

Teacher: Clark Kuhn Subject: Practical Living (P.E./Health/Career/Consumerism) Week: August 9-11th Topic: Rules, procedures, making friends, back to school, movement, football (throwing)

Name: Clark Kuhn Subject: PE Date: Week of 1.10.22 to 1.28.22 PE, SEL, Career, & Health Topics: Topics: Basketball, finance career, stress, self management

<p>K-5th Lesson plans</p>	<p><u>Standards and "I can"</u> <u>statements: K-5th</u></p> <p>Kindergarten: Health: I can identify the benefits of healthy peer and family relationships. K.1.7. P.E: I can explore manipulative skills with a variety of objects including a basketball. K.1.MS1</p> <p>1st Health: I can identify people who can help when someone is injured or suddenly ill. 1.1.8. P.E.: I can explore manipulative skills with a variety of objects including a basketball. 1.1.MS1</p> <p>2nd Health: I can explain why inappropriate touches should be reported to a trusted adult. 2.1.7. P.E. I can explore manipulative skills with a variety of objects including a basketball. 2.1.MS1</p> <p>3rd Health: I can list</p>	<p><u>Vocabulary:</u> warm up, cool down, dynamic stretching, warm-up, dynamic stretching, basketball, dribbling, passing, shooting, healthy relationships, injured, ill, smoking, inappropriate touches, germs, career, stress, self management</p>	<p>Mini lesson: Greet students and the door and then students will walk to their assigned spot on the gym floor. Slides: I will go through the first few slides reviewing expectations, rewards, and consequences as needed. I will give the students a basic overview of the class and go over learning targets.</p> <p>Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will run 3 laps as a warm up. 4 laps beginning in March.</p> <p>Daily Warm-ups #2: Monday: (Dynamic) K-5th:</p> <p>X Monday: (Dynamic 3) K-5th: https://www.youtube.com/watch?v=lr34-w0WvkeuG0</p> <p>X Tues: (Choice) K-5th: https://www.youtube.com/watch?v=WAKxx0UjiiQ</p> <p>X Wed: (Dynamic) K-2nd: https://www.youtube.com/watch?v=SbFgQarDM50</p> <p>X Wed: (Choice) 3rd-5th: https://www.youtube.com/watch?v=Ya2w9YIevo</p> <p>X Thursday: (Dynamic & Static) K-2nd: https://www.youtube.com/watch?v=GIN4dDm7aJs</p> <p>X Thurs. (Dynamic & Static) 3rd-5th: https://www.youtube.com/watch?v=QC2MloaVTpM</p> <p>X Fri. (Dynamic) K-5th: https://www.youtube.com/watch?v=EYDDrTJ6TtQ</p> <p>K-5th M & Tu: Physical Education Concepts</p> <p>Monday: T-Ball Read Aloud (K-2) https://www.youtube.com/watch?v=qegSuHrV2Xs</p> <p>Monday: (Tchoukball) (3-5) https://www.youtube.com/watch?v=LW3QjJbH9Uo</p> <p>Tuesday: (K-2) https://www.youtube.com/watch?v=dhpCdqOtujo</p> <p>Tuesday: (3-5) https://www.youtube.com/watch?v=dhpCdqOtujo</p>	<p>Weekly Assessment: X Observation X Participation X Oral responses - Self-Evaluation ORQ X Whole Class - Small Group X Individual X Product (drawing, written response)</p> <p>Formative and Summative Assessments X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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	<p>examples of dangerous or risky behaviors that might lead to injuries. 3.1.7. P.E.: I can demonstrate manipulative skills using a variety of objects (basketball) with a partner. 3.1.MS1</p> <p>4th Health: I can describe ways to prevent the spread of germs that cause infectious disease. 4.1.7. P.E.: I can apply manipulative skills using a variety of objects (basketball) with a partner. 4.1.MS1</p> <p>5th Health: I can explain that tobacco use is an addiction that can be treated. 5.1.7. P.E.: I can apply manipulative skills in a game-like situation using a variety of objects (basketball) with a partner. 5.1.MS1</p>	<p><u>K-5th Wednesday: Health Concepts</u></p> <p>K (Healthy Peer or Family Relationships) https://jr.brainpop.com/health/feelings/friends/</p> <p>1 (Identify people to help if injured) https://jr.brainpop.com/health/besafe/safetysigns/</p> <p>2 (Inappropriate Touches) https://www.youtube.com/watch?v=zNTUMKSNwk</p> <p>3 (Dangerous or Risky Behaviors) https://www.brainpop.com/health/personalhealth/bicyclesafety/movie</p> <p>4 (Prevent Spread of Germs) https://www.brainpop.com/socialstudies/news/howsoapworks/movie</p> <p>5 (Tobacco, How Treated, Addiction) https://www.brainpop.com/health/personalhealth/smoking/movie</p> <p><u>K-5th Thursday & Friday: Career & SEL (Social Emotional Learning) Concepts</u></p> <p>Primary: Banker: <u>https://www.youtube.com/watch?v=S90pcbG6gsc</u></p> <p>Intermediate: Finance https://www.youtube.com/watch?v=73RlaIb8dNk&list=PLwaY7Ha3f</p>	
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[P K1ehOYELehG16aKVZWwOcj&index=7](https://www.youtube.com/watch?v=w7pttlgXgdM)

SEL (Fri.)

X Primary: (Self Management) Managing Stress
<https://www.youtube.com/watch?v=w7pttlgXgdM>

X Intermediate: (Self Management) Managing Stress
<https://www.youtube.com/watch?v=k8FiAxAgqYE&t=229s>

PE Activities (K-2)

K-2nd Activity:

Monday: Ball Handling & Dribbling Drills: (SPARK) Dribbling Introduction, pg. 1 & (OPEN) Dribble Fitness, pg. 1-2 & (OPEN) Bubble Breakers, pg. 1-2. (OPEN) Bounce and Catch 1-2

Tuesday: Dribbling Review and Passing Drills: (OPEN) 7 Dribbles, pg. 1-2 & (SPARK) Dribbling Introduction, pg 1. (DRILL) Introduce 3 types of passes, chest, bounce, and etc. (OPEN) Wall Passing, pg. 1-2

Wednesday: Dribble/Passing Review and Basketball Shooting Drill: (OPEN) Driver's Test, pg. 1-2 & (SPARK) pg. 9-10 (DRILL) Review: 3 types of passes, chest, bounce, etc. (DRILL) Practice: shooting into a hula hoop.

Thursday: Stations: 1. Basketball shoot at hoop 2. Students will practice passing the basketball back and forth with a peer. 3. Students will practice dribbling around cones and will participate in a dribbling relay.

Friday: Full court, 5x5 basketball. Students will be taught how to throw in the basketball and will practice guarding each other as one person shoots the basketball.

See attached for lessons, questions leveled by DOK, differentiated instruction and assessment/exit slip.

PE Activities (3-5)

3rd-5th Activity:

Monday: Ball Handling & Dribbling Drills: (SPARK) Ball-Handling Drills, pg. 5 Dribbling Drills, pg 7, (OPEN) Dribble Triathlon, pg. 1-2

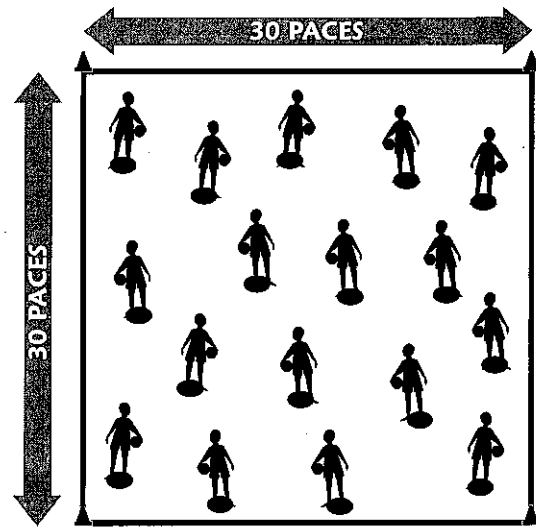


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- 1 8½" playground ball per student
- Music and player

Set

- Create large (30X30 paces) activity area.
- Have students select 1 ball and 1 spot marker.
- Send them to place their spots inside the boundaries.



GO!

1. Dribbling Introduction

- Dribbling is continuously bouncing the ball without catching it. Let's practice dribbling with 1 hand:
- Stand with your back straight, knees slightly bent. To dribble, spread your fingers and push the ball down gently; don't slap at it.
- Can you control the ball with your finger-pads? (*Show.*)
- Dribble low, around waist level.
- If you hear, "Freeze!" stop dribbling and hold the ball with both hands.
- If you hear, "Switch!" dribble with your other hand.
- (*Give students ample time to dribble with both hands, and show they can stop quickly on your signal.*)

2. Challenges – Can you stand on your spot and dribble. . .

- To the R of your spot with your R hand? Count how many times in a row. How high can you count?
- To the L of your spot with your L hand? Count how many times in a row. How high can you count?
- To the R 3-5X, then to the L 3-5X?
- In front of your spot with your R hand 3-5X? Then your L hand 3-5X?
- In front of your spot switching R and L hands? How many times in a row before a miss?

DRIBBLING INTRODUCTION

*SPARK™ IT UP!

* Closing Challenge

(Provide a closing challenge for students who have finished 100 bounces, for example dribble with the other hand; pass back and forth with a partner; dribble the perimeter; etc.)

* Count On Me

Count by 2s while dribbling. (Next time, count by 5s. Finally, count by 10s.)

* Dash and Dribble

When the music starts, walk and dribble with 1 hand anywhere inside our boundaries. When the music stops (or "Go home!"), dribble back to your spot. Continue dribbling there until the music starts again. (Repeat several times, allowing students to move at a fast walk, then a slow jog for advanced learners.)



HOME

Choose different kinds of balls (small, large, bouncy, slightly flat, heavy, etc.) and practice dribbling. Which is the easiest for you to dribble without an error? Which is the most difficult? Then, choose the one you dribble best, then close your eyes and don't peek! Can you dribble when you cannot see the ball? Try it with both hands.

STANDARDS ADDRESSED

• NASPE

#1, 2 Hand dribbles a ball, distinguishes left and right

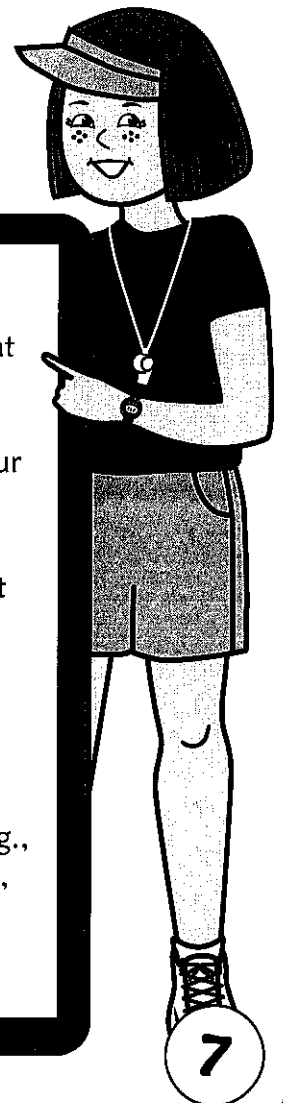
#3, 4 Participates in enjoyable, challenging activities

• #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Hold a ball in 1 hand. Extend that arm straight up; then let the ball drop. Make a muscle pose. The ball should bounce as high as your elbow – if properly inflated.
- Remind students to keep their heads up when dribbling and not to look at the ball.
- During *100 Bounces*, allow more advanced students to dribble between spots.
- Challenge advanced learners to dribble with the correct hand (e.g., when dribbling counterclockwise, dribble with R hand).



BUBBLE BREAKERS

STUDENT TARGETS

- **Skill:** I will dribble a basketball continuously with 1 hand.
- **Cognitive:** I will tell a friend what continuous means.
- **Fitness:** I will actively participate in physical education.
- **Personal & Social Responsibility:** I will follow all directions and use equipment appropriately.

TEACHING CUES

- Drop Straight Down, Catch with Hands
- Dribble with Finger Pads, Waist High

Dribble Relay

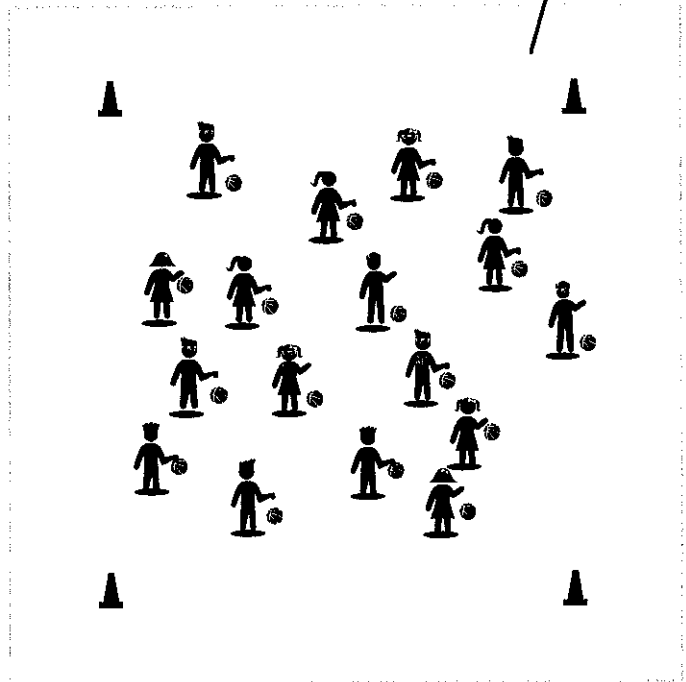
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones
- 1 basketball per student
- 1 poly spot per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Each student to a poly spot with a ball.



Activity Procedures:

1. It's time to be a Bubble Breaker! When I say, "GO!" you'll start by breaking your bubble (the poly spot).
2. Bounce your basketball on your poly spot 3 times, making a good catch after every bounce.
3. After you break your own bubble, move to a different bubble and break it using 3 good bounces. Break as many bubbles as you can before you hear the stop signal.

Grade Level Progression:

K: Dribble the ball with one hand on a spot, attempting the second dribble (contact). Repeat until 3 dribbles are made on each spot.

1st: Carry the ball to a spot; dribble continuously 3 times on the spot to break the bubble, and then move to a new spot.

2nd: Dribble continuously from spot to spot. Dribble 3 times on each spot to break the bubble.



BUBBLE BREAKERS

CHALLENGE PROGRESSIONS

- Alternate dominant and non-dominant hand after each broken bubble.

MODIFICATIONS

- Allow students to break bubbles with only 1 bounce and an attempted catch.

ACADEMIC LANGUAGE

Bounce, Catch, Continuous, Control, Dribble, Drop

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E16.Ka]** Drops a ball and catches it before it bounces twice (Ka).
- **Standard 1 [E17.K-2]** Dribbles a ball with one hand, attempting the second contact (K); Dribbles continuously in self-space using the dominant hand (1); Dribbles in self-space with a preferred hand demonstrating a mature pattern (2a); Dribbles using the dominant hand while walking in general space (2b).
- **Standard 2 [E1.Ka]** Differentiates between movement in personal (self-space) and general space (K1).
- **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 [E1.K-2]** Follows directions in group settings (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF QUESTIONS

- **DOK 1:** What are the cues for dribbling a basketball?
- **DOK 2:** What is dribbling used for in a game of basketball?
- **DOK 1:** What does the word “continuous” mean?
- **DOK 2:** Why is it important to be able to continuously dribble a basketball?
- **DOK 1:** Can you show me personal space using your hands? Can you point to general space?

TEACHING STRATEGY FOCUS

Preview new content: Introducing new content with a preview of its mature form and application helps students access prior knowledge in order to analyze and organize new content. YouTube can be a powerful tool for previewing content with fun skill performances that will get students excited about learning. Try this video as an example: <http://youtu.be/JA00B7WVWFs>


DRIBBLE FITNESS
STUDENT TARGETS

- 🏀 **Skill:** I will make at least 2 dribbles in a row.
- 🏀 **Cognitive:** I will describe what happens to my heart when I exercise.
- 🏀 **Fitness:** I will actively participate in order to make my heart beat faster.
- 🏀 **Personal & Social Responsibility:** I will practice dribbling skills without any reminders from the teacher.

TEACHING CUES

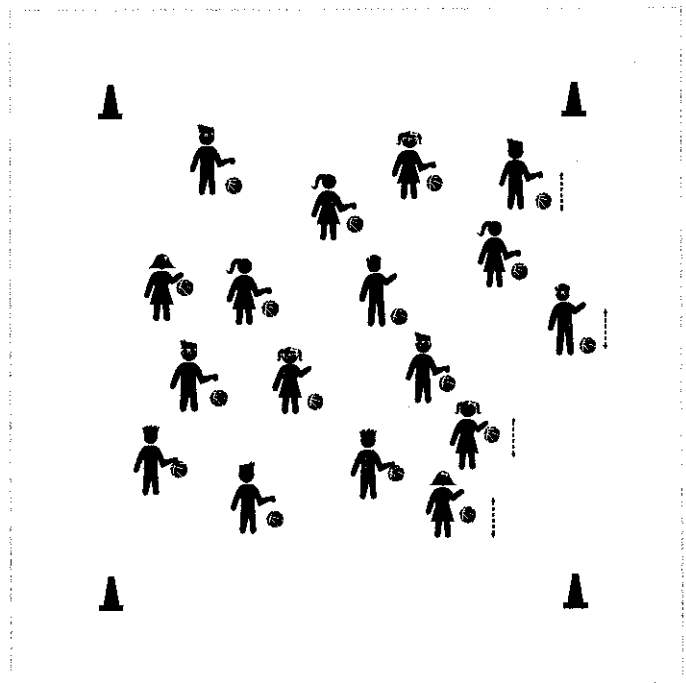
- 🏀 Dribble with Finger Pads
- 🏀 Waist High

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. Great basketball players have great fitness levels. Let's work on our dribbling skills and fitness.
2. When I say, "GO!" count how many times you can dribble the ball.
3. When you make a mistake, complete 1 mini-jump for each dribble that you made (e.g., 4 dribbles in a row = 4 mini-jumps).
4. Do mini-jumps by holding the ball in both hands over your head and then making quick 1-inch jumps off of 2 feet.

Grade Level Progression:

- K:** Students begin by counting how many times in a row they can drop and successfully catch balls.
- 1st:** Students count consecutive dribbles in self-space using the dominant hand.
- 2nd:** Students count consecutive dribbles as they walk in general space.



DRIBBLE FITNESS

CHALLENGE PROGRESSIONS

- Add a variety of exercises, working to improve each component of health-related fitness.

MODIFICATIONS

- Students can sit with legs spread apart and use a low-bounce foam ball.

ACADEMIC LANGUAGE

Continuous, Control, Dribble, Fitness, Practice, Prefer

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E16.Ka]** Drops a ball and catches it before it bounces twice.
- **Standard 1 [E17.K-2]** Dribbles a ball with one hand, attempting the second contact (K); Dribbles continuously in self-space using the dominant hand (1); Dribbles in self-space with a preferred hand demonstrating a mature pattern (2a); Dribbles using the dominant hand while walking in general space (2b).
- **Standard 3 [E3.K-2b]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger with exercise/play and physical activity (1); Identifies physical activities that contribute to fitness (2b).
- **Standard 4 [E1.K-2]** Follows directions in group settings (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF QUESTIONS

- **DOK 1:** Can you put your hand over your heart? What does your heart muscle do?
- **DOK 2:** How does physical activity affect your heart?
- **DOK 2:** Why do you think it's important to keep our hearts healthy and strong?
- **DOK 1:** What does following directions mean?
- **DOK 2:** Why is it important to follow directions when using equipment in physical education?
- **DOK 3:** What might happen if someone in our class decided not to follow directions? Explain why you think that might happen.

TEACHING STRATEGY FOCUS

Help students process content: As students participate in Dribble Fitness they can feel their bodies respond to and benefit from physical activity. Use that real experience to help students summarize and elaborate on what is happening as they work to improve their fitness. Then, extend their thinking beyond this lesson into other fitness and wellness concepts.

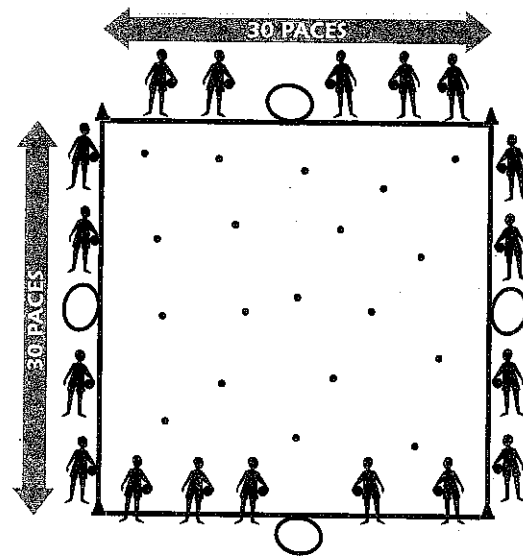


Ready

- 4 cones (for boundaries)
- 4 hoops
- 1 8½" playground ball per student
- 1 fluffball per student
- Music and player

Set

- Create large (30X30 paces) activity area.
- Place 1 hoop (tree) on each sideline.
- Scatter fluffballs (acorns) within area.
- Send students to select 1 ball each, then scatter along the perimeter.



GO!

1. The object of *Squirrels and Acorns* is for our entire class of “squirrels” to gather all the “acorns” (fluffballs) and place them in our “trees” (hoops).
2. When you hear the music, dribble your ball with 1 hand to an acorn. Keep dribbling while you reach down with the other hand to pick up the acorn.
3. Dribble to a tree (hoop) and set the acorn inside.
4. We'll play until all the acorns are in trees.
5. Before we begin, what do we need to do to play this game safely? (*Keep our heads up and watch for others, look before we turn and move, only dribble as quickly as we can maintain control of the ball, etc.*)
6. (*After 1-2 safe rounds, time how long it takes the class to finish; then scatter acorns and play again.*) It took us _____ minutes to gather all the acorns. Let's see if we can reduce our time!
7. (*Next trial.*) Count how many acorns you gather this time.
8. **Wrap It Up**
 - Where should your eyes be looking while you move and dribble?
 - Who can tell us what the R in SPARK stands for? (*Reduce TV and media time.*)
 - It's fun to watch sports on TV or play sport video games, but limit the time you sit and watch **others** play, and be more active **yourself!**

★ Squirrel Buddies

(Pair students; have each pair place 1 hoop outside the perimeter.) When the music starts, you and your partner begin dribbling and collecting acorns, 1 acorn at a time, 1 per person, to set in your tree (hoop). You may not take acorns from others' trees. (Once finished, scatter acorns and play again.)

★ Dribble Keep Away

(Distribute 1 ball per student.) When the music starts, dribble with 1 hand and use the other hand to tap someone else's ball away. If your ball goes out of bounds, run after it and rejoin the game. (Cue students to keep their heads up and not look at their own ball; keep their bodies between their ball and others; and dribble lower than their waists).



ACADEMIC

Science

Here's a nutty idea! I'll wrap some acorns in moist paper towels and place them inside a sealed plastic bag. We'll tape the bag onto a window in our classroom so the sun can do its magic. Everyone will help me keep the towels moist. Let's see if our acorns sprout! If they do, we'll plant them outside and play *Squirrels and Acorns* with real acorns in a few years when our oak tree grows.

STANDARDS ADDRESSED

● NASPE

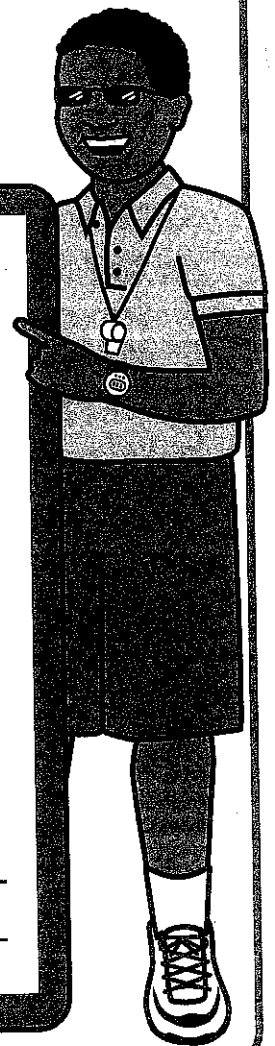
- #1, 2 Spatial awareness, hand dribbles a ball
- #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance
- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

TONY'S TIPS

- Allow students to dribble with 2 hands until they are ready to progress to 1. Allow students to hold their ball while picking up a fluffball if needed.
- Continue to encourage low, controlled dribbling – waist-high or lower – and frequent hand changes.
- Remind students that if they're not looking at their ball, they can watch for others – and acorns!

NOTES



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

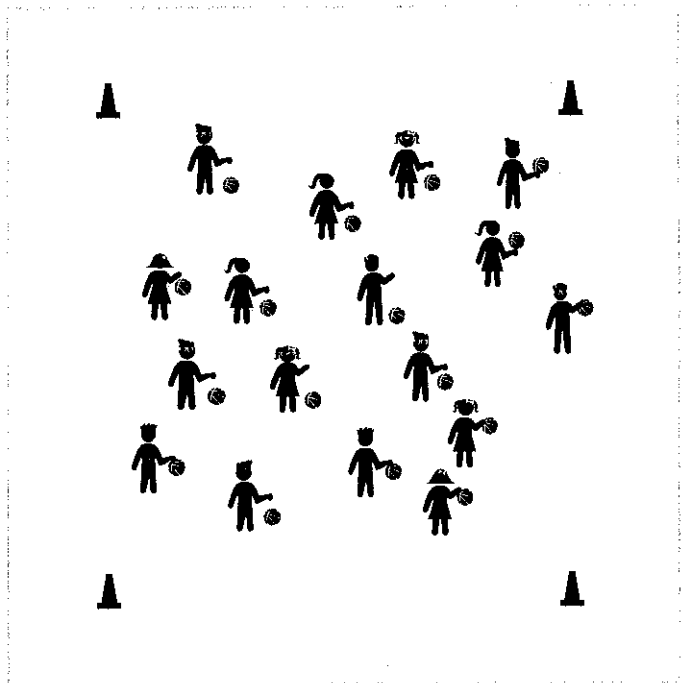
ACTIVITY SET-UP & PROCEDURE

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.



BOUNCE AND CATCH

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.

7 DRIBBLES
STUDENT TARGETS

- 🔸 **Skill:** I will move safely through general space.
- 🔸 **Cognitive:** I will discuss the differences between self-space and general space.
- 🔸 **Fitness:** I will actively engage in class in order to improve my dribbling and movement skills.
- 🔸 **Personal & Social Responsibility:** I will listen to and follow teacher feedback in order to improve my dribbling skills.

TEACHING CUES

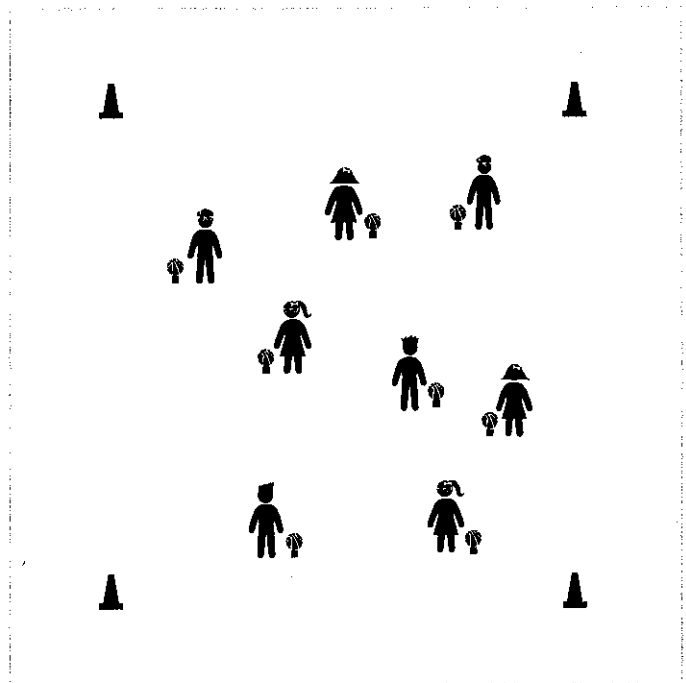
- 🔸 Dribble with Finger Pads, Waist High
- 🔸 Eyes Alert, Make Quick Looks

ACTIVITY SET-UP & PROCEDURE
Equipment:

- 🔸 4 large cones
- 🔸 1 basketball per student
- 🔸 1 bean bag per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter bean bags throughout the activity area.
3. Balance a basketball on top of each bean bag.
4. Each student standing next to a bean bag and ball.


Activity Procedures:

1. It's time to play 7 Dribbles. Each basketball is perfectly balanced on a bean bag. When I say, "GO!" pick up the ball next to you and dribble it 7 times.
2. After 7 dribbles, balance the ball back on the bean bag and then move to a new ball to make 7 more dribbles. Continue until you hear the stop signal.

Grade Level Progression:

- K:** Dribbles do not have to be consecutive. Students can bounce and catch if dribbling is too difficult.
- 1st:** Dribbles consecutively with dominant hand.
- 2nd:** Alternate dominant and non-dominant hands with each new basketball.



7 DRIBBLES

CHALLENGE PROGRESSIONS

- Add 7 jumping jacks (or other exercise) after each set of dribbles.

MODIFICATIONS

- Decrease the number of dribbles/bounces to 1-6.

ACADEMIC LANGUAGE

Continuous, Dribble, Open Space, Prefer, Self-Space

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E16.Ka]** Drops a ball and catches it before it bounces twice.
- **Standard 1 [E17.K-2]** Dribbles a ball with one hand, attempting the second contact (K); Dribbles continuously in self-space using the dominant hand (1); Dribbles in self-space with a preferred hand demonstrating a mature pattern (2a).
- **Standard 2 [E1.Ka]** Differentiates between movement in personal (self-space) and general space (K1).
- **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:** What are some ways you moved safely through general space?
- **DOK 2:** What's the difference between general space and personal space?
- **DOK 3:** How does open space relate to general space?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: Understanding the relationship between general and self-space is crucial for successful participation in most physical activity choices. Take time to help students think about and elaborate on this content and then allow them more opportunities to utilize new knowledge and conclusions.



DRIVER'S TEST

STUDENT TARGETS

- **Skill:** I will dribble the ball with 1 hand while walking in general space.
- **Cognitive:** I will be able to show the teacher which hand I prefer to use when I dribble.
- **Fitness:** I will actively participate in today's activity in order to improve and help my partner improve dribbling skills.
- **Personal & Social Responsibility:** I will share equipment and space with my partner.

TEACHING CUES

- Dribble with Finger Pads, Waist High
- Eyes Alert, Make Quick Looks

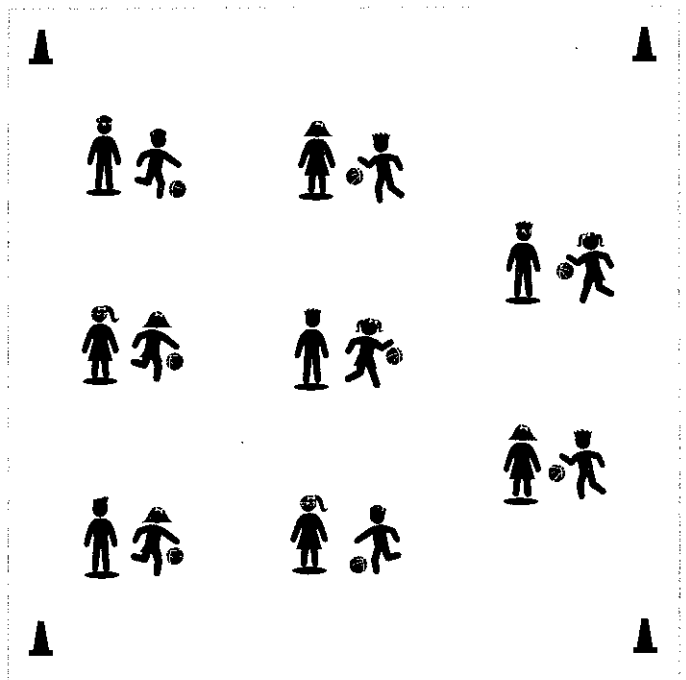
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones
- 1 basketball per 2 students
- 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. You've done a great job practicing and improving your dribbling skills. Now it's time for a Driver's Test!
2. The partner with the ball is the driver. The partner on the spot is the driving instructor. When I say, "GO!" the drivers are going to dribble throughout the activity area, working hard not to cause a crash.
3. Driving instructors will watch their drivers. On the stop signal, give the driver a thumbs up grade if the driver follows the cues we've learned in class. (See grade level progressions for specific criterion.)
4. After all drivers have received their grades, switch roles and begin on the start signal.

Grade Level Progression:

K: Drivers dribble in self-space (at their spots) with 1 hand and make more than 1 consecutive dribble.

1st: Drivers dribble continuously in self-space using finger pads.

2nd: Drivers dribble continuously while walking in general space, using finger pads with each dribble waist high.



DRIVER'S TEST

CHALLENGE PROGRESSIONS

- Prompt students to take a driver's test dribbling with the non-dominant hand.

MODIFICATIONS

- Continue to work on a bounce and catch with students having difficulty dribbling.

ACADEMIC LANGUAGE

Continuous, Control, Dribble, Manipulative Skill, Mature, Pathway, Prefer

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E17.K-2]** Dribbles a ball with one hand, attempting the second contact (K); Dribbles continuously in self-space using the dominant hand (1); Dribbles in self-space with a preferred hand demonstrating a mature pattern (2a).
- **Standard 2 [E1.Ka]** Differentiates between movement in personal (self-space) and general space (K1).
- **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 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2).

DEBRIEF QUESTIONS

- **DOK 1:** What does prefer mean?
- **DOK 2:** What are examples of things that you prefer?
- **DOK 3:** Why do you prefer those things over other things?
- **DOK 1:** What does it mean when we say that someone has mature dribbling skills?
- **DOK 2:** How does someone develop mature skills?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Organizing students into pairs for peer analysis provides them with an opportunity to do two important things: think while experiencing content and process while observing peer performances. Sharing and cooperating in the physical education classroom works to build a teaching-learning experience that will help students to develop 21st century collaboration skills.

WALL PASSING

STUDENT TARGETS

- **Skill:** I will pass the ball to the wall target using a force that is safe for everyone.
- **Cognitive:** I will describe a strong pass and a light pass during class discussion.
- **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- **Personal & Social Responsibility:** I will follow teacher directions for safe participation and proper use of equipment.

TEACHING CUES

- Thumbs Behind Ball, Fingers Spread, Step to Target, Push with 2 Hands
- Eyes on the Ball, Fingers Apart, Catch with Hands

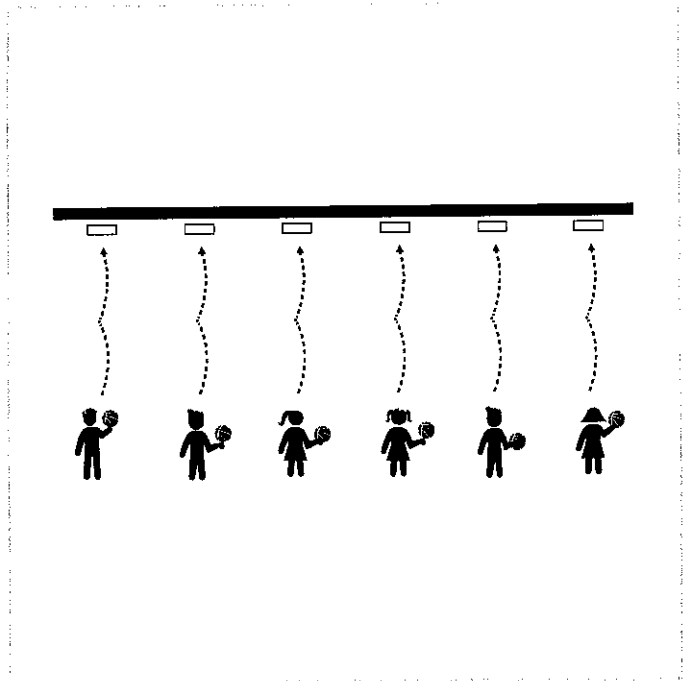
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 basketball per student
- 1 target card per student

Set-Up:

1. Tape target cards to the wall at the same height as the students' shoulders.
2. Each student with a ball, standing approximately 5 feet away from a target.



Activity Procedures:

1. It's time to work on our passing and catching with a Wall Passing game. When I say, "GO!" you're going to pass the ball and hit the target. The ball is going to bounce back quickly, so be ready.
2. Let the ball bounce 1 time on the floor and then catch it with your hands.
3. In order to stay safe, make sure you're far enough away from the wall so that the ball can bounce in between you and the target. Keep practicing until you hear the stop signal.

Grade Level Progression:

- K:** Keep passes soft by having students use a two-handed underhand toss. Focus on controlling the force of each toss and catching after 1 or 2 bounces.
- 1st:** Introduce chest-passing cues, keeping the focus on controlling force and maintaining a safe distance from the wall. Every ball should bounce on the floor before it's caught.
- 2nd:** Reinforce chest-passing cues and catch with the hands.



WALL PASSING

CHALLENGE PROGRESSIONS

- Play a game of Target Practice. Students will pass to a target, catch after a bounce, and then dribble to a new target.

MODIFICATIONS

- Use low-bounce foam balls or deflated basketballs to limit the speed of return bounces.

ACADEMIC LANGUAGE

Accurate, Bounce, Catch, Pass, Practice, Target

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E16.K-2]** 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 [E3.1-2]** Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- **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 [E6.K-2b]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works independently and safely in physical education (2a); Works safely with physical education equipment (2b).

DEBRIEF QUESTIONS

- **DOK 1:** What are the cues for passing a basketball? What are the cues for catching?
- **DOK 2:** What's the difference between a strong pass and a light pass? Which one is easier to catch? Why?
- **DOK 1:** What are the safety rules that we need to follow when practicing wall passing?
- **DOK 2:** Why is it important for us to follow those rules?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: In the physical education classroom, it's critical to provide students adequate time to practice and develop competence and confidence. Repeating deliberate practice tasks will help students understand the commitment needed for improvement as well experience the rewards of perseverance.

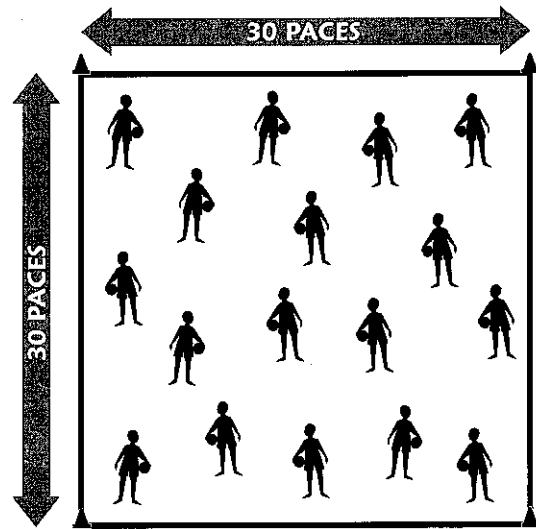


Ready

- 4 cones (for boundaries)
- 1 8½" playground ball per student
- Music and player
- Variety of ball sizes, 1 per student (optional)
- Chalk (optional)

Set

- Create large (30X30 paces) activity area.
- Send students to select 1 ball each, then scatter them within area.



GO!

1. Exploration and Introduction

- While the music plays, explore (play) with your ball near your home base. When the music stops, set the ball between your feet, look at me, and listen.
- *(Practice starting and stopping quickly until learned.)*
- Today we'll be practicing many different ball skills.

2. Ball Handling Challenges – Can you. . .

- Hold the ball in front of you and make little passes from 1 hand to the other?
- Keep going and bring your arms up above your head? Back down?
- Make the ball circle your knees? Go in the other direction? Circle your waist? Other direction? Now try your head.
- *(Repeat, this time challenging students to look up – not at the ball – and to move it as fast as possible without dropping it.)*

3. Ball Rolling Challenges – Can you roll the ball. . .

- In the shape of a circle? A square? In the shape of the letter A? B? C?
- Around 1 foot? The other foot? Try again, this time with your eyes closed!
- In a figure-8? That's once around 1 foot, then around the other foot in the other direction to make the shape of the number 8.

4. Bounce and Catch

- Let's try a bounce and catch. Drop the ball in front of you, let it bounce, then catch it with both hands. Move your arms underneath the ball to trap it and keep it from dropping. Give the ball a hug.
- Try that a few times. Can you drop and catch it 2-3X in a row? Three-5X in a row?

BOUNCE AND CATCH INTRODUCTION

SPARK IT UP!

* Ball Exchange

(Need a variety of ball sizes.) We'll Toss, Bounce, Catch again, but first, choose a different size ball. Can you find 1 that has a different bounce, too?

* Target Practice

(Use chalk to draw different shapes on the wall or backboard. Write numbers in the shapes, smaller numbers in larger shapes and larger numbers in smaller shapes.) Let's see how accurately you can toss the ball to the wall. The number inside each shape tells you the points you score if your ball lands inside the shape. Toss it 3X, and add up your score. Try another 3 and see if you can beat your score. Remember, you still have to catch the ball after it bounces, so consider the angle and pace of your toss. (Discuss angle and pace during cool-down.)

* Routine

I'm going to select some of our challenges today, and create a routine for us to perform while the music plays. Follow me!



ACADEMIC

Language Arts

(Read Miss Mary Mack by Joanna Cole and Stephanie Calmenson. Incorporate the ball-bouncing rhymes into the activity.)

STANDARDS ADDRESSED

• NASPE

#1, 2 Catches a self-bounced ball, tosses underhand, body awareness

#3, 4 Participates in enjoyable, challenging activities

• #5, 6 Participates, appreciates, enjoys movement

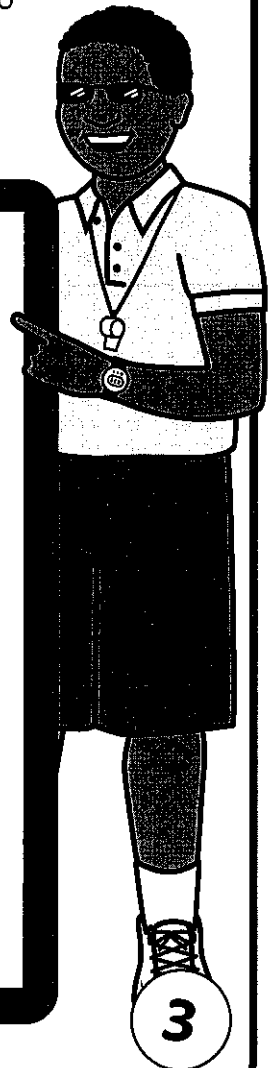
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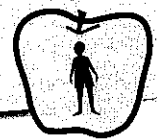
TONY'S TIPS

- Using music to start and stop practice time enhances the lesson. If no music, establish clear start and stop signals (e.g., When I say "Go," and "Freeze!") to aide management.
- Once students show they can place the ball between their feet quickly on your signal, allow them to hold the ball in their hands.
- Wall bounce challenges require walls or backboards. If not available, pair students, and have them share a ball.

Vocabulary

Personal best, angle, pace



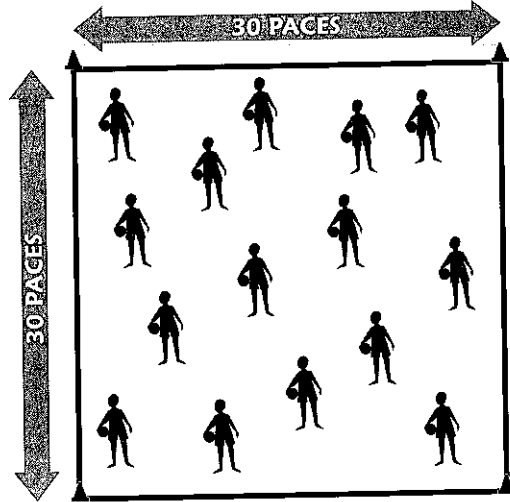


Ready...

- 1 ball per student
- 4 cones (for boundaries)

Set...

- Create large (30X30 paces) activity area or use a basketball court.
- Scatter students in area, each with a ball.



GO!

1. The object is to develop dribbling competency with both hands.
2. When dribbling, keep eyes up; bounce the ball hip high with knees bent. Straighten your elbow to push the ball down. Your hand should be the same shape as a ball, and use the pads of your fingers.

3. Single Hand

- Dribble in place with R hand only. Now L hand only.

4. V Dribble

- Alternate R and L hands.
- Release dribble from the side of the hip, and push ball toward middle at an angle to make a big "V."

5. Through The Legs

- Similar to the *V Dribble*, but step forward with opposite foot.
- Push ball under thigh in a "V."

6. Around The World

- Dribble with R hand around back, let go, twist to the L, and continue around using L hand. Switch hands in front and continue. Switch directions on signal.
- Around the back with 1 bounce.

7. Free Dribbling

- Dribble while moving through the area.
- Change hands on signal or when you get close to someone.

8. Line Dribbling

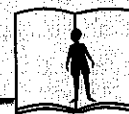
- Dribble on the lines of the court. (*Use basketball court, 4-square or other lines.*)

CHALLENGES

- ★ How many bounces can you make in 30 seconds?
- ★ Can you beat your record?
- ★ Can you dribble with your eyes closed?

CUES

- ★ Keep eyes up.
- ★ Keep ball lower than hips
- ★ Use pads of fingers



Ready...

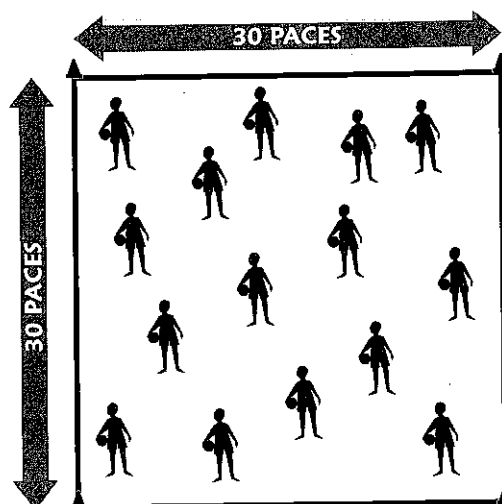
- 1 ball per student
- 4 cones (for boundaries)

Set...

- Create large (30X30 paces) activity area, or use a basketball court.
- Scatter students in area, each with a ball.

GO!

1. The object is to maintain control of the ball while performing ball-handling activities.
2. On signal, try the following ball-handling drills.
3. **Wrap It Up**
 - Stand with feet together.
 - Move the ball around your body, starting at feet and working up to the head. Reverse.
4. **Figure 8**
 - Stand in a wide straddle.
 - Move ball in a figure 8 around legs. Reverse.
5. **Switcheroo**
 - Start with the ball on the ground between feet.
 - R hand in front of R leg touching front of ball; L hand behind leg and touching the back of the ball.
 - Let go and reverse hand positions. R hand to back, L hand to front.
 - Next, raise the ball off the ground. Drop, switch and catch after a bounce.
 - Finally, omit the bounce.
6. **Hot Potato**
 - Pass the ball from R hand to L hand as quickly as possible without dropping it.
 - Move the ball from in front of the body to overhead and back down.
7. **Fast Hands High/Low**
 - Drop the ball behind your head
 - Without turning around, move hands quickly to catch the ball behind the back.



CHALLENGES

- ★ How many can you do in 30 seconds? Can you better your score?
- ★ Which ball-handling skills can you perform with your eyes closed?

CUES

- ★ Keep head up; don't look at the ball.
- ★ Round your hands in the shape of the ball.
- ★ Use the pads of fingers.



Ready...

- 1 ball per 2 students

Set...

- Pairs students; each with a ball.
- Partners in face-off formation; 5 paces apart.

GO!

1. The object is to practice passing and receiving, using the 3 basic basketball passes.
2. On signal, practice passing back and forth with your partner, using the following passes.

3. Chest Pass

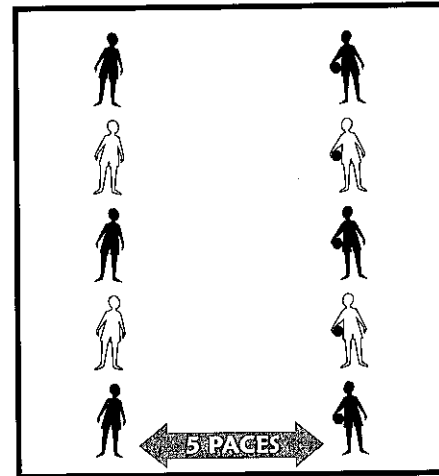
- Spread fingers, hands on the sides of the ball.
- Elbows flexed and out.
- Ball in the middle of chest.
- Step into pass and towards your target.
- Extend arms, snap wrists, and follow through with thumbs down.

4. Bounce Pass

- Hands on the sides of the ball, thumbs behind and fingers spread.
- Elbows flexed and out.
- Ball in the middle of chest.
- Step into the pass and push the ball towards ground.
- Aim a little past half-way to receiver.
- Extend arms, snap wrists and follow through with thumbs down.

5. Overhead Pass

- Similar to a soccer "throw-in."
- Bring the ball over and behind the head.
- Step toward target; extend arms and wrists.
- Release the ball while hands are high and just in front of the head.


BASKETBALL

CHALLENGES

- ★ How many passes (*name a type*) can you and your partner make in 15 seconds?
- ★ How quickly can you make 10 passes (*name a type*)?
- ★ Can you alternate between the 3 passes? No pass is the same as the last.

CUES

- ★ Receivers "ask" for the ball. Look at the passer, and have your hands up and ready. "Feather" the catch. Bend your elbows to absorb the force of the pass.
- ★ Passers pass only when you see the receiver "asking" for the pass. Your receiver should be looking at you with "up-and-ready hands."



Ready...

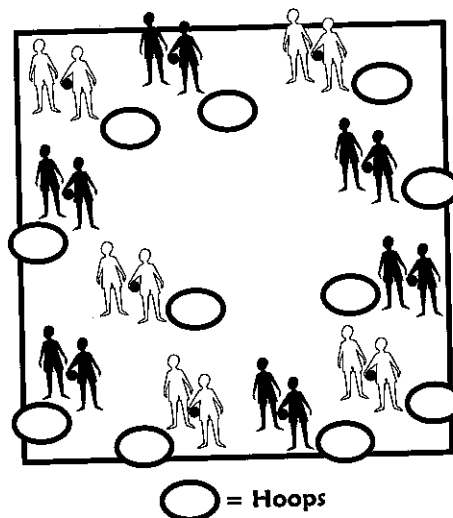
- 1 ball per pair
- 1 hoop per pair

Set...

- Pair students.
- Scatter pairs; 1 ball and 1 hoop per pair.

GO!

1. The object is to learn proper shooting technique.
2. First, "shadow" the skill without a ball.
 - Move your shooting foot slightly forward and point it toward the target.
 - Rest the ball on the palm of your shooting hand. Align your elbow with your knee. Place the other hand on the side of the ball for balance.
 - To shoot, extend your legs; then your shooting arm. "Snap" your shooting wrist, creating backspin, which helps the stay near the rim.
 - Practice 10X in slow motion, 10X at medium speed, and 10X at regular speed.
3. Next, practice shooting a ball to your hoop. Place the hoop on the floor. Your partner retrieves the shot and passes the ball back to you. Take 10 shots from a sitting, kneeling and then standing position.
4. Now, have your partner hold the hoop waist high, parallel to the floor. Take 10 shots from a sitting, kneeling and then standing position.



BASKETBALL

CHALLENGES

- ★ How many shots can you make (name a position) in 15 seconds?
- ★ Can you take a step back from the spot marker and still show good form?
- ★ How many shots can you make in 15 seconds alternating between the 3 practice shooting positions (sitting, kneeling and standing)?

CUES

- ★ Say, "L, I, goodbye." Your arm is in the shape of an "L" when ready, an "I" when extended, then wave goodbye when you snap your wrist.
- ★ Shoot UP so the ball arches high above your target.

GRADES 3-6



PASSING TRIATHLON

STUDENT TARGETS

- ✔ **Skill:** I will show hands in order to give my partner a passing target.
- ✔ **Cognitive:** I will give all of the cues for passing and catching during group discussion.
- ✔ **Fitness:** I will warm up my muscles by completing the passing triathlon.
- ✔ **Personal & Social Responsibility:** I will demonstrate personal responsibility by cooperating with my partner.

TEACHING CUES

- ✔ **Passing:** Thumbs Behind Ball, Fingers Apart on Sides, Step to Target, Push with Both Hands
- ✔ **Catching:** Show Hands with Thumbs Together, Watch ball into Hands, Catch with Soft Hands

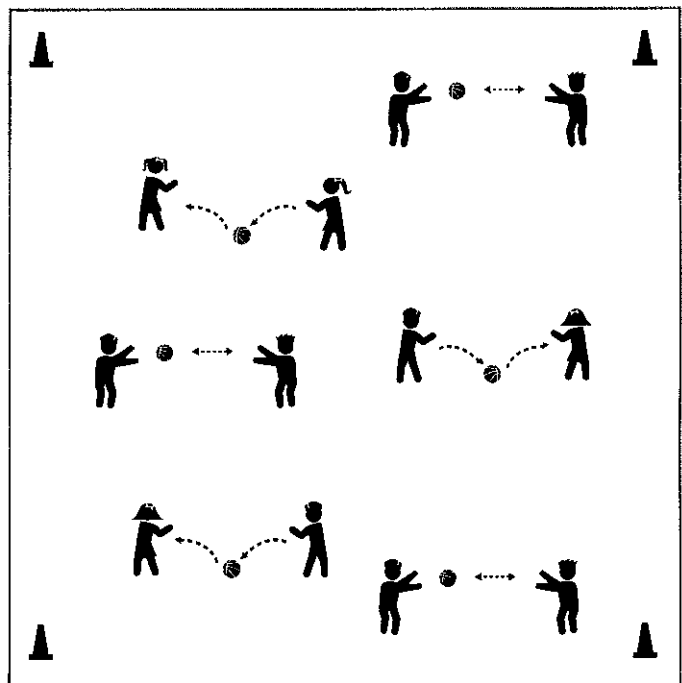
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Pair students, scattered throughout the area with a ball.



Activity Procedures:

1. We're going to work on our passing skills with an instant activity called Passing Triathlon.
2. As soon as you come into the activity area, get a partner and 1 basketball. Complete the following events: 10 chest passes, 10 bounce passes, 20 alternating bounce/chest passes (i.e., partner 1 – bounce pass, partner 2 – bounce pass, partner 1 – chest pass, partner 2 – chest pass, etc.).
3. If you make an error and drop a pass, restart from where you left off.
4. When you're finished, put the ball on the floor and both partners hold plank position until the stop signal.

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Continuous play. When finished, students take a step back and start again.
- 5th: Students shuffle in a circle, facing each other, passing as they move.



PASSING TRIATHLON

CHALLENGE PROGRESSIONS

- ✔ Add an overhead pass as a Triathlon event.

MODIFICATIONS

- ✔ Students complete three sets of bounce passes.

ACADEMIC LANGUAGE

Accurate, Control, Offense, Pass, Practice, Target

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.3-5c]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment (4).
- ✔ **Standard 2 [E3.3&5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E4.5]** Identifies the need for warm-up & cool-down relative to various physical activities (5).
- ✔ **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the skill cues for passing? For catching?
- ✔ **DOK 2:** When do basketball players use passing skills?
- ✔ **DOK 2:** How is passing in basketball similar to passing in other sports? How is it different?
- ✔ **DOK 3:** How is catching related to passing?

TEACHING STRATEGY FOCUS

Preview new content: Priming students for enthusiastic participation can be as easy as watch a highlight reel of great passes on YouTube (<http://youtu.be/3M3O3ch6Rz8>). Many students have watched basketball on TV or at a live event. However, many young basketball fans minimize the importance of good passing and overemphasize the importance of spectacular scoring. By previewing elite performances with a focus on passing, students can enter practice tasks with connections to authentic (and inspiring) skill application.

DRIBBLE TRIATHLON

STUDENT TARGETS

- ✔ **Skill:** I will dribble the basketball using the skills cues learned in class.
- ✔ **Cognitive:** I will discuss the reasons why warming-up is important to activity performance.
- ✔ **Fitness:** I will complete the dribble triathlon in order to warm up my body and prepare for today's lesson.
- ✔ **Personal & Social Responsibility:** I will work independently without the need for teacher reminders.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

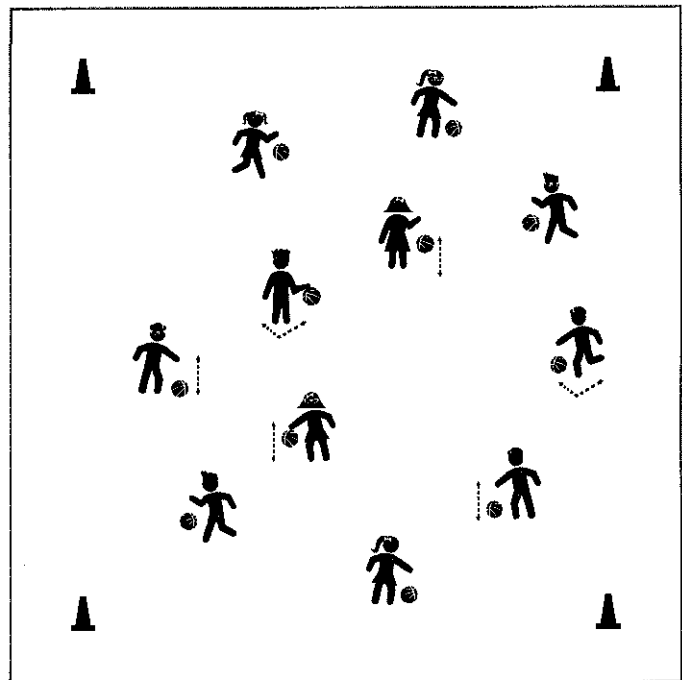
ACTIVITY SET-UP & PROCEDURE

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. We're going to start working on our dribbling skills with an instant activity called Dribble Triathlon.
2. As soon as you come into the activity area, get a basketball and complete the following events: 33 right hand dribbles, 33 left hand dribbles, 33 crossover dribbles.
3. If you make an error while you're dribbling, start from where you left off.
4. When you're finished, do arm curls using your basketball as a weight.

Grade Level Progression:

- 3rd: The instructional focus is on deliberate practice, reciting skill cues when appropriate.
- 4th: Focus on skill refinement and control. Students demonstrate cues with few reminders.
- 5th: Add a walk or jog to the routine with students dribbling in general space.



DRIBBLE TRIATHLON

<p>CHALLENGE PROGRESSIONS</p>	<ul style="list-style-type: none"> ✔ Students with mature dribbling skills can now work on speed with accuracy. How fast can they dribble while keeping complete control of the ball?
<p>MODIFICATIONS</p>	<ul style="list-style-type: none"> ✔ Students complete all 3 sets with preferred hand.
<p>ACADEMIC LANGUAGE</p>	<p>Control, Critical Elements, Dribble, Practice, Prefer, Self-Space</p>
<p>STANDARDS & OUTCOMES ADDRESSED</p>	<ul style="list-style-type: none"> ✔ Standard 1 [E17.4a] Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a). ✔ Standard 2 [E3.3] Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3). ✔ Standard 3 [E4.5] Identifies the need for warm-up & cool-down relative to various physical activities (5). ✔ Standard 4 [E2.3&5b] Works independently for extended periods of time. (3); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
<p>DEBRIEF QUESTIONS</p>	<ul style="list-style-type: none"> ✔ DOK 1: What are the skill cues for dribbling? ✔ DOK 1: What is dribbling used for? ✔ DOK 2: How do you think the skill cues help dribbling performance? What are some examples? ✔ DOK 3: How important is dribbling to the sport of basketball? Why do you think that your answer is true? Provide specific examples.
<p>TEACHING STRATEGY FOCUS</p>	<p>Help students practice skills: Using the Dribble Triathlon as an instant activity to start your lesson provides students with time to work on improving their individual skills. Emphasize the importance of deliberate practice, the accurate application of skill cues, and stick-with-it-ness. Each of these 3 characteristics of active improvement will serve students in all areas of personal development.</p>

HAND SKILLS

STUDENT TARGETS

- ✔ **Skill:** I will dribble with both my right and left hands, using the skill cues we learned in class.
- ✔ **Cognitive:** I will discuss some of the challenges I faced when dribbling with my non-dominant hand.
- ✔ **Fitness:** I will actively engage in physical education class without teacher prompting.
- ✔ **Personal & Social Responsibility:** I will work through challenges in order to improve my skill.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

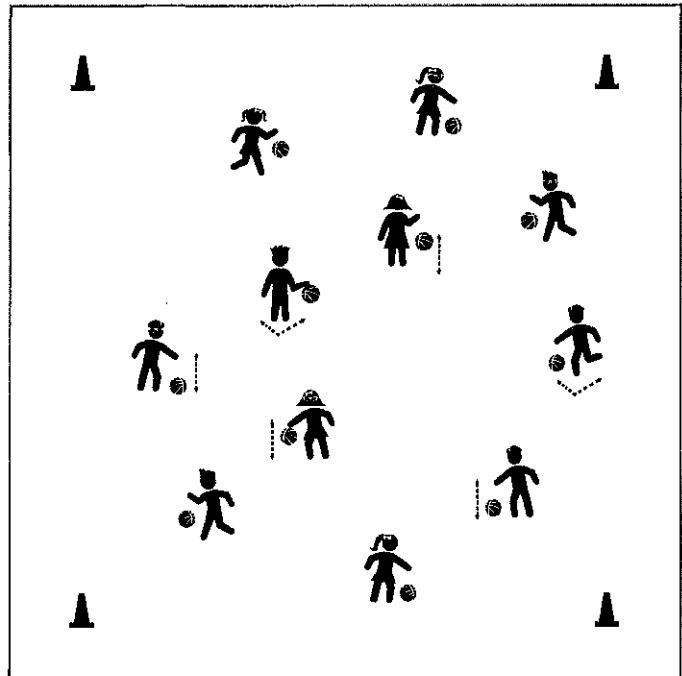
ACTIVITY SET-UP & PROCEDURE

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. We're going to work on our ball handling skills with a series of dribbling exercises. I'll demonstrate the exercise and then you'll practice it. When you hear the stop signal, place the basketball between your feet and watch me for the next demonstration.
2. Dribbling Exercises:
 - 3-high dribbles, 3-low dribbles, switch hands and repeat
 - Continuous crossovers
 - Dribble right hand – travel and touch 2 walls, dribble left hand – travel and touch 2 walls
 - Sit and dribble right hand, sit and dribble left hand
 - For more ideas check out USA Basketball - <http://www.usab.com/youth/development/player.aspx>

Grade Level Progression:

- 3rd: Students complete each challenge with both right and left hands.
- 4th: Students complete each challenge with a signal for changing speeds.
- 5th: Students create skill drills and challenge classmates to match their performances.



HAND SKILLS

CHALLENGE PROGRESSIONS

- ✔ Prompt students to learn new challenges at home by watching dribbling instructional videos on YouTube. Each student will then come in and teach the class what they've learned.

MODIFICATIONS

- ✔ Focus on controlling the ball with the dominant hand only.

ACADEMIC LANGUAGE

Actively Engage, Control, Dribble, Manipulative Skill, Practice, Prefer

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1[E17.3-4b]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✔ **Standard 2 [E3.3]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 5 [E2.3]** Discusses the challenge that comes from learning a new physical activity (3).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does control mean?
- ✔ **DOK 2:** What do you know about ball control in the sport of basketball?
- ✔ **DOK 3:** How is practice related to a person's ability to control a basketball? How do you know that your answer is true?
- ✔ **DOK 4:** Let's create a weekend practice routine that we could follow in order to improve our ball control skills.

TEACHING STRATEGY FOCUS

Help students revise knowledge: Oftentimes intermediate students fall into two basketball-knowledge categories: they believe they know it all or they believe they can't learn. Both of these mindsets will impede learning and student growth. Help students revise this knowledge with examples of talented athletes who have continually worked hard to become skilled basketball players. Then, encourage each of your students to set realistic goals, work hard toward them, and celebrate success.



DRIVER'S TEST

STUDENT TARGETS

- ✔ **Skill:** I will switch my dribbling hand when I hear the signal.
- ✔ **Cognitive:** I will give my partner performance feedback based on the cues for dribbling.
- ✔ **Fitness:** I will actively engage in physical education without teacher prompting.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with my partner by watching her/his performance, praising good effort, and providing feedback for improvement.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

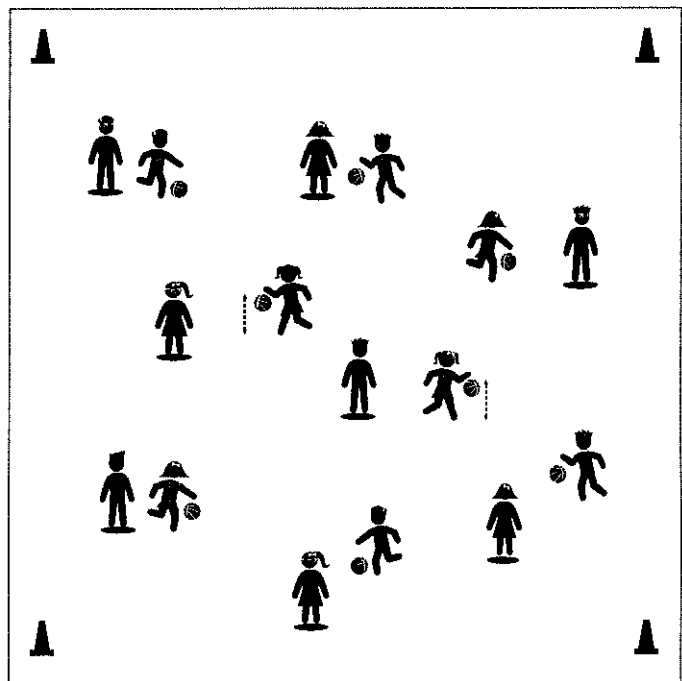
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per 2 students
- ✔ 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. You've done a great job practicing and improving your dribbling skills. Now it's time for a Driver's Test!
2. The partner with the ball is the driver. The partner on the spot is the driving instructor. When I say, "GO!" the drivers are going to dribble throughout the activity area, working hard not to cause a crash.
3. Listen for the traffic signal (whistle). When you hear it, crossover and dribble with your opposite hand.
4. Driving instructors will watch their drivers. On the stop signal, give the driver a thumbs up grade if the driver followed the cues we've learned in class. (See grade level progressions for specific criterion.)
5. After all drivers have received their grades, switch roles and begin on the start signal.

Grade Level Progression:

- 3rd: Students work at a slow to moderate pace with 2-4 signals for changing dribbling hands.
- 4th: Students work at a moderate pace with several signals for changing dribbling hands.
- 5th: Add a second signal for changing speed. Alternate between changes in speed and changes of dribbling hands.



DRIVER'S TEST

CHALLENGE PROGRESSIONS

- ➊ Add obstacles, such as rubber critters and cones, to general space in order to increase the complexity of the activity area.

MODIFICATIONS

- ➋ Remove the peer evaluation. Instead, all students have a basketball with the students on the spot dribbling in personal space.

ACADEMIC LANGUAGE

Critical Elements, Dribble, General Space, Mature, Open Space, Spatial

STANDARDS & OUTCOMES ADDRESSED

- ➌ **Standard 1 [E17.3-4b]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ➍ **Standard 2 [E2.4-5]** Combines movement concepts with skills in small-sided practice tasks (4); Combines movement concepts with skills in small-sided practice tasks/games environments with self-direction (5).
- ➎ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ➏ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled.(4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ➐ **DOK 1:** How did you recognize that your partner had passed the driver's test?
- ➑ **DOK 2:** What types of feedback did you receive from your partner? How can you apply that feedback to future practice?
- ➒ **DOK 3:** How is feedback related to improving your skill? Give examples.

TEACHING STRATEGY FOCUS

Review content: Before beginning the Driver's Test activity, be sure to warm-up with a Dribble Triathlon that includes a brief but detailed review of dribbling cues. During this review, highlight the importance of each cue with respect to the activity that is coming up. For example, students will now be asked to dribble, while moving, in traffic. The use of finger pads for control and soft knees for responsiveness will now become important to successful performance. Content review can help students see the big picture and connect the importance of practice to successful skill implementation.



DRIBBLE TAG

STUDENT TARGETS

- ✔ **Skill:** I will move into open space and away from potential taggers while keeping control of my dribble.
- ✔ **Cognitive:** I will discuss offensive and defensive strategies for Dribble Tag.
- ✔ **Fitness:** I will work to increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will follow the rules and etiquette of Dribble Tag so that everyone is safe and has fun.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

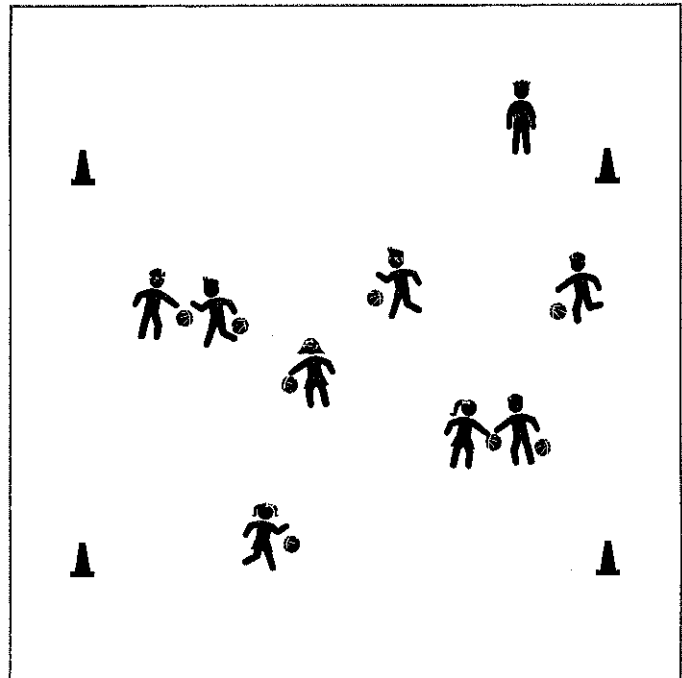
ACTIVITY SET-UP & PROCEDURE

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 dribble in traffic and under pressure with a game of Dribble Tag.
2. Everyone is "it." The object is to dribble around the activity area without losing control of your ball. At the same time, you'll try to knock other players' basketballs away from them and out of bounds.
3. There are three ways to get tagged: 1) your ball is knocked out of bounds; 2) you dribble out of bounds; 3) you touch or bump another player.
4. If you're tagged, take your ball out of bounds on the perimeter and complete 3 right-hand dribbles, 3 left-hand dribbles, and 3 crossovers. Then re-enter the game.

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Introduce a signal for changing dribbling hands.
- 5th: Introduce a signal for changing speeds.



DRIBBLE TAG

CHALLENGE PROGRESSIONS

- Add more challenging fitness tasks for players working to re-enter the game.

MODIFICATIONS

- Only 2 or 3 students are "it" and act as defenders while dribblers concentrate on ball handling.

ACADEMIC LANGUAGE

1 v 1, Combine, Defense, Dynamic, Offense, Spatial

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E17.3-5]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- **Standard 2 [E5.3a-4b]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b).
- **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

DEBRIEF QUESTIONS

- **DOK 1:** What is offense? What is defense?
- **DOK 2:** What did you notice about offense and defense in Dribble Tag?
- **DOK 2:** How would you compare and/or contrast offense with defense in the game of basketball?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: Dribble tag blends skills and concepts typically associated with offense (dribbling) with the actions and strategies of defense. Students must protect possession of the ball while also working to steal away possession from other players. This is a perfect time to talk about the similarities and differences of offense and defense. For example, on offense students are working to find and move into open space, while on defense they're working to close off open space before opponents can enter.