# 5E Lesson Plan Template

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| Teacher |  |
| Subject area/course/grade level | Introduction to Basketball With focus on learning the rules and essential skills to successfully participate in a game of basketball/ Physical Education/ Grade 5 |
| Standards (State and ISTE Standards for Students) | Anchor Standards K-125-1.8 – Throw Underhand or overhand using correct form in dynamic environments5-1.9 – Catch with correct form in dynamic individual, partner, and small group activities.5-1.10 Dribble continuously with both the preferred and the non-preferred hands in dynamic individual, partner, and small group activities5-2.3 – Execute combined concepts of speed, direction, and force with skills in various physical activity settings5-3.2 – Actively engage in all components of physical education to the best of his/her ability5-4.1 – Exhibit safe and responsible behavior in a variety of physical activity contexts, environments, and facilities.2c. Demonstrate and understand respect for rights and obligations of using and sharing intellectual property4d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems6d. Publish or present content that customizes the message and medium for their intended audiences7b. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issue and problems from multiple viewpoints |
| Objectives | The students will be able to work together utilizing drills, and skills previously learned.  |
| Differentiation Strategies: How will the lesson address the various learning styles of the students and the needs of those with special needs? | They will have the opportunity to find and enhance their weakness and strength. The learning styles will include video, physical demonstration and digital media creation. Special needs students will always have access to personal help from the lead teacher or their assigned aide who is there to help read assignments, presentations, quiz, test, and more.  |

## The 5 Es

| E | Description |
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| Engagement | **The students can use their Chromebook to search YouTube. We will also move on to in person drills to complete in class setting.** [2 on 2 Basketball Drill - "Cowboy Competitive" - YouTube](https://www.youtube.com/watch?v=yp5TdVYjBF4)[7 Best Youth Basketball Dribbling Drills | Fun Ball Handling Drills For Kids](https://www.youtube.com/watch?v=UVAz2aASZx4) |
| Engagement Assessment | **Students will rate themselves on how if they feel they have mastered both the dribbling and passing unit.** |
| Exploration | **The teacher will demonstrate or have a student demonstrate what will be done during the unit. Some important cues will be keeping your eyes up, maintain proper body position.** **The 2 on 2 drill is important for teaching the rules and movements skills of the game of basketball****The dribbling drill will be the mirror drill- You have to work with a partner and mirror their every movement while maintaining control of the ball while dribbling.** |
| Explanation | After completing the dribbling and passing in this unit the student will complete a self-assessment on their Chromebook. |
| Elaboration | One assignment will be a group assignment where the students are separated into smaller groups and instructed to design their own dribbling and passing drill video. They will need to create a video presentation explaining the drills they chose, why did they choose them and how can they be beneficial for the unit. The video will need everyone working together with them demonstrating the drills. For the individual the students will need to create a presentation focusing on ball handling and passing and why they are important for the game of basketball. For the group assignment the students can use YouTube, or google classroom to create their group video. For the individual project they will be allowed to use google docs to create their presentation. **The students will be given a rubric to guide them in creating their projects. This rubric will be used to evaluate and grade them on their assignments.** |
| Evaluation |   |