Lesson Plan

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| **Lesson Title/Focus** | Shooting | **Date** | Jan,13th  |
| **Subject/Grade Level** | PE—Grade 3 | **Time Duration** | 40mins  |
| **Unit** | Basketball | **Teacher** | Miss. H |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** |
| **General Learning Outcomes:** | General Outcome AStudents will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits. |
| **Specific Learning Outcomes:** | A3–1 respond to a variety of stimuli to create locomotor sequencesA3–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways |

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| **LEARNING OBJECTIVES** |
|  **Students will:**  | * Manipulate the basketball to accurate shoot with BEEF form (3-5)
* Demonstrate different locomotor movements (3-1)
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| **ASSESSMENTS** |
| **Observations:** | * Are students’ balanced?
* Are students’ elbows bent?
* Are students’ eyes on the target?
* Are students’ follow-through correct?
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| **Key Questions**: | * What is BEEF?
* Why do we shoot with BEEF?
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| **Products/Performances:** | * Performing accurate shooting form using BEEF
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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Program of Studies
 | * 21 Basketballs
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| **PROCEDURE** |
| ***Prior to lesson*** | Have keys so that we can open the equipment room. |
| **Introduction** | **Time** |
| ***Attention Grabber*** | Basketball shooting! | 5mins |
| ***Assessment of Prior Knowledge*** | How has ever shot a basketball before? |
| ***Expectations for Learning and Behaviour*** | When I saw freeze you are to freeze in triple threat. |
| ***Advance Organizer/Agenda*** | Warm-upBEEFLine TagClosure |
| ***Transition to Body*** | Stretching our arms and our legs out. |
| **Body** | **Time** |
| ***Learning Activity #1*** | Step 1: Go through what BEEF stands forBalance- legs shoulder width apart and legs bendEyes- looking at the targetElbow- 90-degree angle, with a wrinkle at your wristFollow-through- put your hand in the cookie jarStep 2:Have students how me B…E…E…F…. Shoot!Repeat a few times to ensure that students are aware of the shooting techniquesStep 3:Have students aim at a spot on the floor, where two lines meet and that be your focus point.Step 4: Have the students shoot on the wall X20Step 5:Have the students find a basket and shoot towards the basket, reminding them of the form of shooting. Walk around and help students with their form | 15mins |
| *Assessments/ Differentiation* | Observations:-Are students using the proper form?-Where are students missing form? |
| ***Learning Activity #2*** | Line tag-Have students all get on a line. -Explain that they are not to leave the line-The person “it” also cannot leave the line-If you get tagged you become “it”-The person that is “it” has a pinny in their hand and they will pass it to you in you get tagged so we know who is “it”Progressions Speed walking🡪 Skipping🡪 Galloping🡪 Running | 15mins |
| *Assessments/ Differentiation* |  Observations-How are students’ locomotors skill?- Do students know what galloping is? |
| **Closure** | **Time** |
| ***Assessment of Learning:*** | What is the technique of shooting? | 5mins |
| ***Feedback From Students:*** | Do we like basketball? |
| ***Feedback To Students*** | Great BEEF today Grade 3’s! |
| ***Transition To Next Lesson*** | I do not teach them next day… So not sure what they are doing right now, but I will ask and let the students know what is coming up. |

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| **Sponge Activity/Activities** | Freeze TagRock, Paper, Scissor Tag |

**Reflections from the lesson:**