

Basketball Unit Lesson 1**Instructor:** Damian Disque**Resource:** PE Central**Unit:** Basketball**Skills:** Rules, Dimensions, Dribbling**Equipment Needed:** 25 Basketballs, 25 Pencils, Notecards, Tape Measure, and Poly Spots**Grade:** 4th**Number of Students:** 24**Lesson Number:** 1**Safety:** Students stay in personal space**Pre-requisite Skills:** Knowledge of how to dribble a ball.**Technology:** Computer, SmartBoard, Internet Explorer**Global Goal:** Students will understand the rules for the game of basketball as well be able to dribble a basketball using the cues modeled in class by the instructor.**Indiana State Physical Education Standards:****4.1.1** Demonstrate movement patterns in locomotor, non locomotor, and manipulative skills.**4.1.2** Demonstrate combinations of motor skills for specific sports.**4.2.1** Describe critical elements of correct movement pattern for all fundamental skills.**4.2.2** Apply the concept of practice to improve skills in appropriate settings.**4.7.3** Participate in new and challenging physical activities.**Indiana State Math Education Standards:****4.4.2** Identify, describe, and draw parallel, perpendicular, and oblique lines using appropriate mathematical tools and technology.**4.5.5** Estimate and calculate the area of rectangular shapes using appropriate units, such as square centimeter (cm²), square meter (m²), square inch (in²), or square yard (yd²).**NASPE Standards:****Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activity.**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Lesson Objectives	Time-Minutes	Lesson Focus and Transitions/	Organization	Refinements/Cues
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Lesson Objectives: Cognitive (2), Affective (2), Psychomotor (1)		Extensions/ Applications (introduction to closure)	T= teacher S= student B= basketball P= instructional paper and pencil	
	10	<p>Set Induction- Does anyone know who invented the game of basketball? The answer is James A. Naismith. Today we are going to review the rules for basketball and learn how to dribble a basketball. By the end of the lesson, I want you to be able to understand the basic rules for the game of basketball and be able to give me the 4 cues for dribbling a basketball.</p> <p>Before we do anything, I want you to fill out this short pre-test about basketball.</p> <p>(Give students 5 minutes to fill out pre-test).</p> <p>Now class we are going to watch this short video about basketball.</p> <p>http://www.youtube.com/watch?v=Io35RCBMQJw</p>	Set 1= T SSSSS SSSSS SSSSS SSSSS SSSS	
	2	Transition: Class we first need to go over the start and stop	P Set 1	

		signals for the lesson today. When I blow the whistle you need to freeze where you are at. I want you to put any equipment that is in your hands on the floor and take two steps away from it. When I say go, you can begin the activity.		
<p>Cognitive:</p> <p>Students will demonstrate general knowledge for the rules of the game of basketball.</p> <p>Teacher Observation.</p>	5	<p>Class the game of basketball was invented in 1891 by James A. Naismith. A regular NCAA and NBA court measures 94 feet by 50 feet wide. A regulation high school floor is smaller. It is measured at 84 feet by 50 feet. A basketball court has many parallel lines in it. Who can tell me what parallel lines are? Parallel lines are lines that will never touch. A basket is worth 2 points unless it is a free-throw or made from behind the three point line.</p> <p>(Teacher shows class where on the floor these occur.)</p> <p>A player gets 5 fouls in the game of basketball. Teacher quickly reviews each new concept by quizzing students.</p>	Set 1	
<p>Affective:</p> <p>By the end of the</p>	3	<p>Fitness- First we are going to do a little fitness game to get</p>	<p>Set 2=</p> <p>T</p>	<p>Rules: When whistle is blown students must</p>

<p>activity, students will be able to effectively be ready to listen, within 10 seconds of when the teacher blows the whistle allowing for maximum time on task.</p> <p>Teacher observation.</p>		<p>warmed up. We will be in groups of two. I will hand out one addition card to each student. Figure out the answer to your card. If it is odd get in line one. If it is even get in line two. Once students have answered their problem they will get in line. Teacher will explain that students will be running in parallel lines with their group around the basketball court. Teacher will model what it will look like. Teacher will then explain when the whistle is blown students will stop running and freeze.</p>	<p>S S S S S S S S S S S S S S S S S S S S</p>	<p>stop and freeze!</p>
	<p>10</p>	<p>Transition: Students will return to original set 1. Teacher will then introduce the 4 cues for dribbling a basketball. Teacher will ask a couple of students to model what each cue looks like. Then teacher will model for students what those cues look like again.</p>	<p>Set 1</p>	<p>Dribbling Cues</p> <ol style="list-style-type: none"> 1. Head and eyes up 2. Use fingers to dribble 3. Ball at side of body 4. Keep dribble below the waist
<p>Affective:</p> <p>Students will show good social skills by working with a partner or group.</p> <p>Psychomotor:</p> <p>Students will be</p>	<p>4</p>	<p>Transition: Teacher will spread students across the gym floor. The teacher will then scan to make sure there aren't any students who don't know what to do. Once everyone has found a spot, the</p>	<p>Set 3=</p> <p>T</p> <p>S S S S S S S S S S S S S S S S S S</p>	<p>Dribbling Cues</p> <ol style="list-style-type: none"> 1. Head and eyes up 2. Use fingers to dribble 3. Ball at side of body

<p>able to successfully dribble a basketball using the cues taught in class.</p> <p>Teacher Observation.</p>		<p>teacher will yell go! Students will then begin to practice dribbling on the teacher command. Teacher walks around giving feedback and making sure everyone is on task</p>	<p>S S S S S S</p>	<p>4. Keep dribble below the waist</p>
<p>Cognitive:</p> <p>Students will be able to name all 4 cues for dribbling a basketball.</p> <p>Teacher observation.</p>	<p>6</p>	<p>Closure- Have the students sit down in the center circle. So who can tell me what we did today?</p> <p>-What are the cues for dribbling a basketball?</p> <p>-Who invented the game of basketball?</p> <p>-What are parallel lines?</p> <p>-What are the dimensions of the basketball court?</p> <p>-How is the dimensions of a high school court different than an NBA or college court?</p> <p>Students will then fill out end of class assessment.</p>	<p>Set 1</p> <p>P</p>	

Pre-Test Basketball Assessment

Name: _____

Date: _____

Directions: Read all questions and directions carefully and make sure that you chose the best answer that applies to each question.

True or False

Directions: Select True or False for the following questions.

1. In basketball once you pick the basketball up you can keep dribbling? _____
2. A free-throw is worth two points? _____
3. Each player gets five total fouls a game before they are disqualified?

Multiple Choice

Directions: Circle the best answer choice for each question.

4. Which of the following was is not a cue for shooting the basketball?
 - A. Both hands on side of the ball
 - B. Elbow of shooting hand under the ball
 - C. Bend the knees and jump
 - D. Follow through towards the basket
5. Circle all of the following basketball terms?
 - A. Travel
 - B. Guard
 - C. Goalie
 - D. Double Dribble
 - E. Offside
 - F. Foul
 - G. Referee
 - H. Forward
 - I. Pitcher
 - J. Center

End-of-class Assessment:

Name: _____

Who invented the game of basketball?

- A. James Smith
- B. James A. Naismith
- C. John Miller
- D. Tim Dodd

What are the dimensions of a basketball court?

94 feet long by 50 feet wide or 50 feet long by 94 feet wide

Circle one set of parallel lines on a basketball court?

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

In one sentence explain what parallel lines are.

Name the 4 cues for dribbling a basketball?

- 1.
- 2.
- 3.
- 4.

Was it easier to dribble with your left or right hand? Tell me why it was easier?

Things to think about for next class...

Can you name one team in either the NBA or WNBA?

Can you name one famous basketball player in either the NBA or WNBA?

Basketball Unit Lesson 2

Instructor: Damian Disque

Resource: PE Central

Unit: Basketball

Skills: Rules, Dimensions, Dribbling

Equipment Needed: 25 Basketballs, 25 Pencils, Notecards, Tape Measure, and Poly Spots

Grade: 4th

Number of Students: 24

Lesson Number: 2

Safety: Students stay in personal space

Pre-requisite Skills: Basic knowledge of the game of basketball. Students will also be familiar with how to dribble a basketball.

Technology: Computer, SmartBoard, Internet Explorer

Global Goal: Students will understand the rules for the game of basketball as well be able to dribble a basketball using the cues modeled in class by the instructor.

Indiana State Physical Education Standards:

4.1.1 Demonstrate movement patterns in locomotor, non locomotor, and manipulative skills.

4.1.2 Demonstrate combinations of motor skills for specific sports.

4.2.1 Describe critical elements of correct movement pattern for all fundamental skills.

4.2.2 Apply the concept of practice to improve skills in appropriate settings.

4.7.3 Participate in new and challenging physical activities.

Indiana State Math Education Standards:

4.4.2 Identify, describe, and draw parallel, perpendicular, and oblique lines using appropriate mathematical tools and technology.

4.5.5 Estimate and calculate the area of rectangular shapes using appropriate units, such as square centimeter (cm²), square meter (m²), square inch (in²), or square yard (yd²).

NASPE Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activity.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Lesson Objectives	Time-Minutes	Lesson Focus and Transitions/ Extensions/ Applications (introduction to closure)	Organization	Refinements/Cues
<p>Lesson Objectives:</p> <p>Cognitive (2), Affective (2), Psychomotor (1)</p>	5	<p>Set Induction- Hello Class! Today we are going to review the rules for basketball and how to dribble a basketball.</p> <p>-Can anyone name one of the four dribbling cues?</p> <p>-How many fouls can a player get before being eliminated from a game?</p> <p>-Can anyone name the measurements of a basketball court?</p> <p>-What are parallel lines?</p> <p>Now class we are going to watch this short video about basketball.</p> <p>http://www.youtube.com/watch?v=pNB9JivvAeo</p>	<p>Set 1=</p> <p>T SSSS SSSS SSSS SSSS SSSS</p>	<p>Dribbling Cues</p> <ol style="list-style-type: none"> 1. Head and eyes up 2. Use fingers to dribble 3. Ball at side of body 4. Keep dribble below the waist
	2	<p>Transition: Class First we need to go over the start and stop signals for the lesson today. When I blow the whistle you need to freeze where you are at. I want you to put any equipment</p>	Set 1	

		that is in your hands on the floor and take two steps away from it. When I say go, you can begin the activity.		
<p>Cognitive:</p> <p>Students will demonstrate general knowledge for the rules, dimensions for the game of basketball. Students will also understand how to dribble a basketball.</p> <p>Teacher Observation.</p>	5	<p>Transition: Once the warm-up activity has been completed the teacher will review what was covered the previous week.</p> <p>-Teacher will review rules of the game.</p> <p>-Teacher will review parallel lines and court dimensions.</p> <p>-Teacher will have students model the 4 cues for dribbling.</p> <p>Teacher quickly reviews each concept by quizzing students.</p>	Set 1	
<p>Affective:</p> <p>By the end of the activity, students will be able to effectively be ready to listen, within 10 seconds of when the teacher blows the whistle allowing for maximum time on task.</p> <p>Teacher observation.</p>	3	<p>Fitness- First we are going to do a little fitness game to get warmed up. We will be in groups of two. I will hand out one addition card to each student. Figure out the answer to your card. If it is odd get in line one. If it is even get in line two. Once students have answered their problem they will get in line. Teacher will re-explain that students will be running in parallel lines with the other group around the</p>	<p>Set 2=</p> <p>T</p> <p>S S</p>	<p>Rules: When whistle is blown students must stop and freeze!</p>

		<p>basketball court. Teacher will model what it will look like. Teacher will then explain when the whistle is blown students will stop running and freeze. Activity beings.</p>		
<p>Affective:</p> <p>Students will show sportsmanship and respect towards their classmates and instructor while participating in the basketball unit.</p> <p>Psychomotor:</p> <p>Students will be able to successfully dribble down and back the basketball court with less than 3 errors.</p> <p>Teacher Observation.</p>	10	<p>Transition: Students will go to set 3. Each student will have a basketball by their side. Teacher will scan to make sure there aren't any students who don't know what to do. Once everyone has found their spot, the teacher will yell go! Students will then begin to practice dribbling at the teachers command. Teacher walks around giving feedback and making sure everyone is on task. Teacher will challenge advanced students to have so many dribbles in a row, dribble with their non-dominant hand, etc... Students will also work with a partner and critique them to make sure they are using the 4 cues for dribbling.</p>	<p>Set 3=</p> <p>T</p> <p>S S S S S S</p>	<p>Dribbling Cues</p> <ol style="list-style-type: none"> 1. Head and eyes up 2. Use fingers to dribble 3. Ball at side of body 4. Keep dribble below the waist
	9	<p>Transition: Teacher will gather students back around. Teacher will then explain the game Dribble Tag. Students will have to stay in a specific area</p>	Set 3	

		marked by the poly spots. Students will have to do their best trying to protect their basketball while trying to steal others. Once a student has their ball knocked away they will dribble one lap around the gym and then they can return.		
<p>Cognitive:</p> <p>Students will be able to name all 4 cues for dribbling a basketball as well as other basics rules and facts.</p> <p>Teacher observation.</p>	6	<p>Closure- Have the students sit down in the center circle.</p> <p>-What are the cues for dribbling a basketball?</p> <p>-Who invented the game of basketball?</p> <p>-What are parallel lines?</p> <p>-What are the dimensions of the basketball court?</p> <p>-How are the dimensions of a high school court different than an NBA or college court?</p> <p>Students will then fill out end of class assessment.</p>	Set 1	
			P	

Assessment:

Name: _____

Who invented the game of basketball?

What are the dimensions of a basketball court?

Circle one set of parallel lines on the basketball court.

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Name the 4 cues for dribbling a basketball?

Why is it important to keep the basketball close to you when dribbling it?

Basketball Unit Lesson 3

Instructor: Damian Disque

Resource: PE Central

Unit: Basketball

Skills: Rules, Dimensions, Dribbling, and Passing

Equipment Needed: 25 Basketballs, 25 Pencils, and Poly Spots

Grade: 4th

Number of Students: 24

Lesson Number: 3

Safety: Students stay in personal space

Pre-requisite Skills: Basic knowledge of the game of basketball. Students will also be familiar with how to dribble a basketball. Students will also be familiar with how to catch an object.

Technology: Computer, SmartBoard, Internet Explorer

Global Goal: Students will be able to identify when a player travels or double dribbles in the game of basketball as well be able to pass a basketball using the cues modeled in class by the instructor.

Indiana State Physical Education Standards:

4.1.1 Demonstrate movement patterns in locomotor, non locomotor, and manipulative skills.

4.1.2 Demonstrate combinations of motor skills for specific sports.

4.2.1 Describe critical elements of correct movement pattern for all fundamental skills.

4.2.2 Apply the concept of practice to improve skills in appropriate settings.

4.2.3 Analyze the performance of others to provide positive feedback to improve performance.

4.7.3 Participate in new and challenging physical activities.

Indiana State Math Education Standards:

4.4.2 Identify, describe, and draw parallel, perpendicular, and oblique lines using appropriate mathematical tools and technology.

4.5.5 Estimate and calculate the area of rectangular shapes using appropriate units, such as square centimeter (cm²), square meter (m²), square inch (in²), or square yard (yd²).

NASPE Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activity.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Lesson Objectives Lesson Objectives: Cognitive (2), Affective (2), Psychomotor (1)	Time-Minutes	Lesson Focus and Transitions/Extensions/Applications (introduction to closure)	Organization T= teacher S= student B= basketball P= instructional paper and pencil	Refinements/Cues
Cognitive: Students will demonstrate general knowledge for the game of basketball. Teacher Observation.	12	Set Induction- Hello Class! Today we are going to review the rules for basketball and how to dribble a basketball. We are also going to introduce today how to make a proper bounce and chest pass. -Can anyone name one of the four dribbling cues? -How many fouls can a player get before being eliminated from a game? -Can anyone name the measurements of a basketball court? -What are perpendicular lines? Now class we are going to watch these two short videos about a bounce and chest pass.	Set 1= T SSSSS SSSSS SSSSS SSSSS SSSS	

		http://www.youtube.com/watch?v=JOMzwkwJ-BY http://www.youtube.com/watch?v=Eclsfy94tDE&feature=fvwr		
	5	<p>Transition: Teacher will have students get one basketball off the rack. Students will then arrange themselves around the gym in set 3. Teacher will have students model the 4 cues for dribbling a basketball. Students will practice the 4 cues for dribbling with and without a ball. Students then will complete 5 laps around the gym dribbling the basketball.</p>	<p>Set 3=</p> <p style="text-align: center;">T</p> <p>S S S S S S</p>	
	12	<p>Transition: Students will return to original set 1. Teacher will then introduce the cues for a chest and bounce pass. Teacher will then model for students what those cues look like. Teacher will also have a couple of students model as well.</p>	<p>Set 1</p>	<p>Bounce Pass Cues</p> <ol style="list-style-type: none"> 1. Hold ball with both hands 2. Ball at chest level 3. Extend fingers towards target 4. When releasing the ball extend arms down 5. Palms out towards the floor 6. Bounce ball half

				way towards target
<p>Affective:</p> <p>Students will demonstrate good social skills by working with a group or partner.</p> <p>Psychomotor:</p> <p>Students will be able to successfully pass a basketball using the cues taught in class.</p> <p>Teacher Observation.</p>	10	<p>Transition: Teacher will scan to make sure there aren't any students who don't know what to do. Once everyone has found their spot, the teacher will yell go! Students will then begin to practice passing with a partner. Teacher walks around giving feedback and making sure everyone is on task.</p>	<p>Set 3=</p> <p>T</p> <p>S S S S S S</p>	<p>Chest Pass Cues</p> <ol style="list-style-type: none"> 1. Body square to your target 2. Hold ball with both hands 3. Step towards passing target 4. Extend arms when releasing ball
<p>Cognitive:</p> <p>Students will be able to name cues for dribbling and passing a basketball. Students will also be able to identify traveling and double dribble violation.</p> <p>Teacher observation.</p>	6	<p>Closure- Have the students sit down in the center circle.</p> <p>-What are the cues for dribbling a basketball?</p> <p>-Who invented the game of basketball?</p> <p>-What are parallel and perpendicular lines?</p> <p>-What are the dimensions of the basketball court?</p> <p>-How are the dimensions of a high school court different than an NBA or college court?</p> <p>Students will then fill out end of class</p>	Set 1	

		assessment.	P	
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Assessment:

Name: _____

Name at least 3 cues for a bounce pass?

Name at least 3 cues for a chest pass?

Which pass was easier for you to make the bounce pass or chest pass? Tell me why it was easier?

Circle the perpendicular line on the basketball court.

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Basketball Unit Lesson 4

Instructor: Damian Disque

Resource: PE Central

Unit: Basketball

Skills: Rules, Dimensions, Dribbling, Passing, and Shooting

Equipment Needed: 25 Basketballs (modified sizes), 25 Pencils, 6 basketball goals (2 modified for height), Poly Spots

Grade: 4th

Number of Students: 24

Lesson Number: 4

Safety: Students stay in personal space

Pre-requisite Skills: Basic knowledge of the game of basketball. Students also will have been taught how to dribble and pass a basketball.

Technology: Computer, SmartBoard, Internet Explorer

Global Goal: Students will understand the rules for the game of basketball as well be able to shoot a basketball using the cues modeled in class by the instructor.

Indiana State Physical Education Standards:

4.1.1 Demonstrate movement patterns in locomotor, non locomotor, and manipulative skills.

4.1.2 Demonstrate combinations of motor skills for specific sports.

4.2.1 Describe critical elements of correct movement pattern for all fundamental skills.

4.2.2 Apply the concept of practice to improve skills in appropriate settings.

4.2.3 Analyze the performance of others to provide positive feedback to improve performance.

4.7.3 Participate in new and challenging physical activities.

Indiana State Math Education Standards:

4.4.2 Identify, describe, and draw parallel, perpendicular, and oblique lines using appropriate mathematical tools and technology.

4.5.5 Estimate and calculate the area of rectangular shapes using appropriate units, such as square centimeter (cm²), square meter (m²), square inch (in²), or square yard (yd²).

NASPE Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activity.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Lesson Objectives Lesson Objectives: Cognitive (2), Affective (2), Psychomotor (1)	Time-Minutes	Lesson Focus and Transitions/Extensions/Applications (introduction to closure)	Organization T= teacher S= student B= basketball P= instructional paper and pencil	Refinements/Cues
	10	Set Induction- Hello Class! Today we are going to review the rules for basketball and how to dribble and pass a basketball. We are also going to introduce today how to shoot a basketball. -Can anyone name one of the four dribbling or passing cues? -How many fouls can a player get before being eliminated from a game? -Can anyone name the measurements of a basketball court? -What are parallel and perpendicular lines? -How are they different? Now class we are going to watch this short video about	Set 1= T SSSSS SSSSS SSSSS SSSSS SSSS	

		shooting a basketball. http://www.youtube.com/watch?v=c6gse vzCAnA		
<p>Cognitive:</p> <p>Students will demonstrate general knowledge for the game of basketball.</p> <p>Teacher Observation.</p> <p>Affective:</p> <p>By the end of the activity, students will be able to effectively be ready to listen, within 10 seconds of when the teacher blows the whistle allowing for maximum time on task.</p> <p>Teacher observation.</p>	10	<p>Transition: Now class we are going to review what have already learned about basketball.</p> <p>-Teacher asks questions over the basics rules of basketballs and calls on different students to answer.</p> <p>-Teacher gets a volunteer to show the class parallel lines.</p> <p>-Teacher gets a volunteer to show the class perpendicular lines.</p> <p>-Teacher gets a volunteer to model the dribbling cues.</p> <p>-Teacher gets a volunteer to model a bounce pass.</p> <p>-Teacher gets a volunteer to model a chest pass.</p> <p>Teacher models and reviews each concept one last time for the students.</p>	Set 3	
<p>Affective:</p> <p>Students will show a positive attitude by participating</p>	10	<p>Transition: Students will line up in set 3 across the gym. Teacher will introduce the</p>	<p>Set 3=</p> <p>T</p> <p>S S S S S S</p>	<p>Shooting Cues</p> <p>1. Support hand on side of</p>

<p>and encouraging other classmates. Psychomotor:</p> <p>Students will be able to successfully shoot a basketball by using the cues taught in class.</p> <p>Teacher Observation.</p>		<p>shooting cues. Students will model each cue for the class. The teacher will then model all of the cues for the class with and without a ball. Teacher will also scan to make sure there aren't any students who don't know what to do. Once everyone has found their spot, the teacher will yell go! Students will then begin to practice shooting on the teacher's command. Teacher walks around giving feedback and making sure everyone is on task.</p>	<p>S S S S S S S S S S S S S S S S S S</p>	<p>ball</p> <ol style="list-style-type: none"> 2. Elbow of shooting hand under the ball 3. Bend the knees and jump 4. Push the ball towards the basket 5. Follow through
<p>Cognitive:</p> <p>Students will be able to name all the cues for shooting a basketball as well as other basics rules and facts.</p> <p>Teacher observation.</p>	<p>10</p>	<p>Closure- Have the students sit down in the center circle.</p> <p>-What are the cues for shooting a basketball?</p> <p>-Who invented the game of basketball?</p> <p>-What are parallel and perpendicular lines?</p> <p>-What are the dimensions of the basketball court?</p> <p>-How are the dimensions of a high school court different than an NBA or college court?</p> <p>Students will then fill</p>	<p>Set 1</p>	

Basketball Unit Lesson 5

Instructor: Damian Disque

Resource: PE Central

Unit: Basketball

Skills: Rules, Dimensions, Dribbling, Passing, and Shooting

Equipment Needed: 25 Basketballs, 25 Pencils, 6 Basketball Goals (Modified sizes if possible), Cones, and Poly Spots.

Grade: 4th

Number of Students: 24

Lesson Number: 5

Safety: Students stay in personal space

Pre-requisite Skills: Basic knowledge of the game of basketball. Students also will have been taught how to dribble, pass, and shoot a basketball.

Technology: Computer, SmartBoard, Internet Explorer

Global Goal: Students will understand the rules for the game of basketball as well be able to dribble, pass, and shoot a basketball using the cues modeled in class by the instructor.

Indiana State Physical Education Standards:

4.1.1 Demonstrate movement patterns in locomotor, non locomotor, and manipulative skills.

4.1.2 Demonstrate combinations of motor skills for specific sports.

4.2.1 Describe critical elements of correct movement pattern for all fundamental skills.

4.2.2 Apply the concept of practice to improve skills in appropriate settings.

4.7.3 Participate in new and challenging physical activities.

Indiana State Math Education Standards:

4.4.2 Identify, describe, and draw parallel, perpendicular, and oblique lines using appropriate mathematical tools and technology.

4.5.5 Estimate and calculate the area of rectangular shapes using appropriate units, such as square centimeter (cm²), square meter (m²), square inch (in²), or square yard (yd²).

NASPE Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activity.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Lesson Objectives Lesson Objectives: Cognitive (2), Affective (2), Psychomotor (1)	Time-Minutes	Lesson Focus and Transitions/Extensions/Applications (introduction to closure)	Organization T= teacher S= student B= basketball P= instructional paper and pencil	Refinements/Cues
Affective: By the end of the activity, students will be able to effectively be ready to listen, within 10 seconds of when the teacher blows the whistle allowing for maximum time on task.	7	Hello, class! Today we are going to be combining all of the skills you have learned throughout this basketball unit. Today we are going to play basketball golf. Before we get to that lets review some of the key things we have talked about. -Who invented the game of basketball? -What are the court dimensions of a basketball floor? -What are parallel lines? -What are perpendicular lines? -How many fouls does a player get before they are eliminated from a game? -Name a cue for dribbling a basketball?	Set 1= T SSSSS SSSSS SSSSS SSSSS SSSS	

		<p>-Name a cue for making a bounce pass?</p> <p>-Name a cue for making a chest pass?</p> <p>-Name a cue for shooting a basketball?</p>		
<p>Cognitive:</p> <p>Students will be able to demonstrate the cues for passing, dribbling, and shooting a basketball.</p> <p>Teacher Observation.</p> <p>Psychomotor:</p> <p>Students will be able to successfully shoot a basketball (make a basket) using the cues taught in class from inside of 10 feet.</p> <p>Teacher Observation.</p>	23	<p>Transition: Teacher will gather students around in set 1. Teacher will explain how to play basketball golf. Students will be in groups of 3 around the gym. Each basketball hoop with be marked by cones and poly spots. Once the groups have been distributed throughout the gym the teacher will walk around and make sure students are on task. Students will rotate from every 2 minutes.</p>	Set 1	
<p>Affective:</p> <p>Students will be honest while self-assessing and assessing other students.</p> <p>Cognitive:</p> <p>Students will be able to name all the cues for</p>	10	<p>Closure- Have the students sit down across the gym in set 3. Students will get a pencil. The teacher will go over the directions and questions for the assessment. All questions will be read out loud. Appropriate modifications and</p>	<p>Set 3</p> <p>T</p> <p>S S S S S S</p>	

dribbling, passing, and shooting a basketball as well as other basic rules and facts. Teacher observation.		accommodations will be made. Teacher will collect the assessments and analyze the data. This will allow the teacher to be reflective in his or her future teaching of this unit.	P	
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Basketball Golf

Hole	Trial 1	Trial 2	Trial 3
1			
2			
3			
4			
5			
6			
7			
8			
9			
Final Score			

Participant Name: _____

Basketball Assessment

Name: _____ Date: _____

Directions: Read all questions and directions carefully and make sure that you chose the best answer that applies to each question.

True or False

Directions: Select True or False for the following questions.

6. In basketball once you pick the basketball up you can keep dribbling? _____
7. A free-throw is worth two points? _____
8. Each player gets five total fouls a game before they are disqualified? _____

Multiple Choice

Directions: Circle the best answer choice for each question.

9. Which of the following was not a cue taught for shooting the basketball?
- A. Both hands on side of the ball
 - B. Elbow of shooting hand under the ball
 - C. Bend the knees and jump
 - D. Follow through towards the basket

10. Circle all of the following basketball terms?

- A. Travel
- B. Guard
- C. Goalie
- D. Double Dribble
- E. Offside
- F. Foul
- G. Referee

H. Forward

I. Pitcher

J. Center

Short Answer

Name the cues taught in class for two of the following basketball terms: dribbling, passing, and shooting.

- 1.
- 2.
- 3.
- 4.

- 1.
- 2.
- 3.
- 4.

Bonus

1. Name one famous male basketball player?
2. Name one famous female basketball player?
3. How many feet is the free-throw line from the basket?

Fourth Grade Block Plan - Basketball

Day 1	Day 2	Day 3
<p>1. Introduction to the game of basketball</p> <p>2. Video</p> <p>-Rules</p> <p>3. Lesson Focus</p> <p>-Pre-test of basketball knowledge</p> <p>-Introduction to basic basketball rules</p> <p>-Introduction to dribbling cues</p> <p>4. Closure</p> <p>-Questions/Review</p>	<p>1. Introduction to dribbling a basketball</p> <p>2. Video</p> <p>-Dribbling</p> <p>3. Lesson Focus</p> <p>-Review the basic rules of basketball</p> <p>-Review cues for dribbling a basketball</p> <p>-Dribble Tag</p> <p>4. Closure</p> <p>-Questions/Review</p>	<p>1. Introduction to passing a basketball</p> <p>2. Video</p> <p>-Bounce Pass/Chest Pass</p> <p>3. Lesson Focus</p> <p>-Review the basic rules of basketball and dribbling cues</p> <p>-Introduce cues for a bounce and chest pass</p> <p>4. Closure</p> <p>-Questions/Review</p>
<p>Day 4</p> <p>1. Introduction to shooting a basketball</p> <p>2. Video</p> <p>-Shooting a basketball</p> <p>3. Lesson Focus</p> <p>-Review the basic rules of basketball</p> <p>-Review cues for dribbling and passing a basketball</p> <p>-Introduce cues for a shooting a basketball</p> <p>4. Closure</p> <p>-Questions/Review</p>	<p>Day 5</p> <p>1. Review cues for dribbling, passing, and shooting</p> <p>3. Lesson Focus</p> <p>-Review the basic rules of basketball</p> <p>-Introduction to basketball golf</p> <p>-Introduce how to score basketball golf</p> <p>4. Closure</p> <p>-Questions/Review</p> <p>-Post-test assessment</p>	

Mr. Disque's Physical Education 4th Grade Yearly Curriculum Outlook

Weeks 1-4: Rules/Procedures, Loco Motor Review/Game, Obstacle Course/Tag Games (2)

Weeks 5-8: Jump Rope/Relay Races, Soccer (3)

Weeks: 9-12: Soccer, Skating (2), Basketball

Weeks 13-16: Basketball (4)

Weeks 17-20: Gymnastics (3), Loco Motor Skills Review/Game

Weeks 21-24: Hockey (4)

Weeks 25-28: Capture the Flag (2), Scooters (2)

Weeks 29-32: Dance/Rhythm (4)

Week 33-36: Kick Ball (2), Ultimate Frisbee (2)

*Field Day will occur in the month of May.