

**Name/Title:** Slam Jam

**Academic content:** Math

**Purpose of Event:** Students will be allowed to choose their shots as they practice and refine their shooting skills while applying the data collected into creating fractions.

**Prerequisites:** Students have been taught and have had a chance to explore their skills in shooting lay ups and set shots. Students have been introduced to fractions in their academic class, or in a PE class.

**Suggested Grade Level:** 3-5

**Materials Needed:** One basketball (or any type of ball that the students' strengths and skill levels will accommodate), pencils, two pieces of paper for tallying and [template worksheet](#) for each group of 3 students.

**Physical activity:** Basketball shooting

### Description of Idea

Teacher will combine students in groups of 3 and send them to a basketball hoop. Each group will receive a ball of their choosing, a pencil, 2 pieces of paper on which to tally, and a template/worksheet. Have groups decide who will be Player A, Player B, and pPlayer C and write their names in the correct spot on the work sheet. (If they are having trouble deciding, I always suggest Rock, Paper, Scissors.)

On the teacher's signal (whistle), Player A will begin shooting the ball at the basket. The Player may choose any shot (lay up, set shot, jumper, 3 pointer), and continues to shoot for one minute. The teacher will signal when the minute is up, and Player A must stop shooting.

Player B will have one of the tally sheets record a tally for every basket that Player shoots, whether made or missed.

Player C will use one of the tally sheets to record how many baskets Player A actually made.

At the end of the minute all three players come together to make a fraction indicating Player A's success in shooting. Player B's tally indicates the denominator; Player C, the numerator. The fraction is written in the Player A's column for later comparison.

Once finished recording Player A's fraction, all Players switch jobs. Player B becomes the shooter. Player C records all shots taken by Player B. Player A records all shots made by Player B.

Repeat the process for Player C.

Once each player has had an opportunity to record their fraction, have all three students work together to decide if their fractions are greater than, less than, or equal to the other fractions, and write the symbol in the column provided.

The process may be repeated as time allows.

### **Variations:**

Allow students to choose a different type of ball to ensure success in shooting.

Have students shoot into a trash barrel or a target on a wall instead of a regulation hoop.

### **Assessment Ideas:**

As the groups are making their fractions, and comparing them to each other, the teacher should be moving among the groups to ensure accuracy.

At the end of class, have students share what they noticed about the activity. For example, did they notice particular shots that seemed to be more successful for them? Did they change the types of shots they took to make more baskets? Etc.

PE teacher may want to share the worksheets with the classroom teachers, so that they may use real data as they continue with their lessons on fractions.

### **Adaptations for Students with Disabilities:**

Adaptations for students with disabilities include using a different basket to shoot into (trash barrel, or ball carrier would work well), count a basket as made if it hits the backboard but doesn't go through the hoop, and rolling the ball at a target (hula hoop) on the floor.

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Submitted by **Patricia Morton** in Granger, IN. Thanks for contributing to PE Central! **Posted on PEC: 7/7/2016.**

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