

LEVEL	UNIT	LESSON Number 3	EQUIPMENT
First Grade	Basketball	Ball handling with a partner	Playground balls, Bean Bags, Chalk

Objectives

1. Work cooperatively with partner while bouncing and catching the ball.
2. Review catching skills.
3. Have fun.
4. Demonstrate a change of levels while playing catch with their partner.
5. Work safely.

Activity	Time (Minutes)	Procedure	Comments/ Set- up/ Diagram
Part 1 Warm up	15	<p><u>Play Hopscotch.</u></p> <p>I will verbally review the game quickly with the students seated. I will have a pre-drawn hop scotch game close enough to see from their seated position.</p> <p>Have the class play in partners, and then you can use the partners for part two.</p>	
Part 2	10	<p>A Decide which partner will put away your bean bags, and which partner will get the red ball. Once you have put away your bean bags and have a ball, find a space for you and your partner to be where you can stand 5 steps apart without being near another group. Ready, go.@ This whole process should not take more than ten seconds. You can even give your class a count to ten to do it.</p> <p>[AT] Bounce the ball, so that it goes to your partner. Don=t stand more than five steps apart, and try to bounce it to your partner so they do not have to move to catch the ball. When the ball comes to you, catch it and bounce it back to your partner.</p> <p>Guided discovery questions (This section will be a review if your students worked on catching as kindergarten students.)</p> <ol style="list-style-type: none"> 1. What do you look at when you catch the ball? (The ball) 2. Where do you place your hands when you are catching the ball? (Behind the ball and to the sides) 3. What do you do with your body to help you catch the ball, if the ball does not come directly to you? (Move in the direction of the ball, in order to get your body behind the ball.) <p>These are questions to review throwing to a target.</p> <ol style="list-style-type: none"> 1. When you are throwing to a target, what do you look at? (The target) 2. What is your target if you are bouncing the ball to the floor so that it goes to your partner? (The floor) 3. How do you make the ball go to your partner if you are aiming at the floor? (Push it in the direction of your partner toward the floor.) <p>Be sure to remind your students to stay in their own spaces. You also should remind them to stay close, no more than five feet or so apart. Point out the students that are staying in their own spaces, close together. The emphasis is on catching the ball. Point out the students who are working well with their partner.</p> <p>Partner Tasks</p> <ol style="list-style-type: none"> 1. You have been working in a high level the whole time. This time, if you are the partner catching the ball, see if you can start in a medium level when your partner bounces the ball, and catch the ball in a medium level. After you both have tried this in a medium level a couple times, see if you can start and catch the ball in a low level! The partner who is bouncing the ball can help by bouncing the ball so that it stays a little lower. 2. If you are the person throwing the ball, see if you can throw it to your partner from a medium level, while they catch it in a medium level. After a couple times of practice, see if you can both play in a low level. 	
Part 3	5	<p>This time, the person who is catching the ball is going to change levels to catch the ball.</p> <p>A This time, if you are the one catching the ball, pick a level to be in while your partner bounces the ball, and before you catch it, change your level so that you catch the ball in a different level from the one your were in when your partner bounced it. Remember to keep</p>	

		the ball in your own space to make it easier for your partner to do their trick and catch the ball. You might want to tell your partner which level you are going to change to, so they can help you with the way they bounce the ball.@ Keep trying this task, each time trying a new level to start in. Encourage the class to try different combinations of levels. Point out the students who are working well with their partners. Stop the class occasionally to let a set of partners show off a good transition of levels.	
Closure	2	What are the three levels you used today? Tell me one of the combinations of levels you used. When would you see athletes change levels during a game?	