **Assessment:** Insert wherever any assessment occurs; formal or informal |  |  |  | Type? Link to learning objective P, C, or A |
| **Closure:** Freeze! Great job today! I have an assessment for everyone to fill out. I want everyone to think of ways you can practice your dribbling form at home by yourself! If you want to be a better dribbler, you have to practice, especially for the in-between the leg dribble! I want everyone to write three ways you can practice outside of school! I will give you one example, in front of your mirror! When you are finished, turn in your assessment and you can head to the door! Ready, go!  *Feedback, CFU, Q&A,*  *Announcements, etc.* | 1:00 | Teacher Explanation  Student Participation |  | (A) The affective assessment is used to see if the students know of ways they can work on their dribbling form at outside of school. The assessment asks them to write down three ways that they can improve their form outside of school on their own. See attached assessment. |

Psychomotor Assessment

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_

**Right Hand:**

Head Up\_\_\_\_

Finger Tips\_\_\_\_

Waist High\_\_\_\_

1 < botched dribbles\_\_\_\_

Total:\_\_\_\_/4

**Left Hand:**

Head Up\_\_\_\_

Finger Tips\_\_\_\_

Waist High\_\_\_\_

1 < botched dribbles\_\_\_\_

Total:\_\_\_\_/4

Grand Total:\_\_\_\_/ 8

7-8= Great 4-6= Average >4= Needs Improvement

Cognitive Assessment:

Student Name\_\_\_\_\_\_\_\_\_\_\_\_

Dribbling Quiz!

True/False. Please **CIRCLE T OR F.** There are five questions, please answer all questions.

1) **T / F** When dribbling, it is important to keep your head down so you can watch the ball.

2) **T / F** When doing the crossover dribble, remember FISH.

3) **T / F** The same form is used for your left and right hand during normal dribbling.

4) **T / F** It is important to dribble the ball above your waist.

5) **T / F** When dribbling, you can dribble, stop dribbling, then dribble again.

Affective Assessment

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list 3 ways you can practice dribbling outside of school on your own.

1)

2)

3)