**UWEC – Education Studies**

**Learning Cycle Lesson Plan Form**

|  |
| --- |
| **Name: Greg Sonnentag Date : 4/16/12**  **Grade Level: 8th Quarter 4th School \_Chippewa Falls Middle School** |

|  |
| --- |
| **Basketball: Dribbling** |

**Section I: Big Picture Planning**

|  |  |
| --- | --- |
| **Describe at least TWO characteristics of your Age**  **Group from PIESM (Physical, Intellectual, Emotional, Social, and Moral Development):**  **1.** Many of them are starting to fine tune their sports skills. Some of the students are going through puberty, some haven’t, and some have already. This definitely creates a large gap in the physical maturity of all the students.  **2.** They are very social within the classroom setting, and boys and girls begin to mingle more than in elementary.  3. Concept wise, some of the students should really begin to understand strategies involved in game play.  **How will these be addressed in your lesson plan?**  First off, this lesson is geared toward building skills on dribbling. Students are old enough now where they can really fine tune their dribbling skills. Their bodies are more mature physically for some of the students and have grown into their bodies.  Secondly, I will allow the students plenty of opportunities to socialize with both genders. All the activities are coed | **Describe at least TWO components of diversity within your classroom (MI, gender, SES…)**   1. **I have two Asian American students and a Mexican American student in the class to go along with twenty eight European Americans** 2. **There are many students who learn differently and have different learning styles in the classroom**   **How will these be addressed in your lesson plan?**  It is easy to assume that most students know quite a bit about basketball by8th grade, but some students, particularly those who may have moved here from another country, may not. It is important that I do a good job explaining rules and give good demonstration to address those students. The same goes for students with different learning styles. I will give verbal cues, good demonstrations, and give plenty of practice time in order to meet each students needs in terms of learning styles.  When I bring up examples of players, I can be sure to mention players of different ethnicities such as Yao Ming. |
| **What plans (if any) do you have to include technology?**  **I will play music during activity time to engage students.** | |

|  |
| --- |
| **Instructional Objectives:**  **What do you expect your students to KNOW / be able to DO at the end of the period that they did not know/ could not do at the beginning of the period? These must be measurable. Look at the Blooms Taxonomy verb sheet.**  **Students will be able to explain three fundamentals to good dribbling technique**  **Students will be able to work effectively together during group activities**  **Students will be able dribble continuously while using good technique during the game of Lightning**  **Wisconsin Model Academic Standard (WMAS) Connection:**  *List one (or two) at most.*  **How does this lesson fit within the UNIT of Instruction (yesterday they learned…/tomorrow they will learn)?**  This is the first day of the basketball unit. Tomorrow students will have a lesson on passing. Students will work several days on skill building activities before they start a tournament. |

**Section II: Lesson Planning**

**Include time estimates.**

|  |
| --- |
| **Engage: Include**  **1. *What happened yesterday*,**   * Last Friday, students finished a unit on cricket   **2. *What they will be doing in class today*, and**   * We are starting a unit on basketball today. The first lesson will have students review and work on dribbling skills   **3. *How it ties to future learning*.**   * Dribbling is a key component to the game of basketball. Although we are only spending one day to review and work on the technique involved in dribbling, student will continually work on their dribbling throughout the whole unit.   **4. *Catch the students’ interest* by posing a question, showing something, doing something funny, or reading a quote. Do anything that gets their attention and allows you to focus on the goals of the lesson.**   * Read a motivational quote written my Michael Jordan, the most famous basketball player on earth     **5. *Make a connection to the students’ lives* (ie. Compelling Why).**   * I will tell students a story about a young man who went from disliking basketball to making it a pivotal part of his life. |

|  |
| --- |
| **Explore: Students interact with each other through discussion and/or materials in small groups. They explore a limited area of inquiry requiring them to categorize, classify, or answer questions.**  **Game:**  Knock out - Split the class up into two groups. Each group is set to different sides of the gym. Each side of the gym should be marked off with areas (cone markers) Each group should stay inside the marked area (inbounds). The game objective is to keep your dribble going, and try knocking out other student's dribble. If a student stops dribbling, picks up their dribble, loses control, goes outside on the boundary markers, or another student makes the student lose his or her ball they are out and must stand along the wall dribbling until there is one last student remaining in their group. Repeat this a couple times). At the end of the last trial have all the last remaining (the winner from each trial) move to the same marked off area, and have the trial winners try one fine time while the others mover to the opposite marked off area to play the game there. The last one standing in the "trial winner area" is the winner.  **You get one re-spawn!**  **How will you assess that students are exploring?**  I will observe students dribbling skills so I can use good example for the explain portion |

|  |
| --- |
| **Explain: Concepts under exploration are expressed through a book, teaching of vocabulary, short lecture, video, etc. Students then share what they said/discovered in the exploration stage and connect it to this new info. Differing views are shared.**  I will review dribbling skills. I explain some of the main technique concerns with dribbling and express it’s vital importance to the game. I will relate my instruction back to the exploring section and tell the students what technique issues I seen that were concerning vs. those I seen that we good. I will then explain the next activity and give a good demonstration.  **How will you assess students’ explanations?**  I will ask students for three questions or comments before the next activity begins |

|  |
| --- |
| **Elaborate or extend: Students apply information to a new situation.**  Half Court Press  Each person has one partner of similar ability level. They will begin at the baseline and their partner will start at the top three point line. On the whistle, they have ten seconds to get past half court on the press.  **How will you assess students’ ability to apply information?**  Students should be using information from the Explain and work on it during the Elaborate. I will walk around and give students feedback on their skills during activity |

|  |
| --- |
| **Evaluate: Assess students’ knowledge and/or skills.What evidence will you use to prove that students have changed their thinking or behavior?**  Lastly, students will fill out a note card with 3 fundamental strategies to dribbling. Then students will play Lightning, which is a basketball game that involves a lot of moving and dribbling. I modified this activity by requiring the students to do more dribbling that it normally requires. Through this activity I will use informal assessment to make sure students have the concept of dribbling and decide whether I need to discuss dribbling more thoroughly later in the unit. |

**Section III (to be completed AFTER teaching the lesson!): Reflections**

|  |
| --- |
| **What went well, what needs to be changed? List *specific ideas* that might improve your lesson.**  This was the first day I taught. The explore portion didn’t go as well as planned. First off, I don’t think the students took me too seriously the first time. They didn’t listen to instruction very well and some of the students wondered off to other parts of the gymnasium. I had to bring them in after this activity and address their behavior. It is important to address these issues right away so they don’t get carried away. After this, the rest of the lesson went pretty smoothly. I definitely think I could slow down my instruction a little bit so I am clearer, and I believe I could be a little louder. Instructing in a gym is much different because your voice isn’t trapped into a small room so I have to bring students in closer and talk louder. The timing of the lesson went well also. |