

Class level: CM2		Age: 10-11 years old	
By the end of the lesson, learners will have ...			
Content outcome:	<ul style="list-style-type: none">- practised dribbling a ball with control while moving¹.- performed chest passes and bounce passes with a partner.- worked cooperatively in small groups.		
Language outcome:	<ul style="list-style-type: none">- practised some functional language: asking for clarification and encouraging.- listened to, followed and given simple instructions in English.- practised using basketball vocabulary from the anchor chart.		
Thinking (cognitive) outcome:	<ul style="list-style-type: none">- peer-assessed during tasks and self-assess their learning at the end of the class.		
Stage Name and Aim	Procedure	Time	Materials
Welcome and language activation Aim: To activate systemic and schematic knowledge.	<p>Teacher (T) welcomes and greets students (Ss) Hello, everyone! How are you feeling today? Ss greet the T Hi, Ms/Mr T. I'm fine / not so good / so-so.</p> <p>T groups Ss in teams of 5 and gives them a name + hands them a ball. Red team, orange team, etc.</p> <p>T asks Ss to focus on the anchor chart, then checks Ss understand the concepts. Can someone in the green team show me what dribbling is? + other key concepts</p> <p>T asks Ss to test each other in their teams. Ss do so Show me dribbling. Show me _____. Etc. T monitors and gives language and content support to students as needed.</p>	5-7 minutes	<p>Anchor chart with key language (prepared with the Ss in the previous class)</p> <p>4 basketballs</p>

¹ To dribble (verb): to move a ball along the ground by repeatedly hitting it so it bounces off the floor (Cambridge online dictionary).

<p>Warm-up game</p> <p>Aim: To warm-up physically and help avoid injuries.</p>	<p>T tells Ss they're going to play "Follow the teacher" and demonstrates the movements: normal jog, jog knees high, side steps, dribble on the spot, dribble while walking.</p> <p>Ss mime the movements.</p> <p>T gives instructions and Ss do the movements.</p> <p>Then the T regroups the students in groups of 4-5 and chooses 1 leader in each group. When the T says Change! Another student becomes the leader.</p> <p>Ss do the task in groups and use the language. The T monitors and praises Ss who use the language appropriately.</p>	13-15'	1 basketball per group of 4/5																					
<p>Dribbling circuits</p> <p>Aim: To practise different types of dribbling.</p>	<p>The T has prepared 3 stations:</p> <ul style="list-style-type: none">- Low dribble (cone zigzag)- High dribble (straight line)- Crossover dribble (slow and controlled) <p>There is a poster with interactive language at each station. Example:</p> <table><tr><th>Asking for help</th><th>Giving help</th><th>Encouragement</th></tr><tr><td>- Can you show me again?</td><td>- Try lower / higher / slower / faster.</td><td>- Nice control!</td></tr><tr><td>- Is this correct?</td><td>- Keep your eyes up.</td><td>- Great dribbling!</td></tr><tr><td>-</td><td>-</td><td>- Well done!</td></tr><tr><td>-</td><td>-</td><td>- Amazing!</td></tr><tr><td>-</td><td>-</td><td>-</td></tr><tr><td>-</td><td>-</td><td>-</td></tr></table> <p>The T focuses on the interactive language poster and models and drills the expressions.</p> <p>Then the T instructs and models: Bounce the ball next to your hip. Eyes forward. Try not to look at the ball.</p> <p>Ss do the task in pairs: one does the task and the other gives them feedback in English. T monitors and gives feedback to Ss when appropriate. T notices if other types of interactive language are needed and notes them down.</p> <p>When all the Ss have gone through the 3 stations, everybody gathers around an interactive language poster.</p>	Asking for help	Giving help	Encouragement	- Can you show me again?	- Try lower / higher / slower / faster.	- Nice control!	- Is this correct?	- Keep your eyes up.	- Great dribbling!	-	-	- Well done!	-	-	- Amazing!	-	-	-	-	-	-	20'	<p>Cones</p> <p>1 basketball per pair</p> <p>Posters with interactive language</p>
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	<p>T asks if they noticed any language (in French) they needed and didn't have.</p> <p>Ss give ideas.</p> <p>T or Ss add the language to the poster (this can also be done after the class and brought into the next class).</p>		
<p>Passing (chest passes and bounce passes)</p> <p>Aim: To practise two different types of passing</p>	<p>T demonstrates the chest pass. Feet apart, step forward, push from chest.</p> <p>T demonstrates the bounce pass. Aim for the floor halfway between you and your partner. Watch my hands. Fingers point to the target after the pass.</p> <p>T focuses on the dialogue poster:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Passer: Are you ready? Receiver: I'm ready. Passer: Chest pass! or Bounce pass! Receiver: Good pass! or A bit lower please. or A bit higher please.</p> </div> <p>T demonstrates the skill and the language with a strong student.</p> <p>Ss practise in pairs, using the language from the dialogue.</p> <p>T monitors and gives feedback as needed.</p>	10'	<p>1 basketball per pair of Ss</p> <p>Dialogue posters</p>

<p>Cooling down and end-of-class reflection</p> <p>Aim: To cool down physically and mentally and to reflect on learning</p>	<p>T asks Ss to walk slowly around the room. Ss do so.</p> <p>Then T demonstrates some stretches. Ss do stretches.</p> <p>T shows exit tickets to Ss and instructs.</p> <div data-bbox="427 510 1077 1025" style="border: 1px solid black; padding: 10px;"> <p>Exit ticket</p> <p>Today I practised d_____ing, and I did some ch_____ p_____ and b_____ p_____.</p> <p>The activity I preferred was:</p> <p>Three new words I learned:</p> <p>A dialogue I practised:</p> <ul style="list-style-type: none"> - - - - </div> <p>Ss complete the exit tickets and hand them in to the teacher as they leave the room.</p> <p>T thanks Ss for their efforts and participation.</p>	10'	Exit tickets
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