

EQUIPMENT

- 1 basketball per student
- Containers (barrels) or cart to hold basketballs
- 4 pinnies

LESSON OUTCOMES:


Demonstrate basic dribble.

BEFORE CLASS SET UP:

- 📌 Place basketball containers in different corners of the play space.


ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Dribble Tag (5-10 minutes)	<ul style="list-style-type: none"> • Play space is a basketball court (add a second court if too crowded). • Designate 4 students as “taggers;” they wear pinnies. • Each student (including taggers) has a basketball and is dribbling. • On your signal, taggers attempt to tag as many students as possible without losing control of their basketballs. If a tagger tags without control of the basketball, the tag doesn’t count. • If dribbler is tagged, student must dribble around outside of the court one time. • If dribbler loses control of the basketball, student must dribble around outside of court one time. • Continue for 2 minutes then change taggers. • Add taggers if the students are not active enough. 	<ul style="list-style-type: none"> 📌 Assist with equipment. • Give positive specific feedback. • Keep students on task.
ACTIVITY #1 Dribbling	<ul style="list-style-type: none"> • Students stand in horseshoe arrangement with basketball on the ground between their feet. • Dribbling: Push basketball with pads of fingers; basketball should back spin, non-dribbling arm is up to protect basketball. • Demonstrate skill. • All students practice stationary dribbling with dominate hand and protecting with non-dominant hand. • All students practice stationary dribbling with non-dominate hand and protect with dominant hand. 	<ul style="list-style-type: none"> • Assist with demonstration. • Give positive specific feedback. • Challenge students to dribble with head up.


BASKETBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 1	4th-5th GRADE
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ACTIVITY #2 Dribble and Move	<ul style="list-style-type: none"> Students begin dribbling and moving inside the court area. Each student must maintain personal space by keeping his or her head up. Start with dominant hand dribble. Change to non-dominate hand dribble. Give students signal to increase speed (about 1 minute) and then return to walk. 	<ul style="list-style-type: none"> Assist students with maintaining personal space. Demonstrate skill when needed.
COOL DOWN/ CLOSURE (3 minutes)	<ul style="list-style-type: none"> <i>Review Skill/Activity</i> 	<ul style="list-style-type: none">  Assist with equipment collection. Assist with stretching and questions.


L1 TEKS Introduction 1,2 4.1 ABEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
 L1 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC


NASPE NATL STD P.E. 1,2,3,4,5,6

BASKETBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 2	4th-5th Grade
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EQUIPMENT <ul style="list-style-type: none"> • 1 basketball per student • Containers (barrels) or cart to hold basketballs 	LESSON OUTCOMES: Demonstrate basic dribble. Protect the basketball with non-dribbling arm. Develop cardiovascular endurance, agility, and eye-hand coordination.	BEFORE CLASS SET UP:  Place basketball containers in different corners of the play space.
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ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: French Fry Tag (10 minutes)	Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class. Quickly discuss the negatives of fatty foods. Then 2-4 students are given a noodle; these students are the French Fries. Once tagged student must sit or kneel down. To be freed another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together. While exercising together neither person can be tagged. Students can keep exercising if a tagger is too close. Switch taggers after 1-2 minutes.	 Assist with equipment. <ul style="list-style-type: none"> • Give positive specific feedback. • Keep students on task.
ACTIVITY #1 Direction Challenge	<ul style="list-style-type: none"> • Students are to follow your directional movements while dribbling basketballs. • Move forward, backward, left, right, zigzag, etc. • No verbal directional commands are given. They should watch your movements. • As skills improve, make movements faster and more difficult. 	<ul style="list-style-type: none"> • Give positive specific feedback. • Assist with directional movements.
ACTIVITY #2 Knock-Out	<ul style="list-style-type: none"> • Either half-court, full court, or multiple courts are utilized according to class size. • Each student has basketball. 	<ul style="list-style-type: none"> • Help students understand rules. • Give positive specific feedback.

BASKETBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 2	4th-5th Grade
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Knock-Out	<ul style="list-style-type: none"> On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students. Students protect their basketballs with movement and with non-dribbling arm. If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game. 	
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> <i>Review Skill/Activity</i> 	 Assist with equipment collection. <ul style="list-style-type: none"> Assist with stretching & questions.

L2 TEKS Introduction 1,2 4.1 ABEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
 L2 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 basketball for every 2 students
- Containers or basketball cart
- 2-4 noodles
- 5 cones per court to set up grids (24 students per court)

LESSON OUTCOMES:



Demonstrate a chest pass.
 Execute a fake chest pass.
 Move to an open area without the basketball.

BEFORE CLASS SET UP:

- 📌 Set up grid area for every 6 students, about a quarter of a basketball court.
- 📌 Place basketball containers in different corners of the play space.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: French Fry Tag (10 minutes)	<ul style="list-style-type: none"> • Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class. • Quickly discuss the negatives of fatty foods. Then 2-4 students are given a noodle; these students are the French Fries. • Once tagged, student must sit or kneel down. • To be freed, another student must come up to the tagged student, touch him or her and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together. • While exercising together neither person can be tagged. Students can keep exercising if a tagger is too close. • Switch taggers after 1-2 minutes. 	<ul style="list-style-type: none"> 📌 Assist with equipment. • Keep students on task.
ACTIVITY #1 Chest Pass	<ul style="list-style-type: none"> • Chest Pass: Both hands on side of basketball, Push basketball from chest, Step towards target, Follow through with hands pointing out and thumbs down. • Demonstrate skill. • Students shadow practice chest pass without a basketball. • Shadow practice faking a pass both to left and right. Students need to step when making a fake. 	<ul style="list-style-type: none"> • Assist with demonstration if needed. • Give positive specific feedback.

BASKETBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 3	4th-5th GRADE
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TRANSITION	<ul style="list-style-type: none"> Pairs should form groups of 6, 2 basketballs per group. 	 Assist with groupings and equipment.
ACTIVITY #2 Keep Away	<ul style="list-style-type: none"> Within their groups of 6, students should form 2 groups of 3. Assign two groups of 3 to each quarter of the basketball court. Demonstrate the game with 2 students or with a student and the assistant. Designate one student to be in the middle (interceptor). On your signal, the 2 outside students pass the basketball to each other without the interceptor intercepting it or knocking it down. The student stays in the middle until you signal to rotate (45 sec. to 1 min.). All passes must be around the interceptor and not over his or her head. Interceptor must guard only the thrower and be 3 feet away from thrower. Receiver practices making sharp cuts to get open. 	<ul style="list-style-type: none"> Assist with demo if needed. Direct students to area. Explain activity as needed. Give positive specific feedback. Congratulate on improvement.
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> <i>Review Skill/Activity</i> 	 Assist with collecting equipment. <ul style="list-style-type: none"> Lead stretches if authorized by teacher.

L3 TEKS Introduction 1,2 4.1 ABEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
 L3 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 basketball for every 2 students
- Containers or basketball cart
- 2-4 noodles
- 5 cones per court to set up grids (24 students per court)


LESSON OUTCOMES:




Demonstrate a chest pass.
 Execute a fake chest pass.
 Move to an open area without the basketball.

BEFORE CLASS SET UP:

- 📌 Set up grid area for every 6 students, about a quarter of a basketball court.
- 📌 Place basketball containers in different corners of the play space.
- 📌 Set-up HRP A play area


ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Olympic Countries Tag (10 minutes)	<p>Students spread out between cones.</p> <p>Select 2-3 students to be a tagger. Tagger begins game by standing in middle of gym holding a noodle.</p> <p>Tagger runs toward other students trying to tag them with a noodle.</p> <p>If a student is tagged, he or she must name a country within 3 alligators, counted by tagger. If student is unable to name a country then that student becomes new tagger.</p>	<ul style="list-style-type: none"> • Set up 20 x 20 grids using cones. • Explain the directions • Distribute 1 noodle to each tagger. • Monitor the time it takes tagged students to name a country.
ACTIVITY #1 Partner Chest Pass	<ul style="list-style-type: none"> • Students find a partner and perform chest passes with one basketball. • Students should include faking a pass either left or right. • After a minute of chest passes, students begin bounce chest passes. 	<ul style="list-style-type: none"> • Assist with equipment. • Give positive specific feedback.



BASKETBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 4	4th-5th GRADE
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TRANSITION	<ul style="list-style-type: none"> Pairs should form groups of 6, 2 basketballs per group. 	 Assist with groupings and equipment.
ACTIVITY #2 3 Catch Game	<ul style="list-style-type: none"> Object of game: complete 3 passes to your own team. Demonstrate game with students. Assign 2 teams of 3 to each quarter of the basketball court. One point for every 3 consecutive passes is awarded. After 3 consecutive passes, the basketball is placed on the ground for the opposing team to begin. If a pass is incomplete, the basketball goes to the other team. Principle of 3's is in effect: <ul style="list-style-type: none"> Must defend from 3 feet away. 3 catches by 3 different people to score a point. 	 Assist with equipment. <ul style="list-style-type: none"> Direct students and explain activity as needed. Give positive specific feedback.
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> <i>Review Skill/Activity</i> 	 Assist with collecting equipment. <ul style="list-style-type: none"> Lead stretches if authorized by teacher.

L4 TEKS Introduction 1,2 4.1 ABEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
 L4 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

BASKETBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 5	4-5th GRADE
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EQUIPMENT <ul style="list-style-type: none"> • 1 basketball for every 3 students • Containers or basketball cart • One foam ball per 6 students • Cones for boundary markings (4 per court) 	LESSON OUTCOMES: Demonstrate a basketball pivot. Apply pivoting in a directional game. Move to an open space without the basketball.	BEFORE CLASS SET UP:  Place basketball containers in different corners of the play space.
ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Buzzerk (15 Minutes)	<ul style="list-style-type: none"> • Use entire gym/playing area; Students form in groups of 5. • 2 groups play each other with 1 team batting first. • Each student on each team has a number from 1-5. • Batting team starts out in a line (1-5), fielding team spreads out in the playing area. • Batter #1 throws the ball anywhere in the playing area, there are no foul balls. After completing the throw, the batter runs around his/her team until the fielding team completes the task below. • Batting team must yell out the number of times the batter runs around their team. • The fielding team retrieves the ball; everyone gets in a line and passes the ball down the entire line. The last student on the team that receives the ball, throws the ball to the new 'batter' (the next number). When the batter receives the ball, he or she yells, stops the teams, and play begins with new batter. • After all 5 persons on batting team have batted, the teams switch roles. ⇔ Variation: Keep score. After 4 minutes switch teams so that they play other teams.	 Assist with equipment. <ul style="list-style-type: none"> • Clarify rules. • Encourage participation.

<p>ACTIVITY #1</p> <p>Pivoting</p>	<ul style="list-style-type: none"> • Demonstrate a legal pivot. Show how it serves to protect the basketball. • Pivot: Ball of pivot foot in contact with ground, Twist CW or CCW to protect basketball, Foot cannot slide or move; cannot change pivot foot, Ball of foot “nailed” to ground. • Students shadow practice pivoting right and left feet, acting as if they are protecting the basketball. 	<ul style="list-style-type: none"> • Assist with demonstration if needed. • Give positive specific feedback.
<p>ACTIVITY #2</p> <p>3 Pass End Line</p>	<ul style="list-style-type: none"> • Students form groups of 6 and divide into two groups of 3. • Object of game: to score a point by passing the basketball to a teammate across the end line. • Demonstrate the game utilizing student volunteers. • Game is played with two teams on a full court. If space is limited divide each court with cones down the middle, lengthwise. • Basketball may only be advanced by passing. Student with basketball may not dribble or walk, he or she may ONLY pivot, then pass. • Students without the basketball move to open areas. • Game starts with an in-bound pass. • A goal is scored if basketball is passed successfully to a student beyond the end line. • If pass is incomplete or dropped, basketball is in-bounded from closest sideline. • If traveling occurs, other team gets basketball. Use in-bound pass from closest sideline. • After goal, basketball is put into play at the end line by in-bound pass. • Principle of 3's in effect: <ul style="list-style-type: none"> – 3 passes to 3 teammates before a team can score. – Defender on the basketball must be 3 feet away and cannot hit the basketball out of passers' hands. • Defender on the basketball can count to 3 alligators to force a pass. Turnover if basketball is not passed in 3 alligators. 	<ul style="list-style-type: none"> • Assist with equipment. • Clarify rules. • Give positive specific feedback.
<p>COOL DOWN/ CLOSURE</p>	<ul style="list-style-type: none"> • Collect equipment; <i>Review Skill/Activity</i> 	<ul style="list-style-type: none"> • Assist with equipment.

L5	TEKS	Introduction	1,2	4.1	ABEFGK	4.2	ABD	4.3	AE	4.4	BH	4.5	A	4.6	AB	4.7	ABCD
L5	TEKS	Introduction	1,2	5.1	BCFKL	5.2	ABC	5.3	A	5.4	C	5.5	AD	5.6	AB	5.7	ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 basketball per student
- Containers or basketball cart
- 16-20 cones


LESSON OUTCOMES:

Demonstrate a lay-up
 Move without the basketball.

BEFORE CLASS SET UP:

📌 Place basketball containers in different corners of the play space.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Keep Away (10 minutes)	<ul style="list-style-type: none"> • Students form groups of 3. • Demonstrate game with 2 students or with a student and the assistant. • Designate one student to be in the middle (interceptor). • On your signal, the 2 outside students pass basketball to each other without interceptor intercepting it or knocking it down. • Student stays in the middle until you blow whistle (after 1 minute) to rotate. • All passes must be around interceptor and not over his or her head. • Interceptor must guard only the thrower and be 3 feet away from thrower. • Thrower can pivot but cannot move. • Receiver practices making sharp cuts to get open. 	<ul style="list-style-type: none"> • Assist with demo if needed. • Direct students and explain activity as needed. • Give positive specific feedback. • Congratulate improvement.
ACTIVITY #1 Alternating Dribble	<ul style="list-style-type: none"> • Student has own ball. • Alternate hands while dribbling. 	<ul style="list-style-type: none"> • Assist with demonstration if needed. • Give positive specific feedback.
ACTIVITY #2 Alternating Dribble on the Move	<ul style="list-style-type: none"> • Walk around gym while alternating dribble. • Practice alternating. 	<ul style="list-style-type: none"> • Assist with court set-up if needed. • Help with demonstration. • Give positive specific feedback. • Clarify activity.

BASKETBALL 	LESSON 6	4th-5th GRADE
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ACTIVITY #3 4-on-4 Basketball 3 Pass	<ul style="list-style-type: none"> • Students assemble in groups of 4. • Object of game: to score the most baskets. • Two teams of 4 on each half-court (more students per team if courts are limited). • No dribbling in the game. Student with basketball must keep at least one foot in place by pivoting. • Game begins with Rock, Paper, Scissors. Ball is in-bounded from half-court. • Whenever the basketball returns to play it is in-bounded from half-court. • Teams play man to man (or person to person) defense. • Principle of 3's in effect: <ul style="list-style-type: none"> – No shot until 3 passes to 3 different players. – Defender on the basketball must be 3 feet away and cannot steal the basketball. • Play games for 3-4 minutes. Teams leading move up a court and those behind move down a court. • Ties settled by Rock, Paper, Scissors. • Use 1 step lay-up whenever close to the basket. 	<ul style="list-style-type: none"> • Assist with equipment. • Help group students. • Give positive specific feedback. • Encourage participation.
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> • Collect equipment; <i>Review Skill/Activity</i> 	<ul style="list-style-type: none"> • Assist with equipment. • Help with stretching.

L6 TEKS Introduction 1,2 4.1 ABCEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L6 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 basketball per 2 students
- Containers or basketball cart
- Noodles

LESSON OUTCOMES:


Demonstrate a basic lay-up.
 Demonstrate dribbling skills

BEFORE CLASS SET UP:

- 👉 Place basketball containers in different corners of play space.


ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: French Fry tag (10 minutes)	<ul style="list-style-type: none"> • Object of game: French Fries try to tag and freeze entire class inside boundaries of full basketball court, or half-court for a small class. • Quickly discuss negatives of fatty foods. Then 2-4 students are given a noodle; these students are French Fries. • Once tagged, a student must sit or kneel down. • To be freed, another student must come up to a tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together. • While exercising together, neither student can be tagged. Students can keep exercising if a tagger is too close. • Switch taggers after 1-2 minutes. 	<ul style="list-style-type: none"> 👉 Assist with set-up. • Encourage participation.
ACTIVITY #1 Basic Lay-Up	<p>Have students sit on floor while you demonstrate a basic lay-up.</p> <p>Right handed students push off left foot, drive right knee up and shoot the ball. Left handed students push off right foot, drive left knee up and shoot the ball Have students line up at trash cans and shoot from about four feet away. .</p>	<ul style="list-style-type: none"> • Assist with demonstration. • Give positive specific feedback. • Set up trash cans or tubs
ACTIVITY # 2 Lay-Up Drill	<ul style="list-style-type: none"> • Students find a partner and get 1 basketball. • 6-8 students share a basket • Students practice taking 2 steps and banking ball off backboard. • Demonstrate a 2 steps (no dribble) lay-up. • Shot is done on right or left side of basket and very close to it. 	<ul style="list-style-type: none"> • Assist with court set-up if needed. • Help with demonstration. • Give positive specific feedback. • Clarify activity.

BASKETBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 7	4-5th GRADE
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	<ul style="list-style-type: none"> Non-shooter rebounds ball and then shoots next lay-up. Students take turns with other pairs at basket. 	
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> Collect equipment; <i>Review Skill/Activity</i> 	 Collect equipment. <ul style="list-style-type: none"> Assist with stretching.


L7 TEKS Introduction 1,2 4.1 ABEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L7 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

BASKETBALL  <small>TEA Approved Coordinated School Health Program</small>	LESSON 8	4th-5th GRADE
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EQUIPMENT <ul style="list-style-type: none"> Containers or football cart1 football per 10 students 1 basketball per 3 students 	LESSON OUTCOMES: Demonstrate a basic lay-up. Execute a lay-up during game situation.	BEFORE CLASS SET UP: <ul style="list-style-type: none"> Place basketball containers in different corners of play space. High Ten: 25 x 25 yard square for 35 students.
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ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Keep Away (10 minutes)	<ul style="list-style-type: none"> Students form groups of 3. Demonstrate game with 2 students or with a student and the assistant. Designate one student to be in the middle (interceptor). On your signal, the 2 outside students pass basketball to each other without interceptor intercepting it or knocking it down. Student stays in the middle until you blow whistle (after 1 minute) to rotate. All passes must be around interceptor and not over his or her head. Interceptor must guard only the thrower and be 3 feet away from thrower. Thrower can pivot but cannot move. Receiver practices making sharp cuts to get open 	<ul style="list-style-type: none"> Assist with set-up. Encourage participation.
ACTIVITY #1 Pig Skin Basketball	<ul style="list-style-type: none"> Pairs form groups of 10 for a full court 5-on-5 game. Object of game: to make as many baskets as possible using a football on a basketball court by only passing, catching, and shooting. Use Rock, Paper, Scissors to determine who starts game with control of the football. Game starts with a throw-in from end line. Team in possession tries to pass and catch the football and advance toward their basket. Once a student catches a ball, he or she must stop and can only pivot, pass or shoot. Defender guards the passer, but cannot knock the football out of the passer's 	<ul style="list-style-type: none"> Help with equipment. Assist with grouping. Clarify rules and encourage participation. Give positive specific feedback.

BASKETBALL 	LESSON 8	4th-5th GRADE
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	<p>hands.</p> <ul style="list-style-type: none"> • All dropped footballs, bad throws or balls thrown out-of-bounds go to defending team. Free toss from that point. • Principle of 3's in effect: <ul style="list-style-type: none"> – Passer has 3 seconds to throw football (3 alligators counted by closest defender). – Defenders must be 3 feet away from passer. • After a score, other team takes the football out from end line. • Play 4-minute games and have leading teams move up and teams behind move down. • When students are close to basket they should try to do a lay-up with football. 	
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> • Collect equipment; <i>Review Skill/Activity</i> 	<ul style="list-style-type: none"> • Collect equipment. • Assist with stretching.

L8 TEKS Introduction 1,2 4.1 ABEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L8 TEKS Introduction 1,2 5.1 BCFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 basketball per 3 students
- Pinnies

LESSON OUTCOMES:

Demonstrate passing, pivoting, and shooting skills in a game situation.

BEFORE CLASS SET UP:

- 👤 Have basketballs equipment ready for distribution.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Dribble Tag (10 minutes)	<ul style="list-style-type: none"> • Play space is a basketball court (add a second court if too crowded). • Designate 4 students as “taggers;” they wear pinnies. • Each student (including taggers) has a basketball and is dribbling. • On your signal, taggers attempt to tag as many students as possible without losing control of their basketballs. If a tagger tags without control of the basketball, the tag doesn’t count. • If dribbler is tagged, student must dribble around outside of the court one time. • If dribbler loses control of the basketball, student must dribble around outside of court one time. • Continue for 2 minutes then change taggers. • Add taggers if the students are not active enough 	<ul style="list-style-type: none"> 👤 Assist with set-up if needed. • Encourage participation
ACTIVITY #1 3-on 3-Half-Court Basketball	<ul style="list-style-type: none"> • Object of game: to score as many points as possible. • Same groups and courts as previous game. • Principle of 3’s in effect: <ul style="list-style-type: none"> – Defender must be 3 feet away from basketball. – 3 passes before a shot is taken. • All restarts begin at half-court (beginning of the game, out of bounds, fouls, etc.). • Play 4-minute games; leading teams move up a court and those behind move down. 	<ul style="list-style-type: none"> 👤 Assist with equipment. • Clarify rules. • Give positive specific feedback.
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> • Collect equipment; <i>Review Skill/Activity</i> 	<ul style="list-style-type: none"> 👤 Assist with equipment. • Help with stretching.

L9	TEKS	Introduction	1,2	4.1	ABEFGK	4.2	ABD	4.3	AE	4.4	BH	4.5	A	4.6	AB	4.7	ABCD
L9	TEKS	Introduction	1,2	5.1	BCFKL	5.2	ABC	5.3	A	5.4	C	5.5	AD	5.6	AB	5.7	ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT

- 1 basketball per 3 students

LESSON OUTCOMES:

Demonstrate passing, pivoting, and shooting skills in a game situation.

BEFORE CLASS SET UP:

- 👤 Have basketballs equipment ready for distribution.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Knock-Out(10 minutes)	<ul style="list-style-type: none"> • Either half-court, full court, or multiple courts are utilized according to class size. • Each student has basketball. • On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students. • Students protect their basketballs with movement and with non-dribbling arm. • If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game. 	<ul style="list-style-type: none"> • Help students understand rules. • Give positive feedback.
ACTIVITY #1 3-on 3-Half-Court Basketball	<ul style="list-style-type: none"> • Object of game: to score as many points as possible. • Same groups and courts as previous game. • Principle of 3's in effect: <ul style="list-style-type: none"> – Defender must be 3 feet away from basketball. – 3 passes must be performed before a shot is taken. • All restarts begin at half-court (beginning of the game, out of bounds, fouls, etc.). • Play 4-minute games; leading teams move up a court and those behind move down. 	<ul style="list-style-type: none"> 👤 Assist with equipment. • Clarify rules. • Give positive specific feedback.
COOL DOWN/CLOSURE	<ul style="list-style-type: none"> • Collect equipment; <i>Review Skill/Activity</i> 	<ul style="list-style-type: none"> 👤 Assist with equipment. • Help with stretching.

L10	TEKS	Introduction	1,2	4.1	ABEFGK	4.2	ABD	4.3	AE	4.4	BH	4.5	A	4.6	AB	4.7	ABCD
L10	TEKS	Introduction	1,2	5.1	BCFKL	5.2	ABC	5.3	A	5.4	C	5.5	AD	5.6	AB	5.7	ABC

NASPE NATL STD P.E. 1,2,3,4,5,6