

BUBBLE BREAKERS

STUDENT TARGETS

- Skill:** I will dribble a basketball continuously with 1 hand.
- Cognitive:** I will tell a friend what continuous means.
- Fitness:** I will actively participate in physical education.
- Personal & Social Responsibility:** I will follow all directions and use equipment appropriately.

TEACHING CUES

- Drop Straight Down, Catch with Hands
- Dribble with Finger Pads, Waist High

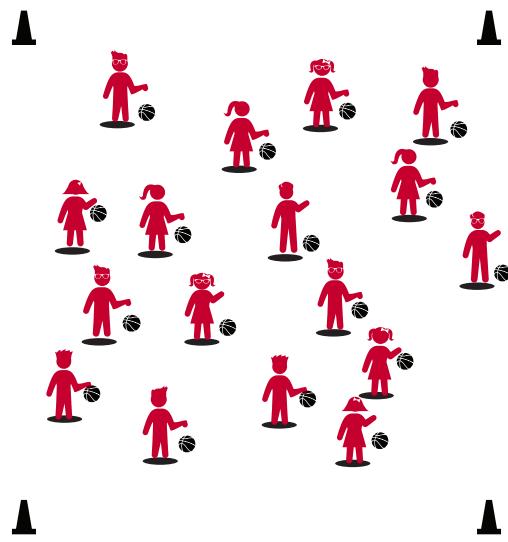
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones
- 1 basketball per student
- 1 poly spot per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Each student to a poly spot with a ball.



Activity Procedures:

1. It's time to be a Bubble Breaker! When I say, "GO!" you'll start by breaking your bubble (the poly spot).
2. Bounce your basketball on your poly spot 3 times, making a good catch after every bounce.
3. After you break your own bubble, move to a different bubble and break it using 3 good bounces. Break as many bubbles as you can before you hear the stop signal.

Grade Level Progression:

K: Dribble the ball with one hand on a spot, attempting the second dribble (contact). Repeat until 3 dribbles are made on each spot.

1st: Carry the ball to a spot; dribble continuously 3 times on the spot to break the bubble, and then move to a new spot.

2nd: Dribble continuously from spot to spot. Dribble 3 times on each spot to break the bubble.



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CHALLENGE PROGRESSIONS

- Alternate dominant and non-dominant hand after each broken bubble.

MODIFICATIONS

- Allow students to break bubbles with only 1 bounce and an attempted catch.

ACADEMIC LANGUAGE

Bounce, Catch, Continuous, Control, Dribble, Drop

STANDARDS & OUTCOMES ADDRESSED

- Standard 1 [E16.Ka]** Drops a ball and catches it before it bounces twice (Ka).
- Standard 1 [E17.K-2]** Dribbles a ball with one hand, attempting the second contact (K); Dribbles continuously in self-space using the dominant hand (1); Dribbles in self-space with a preferred hand demonstrating a mature pattern (2a); Dribbles using the dominant hand while walking in general space (2b).
- Standard 2 [E1.Ka]** Differentiates between movement in personal (self-space) and general space (K1).
- Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K&1); Actively engages in physical education class in response to instruction and practice (2).
- Standard 4 [E1.K-2]** Follows directions in group settings (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF QUESTIONS

- DOK 1:** What are the cues for dribbling a basketball?
- DOK 2:** What is dribbling used for in a game of basketball?
- DOK 1:** What does the word “continuous” mean?
- DOK 2:** Why is it important to be able to continuously dribble a basketball?
- DOK 1:** Can you show me personal space using your hands? Can you point to general space?

TEACHING STRATEGY FOCUS

Preview new content: Introducing new content with a preview of its mature form and application helps students access prior knowledge in order to analyze and organize new content. YouTube can be a powerful tool for previewing content with fun skill performances that will get students excited about learning. Try this video as an example: <http://youtu.be/JAOOB7WVWFs>