**Lesson Plan**

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| **Lesson Title: Fitness & Basketball Dribbling Date:** | | | |
| **Common Core/TN State Standard:**  Standard 1:  1.2.1 Utilize basic locomotor, non-locomotor, and manipulative skills in game situations.  Standard 4:  4.2.4 Engage in and discuss the techniques of proper warm-up, conditioning, and cool-down in physical activity.  Standard 5:  5.2.1 Engage in physical activity to achieve social interaction | | | |
| **What is the learning target:** As a result of today’s class, students will be able to  -I can make my body healthier by participating in warm-up and cool-down exercises and understand why this is important.  -I can learn how to properly dribble a basketball and advance my skills while cooperating with my group during the activities. | | | |
| **Formative Assessment:** What formative assessments will be used and how will they drive your instruction?  Direct Teacher Observation- (Visual checks for understanding) The teacher will observe to make sure the students are following the guidelines for each activity. If mastery is not being met, the teacher will help the groups/students that would benefit from extra assistance.  Demonstrating Understanding-(Thinking)  Fitness-The students will show they understand why they participate in the fitness activity during each class. The answer is more than to get healthy, but how are the students getting healthy? What are the reasons why we warm-up and cool-down?  Dribbling-Before progressing to more difficult dribbling activities, the students will be given the choice to stay at the first level or dribbling with one hand. If we agree they can move on, the students can advance to the next level of alternating hand dribbling. Advanced activities will be offered that the students can create ways to go around the obstacles.  Exit Ticket- Predict what would happen if the skill of dribbling were not allowed during a basketball game. Come up with an alternative to dribbling where the team can still be successful.  At the end of class, slips of paper and a pencil will be passed out. The exit ticket will be projected on the wall and also on their paper. The students can write their answer. It is turned in and reviewed before the students dress back into their school uniforms.  Homework- Write a narrative essay about your favorite basketball player. Research and describe a game in which this player’s team lost. In your essay, list some solutions that the player or the team could have done to win this game. Support your answers. | | | |
| **Probing Questions for Differentiation** | | | |
| **Assessing Questions**  Create questions to scaffold instruction for students who are “stuck” during the lesson.  The teacher will provide the learning cues for dribbling and several verbal/modeled demonstrations of dribbling. The students will view how to apply the cues to dribbling.  Example Questions  Explain the purpose of dribbling in a basketball game.  Why is each of the learning cues important?  What could happen if you do not keep your head and eyes up while dribbling?  How important is cooperation and teamwork while playing a sport like basketball? | | **Advancing questions**  Create questions to further learning for students who are ready to advance beyond the learning target.  Use your prior knowledge to contrast dribbling in basketball to dribbling in soccer that we did in the previous unit.  Now let’s compare the two skills. | |
| **Planning Tasks** | **What will the teacher be doing?** | | **How will students be engaged?** |
| How will you communicate the lesson’s standards/ objectives to students and provide relevance? | -The teacher will first allow the students to read the objective for fitness that is projected on the wall.  -After the fitness portion of the lesson, we will then gather and see if we met this objective during the activity.  -The students and teacher will then go over the objective for the dribbling activities and how we can do this.  -The teacher and student volunteers will verbally and physically demonstrate the dribbling objective to ensure all students can see what the correct skill looks like.  -The teacher will provide relevance by providing the students with the reasons why fitness is important. Our heart being a muscle that needs to be strong will be discussed.  Also, with game like situations in which dribbling is used and their favorite athletes. | | -The students will read and listen to the objectives for the day.  -The students will talk about the objectives with a peer.  -Students will determine if they met the objectives after the activities.  -The students will be given the opportunity to state questions, comments, or concerns involving the lesson. |
| How will you use teacher-student and student-student feedback to guide your instruction during the lesson? | -The teacher will be observing the students throughout the warm-up routine and providing guidance and/or feedback on the locomotor and nonlocomotor skills being done to improve the skill at hand.  -The teacher will provide the feedback by explaining to the students exactly what they are doing correctly or what they need to work on to improve.  -The teacher will choose different times during activity to question the students.  - The teacher will provide immediate and specific feedback as well as positive reinforcement with each student response.  -When students answer incorrectly, the teacher will praise the student for his/her risk-taking and effort while also describing and modeling the correct response or asking another student to add on to that answer.  -When students answer correctly, the teacher will provide positive reinforcement by specifically stating what was done correctly. | | -The teacher will provide examples that apply and appeal to their current sporting/real life events.  -The basketball dribbling activities will allow students to work collaboratively with peers to practice and advance their skills.  -The teacher will play music from student suggestion box that will motivate students during the activity.  -The students can also give feedback to one another during the fitness or dribbling activities. |
| What activities will you utilize to teach thinking and/or problem solving in this lesson? | The thought for the day will be displayed for a group discussion. The students will be given time to consider what they do outside of physical education to make their bodies healthier. Which activities could they change and get up and be active?  Fitness-  The teacher will engage the students in thinking by asking a series of questions about the importance of fitness and being healthy. Being healthy and warming up/cooling down is important, but why? What has to be done to improve our level of fitness? Also, listing the organs that benefit from cardio activity will be addressed.  Dribbling-  -During the introduction of the lesson, the teacher will provide the students with several verbal, visual, and modeled cues and examples of the skill.  The skills will be applied to the game and in which situations they are used.  - The learning cues will be projected for the students to see during their dribbling activities. They will be applied to the movements for mastery.  - The teacher will give progressive dribbling movements. If the students choose to progress to the cones/spots activity, they will have to problem solve ways to apply the cues given to move the ball in a zigzag movements successfully around the cones/spots.  -Exit ticket- “Predict what would happen if the skill of dribbling was not allowed during a basketball game.”  The students will generate ideas about their predictions to the question.  Homework- The students will choose their favorite basketball player. A fifth grade narrative essay will be completed where research on the player must be done. The students will create solutions to a loss by the team. | | Fitness-  The students will be active in the process of coming up with reasons why we need to be healthy and participate in warm-up and cool-down exercises before activities are started.  Dribbling  -The skills will be applied to current sporting and real life events.  - The students will be focused on the learning cues to better understand what the skill should look like.  -The students will problem solve to figure out ways to move successfully around the cones/spots without neglecting the learning cues.  -During the exit ticket, the students will have to create a scenario that would involve practical thinking from what they have learned about dribbling.  Homework- The students will choose a player and think about the skill taught for basketball. A game in which that team lost will be researched and the student will provide solutions to the problem. Describing ways that the team could have won will be part of the narrative essay. |
| How will you provide differentiated materials, methods & student choice? | There are usually students with varying experience levels in each class. This lesson will reach to all of those students.  -The teacher will use modeling by performing the skills, then the students and teacher will perform the activity together, and then students will perform the technique alone.  -The teacher will have students who need extra help move to a smaller group and provide instruction and/or modified equipment while looking for understanding and cooperation between the group. The students using the learning cues for dribbling will determine mastery.  1) Use the finger pads  2) Keep eyes up  3) Bend knees  4) Keep the ball below the waist  -There will be a point during the dribbling activities that the teacher will provide students a choice to continue to bounce the ball with the same hand or to bounce the ball back and forth down the width of the court.  -The lesson has progressive choices for the students who are advanced beyond the beginner level.  -After the pre-assessment observation of the fifth graders, they may be moved to a different group that is appropriate for them. The advanced students may be automatically be moved to the line with the poly spots to use as defense to teach offensive/defensive strategies and ball placement. | | Students will watch the teacher model the skills needed for the activity, then the students will perform the activity as the teacher supervises.  -The teacher will work with struggling students for more student success.  The students can be moved to a smaller group so they can work together to succeed with more help from the teacher.  -The students will have a choice to dribble with one hand or to move forward and bounce the ball back and forth between the hands down the width of the floor.  -The students also have opportunity to choose the music we play throughout the exercise routine and during the activities via the suggestion box. |
| How will you elicit student questions and reflection? How will your assessment be used to inform future instruction? | -The teacher will use teacher observations and verbal review questions to check for understanding.  -Questions will be elicited through the modeling and participating in the skills and activities. Examples- “What other sports use dribbling as a skill? Compare and contrast these two skills.”  -The teacher will also give the students opportunities to ask questions or give comments and concerns involving the activities of the day.  -On-going formative assessment is a necessary component for progressing the students’ skills. I will need to constantly reinforce the learning cues.  -The teacher will collect and score exit tickets and review the verbal formative assessment. The teacher will use the data gathered to determine the understanding of the skills to reiterate the skills in future lessons.  -The students will have to be able to recall the skills during the summative assessment at the end of the basketball unit. | | -Students will be provided with immediate and specific oral feedback as well as positive reinforcement during all aspects of the fitness and dribbling portions of the lesson.  -The students will also participate in an exit ticket.  “Predict what would happen if the skill of dribbling was not allowed during a basketball game.”  Slips of paper and a pencil will be passed out. The exit ticket will be projected on the wall and the students can write their answer. It is turned in and reviewed before the students dress back into their school uniforms. |