

Brandon Smith  
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**School of Education**  
**Lesson Plan #1**

Subject: Physical Education                      Grade Level: 4<sup>th</sup> Grade                      Time Estimate: 55 mins

Unit: Basketball                                      Topic: Dribbling and Passing

Goal(s): To teach the students the game-like speed that is required during a typical basketball game.

Objective(s): TSWBAT use their prior knowledge to correctly dribble with both hands and make a pass (previously taught) to a classmate on a predefined course.

TEKS: §116.6 (b) 1(K), 2(B, C, D), 5(A), & 7(D)

Materials/Resources/Technology needs:  
Basketballs (at least 30), cones, spot markers

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### **Instructional Procedures**

- **Focusing Event:**

The students will be asked probing questions to gain a background knowledge of where the students are at with their understanding of basketball to this point. I will ask for a few students to come and help me to demonstrate what the correct dribble, chest pass, and bounce pass look like.

- **Teaching/ Learning Procedures:**

1. Have the students come in and begin walking on the blue lines that define the basketball court (3 mins).
2. Have the students carefully walk to their spots and have a seat on the gym floor.
3. Conduct the warm up activities.
4. Conduct the focusing event.
5. Organize the students into six to eight groups and have them line up on opposite sides of the court with a ball being placed at the front of each line.
6. The instructions of the activity are as followed: the student at the line will dribble to a designated spot on the court using their dominant hand. They will then switch to their non-dominant hand and dribble to another designated spot where they will then have to complete a chest pass or bounce pass (as dictated by me) to the other student at the beginning of the other line in front of them. (20 minutes of activity time)

7. Have students stop using stop signal “STOP” then have students with a ball walk over to the ball containers to return the balls.
  8. Recap the purpose of the lesson with the students by asking them to give a “thumbs up” if they enjoyed the lesson, a “thumbs down” if they did not, and a sideways-thumb if they neither enjoyed or disliked the activity.
- **Formative Check** (ongoing or specific): The formative check will be conducted when the students are thinking through the focusing event. If a demonstration is performed incorrectly, I will ask the class to help the demonstrator to fix his/her errors.
  - **Reteach (alternative used when needed)**: Model the proper way to dribble (with both hands) and how to perform both the chest and bounce passes.
  - **Closure**: At the “STOP” signal given, students will be asked to return to their spots and those with a basketball will be asked to come and return them. I will then have students verbally respond to the question: “I want you to think of the activity we just did. Can you tell me one reason why doing those things in a basketball game could be beneficial?”

**Assessment/Summative Evaluation:** The activity for the day will serve as the summative check, as the students will have multiple opportunities to perform each of the components being observed and will be receiving feedback to make corrections as they move from place to place.

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**Modifications/Notes:**

ELLs: I would have them pair up with a more English-proficient, native Spanish-speaking peer explain the given instructions to them.

Sp. Ed.: Have the students participate in the activity using both hands to dribble the ball and make the pass at a closer distance on a 1-on-1 basis with the teacher.

**Reflection (post presentation):**