Unit: Basketball (3-5th grade) Week#: \_1-4\_\_\_ Wendy Heath

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| **STANDARDS OF LEARNING: PHYSICAL EDUCATION**1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)**
2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)**
3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)**
4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)**
5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)**
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WEEK 1-4 of UNIT

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| **Week 1****Focus:**  | **Week 2****Focus:**  | **Week 3****Focus:**  | **Week 4****Focus:**  |
| **Learning Target: Dribbling** | **Learning Target: Passing** | **Learning Target: Shooting** | **Learning Target: Dribbling, Passing and Shooting Stations** |
| **Materials*** Junior size basketballs with guide hands
* 6in.-10in. Playground balls
* 6in softi-basketballs
* Mesh bag
 | **Materials*** Junior basketballs with guide hands
* 6in.-10in. Playground balls
* 6in softi-basketballs
* Balloon taped with electrical tape
 | **Materials*** Junior basketballs with guide hands
* 6in.-10in. Playground balls
* 6in softi-basketballs
* Balloon taped with electrical tape
* Poly spots
 | **Materials:*** Junior basketballs with guide hands
* 6in.-10in. Playground balls
* 6in softi-basketballs
* Balloon taped with electrical tape
* Poly spots
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| **Activity #1: Stationary Dribble at waist level*** Students will dribble a basketball at waist level for 30 seconds each time using their right hand, left hand, and alternating hands (crossover dribble). Teacher will turn on music to begin activity and stop the music after 30 seconds. Teacher/student will model activity prior to students performing it.
* **Modifications for Katy**:
1. Bounce and catch ball consecutively 3 times in a row while stationary using ball of her choice and making sure she catches the ball at waist level, preferably using a playground ball. Teacher or Teacher Assistant will model activity first to Katy and provide verbal cues when she does it.
2. If not successful Katy will put her ball into a mesh bag and bounce the ball up and down 30 times. Katy needs to understand the concept of the ball going up and down so she can control it.
3. If successful Katy will advance to a basketball bounce and catch again as noted in modification #1.
4. If she has no problem with bouncing and catching her ball consecutively 3 times in a row, have Katy dribble the ball waist level using two hands for only 15 seconds. Teacher or teacher assistant will model activity for Katy first.
5. Katy will have a picture of each modified activity to look at next to her on the floor or can be put on the wall.
 | **Activity #1: Review Dribbling while moving:*** This is a warm up activity for the students as they enter the gym. The go get a basketball of their choice and begin to dribble their ball while moving around the perimeter of the basketball court either walking or jogging. At each corner of the court a cone will be set up telling them how to dribble the ball while moving down that side of the court.
1. Red Cone – Right hand dribble
2. Blue Cone- back pedal dribble
3. Yellow cone - Left hand dribble
4. Green cone - Crossover dribble
* **Modifications for Katy:**
1. Use a ball of her choice and work on either dropping and catching the ball while walking or pushing the ball down with two hands focusing keeping the ball at waist level but can keep her eyes on the ball.
2. If Katy is having trouble with the first modification she can put her ball in the bag and drop and catch the ball while moving.
 | **Activity #1 Review Passing and catching**. Students will work on chest passes and bounce passes while playing the game **Card Shark:**Students will group up into partners and stand 10 ft. apart from each other. When the music begins, partner without the ball will go to the deck of cards located behind them and pick up a card. They will bring it to their partner and the number on the card dictates how many passes they perform. They will place card down on ground prior to begin passing.Red Card: Bounce PassBlack Card: Chest PassKing – 13; queen – 12 Jack – 11; joker – 14 Ace-1Game will continue until all the cards from both decks are gone. Teacher will go through the middle of the playing field having the students add up the number of completed cards.* **Modifications for Katy:**
* During the bounce pass Katy will push her ball towards the poly spot on the ground which will be located 7 feet in front of her which will give her a visual cue of where to hit the floor.
* If Katy’s ball does not reach her partner during the chest pass, she can either stand closer to her partner or switch out her ball for a lighter one.
* If Katy is having trouble catching the chest/bounce pass, switch out her ball for the balloon that is taped
* Teacher assistant will have to guide Katy over to the cards so she remembers where to get the cards
* Katy’s partner can collaborate with Katy on figuring what pass they do and how many passes they will perform.
 | **Activity #1**: **Pirates and Treasure*** Half the students have basketballs and the other half doesn’t. When the music begins the students with the ball (treasure) is trying to keep their ball moving at all times and keep is safe (offensive skills). The students without the balls are working on defensive skills by going after a student with treasure and stealing it away from them while they are dribbling. If students with treasure lose their ball, they become a pirate and if a pirate gets someone’s treasure they become treasure.

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| **Activity #2:****Stationary Dribble protecting your ball while in your triple threat position. Teacher/students will model prior to students performing it.*** Students will dribble ball in their triple threat position using their right hand and protecting their ball with their left hand. After ten seconds teacher will blow the whistle once to signal students to switch dribbling hands to where their left hand is dribbling and right hand is protecting their ball.
* **Modifications for Katy**:
1. Katy will bounce and catch her ball while having her knees bent using a modified ball of her choice. Teacher will model the activity for Katy.
2. Katy will dribble ball using two hands at a time while ball is in her body pocket and using a modified ball of her choice. Teacher will model activity for Katy.
3. Katy can switch out her ball at any time if she is having difficulty
 | **Activity #2: Introduce Chest pass by passing the ball to the wall*** Students will be asked to go find a poly spot on the gym floor and face the wall. They will be standing 7 ft. away from the wall. Teacher/student will model how students should push the ball towards the wall starting the ball at chest level. The ball will bounce off the wall and hit the floor once before students catch the ball into their hands. Repeat the chest pass towards the wall for one song. Students will begin activity when music is turned on and stop activity when music stops.
* **Modifications for Katy**:
1. Katy will try to chest pass the ball, of her choice, to the wall and hit the spot on the wall that is taped to form a square.
2. If she can’t get her ball to hit in the square, Katy can take a step forward closer to the wall and/or go get a different ball that is lighter.
 | **Activity #2: Introduction to Shooting*** Shooting game: Students will partner up and choose a ball of their liking. Students will go stand on a poly spot one behind the other. When the music starts first student in line will dribble the ball out to the basket of their choice and make a shot, rebound their ball and dribble it back to their partner. Student will hand the ball to their partner and wait for the partner to leave so they can stand on the poly spot. There will be six baskets set at different height levels for students to choose from. This game will continue play for 5 minutes.
* **Modifications for Katie:**
1. Katy will use the balloon that is taped or a light weight softi-ball to shoot at the basket.
2. Katy has a choice to shoot at one of the 6 baskets set at a low height level or shoot at a wall with a box made out of tape slightly taller than her.
3. If Katy becomes successful shooting at the wall she can then go to a basket that is slightly taller than her.
4. Placing bright color poly spots on the ground around each one of baskets to help Katy know where to go to stand if she chooses to go to that basket to shoot at.
 | **Activity #2: Students will travel around to 6 different basketball stations.** One of these stations will be an assessment station on shooting. There will be 4 students at each station. When music starts students participate at their station. When music stops, students straighten up their station and point to the next station the will rotate to. Students will rotate in a clockwise direction.* **Station 1: Dribbling around cones:** 4 rows of 4 cones being in each row. Each student will line up on the poly spot located in front of the first cone in line.

When music is turned on students will begin dribbling in and out of their row of cones until the music is turned off.* **Station 2: Passing to a partner**

Students will line up across from each other and work on their bounce and chest pass while the music is playing.* **Station 3:** **Knock away**

 Students will stay in their coned  off area and protect their ball  while dribbling around. Students  can only knock another student’s ball away if they are dribbling  their own ball. If a student’s ball gets knocked away, he/she  retrieves it and begins to dribble  again.* **Station 4: Knock out**
* Students will shoot from the
* spot on the floor. Students form
* a single file line handing the balls
* to the first two players in the line.
* Everybody's first shot must be
* taken from the poly spot on the
* gym floor. If the first shooter
* makes a basket before the second,
* they hand the ball to the next
* person in line. If the first person
* does not make a basket before the
* second player they are knocked
* out of the game. To get back into
* the game the student has to
* perform 10 jumping jacks and
* then returns to the back of the
* line.
* **Station 5: Horse**

Teacher will place 8 poly spots down on the gym floor as designated areas to shoot the basketball from. If the first person's shot is missed, the second shooter may attempt any shot. If his/her shot is made, the opponent is obligated to duplicate it. Each time a shooter misses a shot that he/she attempted to duplicate, a letter is "awarded". The game continues until one person accumulates 5 letters or **H-O-R-S-E**. In order to get back into the game of horse, the students has to perform 5 push-ups.* **Station 6: Shooting Assessment**

At the end of the 4 week unit, Students will be assessed on dribbling, passing and shooting a basketball. Today students will be assessed on shooting a basketball while at their station. Teacher will evaluate each student while they shoot a basketball at a basket 3 times. Students will not be evaluated on the ball going into the basket, but if they can perform the critical elements (B.E.E.F.) of shooting.  |
| **Activity #3: Stationary dribble keeping eyes scanning forward and not on the ball.*** As students dribble the ball in a triple threat position using their right hand, they will be looking up at the teacher and call out the number of fingers the teacher is holding up. After 15 seconds teacher will blow her whistle to signal students to perform a crossover dribble. Students will now dribble with their left hand only and call out the number of fingers the teacher is holding up.

This activity will go for about 90 seconds.* **Modification for Katy**:
1. Have Katy look up after each time dropping and catching the ball to get her used to looking up and not constantly looking at the ball.
2. If Katy can dribble using two hands at the same time, have her dribble 3 times in a row and then catch the ball and look up to see if she can catch a number that the teacher is holding up. Say how many fingers the teacher is holding up and then go back to dribbling 3 times in a row.
 | **Activity #3: Chest and bounce pass to partner*** Students will find a partner and practice the chest pass and bounce pass. The partners will be 10 ft. apart and pass the ball to their partners. For the chest pass the students will step with their dominate foot towards their partner- start with ball at chest-extend arms towards partners chest and release the ball with thumbs down when ball leave their hands. For bounce pass, students will start same way but will aim for a spot on the floor 7 feet in front of them and try to hit that spot so the ball ends up in their partner’s chest. Chest pass for 3 min (length of a song) and bounce pass for 3 min (length of a song).
* **Modifications for Katy**
1. During the bounce pass Katy will push her ball towards the poly spot on the ground which will be located 7 feet in front of her which will give her a visual cue of where to hit the floor.
2. If Katy’s ball does not reach her partner during the chest pass, she can either stand closer to her partner or switch out her ball for a lighter one.
3. If Katy is having trouble catching the chest/bounce pass, switch out her ball for the balloon that is taped.
 | **Activity #3: Make it Take it**This game is played just like the shooting game above except students will take turns with their partner going to a poly spot and shooting a basketball at the basket. If they make the shot they get to take the poly spot back with them and then their partner will go take a shot from another poly spot. The game ends when all the poly spots have been collected from around all the baskets. Students will count how many poly spots they got and see if they reached their goal that they set prior to starting the game. One poly spot represents one basket made. A lot of poly spots will be spread out around each of the 6 baskets at different height levels.* Modifications for Katy:
1. **Katy can go at her own speed when dribbling to the basket.**
2. **Katy can score a basket if her shot lands in the hula hoop taped to the wall instead of shooting at a basket.**
3. **Katy can try shooting at a basket that is slightly taller than her.**
 | **Activity #3:**  |
| **Activity #4: Dribbling into open space*** Students will dribble their ball while moving inside the basketball boundary lines. When the music turns on students will move forward dribbling with their dominant hand. When the music turns off, students will dribble to a blue piece of tape (on the floor) and continue to dribble their ball. Students will resume dribbling on the move when the music starts. Repeat this 4 times.
1. Katy will walk while bouncing and catching her ball. When music stops, she will find a blue piece of tape and continue to bounce and catch her ball.
2. Katy can progress by pushing the ball down using two hands but not catching it while walking.
 | **Activity #4: Pass and Tag game*** Students will partner up. When the music begins students will perform a chest pass back and forth to each other. When the music stops the student with the ball is the tagger. The partner without the ball will begin to walk around and perform the locomotor movement that the teacher mentioned to do and try not to get tagged by their partner with the ball. If the partner tags their partner they place their ball down on the ground and walks away from it. Their partner picks it up and tries to tag their partner with the ball. When the music comes back on they begin passing the ball back and forth again. Teacher will demo with another students to visually show how the game is played.
* Modifications for Katy:
1. Due to Katy having problems following multiple instructions to a game, the teacher assistant that comes with her will have to lead Katy around whether she is the tagger or fleer until Katy understands her role in the game.
2. Katy will be partnered up with a student that understands that they will have to move at a slower rate so Katy has the chance to tag them.
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| SAFETY | SAFETY | SAFETY | SAFETY |

Skill #1:\_Dribbling\_\_\_\_\_\_\_\_\_\_\_\_

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| Critical Components  | Adapted Critical Components |
| Eyes up  | **Katy will keep her eyes on ball the entire time** |
| Use your finger pads – not your fingertips | **Katy will use two hands on ball working on a fluid wrist motion, but still using finger pads.** |
| Keep ball at your side for control | **Katy will keep her ball out in front of her and can move at a slower pace.** |
| Keep ball at waist level or lower | **Katy should be able to keep her ball at waist level.** |
| Keep the ball in your "foot pocket" which is done by dropping the right foot behind your left foot (right handers). Knees will be bent. This will help control the ball and protect it from defenders  | **Katy will keep the ball out in front of her while she drops and catches her ball /or uses two hands pushing the ball down consecutively while ball is out in front of her.** |
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Skill #2:\_Chest Pass

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| Critical Components  | Adapted Critical Components |
| Square body to target (feet shoulder with apart and knees bent) | **Adaptation not needed. Square body to target.** |
| Hands on each side of the ball | **Hands on each side of a modified balloon (taped)** |
| Thumbs against chest – elbows bent and out. | **Remind Katy to keep elbows bent and out.****Thumbs against chest** |
| Step toward target | **Katy can use either leg to step toward target** |
| Extend arms fully releasing ball to target. | **Katy will push ball away from her toward target. Teacher can assist Katy by placing her hands over Katy’s hands and have Katy extend arms fully releasing ball to target. Teacher will do this several times in a row with Katy after receiving the pass back from her partner.** |
| Thumbs should now be pointing down(Follow Through) | **Teacher can assist Katy, hand over hand, after releasing the ball to help her thumbs to point down. Teacher will do this several times in a row with Katy.** |

Skill #3:\_Shooting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Critical Components  | Adapted Critical Components |
| Image result for basketball shooting |  |
| Feet shoulder with apart, Knees bent(Ready Position) | **Place two bright yellow poly spots shoulder with apart for Katy to stand on. She can bend her knees with no problem.** |
| B - Balance ball on finger pads | **Katie will choose a light ball to balance on her hand. If Katy has problems balancing ball on one hand she can use two hands.** |
| E – Elbow under ball | **Teacher or assistant can help guide Katy’s elbow under the ball.****If Katy decides to use two hands to shoot, her elbows will be slightly out and not under her.** |
| E – Eyes on target ( ) | **Take a bright piece of tape or ribbon and hang it off the rim of each basketball goal so Katy can use it to help keep her eyes on the target. (Basketball rim). (Katy might not understand what a basketball rim actually is). Have a variety of baskets set at different heights.****Katy can also shoot towards a hula hoop that is taped to a wall. She will try to make it in the hoop.** |
| F – Follow through (Putting hand into  cookie jar). Snapping of wrist. Ball being pushed up into the air  and wrist snaps down. | **Katy will use a light weight playground ball when she shoots. When Katy shoots give her the verbal cue of snapping wrist forward one time.****If Katy is having difficulty still, the teacher or assistant can provide hand over hand guidance when she shoots.****Teacher assistant can hold a noodle above Katy’s head so when Katy releases the ball her hand touches the noodle.****If Katy still has problems she will be allowed to shoot with two hands.** |
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**Assessment for one of the three skills:**

How will you know if your student met the learning target? This assessment can be a checklist, self-assessment, peer-assessment, etc.

At the end of the 4 week basketball unit, all 4th and 5th grade students will take a summative assessment on all three skills; dribbling, passing and shooting.

Katy will be assessed with her peers at the shooting station. Below is the APE Rubric I would use for Katy. Katy will get three chances to shoot her light weight ball at a 5 foot basket hoop or shoot at the hula hoop that is taped to the wall.

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| APE Basketball Shooting Rubric | Trial1 | Trial 2 | Trial 3 | Total |
| Ready position* Feet shoulder with apart (1pt.)
* Knees bent (1pt.)

Demonstrate both skill 3 out of 3 times |  |  |  |  |
| B – Ball is balanced on hand (1pt.) Demonstrate at least 1 out of 3 times |  |  |  |  |
| E – Elbow under the ball (1pt.) Balance 1 out of 3 times |  |  |  |  |
| E – Eyes on Target* Eyes looking at basketball rim (tape) or hoop (1pt.)

Demonstrate 3 out of 3 times |  |  |  |  |
| F – Follow through* Pushing ball up (1pt)

(Demonstrate 2 out of 3 times)* Snapping of wrist (1pt)

(Demonstrate 2 out of 3 times) |  |  |  |  |
| Grading Scale |  |  | Grand Total |  |
| 15 – 21pts. = 100 12 - 14 pts. = 909 – 11 = 806 – 8 = 705 and below = 60  |  |  |  |  |