Figure 4.3 Sample Lesson Plan

**Instructor:** Ms. Smith

**Lesson focus:** Dribbling with hands

**Situation:** Primary grades

**Equipment:** Carpet squares and basketballs (enough so every student has one)

**Objective:** Use the finger pads to dribble a ball (S1.E17.K, 1, 2a, 2b)

**Instant activity (energizer):** Builders and bulldozers

**Set induction:** Demonstrate slapping a ball with your palm and losing control. Ask students whether they have ever lost control of a ball when dribbling. In today’s lesson, you are going to teach them one of the tricks used by great basketball players to dribble without losing control.

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| **Task progression** | **Cues** | **Challenges** | **Organization/transition** |
| Standing on a carpet square, bounce the ball to the ground and catch it.  Bounce twice before catching. | Use your finger pads, not your palms. | Each time you bounce and catch, turn and face a new wall and try again. | One carpet square (spread throughout general space) and one ball for every student |
| Bounce the ball continuously with two hands; stay on your carpet square.  Bounce with one hand; then use the other hand.  Bounce at a high or low level. | Use your finger pads. | As you dribble, chant a song or rhyme quietly to yourself (e.g., five little monkeys). | One carpet square (spread throughout general space) and one ball for every student |
| Stand on a carpet square and dribble the ball.  Dribble high and low.  Switch hands. | Use your finger pads. | Say a letter of the alphabet every dribble. How far in the alphabet can you get? | One carpet square (spread throughout general space) and one ball for every student |
| Walk around your carpet square and dribble your ball.  Speed up; then slow down.  Switch hands. | Use your finger pads. | Every time around the carpet without losing the ball, give yourself 2 points. How many points can you get? | One carpet square (spread throughout general space) and one ball for every student |
| Walk in general space and dribble the ball.  Dribble at high and low levels.  Jog (speed up).  Skip, gallop, or slide.  When the drum beats, stop traveling but continue dribbling.  Walk curvy, straight, and zigzag pathways. | Look over the ball. | When I hold up my fingers, tell me how many.  When you pass someone, say his or her name. | One ball for every student |
| Dribble following a partner around in general space. Every 40 dribbles, switch to a new leader.  Dribble at different speeds and in different pathways. | Look over the ball. | Can you keep up with your partner? Can you match what your partner does the whole time? | Partners (closest person; assign any extras to create groups of three), each student with a ball |

**Closure:** Hold both hands over your head. Point to the part of the hand that we don’t want to use when trying to dribble a ball. Now point to the part of the hand we want to use.

**Additional modifications for special needs (hearing impairment):** Give the student’s aide a written lesson plan before class, have the aide demonstrate each task or challenge, and give appropriate instruction or cues in the student’s self-space before the start signal.