**Title: Book-in-Nets**

**Name:** Matthew Klaus

**Grade:** 7

**Subjects:** PE and Language Arts

**Lesson:** Questions

**Time:** 20 mins

**Connection to PYP:** Question Formation Technique in PE combining a basketball drill with a review of the students’ Language Arts topics.

**Equipment:**

Basketballs (one for each group and one for the teacher)

iPads (for each student)

wristwatch

whistle

proper footwear

**PLO’s:**

* *Movement skills:* B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)
* *Safety, Fair Play and Leadership:* C2 model fair play in all aspects of physical activity

**Aim:**

To link Physical Education and Inquiry with a focus on Language Arts and the content of basketball.

**Objectives:**

Students are to participate in a basketball passing drill while practicing forming questions. Both skills will be reviewed following the students’ drill.

**General Safety Notes:**

* Pay attention to your partners passing of the basketball and be aware where the other students are in the classroom.
* Do not purposefully interfere with another group’s practice or throw objects at other students.
* Students should stay within their partners’ group until the drill is completed.

**Rationale:**

There is an improv game I learned while taking Acting classes in High School called 'Questions'. The game was originally adapted from the play 'Rosencrants and Guildenstern Are Dead', written by Tom Stoppard.

Here is the dialogue of the two principle characters playing 'questions':

R: Could we play at questions?

G: What good would that do?

R: Practice!

G: Statement! One - love.

R: Cheating!

G: How?

R: I hadn't started yet.

G: Statement. Two - love.

R: Are you counting that?

G: What?

R: Are you counting that?

G: Foul! No repetitions. Three - love. First game to...

This game is scored in fouls. A player will receive a foul by hesitating, making a statement, repeating a question, asking a rhetorical question, or asking a non-sequitur. While this task up until here is just a simple dialogue I'd like to expand this into both the Physical Education and the International Baccalaureate curriculum.

In terms of PE I'd like to use the game 'Questions' during my students' passing drills where a focus on form and technique are more important than scoring. In groups of three two students alternate with passing a ball or other drill in their current curriculum while playing 'Questions'. Once one student is out the other rotates in. As well, given how my practicum school has a set of iPads for a class of thirty, which do need to be signed out, I'd like my students to record and analyse both their questions- and passing- techniques and write down their progress either in or after the PE lesson.

In terms of the International Baccalaureate requirements there is a technique for encouraging and improving a student's use of questions in the inquiry focused classroom called 'Questions Formulation Technique'. The technique encourages students to critically analyse their questions based on whether they were open (a WH-) question with many possible answers or closed (a Yes / No or a singular answer) question. Open questions are more conducive to fostering thinking and thus would be more valuable. As well, if the open question couldn't easily be answered by a Google search or reference to a single textbook it is more applicable to the International Baccalaureate's requirement for fostering inquiry.

Following the students' video review they could score their performance based on the following rubric:

Completed a successful pass to my classmate - One Point

Completed a successful pass to my classmate that shows improvement in

my own technique - Two Points

Asked a closed question without committing a foul - One Point

Asked an open question without committing a foul - Two Points

asked an open question that would require deeper research without

committing a foul - Four Points

Considering the points would be more a measure of personal improvement they would not be used to rate students against each other. Also considering the multi-dimensional focus of inquiry and PE I believe this task would allow students who typically shun either activity in school an opportunity to improve where they are weaker by allowing them to use their strengths at the same time.

**Introduction**

Explain that this is a combination of passing a basketball with the ‘questions’ game. The theme for ‘questions’ will be the students’ basketball unit in their Language Arts class. I’ve included a reading list at the end of this lesson plan illustrating a selection of literature on the history of basketball. During this drill I’d like the students to ask questions related from the basketball literature they have engaged in. Following this lesson I would intend to follow up with a social studies lesson on the state of the NBA prior to the inclusion of the Vancouver Grizzlies franchise; this is why I limited my literature to the 1990’s time frame in order to further link this resource into the curriculum.

**1. Warm-Up (Whole Class: 3 minutes)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Movement Experience** | **Organization** | **Teaching Points** | **Safety Notes** |
| Stretching, jumping, and running | Whole class | The students will follow the teacher’s routine for a warm-up prior to the ‘questions’ drill. The purpose of this stage is to get the students active before commencing the drill. | Students are to be aware of space and the students around them. |

1. **Questions Drill (15 minutes + 5 for assessment)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Movement Experience** | **Organization** | **Teaching Points** | **Safety Notes** |
| ‘Questions’ drill with a basketball | Groups of three in the gymnasium space supervised by the teacher | Two students pair off to begin the passing drill while the third begins the recording. The students stand parallel to each other, and the first student asks a question and passes the basketball. The second student should respond with another question and pass again or rotate out. The student who was filming will take the place of the student rotating out. The drill will continue in this fashion until indicated by the teacher. | Students are to be aware of space and the students around them. |
| Summative Assessment | Groups of three in the gymnasium space supervised by the teacher | Following the drill the students will review their video and record their progress using the rational’s points framework. | Students are to be aware of space and the students around them. |

**3. Closure & Reflection (2 minutes)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Movement Experience** | **Organization** | **Teaching Points** | **Safety Notes** |
| Back in a group to review the shape of the day. | The whole class sitting together as a group. | What are three things that worked well today?  What are two things that didn’t work well?  What should we change for next time? | Students are to be aware of space and the students around them. |

**Assessment:**

*Formative –* Teacher supervises and provides ongoing feedback through-out lesson as suggested in the rationale..

*Summative* – students review and report the progress in their own ‘questions’ techniques from their recorded segments. Following the students' video review they could score their performance based on the following rubric:

Completed a successful pass to my classmate - One Point

Completed a successful pass to my classmate that shows improvement in

my own technique - Two Points

Asked a closed question without committing a foul - One Point

Asked an open question without committing a foul - Two Points

asked an open question that would require deeper research without

committing a foul - Four Points

Students will delete the video following the summative assessment:

**Modifications:**

Students who are unable to practice in either passing a basketball or in answering questions could volunteer to serve in a role they could fulfill for a group exclusively. I.e., if a student cannot pass a basketball they could be filming for the entire drill (if there are two or more students with this classification they could form a group together and simply focus on questions without passing a basketball); alternatively if a student cannot speak they could just focus on passing with their peers. If neither passing nor speaking are appropriate the student could be tasked with another physical activity appropriate to their ability.

**Language Arts’ Basketball (1990’s history) Book List:**

**Autobiography and Biography**

**Beahm, George W. *Michael Jordan: Shooting Star.* Kansas City, MO: Andrews and McMeel, 1994. 160 pp.**

**Frankl, Ron. *Wilt Chamberlain.* New York: Chelsea House, 1994. 64 pp.**

**Gutman, Bill. *Michael Jordan: Basketball to Baseball and Back.* Brookfield, CT: Millbrook, 1995. 48 pp.**

**\_\_\_\_\_ . *Michael Jordan: A Biography.* New York: Pocket, 1991. 142 pp.**

**\_\_\_\_\_ . *Shaquille O'Neal: A Biography.* New York: Pocket, 1993. 130 pp.**

**Iooss, Walter. *Rare Air: Michael on Michael.* San Francisco: HarperCollins, 1993. 111 pp.**

**Jordan, Michael. *I'm Back!: More Rare Air.* Photographs by Walter Iooss, Jr. San Francisco: HarperCollins, 1995. 131 pp.**

**Knapp, Ron. *Michael Jordan: Star Guard.* Hillside, NJ: Enslow, 1994. 104 pp.**

**\_\_\_\_\_ . *Top Ten Basketball Centers.* Hillside, NJ: Enslow, 1994. 48 pp.**

**Kornbluth, Jesse. *Airborne: The Triumph and Struggle of Michael Jordan.* Macmillan, 1995. 164 pp.**

**Lipsyte, Robert. *Michael Jordan: A Life Above the Rim.* New York: HarperCollins, 1994. 106 pp.**

**O'Neal, Shaquille, with Jack McCallum. *Shaq Attack!* New York: Hyperion, 1993. 202 pp.**

**Rappaport, Ken. *Top 10 Basketball Legends.* Hillside, NJ: Enslow, 1995. 48 pp.**

**Sullivan, Michael John. *Chris Mullin: Star Forward.* Hillside, NJ: Enslow, 1994. 104 pp.**

**Tallman, Edward. *Shaquille O'Neal.* New York: Dillon, 1994. 72 pp.**

**Nonfiction**

**Anderson, Dave. *The Story of Basketball.* New York: Morrow, 1988. 182 pp.**

**Beard, Butch, with Glenn Popowitz and David Samson. *Butch Beard's Basic Basketball: The Complete Player.* New York: M. Kesend, 1985. 144 pp.**

**Blais, Madeleine. *In These Girls, Hope is a Muscle.* New York: Atlantic Monthly, 1995. 263 pp.**

**Brenner, Richard J. *Make the Team, Basketball: A Slammin', Jammin' Guide to Super Hoops.* Boston: Little, Brown, 1990. 125 pp.**

**Duden, Jane and Susan Osberg. *Basketball.* New York: Crestwood House, 1991. 48 pp.**

**Dunnahoo, Terry Jansen, and Herma Silverstein. *Basketball Hall of Fame.* Silver Burdett, 1994. 48 pp.**

**Frey, Darcy. *The Last Shot: City Streets, Basketball Dreams.* Boston: Houghton Mifflin, 1994. 230 pp.**

**Gandolfi, Giorgio, and Gerald Secor Couzens. *Hoops!: The Official National Basketball Players Association Guide to Playing Basketball.* New York: McGraw-Hill, 1987. 180 pp.**

**Horenstein, Henry, with Brendan Boyd and Robert Garrett. *Hoops: Behind the Scenes with the Boston Celtics.* Boston: Little, Brown, 1989. 127 pp.**

**Isaacs, Neil David, and Dick Motta. *Sports Illustrated Basketball: The Keys to Excellence.* New York: Sports Illustrated, 1988. 111 pp.**

**Jeremiah, Maryalyce. *Basketball, the Woman's Game.* North Palm Beach, FL: Athletic Institute, 1983. 79 pp.**

**Jones, Ron. *B-Ball: The Team that Never Lost a Game.* New York: Bantam, 1990. 153 pp.**

**Joravsky, Ben. *Hoop Dreams: A True Story of Hardship and Triumph.* Atlanta: Turner, 1995. 301 pp.**

**Lazenby, Roland, with David Meador and Ed Green. *Championship Basketball: Top College Coaches Present their Winning Strategies, Tips, and Techniques for Players and Coaches.* Chicago: Contemporary, 1987. 165 pp.**

**Miller, Faye Young, and Wayne Coffey. *Winning Basketball for Girls.* New York: Facts on File, 1992. 138 pp.**

**Mullooly, Patrick. *The Signet Ultimate Basketball Quiz Book.* New York: Penguin, 1993. 176 pp.**

**Nash, Bruce M., and Allan Zullo. *The Basketball Hall of Shame.* New York: Pocket, 1991. 1995 pp.**

**Pim, Ralph L. *Winning Basketball: Techniques and Drills for Playing Better Basketball.* Chicago: Contemporary, 1994. 177 pp.**

**Pruitt, Jim. *Play Better Basketball: An Illustrated Guide to Winning Techniques and Strategies for Players and Coaches.* Chicago: Contemporary, 1982. 152 pp.**

**Rivers, Glenn, and Bruce Brooks. *Those Who Love the Game: Glenn "Doc" Rivers on Life in the NBA and Elsewhere.* New York: Holt, 1993. 159 pp.**

**St. Martin, Ted, with Frank Frangie. *The Art of Shooting Baskets: From the Free Throw to the Slam Dunk.* Chicago: Contemporary, 1992. 118 pp.**

**Sullivan, George. *All About Basketball.* New York: G.P. Putnam's Sons, 1991. 160 pp.**

**Withers, Tom. *Basketball.* Illus. Art Sheiden. Austin, TX: Raintree Steck-Vaughn, 1994. 48 pp.**

**Reference**

**Douchat, Mike. *Encyclopedia of College Basketball.* New York: Gale, 1995. 615 pp.**

**Sachare, Alex, ed. *The Official NBA Basketball Encyclopedia.* 2nd ed. New York: Villard, 1994. 842 pp.**