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| **Teacher: Eric Halahan** | **Date: 4/18/11** | **School Grays Woods** |
| **Lesson #: 3 of 4** | **Grade & Class: 2nd grade** | **# of students: 16** |

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| **Unit Topic (ST and or MC) : E.g., Control** | **Lesson Topic: Controlling a ball by tossing, catching and dribbling.** |

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| **Student Learning Outcomes/Objectives with corresponding Standards (National NS and Pennslyvania PAS)** | | |
| **Psychomotor (with critical elements)** | **Cognitive** | **Affective** |
| * **Students will demonstrate control skills such as dribble, tossing and catching a basketball** * **NS: 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. * **PAS: 10.5.3:** A. Recognize and use basic movement skills and concepts.  1. loco motor movements (e.g., run, leap, hop) 2. manipulative movements (e.g.,   throw, catch, kick)   1. relationships (e.g., over, under,   beside) | * **Students will apply control skills in order to move the balls from space to space.** * **NS: 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. * **PAS: 10.4.3:** E. Identify reasons why regular participation in physical activities improves motor skills. | * **Students will demonstrate teamwork in practice and game by passing to their teammates in order to move the ball.** * **NS: 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. * **PAS:** **10.5.3:** C. Know the function of practice. |

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| **My teaching strategy focus associated with above objectives** | | |
| **Psychomotor (with critical elements)** | **Cognitive** | **Affective** |
| **Move around gym** | **Checking for understanding**  **Pinpointing** |  |

**Equipment Needs**

* **Kick balls, Soft balls, Hoola Hoops, Poly Spots**

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| **Content Development** | | | | | | |
| 1. **Instant Activity** | **For the instant activity, I used a game called Rescue Ball. The game uses 3 soft balls and 2 kick balls. The three soft balls are considered tag balls and the two kick balls are considered rescue balls. 3 students will be chosen to be “taggers” and each gets a soft ball to start with. As the game begins, 2 rescue balls (kick balls) will be thrown out for the students to rescue each other with. Once the taggers are ready, the students will be around to walk about the gym, as the game goes on students will be allowed to jog. If the tagger tags a student with a ball, that student must stand still in the ready position until a person with a rescue ball comes and bounces the rescue ball to them. Once they receive the rescue ball, they are not officially back in the game; they must go find another person that has been tagged and bounce the ball to him/her to be officially back in the game.** | | | | | |
| **B. Set Induction** | **For my set induction, I will introduce myself (MR. Halahan) and then ask the students what control is. What is control? Control is keeping the ball next to you. What sports do we use control for? (Tennis, Soccer, Basketball) Students will now be given a ball and told to go to a poly spot. They will be asked to control the ball at their poly spot anyway they can. Once 2 minutes is up, students will be asked to put the ball in the ball garage (on the ground between their feet) Tasks will now follow.** | | | | | |
| **C. TASKS** | | | | | | |
| **Precontrol** | | **Cues** | **Challenges** | **Set up (organization of equipment and children)** | **Safety notes** | **Assmt.** |
| 1. **Bounce the ball with 2 hands and catch it** | | **Soft Hands** |  | **Hula Hoops at all four corners of the gym. Have the balls in a big bin. Distribute when needed** | **Students are well spaced apart.** |  |
| 1. **Bounce the ball up, let it hit the floor and then catch it** | | **Soft hands** |  |  |  |  |
| 1. **Bounce the ball continuously, bounce with 2 hands or 1** | | **Use your fingertips** |  |  |  |  |
| 1. **Toss the ball in the air and catch it without it hitting the ground** | | **Soft hands** |  |  |  |  |
| 1. **Toss ball in air, let it bounce then catch** | | **Soft hands** |  |  |  |  |
| **Control** | | **Cues** | **Challenges** | **Set up (organization of equipment and children)** | **Safety notes** | **Assmt.** |
| 1. **Now toss the ball in the air, let it bounce, then clap, then catch the ball** | | **Soft hands** | **Try to clap 5 or more times before catching the ball** |  | **Students are well spaced apart.** |  |
| 1. **Now toss the ball in the air, spin around, let the ball bounce then catch it** | | **Soft hands** |  |  |  |  |
| 1. **Toss the ball in the air, spin around, let it bounce, clap then catch it.** | | **Soft hands** |  |  |  |  |
| 1. **Now, dribble the ball. You can stay at your spot or move around** | | **Use your fingertips** | **Try and dribble without the ball getting away from you** |  |  |  |
| 1. **Now toss the ball in the air and catch it without hitting the ground** | | **Soft hands** |  |  |  |  |
| 1. **Now we are going to do what we have been doing but now we are going to change spots and move around in the process** | | **Soft hands, Fingertips** |  |  |  |  |
| 1. **Just move around with the ball** | |  |  |  |  |  |
| 1. **Get on spot!** | |  |  |  |  |  |
| 1. **Toss and catch while staying on your spot** | | **Soft hands** | **Try and catch 5 times in row** |  |  |  |
| 1. **Now dribble around the room** | | **Fingertips** |  |  |  |  |
| 1. **Get on spot, then toss and catch on that spot** | | **Soft hands** |  |  |  |  |
| 1. **Now dribble along any line on the court.** | | **Fingertips** |  |  |  |  |
| 1. **Now dribble to a corner of the room** | | **Fingertips** |  |  |  |  |
| 1. **Now dribble to a different corner** | | **Fingertips** |  |  |  |  |
| 1. **Now toss and catch until you are on something red** | | **Soft hands** |  |  |  |  |
| 1. **Now, when I say go, dribble to a hoop and put your ball into a hoop. Only 3 balls per hoop. Once your ball is in a hoop, meet me at the big red circle** | | **Fingertips** |  |  |  |  |
| 1. **Okay, now it is time to play a game called Steal the Pirates Gold. As you can see, we have 4 corners that have hoola hoops. Each corner has their own colored hoola hoops. (yellow, red, purple and blue) Each student will be designed a color and go to that corner. The balls that are in the hoola hoops are considered gold. The object of the game is for the pirates (students) to steal as much gold as they can from the other team and bring it back to their corner. While bringing the ball back to their corner, the students must control the ball by tossing the ball up and catching it while they move or by dribbling the ball to their corner. We will begin on when I say go but first I want to hear every team ARGH like a pirate. Blue team lets me here ya, red team, yellow team, purple team. Okay, ready, set go.** | | **Finger tips, Soft hands, Eyes up** |  |  | **Eyes up to avoid collision** |  |
| **D. Closure**  **Once the game is over, each team will be called up to bring their balls to the garbage can.**  **Have a short feedback session on how they liked the activity, ask what they’re favorite part of the lesson was?**  **See if they remember what control is all about and what sports involve control.**  **What are some cues for quality ball control? Have them answer and collect feedback** | | | | | | |
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