



## Health Smart Virginia - Sample Lesson Plan

### Grade Level 1

**Unit** BASKETBALL

**SOLs:**

- 1.1 a SWBAT demonstrate critical elements used and distinguish between galloping, skipping and sliding
- 1.1.c SWBAT demonstrate at least 2 critical elements of dribbling with hand in general space and while moving
- 1.4.a-d SWBAT demonstrate safe participation individually and with others
- SWBAT name different muscles/parts of body used in basketball skills

**Title:** Dribbling, Passing, and Shooting

**Objectives/ Goals:**

At the end of the lesson, SWBAT:

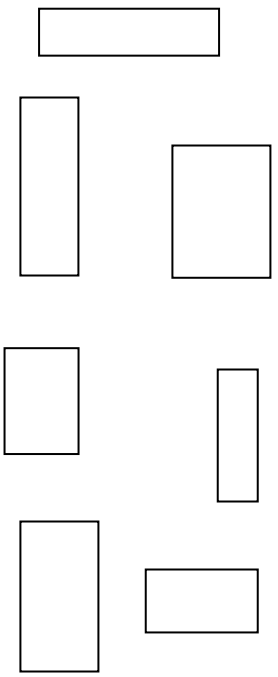
- Dribble a basketball
- Pass a basketball to others
- Shoot a basketball

**Materials:**

- Cones
- Basketballs
- Gatorskin balls
- Station cards
- Playground balls
- Hula hoops

**Procedure:**

|   | <b>Instruction</b><br>Practice-Tasks-Activity-Application  | <b>Organization</b><br>Define and/or diagram<br>(Attach if necessary)  | <b>Teaching Cues / Notes</b>        | <b>Modifications</b><br>Adaptation(s)<br>Harder ↑ Easier ↓  |
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| <b>Initial Organization &amp; Management</b>  | <ul style="list-style-type: none"> <li>Students enter the gym and go to their home base spot</li> </ul>  | <p>____ _</p> <p>____ _</p> <p>____ _</p> <p>____ _</p> <p>____ _</p> <p>During this time teacher is taking attendance</p> | "sit at your home base spot"        |   |
| <b>Warm-Up / Instant Activity / Fitness 10 minutes</b>  | <p>RPS Fitness: students will partner up and play rock paper scissors. Then they will figure out which exercise to do after each round. Students do the exercise together and play again to find the next exercise to complete</p> <p>Basketball warm up: Students will grab a ball and perform different exercises with the basketball</p> <ol style="list-style-type: none"> <li>Squats</li> <li>Leg lifts</li> <li>Plank</li> </ol> | <p>____ _</p> <p>____ _</p> <p>____ _</p> <p>____ _</p> <p>open gym floor, on students home base spots</p>                 |                                     | <p>↓Have students do each exercise for less time</p> <p>↓Modify exercises to make them easier</p> <p>for SWD: they can say "rock" "paper" "scissors" out loud and their partner can tell them what exercise to do</p> |
| <b>Lesson Opening 2-3 minutes</b><br>(Anticipatory Set / Set Induction / Motivational Intro)<br><i>"Why are we doing this?"</i> | Today we are going to continue to practice our basketball skills with station activities. Remember in basketball you have to be able to dribble the ball, work with others by passing the ball and shoot the ball into the hoop to be successful.  | Students sitting at home base spot and listening to instructions   | Teacher will be giving instructions | <p>Make sure students know their home base spot and have the same home base spot for SWD</p> <p>Make sure SWD is next to a trusted peer</p>   |

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| <p>Teaching &amp; Learning Tasks<br/>30 minutes</p> | <ul style="list-style-type: none"> <li>• Demonstrate each station ( teacher, or have a student ) (make sure to verbally explain while demonstrating skill for SWD)</li> <li>• Basketball stations       <ol style="list-style-type: none"> <li>1. Hot spot shot: stand on a dot and shot from the dot</li> <li>2. dribble on poly spot: right hand, left hand, low, high (use bright colored poly spot, place a noise box on/near poly spot, use ball that makes noise)</li> <li>3. Basketball shuttle run: start on a line and run to another line and back(partner to guide SWD)</li> <li>4. Zig-zag dribble: dribble through cones that are placed in a zig zag pattern (student to help guide SWD, bright colored cones, sound box near each cone)</li> <li>5. Wall passing: students stand on a poly spot and pass the ball to the wall (pass to partner instead of wall)</li> <li>6. Bounce and chest pass to partner: students practice 5 bounce passes and 5 chest passes (use a soft bright ball)</li> <li>7. Dribble and pass: students dribble down a line, once they get to the end pass it back to next person in line(student will guide SWD while dribbling,</li> <li>8. Hula hoop shot (Bright colored hula hoops, sounds coming from location of hula hoop, student clapping behind hula hoop.</li> </ol> </li> </ul> | <p>stations are located around the gym making sure to level a clear and open path for SWD to walk through (around the perimeter)</p> <p>During this time (30 minutes) teachers is observing and giving feedback when needed</p>  | <p>Each group will spend 3-4 minutes at each station before rotating:</p> <p>Dribble:</p> <ol style="list-style-type: none"> <li>1. Fingerpads</li> <li>2. Eyes up (facing forward)</li> <li>3. keep ball at Waist level (near hip)</li> </ol> <p>Shoot:</p> <ol style="list-style-type: none"> <li>1. Balance (ball on palm of hand)</li> <li>2. Elbow (L shape with elbow)</li> <li>3. Eyes (face forward)</li> <li>4. Follow through (push arm up and flick wrist)</li> </ol> <p>Passing:</p> <ol style="list-style-type: none"> <li>1. Bring the ball into body</li> <li>2. Step and push ball forward - have another student clap so SWD knows where to pass the ball to</li> </ol> | <p>↓ ↑ increase or decrease time at each station</p> <p>↓ provide different type of balls for students to use</p> <p>↓ ↑ increase or decrease dribbling distance</p> <p>have a switch or noise maker where SWD needs to shoot or pass the ball to</p> <p>Have SWD's partner clap hands and walk in front of SWD so they know where to move to</p> <p>Have a student guide the SWD while dribbling</p> <p>Have student next to SWD and state the steps to perform each skill</p> |
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| <p>Lesson Closure – Summary &amp; Assessment<br/>3 minutes<br/><i>“Why did we do this?”</i></p> | <p>Today we practiced different dribbling, passing and shooting. When we dribble the ball what part of our hand do we use to bounce that ball? Can someone explain or show the steps to shoot a basketball? What are two different type of passes we can do to get the ball to someone else?</p> | <p>Students will be sitting at their home base spots</p> | <p>“Line up straight, single, silent”</p> | <p>↓ call lines or numbers to line up<br/><br/>↓ give certain colors a specific clean up task</p> |
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**Assessments, References & Sources:**

- Meredith Morton, JMU CTA Session
- T. Nicole Kirk, JMU CTA Session
- Teachers pay Teachers: station cards
- PE Central