

<p>K-5th Lesson plans</p>	<p><u>Standards and "I can" statements: K-5th</u></p> <p><u>Kindergarten:</u> K – K.4.5: I can describe positive behaviors used to communicate with others. <i>I can explore manipulative skills using a basketball. P.E. (K.1.MS1)</i></p> <p><u>1st Grade:</u> 1st 1.4.5: I can identify positive behaviors to show concern for others. <i>I can demonstrate manipulative skills using a basketball. P.E. (1.1.MS1)</i></p> <p><u>2nd Grade:</u> 2nd 2.4.5: I can demonstrate how to communicate care and concern for others. <i>I can demonstrate manipulative skills using a basketball. P.E. (2.1.MS1)</i></p> <p><u>3rd Grade:</u> 3.4.2: I can identify health ways to effectively communicate when resolving conflict. <i>I can demonstrate manipulative skills using a partner and a basketball. P.E. (3.1.MS1)</i></p> <p><u>4th Grade:</u> 4.4.2: I can describe healthy ways to manage or resolve conflict. <i>I can apply manipulative skills with a partner using a basketball. P.E. (4.1.MS1)</i></p>	<p><u>Vocabulary:</u></p> <p>Basketball, Dribble, pass, shooting, Loyalty, golden rule, Nonviolence, Sportsmanship</p>	<p><u>Mini lesson:</u> (Health) Students will enter the gym and sit down on in their assigned spot on the floor. Students will go through the first few slides of a PowerPoint presentation.</p> <p><u>Warm-up:</u> (P.E.) Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p><u>Mini lesson (Health/Citizenship):</u> (P.E.) On Tuesday, Students will be introduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log & behavior log), entering and exiting the gym, bulldog voice levels. Rules and procedures will be reviewed on an as need basis throughout the rest of the week.</p> <p><u>Mini Lesson:</u> Character Education/Health: Students will look at a power point slide each day that reinforces character education / emotional health. Tuesday: loyalty, Wednesday: golden rule, Thursday: nonviolence Friday: good sportsmanship</p> <p><u>Mini lesson:</u> (Careers): I will show the students the career cluster poster and introduce students to careers based on who</p>	<p><u>Daily Assessment:</u></p> <p>X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p><u>Formative and Summative Assessments</u></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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5th Grade: 5.4.2: I can demonstrate healthy ways to manage or resolve conflict. I can apply manipulative skills in a game situation using a basketball. P.E. (5.1.MS1)

the guest speaker will be next Monday.
Author / Illustrator, Amazon, Horticulture

Warm-up: (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space.
Tuesday: All students will learn about “dynamic” stretching before a workout and will watch Kids Workout 1: Beginners.
(K-5th) Wednesday & Thursday: Students will warm up with four different dynamic stretches as a station. Friday: Students will dance as a warm-up.

Mini lesson: (Health & Character Education)

Tuesday: (3rd--5th) Good Sportsmanship (youtube)
(K-2nd) Good Sportsmanship (youtube)
Thursday: 3rd-5th Basketball (brainpop)
(K-2nd) Basketball (brainpop)

P.E. Activity #1: Primary (K-2nd) Tuesday: All students will learn how to dribble a basketball through modeling and practice. Students will participate in a dribbling relay race by being divided into groups of 4 or 5.
Wednesday: All students will practice passing (bounce, overhead, and no bounce) the basketball in pairs. Students will practice shooting the basketball into a hula hoop after proper form has been modeled. Students will then divide into 2 groups and will practice shooting the basketball into the

basketball goal. Students will practice dribbling the basketball as a review from yesterday. Thursday & Friday: After modeling and instructions, students will play full court basketball. Students will dribble, pass, shoot, and play offense and defense.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will be given an opportunity to demonstrate additional skills under the “challenges section of the attached lesson plan.

Assessments/Exit Slip: Tuesday: Students will demonstrate how to handle and dribble the basketball. Wednesday: Students will demonstrate how to dribble, shoot, and pass the basketball. Thursday: Students will demonstrate how pass, dribble, shoot, and play a game of basketball with a team. Friday: Students will demonstrate how pass, dribble, shoot, and play a game of basketball with a team.

P.E. Activity #1: Intermediate (3rd-5th)
Tuesday: Ball-Handling Drills (Basketball,

			<p>SPARK) pg. 5-6 & Dribbling Drills (Basketball, SPARK), pg. 7-8. Ball Handling Relay: Students divide into groups of 4 or 5. Then students will race to the line by dribbling. Wednesday: Passing Drills (Basketball, SPARK) pg. 11-12 & Shooting Drills (Basketball, SPARK), pg.13-15. (Basketball, SPARK), pg. 13-14. Divide class into 2 groups. Students will take turns shooting the basketball into the hoop from the foul line. Students will also practice dribbling as a review from yesterday.</p> <p>Thursday & Friday: After modeling and teaching, students will play full court basketball. Students will dribble, pass, shout, and play offense and defense.</p> <p><u>Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will be given an opportunity to demonstrate additional skills under the “challenges section of the attached lesson plan (SPARK) or Grade Level Progression (OPEN).</p> <p><u>Assessments/Exit Slip:</u> (Tuesday): Students will demonstrate how to handle and dribble the basketball. (Wednesday): Students will demonstrate how to pass and</p>	
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			<p>shoot the basketball. (Thursday): Students will demonstrate how pass, dribble, shoot, and play a game of basketball with a team. (Friday): Students will demonstrate how pass, dribble, shoot, and play a game of basketball with a team.</p> <p><u>Cool down and Rewarding Positive Behaviors:</u> Mr. Kuhn will pass out Full Steam Ahead Tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door.</p>	

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson pl



Ready...

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

Set...

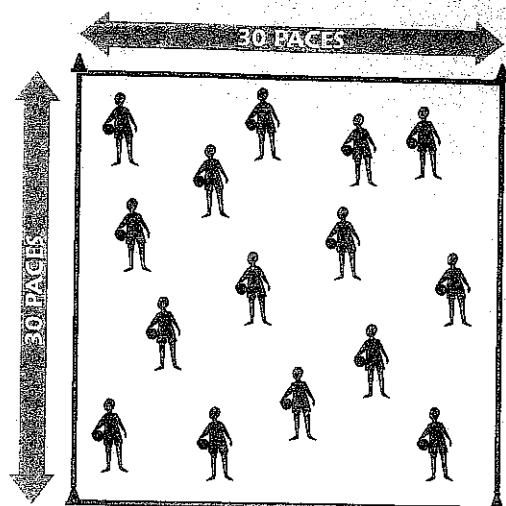
- Create large (30X30 paces) activity area, or use a basketball court.
- Scatter students in area, each with a ball.

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.

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.

* SPARK™ IT UP!

* Switch Signal

Choose a ball-handling skill and begin. Every 5-15 seconds, you will hear a signal telling you it's time to change to a different ball handling skill.

* Eyes Up

I'll give hand signals, so you need to look at me and not the ball. For example, I might hold up 4 fingers and ask how many are showing. I'll change the number of fingers each time, so keep watching.

* Street Show

Create a 2-minute ball-handling routine to music. Use all your ball-handling skills. Perform it for a friend.



ACADEMIC

Math - Hold up fingers on both hands. Students multiply the 2 numbers, call out the product, or add them together and call out if the sum is odd or even.

STANDARDS ADDRESSED

NASPE

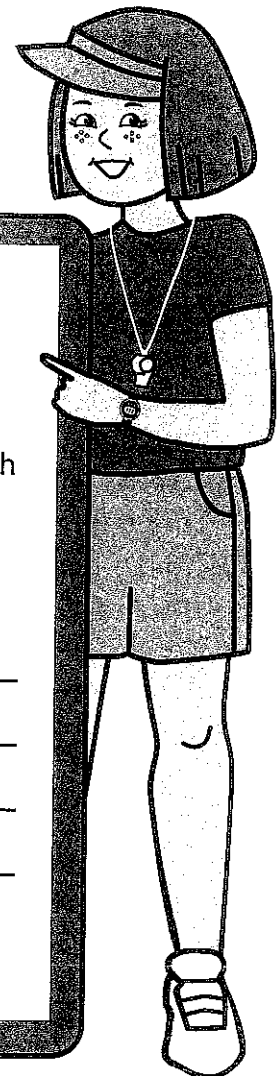
#1 Manipulative skills

Your State (Write in here)

PAULA'S POINTERS

- Allow students to experiment with a variety of different size balls.

NOTES





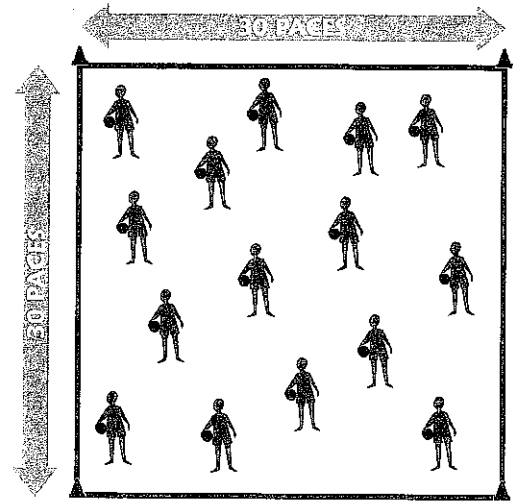
Ready...

- 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

* SPARK™ IT UP! *

* Eyes Up!

(Use visual cues only to keep students from staring at the ball. E.g., Raise hand to indicate switching hands while dribbling.)

* Dribble Keep Away

Dribble and travel throughout the area trying to knock balls away from others with free hand. If you lose your dribble trying to knock away a ball, or have your ball knocked away, just keep playing.

* SHARK

(Take away a ball from 1/5 of students.) Those without a ball (sharks) try to legally steal ball from others. You become a shark if your ball is taken.



WELLNESS

Dribble the ball, but don't dribble when you drink water.

Drink 8 glasses a day!

• STANDARDS ADDRESSED

NASPE

#1 Dribbling, locomotor skills

#2 Problem-solving

#5,6 Cooperation

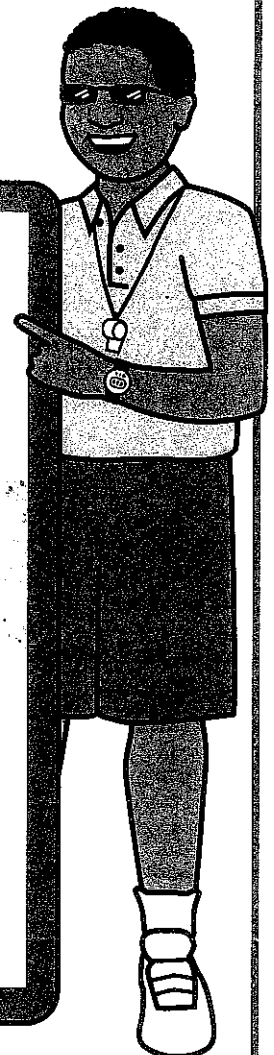
• **Your State** (Write in here)



TONY'S TIPS

- Watch the speed of your students when *Free Dribbling* in traffic. Don't let them compromise ball control for the desire to move fast.
- If traffic in *Line Dribbling* is a problem, have 1st group dribble in self-space, while 2nd group travels the lines. Switch after a couple of minutes.

NOTES





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

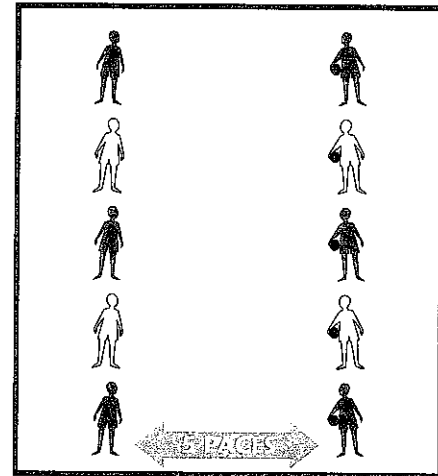
- Spread fingers, hands on the sides of the ball.
- Elbows flexed and out.
- Ball in the middle of chest.
- Step into pass and towards your target.
- Extend arms, snap wrists, and follow through with thumbs down.

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.



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.”

* SPARK™ IT UP!

*** Pivot, Fake and Pass**
Add a pivot and a ball fake before passing.

*** Pivot, Pass, Move**
Find a partner. Pivot once in each direction then pass to your partner. After passing, move to an open space. After receiving, pivot, pass and move.

*** Pivot Keep Away**
(Groups of 3; 1 ball per group.) Two students pivot and pass to each other. The third student tries to prevent the pivoter from passing the ball. The pivoter must wait until the defender is guarding the ball before a pass may be attempted.



FUN FACT

Basketball became an official Olympic event at the Summer Games in Berlin, Germany, in 1936. It wasn't until 1974, at the Montreal Games, that women played basketball in the Olympics.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching, pivoting

#5, 6 Cooperation

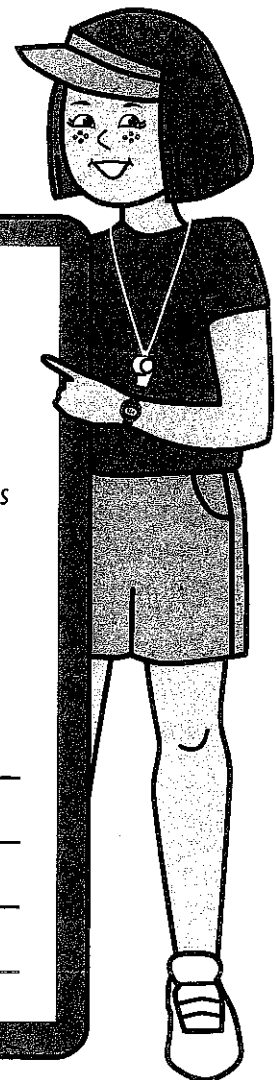
Your State (Write in here)



PAULA'S POINTERS

- Monitor the distance between partners. Skilled pairs will need more distance.
- Provide a variety of different balls (foam, playground, regulation basketball, etc.), and allow students to choose the ball that best suits them.

NOTES





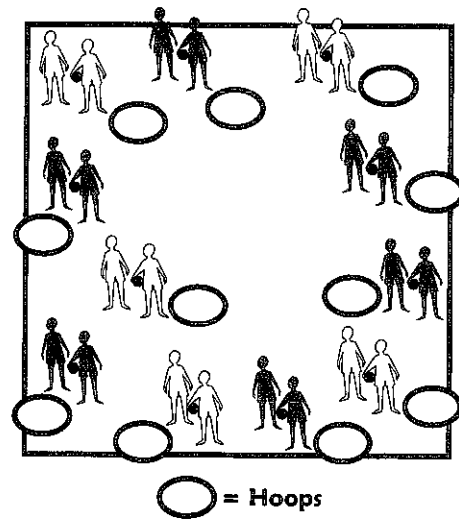
Ready...

- 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.

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.

* SPARK™ IT UP!

★ Spot Shot
(Use a spot marker on the floor instead of a hoop.)

★ Defender
Find a partner. One ball and 1 hoop/spot per pair. The object is for the shooter to shoot over a defender. The Defender stands stationary with arms raised in front of their shooter. Vary the shooting distance. Advantage shooter: Defender is not trying to block the shoot.

★ No Dribble 2-On-2
(Groups of 4; 1 hoop or polyspot, and 1 ball per group.) The object is for your team to score a basket in the hoop or spot. You do this by passing the ball until you or your partner has an open shoot. No dribbling allowed. Defenders may not touch the ball if it is in the offense's hands, but may intercept passes.



WELLNESS

The first basketball hoops were actually real peach baskets. Peaches are a good source of vitamins A, B, and C. There are over 175 varieties of peaches. So be peachy and eat one. Then shoot the pit into a waste can.

STANDARDS ADDRESSED

NASPE

#1, 2 Shooting

#5, 6 Cooperation

• **Your State** (Write in here)

TONY'S TIPS

- Students enjoy practicing at "real" baskets; however, few facilities have enough for all to practice safely or efficiently. Therefore, encourage good technique, and discuss places and times students can practice using real baskets, (e.g., during station work, at recess, on the playground, at home, etc.).

NOTES

