

Unit: Manipulative Skills

Lesson Focus: Dribble continuously with 1 hand

<b>Guiding Objectives</b>	
<b>Focus Physical Education Standards:</b>	<p><b>1.21-</b> Dribble a ball continuously with one hand.</p> <p><b>2.13</b> Determine and analyze how much force is needed to move the ball forward while dribbling with the hand.</p>
<b>Common Core State Standards:</b>	<p><b>S.L. 4-</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>S.L. 6-</b> Speak audibly and express thoughts, feelings, and ideas clearly</p>
<b>Student Learning Objectives</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Bounce a ball continuously with one hand.</li> <li>2. Demonstrate and explain how much force is needed to move the ball forward while dribbling.</li> <li>3. Complete a peer assessment.</li> </ol>
<b>Instruction</b>	
<b>Anticipatory Set:</b>	<p><b>Tie to Experience-</b> How many of you have seen a basketball game? How many of you have played basketball or would like to learn how? Bouncing a ball continuously with one hand is important and is called dribbling!</p> <p><b>What-</b> Students will participate in various challenges while they bounce a ball with 1 hand.</p> <p><b>Why-</b> Bouncing a ball is an important skill to learn for many games, and activities. It also promotes hand/eye coordination and development of motor skills.</p> <p><b>How-</b> Students will know they have met the objective when they can successfully bounce a ball continuously using 1 hand.</p>
<b>Instructional Input/ Sequencing:</b>	<p><b>“Mashed potatoes”-</b> (Reinforce safety rules such as: bounce the ball in control, keep heads up and eyes open.) Have students stand</p>

on polyspots that have been spread throughout the designated area. These polyspots are the potatoes. Give students about 3 minutes to practice bouncing the ball onto their polyspot and catching it (Mashing the potatoes). Challenge them to see how many times in a row they can bounce and catch the ball without dropping it. When the music stops, have students put the ball between their feet and hold it.

**Teach Cues:**

- Begin the bounce with knees and elbows bent, body leaning slightly forward.
- Spread the fingers on top of the ball and use finger pads to flex wrists to push the ball towards the ground.
- As the ball bounces back up, meet the ball with pads of fingers and wrists flexing upward (absorbing the force) and push it back down (following through with finger pads and wrists facing down).
- **Whole Group:** Have students show proper form as you go through the cues. Ask them specifically to focus on how much force they have to use to push the ball so that it comes right back to their waist.
- **Challenges:** Give students a series of challenges, designating a level and time limit for each one. Explain the importance of pushing the ball down with two hands to give it enough force to bounce back up. Make sure students are aiming for their polyspot when they push the ball! Example:

- Level 1:** How many times in a row can you push and catch the ball using two hands?
- Level 2:** Can you bounce the ball higher and catch it?
- Level 3:** Can you push the ball 2x and then catch? 3x and catch?
- Level 4:** How many times in a row can you push the ball without catching it?
- Level 5-** Ultimate Challenge! Can you dribble the ball with one hand?

\*\*After each level have students share their high score with a partner and describe what strategies they used to improve their bouncing and catching techniques.

	<ul style="list-style-type: none"> <li>• <b>Peer Assessment-</b> Students pair up and take turns showing each other how much force they need bounce the ball with one hand. Partners will assess each other using a thumbs up (got it!), down (not yet!) or to the side (almost there!) If you have time, let students switch partners a few times and get feedback from multiple classmates.</li> </ul>
<b>Strategies for Differentiation:</b>	<ul style="list-style-type: none"> <li>• Frontload vocabulary</li> <li>• Model proper form</li> <li>• Pair EL students with a buddy who can help explain</li> <li>• Pair lower skill levels with higher skill levels</li> <li>• Allow advanced students to demonstrate the skill</li> <li>• Post pictures of proper form if possible</li> </ul>
<b>Guided Practice:</b>	<ul style="list-style-type: none"> <li>• Give plenty of practice time.</li> <li>• Walk around observing and giving feedback to students</li> </ul>
<b>Formative Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate bouncing a ball with two hands continuously for a partner who will give them feedback.</li> <li>• Students describe proper finger positioning to a partner.</li> </ul>
<b>Closure:</b>	<ul style="list-style-type: none"> <li>• <b>Partner Share:</b> What was the hardest part of bouncing your ball today and why? Describe how much force was needed to dribble with one hand.</li> <li>• <b>Self Assessment:</b> Students share “fist to five” to describe understanding.</li> </ul>
<b>Outcomes</b>	
<b>Evidence of Student Learning:</b>	<ul style="list-style-type: none"> <li>• Students successfully bounce a ball continuously (more than once) with one hand.</li> <li>• Students can explain proper finger positioning during follow through to a partner</li> </ul>
<b>Follow-Up</b>	
<b>Re-Teaching Strategies:</b>	<ul style="list-style-type: none"> <li>• Teacher will continue to build upon this skill with various dribbling activities throughout the school year.</li> </ul>