

Class/Grade/Period: 3rd	Lesson Focus: Dribbling with a defender	Lesson Number: 4	Date: 4/7/16
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# of students: 18	Safety considerations: Balls rolling down the hill; have students be dribbling away from the hill Students running into each other; continue to repeat the cues		
Context of teaching: It has been two weeks since my last visit, my hope is that the students remember all the previous things we've gone over. Last weeks' lesson the children had some trouble grasping the concept of a defender and getting around them, so this week will have a lot of cross over from last time.			
Equipment/Materials: 18 playground balls Chalk 15-20 cones		Primary teaching model or method: Command	
Objectives: (What will your students know and be able to do by the end of the lesson?) (3.2 and 3.6) Students will be able to complete an "I can" statement...			
Psychomotor - TSWBAT say "I can successfully dribble past four defenders while maintaining control during my two minute turn with the ball."			
Cognitive - TSWBAT say "I can remember the three cues (finger pads, eyes up, control) and repeat them to myself while completing the drills."			
Affective - TSWBAT say "I can feel good about the effort I am putting into the lesson, even if I don't do perfectly."			
Summative assessment of ONE objective (5.1/5.2): The teacher will mill about along with the students and observe their skill level as they attempt to dribble past the defenders.			

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Specifically addressing NASPE standards:

How are you teaching biomechanics in this lesson? (1.1)	How are you teaching physiology in this lesson? (1.1)	What motor learning technique are you using in this lesson? (1.2)	What aspects of motor development are addressed in this lesson? (1.3)	What forms of communication are you including? (Task sheets, visuals, etc.) 4.1
Force and force necessary to get the ball to bounce the height we want.	Talk about how exercise effects our breathing.	Closed practice will be used until the students can get a handle on the skill.	Extensions will be made for both struggling as well as excelling students.	Visuals on the blacktop with chalk

Circle or highlight the numbers from each set of standards below that this lesson addresses:

National Content Standards (NASPE, 2014) The physically literate individual 1. Demonstrates competency in a variety of motor skills and movement patterns. S1.E17.3 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. S4.E4.3a 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	Virginia Standards of Learning (2015) 1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. (Motor Skill Development) 3.1b 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) 3.4c 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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Time	Learning Activities/Tasks/Transition	Organization	Skill & Behavior Cues (extensions (3.4), refinements (3.3 & 3.6)), applications)	Assessment – 5.2
0-5	Warm Up: Amoeba Tag Two students will be "it" and link elbows. The rest of the class will spread out. As students get tagged, they will join the "it" chain. If the chain gets too big parts may break off, but the chain must have two people in it at all times. Before			

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	jumping into the anticipatory set, have the kids take note of their breathing. Is it fast or is it slow? What do they think made them breath heavy like this?			
5-7	Anticipatory Set: Review the past few weeks. "Alright guys, who can remind me what our cues for dribbling are? And if we are dribbling past a defender, where do we want the ball to be? It has been a while so today we are going to do a review of our work with defenders. When pushing with our finger pads, do we need a lot of force or just a little to get the ball to go how high we need it?"			
7-12	Activity One; Students will stand behind one of the 5 already drawn zigzag lines on the court. At each double back on the zigzag line, there will be a cone(acting as a defender). The children will dribble following the zigzag, each time they come to a cone they must treat it as a real life defender and dodge it while still maintaining control. Even when standing in line, students should still be dribbling and working on their crossover dribble.	SS S S S SS S S S S S S S	Finger Pads Eyes Up Control Struggling students may walk through the zigzags while excelling students may begin to run.	The teacher will watch the students as the move through the lines to be sure that they can make it past the "defender" successfully and continue moving. Teacher will make corrections when necessary.
12-17	Activity Two; Half the class will have a ball, while the other half don't. All the students will be milling about in the general space. The students with the balls should be dribbling while the others will be simply jogging. When the teacher says "defend" all the players without balls will	S S S S S S S S S S S S S S S	Defend- children without balls stop and assume a ready position. Struggling students may slowly walk past their defender, while excelling students, again, begin to move at game speed.	The teacher will mill about along with the students watching as they attempt to successfully dribble past their current

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	freeze and get in a ready position. The players that have a ball will find the closest defender and maneuver around them. After they clear the defender everyone continues to mill about. Once 2 minutes has passed, the children with the ball with swap roles with the children without balls.			defender.
17-20	Closure: Bring the students in. Ask them again where the ball should be when they are passing their defender. Then, asking them why they want the ball in that position.	T S S S S S S S S S		