

[illegible]

**DREAM TEAM**  
THE STARTING LINEUP

\_\_\_\_\_  
Date: \_\_\_\_\_

GUARD	GUARD	FORWARD	FORWARD	CENTER
_____ Name	_____ Name	_____ Name	_____ Name	_____ Name

**THE BENCH**

\_\_\_\_\_  
Date: \_\_\_\_\_

GUARD	FORWARD	CENTER
_____ Name	_____ Name	_____ Name

**DIVISION: WEST**

\_\_\_\_\_  
Date: \_\_\_\_\_

**FOR BACKUP THE FIRST GUARDS AND THEIR SEATS FROM THE BENCH.**

\_\_\_\_\_  
Date: \_\_\_\_\_


**LERS**



# MARCH MADNESS

## *In the Classroom*

# INSTRUCTIONS



If using in my own classroom. I would begin these activities the Monday after Selection Sunday. There is a-lot to learn, and plenty to do before tip-off the following Thursday. If it's past that, and the madness has already commenced, don't stress! There's till plenty to implement and technically you can start the dream team activity during the Sweet Sixteen Round.

My hopes for this activity, is that it will spark the interest and engagement of students that otherwise aren't. That students will be able to see how numbers are all around them and the math they are learning applies outside of school, and even to things they think are cool. I also hope a love of March Madness develops, because I'll be honest... I don't always love basketball... but I ALWAYS love March Madness!

I'm going to include these note pages throughout in hopes of explaining how I would use this activity and these pages. However feel free to make it your own. Just do me a favor and share your ideas on Facebook, Instagram or the website so I can pass it along to other teachers!

I would begin with the March is for Madness Reading Comprehension and questions. This gives a brief rundown of the history, selection process, and terminology that will be useful when building their Dream Team.

The next activity I would complete would be filling out a bracket. You can do this by either printing off a page with that years seeds, or a blank one and filling it in by hand... or do my favorite and do it online using:

er,  
up.  
gle  
et.

his activity  
ically  
cket. This is a fun  
and suggest what  
at wins the most, where  
mascot is more likely to win.

**FREE EXTENSION  
ACTIVITY**

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<http://bit.ly/2OI3GLt>



# March IS FOR MADNESS

Read the following essay to learn more about the history of the NCAA Championship. Once completed use the text and your understanding to answer the comprehension questions based on your reading.

NAME: \_\_\_\_\_

When people think of March, they may think of the color green, leprechauns, or even the first day of Spring... But for many the first thought related to March is basketball, and for good reason. March is a time when the biggest basketball buffs, and budding beginners come together to unite in the excitement... dare I say "Madness" March basketball brings.

Every March the NCAA kicks off the National Basketball Championship. In the Men's division 68 of the best teams in the country are invited to "Duke," it out in single-elimination games. This means that if you lose, you go home. There are no second chances in March Madness, however there are Cinderella Stories.

The first NCAA Division I game was played in 1939 and has been held every year since. The number of teams involved started with 8 and has since increased. There are over 340 division I basketball teams in the nation. Which makes one wonder what it takes to be invited to participate in the madness? There are two ways a team can be selected. One is known as an automatic bid which is awarded to the conference winners. The second comes by invitation from the selection committee.

The selection committee is made up of 10 members. These members spend countless hours taking into account statistics, experience and conference difficulty while they evaluate the teams and their performance in the regular season. Not only do they decide who is invited, they also must assign a "seed" to each team. After the "First Four," only 64 teams remain. Those 64 teams are split into 4 regions containing 16 teams each, (Midwest, East, South, West.) The committee is responsible for ranking the teams in each region from 1-16. 1 being the best 16 being the least. That ranking is known as the team's seed. The idea is the best teams will be favored in the first round. (Seed 1 plays seed 16, seed 2 plays seed 15, etc.)

With the bracket set into the madness moves to the "Final Four" where the teams choose to play on their own. The winners write all four teams on the basketball department's tournament this year.

To those that want to win, the game is completed and locked in. The game begins. Despite millions of people watching, no one has ever, and likely will never, accomplish a perfect bracket. What are your chances? Wrap your head around this. It's been estimated that the probability of creating the perfect bracket by coin flip is around 1 in 9.2 quintillion. To illustrate that, researchers from the University of Hawaii estimated that there are 7.5 quintillion grains of sand on Earth. A word to the wise though... never say never, especially when it comes to March Madness. After all in 2015, out of 11.57 million brackets entered through ESPN it was a 12 year old who came out on top with only 8 incorrect picks all of which were in the early rounds.



# March

## IS FOR MADNESS

NAME: \_\_\_\_\_

1. What year did the NCAA tournament begin?  
Based on that date, what number of years will  
this year mark the tournament being played?

2. What's the first thing you think of when you think of the month of March?

3. Alliteration is a form of figurative language where a sound is repeated in a phrase or sentence. Can you find an example of alliteration from the text? (Exp: Peter Piper picked...)

4. Why do you think the author capitalized and put the word "Duke" in parentheses?

5. With over 340 Division 1 teams to pick from describe how the 68 teams are selected.

6. Is the selection process based on fact or opinion? Use evidence from the text to support your answer.

7. What might be the author's purpose for writing this article?

8. In your own words, what is the "March Madness" championship?

9. Why is it difficult to predict the outcome of the tournament? What is this difficulty related to the common term "upset"?

10. Despite it being almost impossible...Why do so many still choose to fill out a bracket?



## INSTRUCTIONS

Once everyone has completed the reading, and the free bracketology “Tip Sheet,” \*\*\*See previous page for more info. I would then begin to divide the class into the 4 divisions found on the bracket: East, West, South, and Midwest. You are basically dividing your class into 4 equal groups. Once in their equal groups students will research a team from their division, and create trading cards for that team. To separate your class into the 4 divisions, I would project a bracket with the teams onto the whiteboard, or simply print off a page with them. From there I would randomly call students to go and write their name or class number next to a school of their choice.

Once a division has approximately 1/4 of the students in your class in it. Close that division. Once all of the divisions are filled and every student has selected a team of their choice, they can then complete an infographic for the school of their choice.

The infographic can either be done digitally through google slides, or simply print off the template and have the students draft one on paper. Students will need to visit the school's official website to track down the information required to complete the project. If you would like students to complete the digital version, make a copy of my original document by clicking on or copying and pasting this link:

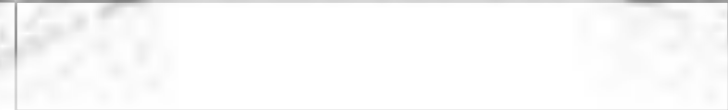
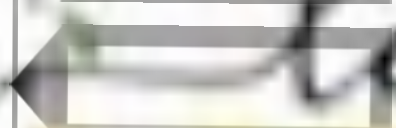
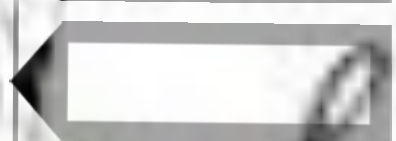
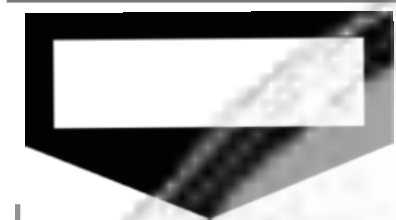
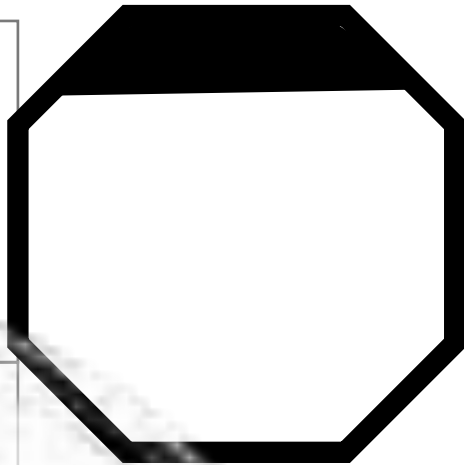
<http://bit.ly/2Hmjs9>

Once the infographic is completed I would have the students present what they found out about their school. Personally presentations to the entire class take FOREVER, and lose engagement fast. If it were me I would separate them into groups of 4 and aim to have one person from each division in each group. Then give the students time to present to the 3 others in their group. You can always do a quick share at the end of the presentations as a whole class where you ask students to share something interesting they learned from a friend.

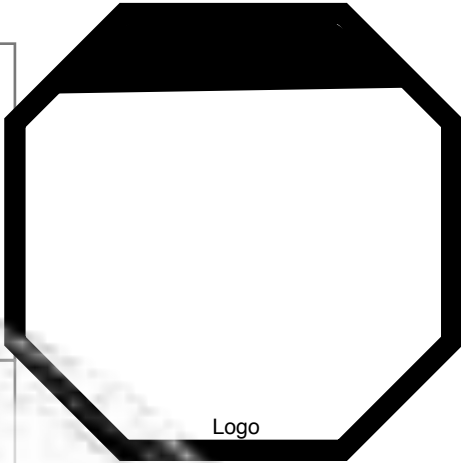
<http://bit.ly/2Hmjs9>

- On the infographic, students will be asked to provide the Depth-chart for the current season.
- For individual players, students will be asked to provide their personal stats for the current season not just the team's overall stats.

Once students have their trading cards completed, they will be asked to trade and literally get ready to trade. Before coming up with a new line-up, students will complete the “Who’s Who” Activity. Here they will order the players from their division based on different stats like height, weight, field goal %, free throw %, assists, blocks, fouls and turnovers. You can have the students complete this page with everyone in the division, or have them work in a smaller group within their division. There are some great math skills that require their understanding of place value that may be better suited in groups of 3. Once they complete this activity they will come back together with their division and use this information to create a new starting line-up for their division. The new DREAM TEAM in their division. ©teachingonlemonlane



Name: \_\_\_\_\_



Logo

Timeline

Misc.

Location

School Colors

Campus

Scale

Mascot

Basketball

Basketball Related



Team Stats Title



# STARTERS

2ND  
AT  
ATS  
ON.

Picture:	Team:	Position:	Height:	Weight:	From:	Seed:	Name:
Class:							

FG%	FT%	REB	AST

BLK	(-) PF	(-) TO

Picture:	Team:	Position:	Height:	Weight:	From:	Seed:	Name:
Class:							

FG%	FT%	REB	AST

BLK	(-) PF	(-) TO

Picture:	Team:	Position:	Height:	Weight:	From:	Seed:	Name:
Class:							

FG%	FT%	REB	AST

(-) PF	(-) TO

Picture:	Team:	Position:	Height:	Weight:	From:	Seed:	Name:
Class:							

FG%	FT%	REB	AST

BLK	(-) PF	(-) TO

Picture:	Team:	Position:	Height:	Weight:	From:	Seed:	Name:
Class:							

Room Name: \_\_\_\_\_



# MARCH MADNESS WHO'S WHO IN THE DIVISION

After you have completed the trading cards for the team of your choice.

Work with other members of your division to compare and contrast the different players on some of the teams. Pay attention and strive for nothing but accuracy. What you learn from this activity will help you determine who makes the cut for your division's ULTIMATE DREAM TEAM.

NAME: \_\_\_\_\_



PLAYER THAT WEIGHS THE

MOST

LEAST

PERSONAL FOULS

GETS THE MOST:

GETS THE LEAST:

LIST THE TOP 3 PLAYERS WITH THE BEST FIELD GOAL PERCENTAGE

GREATEST

1.

2.

3.

LEAST

LIST THE TOP 3 PLAYERS WITH THE BEST FREE THROW PERCENTAGE

GREATEST

1.

2.

3.

LEAST

GRE

1.

AST

GREATEST

1.

LEAST

OVERS

TALLEST

GETS THE LEAST:

BASED ON THE NUMBERS ABOVE, IF YOU COULD SEND ONE PLAYER TO YOUR DIVISION'S DREAM TEAM, WHO WOULD YOU PICK AND WHY?

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## INSTRUCTIONS

At this point, students should be well versed with the players in their division. This will help as they must decide who makes their division's New DREAM TEAM, who will start, and who will sit the bench. Students will work within their division to name and agree upon the starting team for their division. I like this to be completed before the first games on Thursday. However, if you are late to start, you can always start the dream team process before a round begins. Just make sure students make trading cards using the teams that are remaining, not of teams that have been eliminated. When students have determined the starting 5 players, 2 guards, 2 forwards, and 1 center, as well as the 7 remaining on the bench. The students must "Lock In" their picks before the first game of the round begins. So this, by writing down the players names on the Starting Line-Up Sheet.

You may choose to have your students complete a DREAM TEAM Design for their Division's team. A sheet is provided for students to come up with a mascot. Hopefully they use the stats from the tip chart from the website! Team Colors, a logo, and motto. They will also design the teams uniform.

Keep in mind that students will fill out a new Starting Line-Up sheet at the end of each round, before the beginning of another. This is when they can pull players from the bench if needed. (Players will be eliminated, or possibly injured and no longer able to play.

***Because of this you and the class will need to decide on a few variables.***

1. When moving a player from the bench to the starting line up, can you only sub players for the same position that is vacant? A guard must sub for a guard, a forward must sub for a forward? \*\*\*Issues to be aware of, at some point your team will play for points with less than 5 players. This is going to happen regardless at some point, but these variable will determine when.

2. When your bench is empty or players void, can you go back to the unused trading cards and sub

For

Inst

Web

When the players are picked, this is basically to ensure honesty and to make sure the members of your dream team. In some games where a player from the division will be playing, I would recommend watching a full game, I definitely recommend watching a full game to catch the excitement. Your students will think your the coolest, while not realizing all your doing is guaranteeing their engagement and investment for the upcoming activities.

There is also a response sheet to be filled out after the initial Dream Team selection. Students will basically describe their confidence in their selections, their strategy in deciding, and what statistic they think is the most important.



# DREAM TEAM

## THE STARTING LINE

Create the Dream Team, using all the starting players from your division. First assign your new starting five. Each player must be from a different team.

Name:	Name:	Name:
Seed:	Seed:	Seed:

GUARD GUARD FORWARD		
Team:	Team:	Team:

## THE BENCH

Next fill your bench bench. Your bench gets hurt or eliminating

Name:	Name:	Name:
Seed:	Seed:	Seed:

GUARD FORWARD CENTER		
Team:	Team:	Team:

DIVISION: WEST		
----------------	--	--

on on your starting 5

Name:	Seed:
-------	-------

Team
------

any changes to my Dream Team.

# DREAM TEAM

## THE STARTING LINE

Create the Dream Team, using all the starting players from your division. First assign your new starting five. Each player must be from a different team.

Name:	Name:	Name:
Seed:	Seed:	Seed:

GUARD GUARD FORWARD		
Team:	Team:	Team:

## THE BENCH

Next fill your bench bench. Your bench gets hurt or eliminating

Name:	Name:	Name:
Seed:	Seed:	Seed:

GUARD FORWARD CENTER		
Team:	Team:	Team:

DIVISION: MIDWEST		
-------------------	--	--

on on your starting 5

any changes to my Dream Team.

Division Member Signatures:



# DREAM TEAM

## THE STARTING LINE

Create the Dream Team, using all the starting players from your division. First assign your new starting five. Each player must be from a different team.

Name:	Name:	Name:
Seed:	Seed:	Seed:

GUARD		GUARD		FORWARD	
Team:		Team:		Team:	

## THE BENCH

Next fill your bench bench. Your bench gets hurt or eliminating

Name:	Name:	Name:
Seed:	Seed:	Seed:

GUARD		FORWARD		CENTER	
Team:		Team:		Team:	

## DIVISION: SOUTH

any changes to my Dream Team.

Division Member Signatures:

# DREAM TEAM

## THE STARTING LINE

Create the Dream Team, using all the starting players from your division. First assign your new starting five. Each player must be from a different team.

Name:	Name:	Name:
Seed:	Seed:	Seed:

GUARD GUARD FORWARD		
Team:	Team:	Team:

## THE BENCH

Next fill your bench bench. Your bench gets hurt or eliminating

Name:	Name:	Name:
Seed:	Seed:	Seed:

GUARD FORWARD CENTER		
Team:	Team:	Team:

## CENTER

on on your starting 5

Name:	Team:
Seed:	Seed:

## DIVISION: EAST

any changes to my Dream Team.

Division Member Signatures:



# DREAM TEAM

## THE STARTING LINEUP

Once you've locked in your Dream Team, answer the following questions examining who made the cut, and who didn't.

ON A SCALE OF 1 - 10

1 2 3 4 5 6 7 8 9 10

CONFIDENCE LEVEL

Name: \_\_\_\_\_

1. Name your favorite player on your Division's Dream Team. Explain:

TEACHING

2. Which statistic do you think is the most important to focus on when selecting your team? Explain:

ON  
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3. I

4. Did you \_\_\_\_\_ or why not? \_\_\_\_\_

5. Expand on your confidence level.

# DREAM TEAM DESIGNS

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Now you have your Dream Team, unite the players in your division with new school colors, a mascot, logo, and uniform design. Use the key below to explain your choices.

Name: \_\_\_\_\_

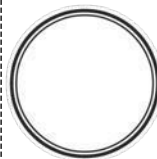
TEAM NAME:

 <p>TEACHING</p>	<p>Mascot</p>
<p>School Colors</p>	<p>Logo</p>

TEAM

KEY/LEGEND

represent the  
picked it.





# MARCH MADNESS DREAM TEAM

Name: \_\_\_\_\_

**LOCK IN YOUR 5 STARTING PLAYERS BEFORE THE TIP-OFF OF EACH ROUND**

**NORTH**

**EAST**

**SOUTH**

**MIDWEST**

THE BIG DANCE

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

ROUND TWO

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

SWEET SIXTEEN

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

FOUR

- 1.
- 2.
- 3.
- 4.
- 5.

FINAL FOUR

- 1.
- 2.
- 3.
- 4.
- 5.

- 4.
- 5.

- 3.
- 4.
- 5.

NATIONAL CHAMPIONSHIP

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

## INSTRUCTIONS

At the beginning of each round, you will need to decide which scoring system will be used to determine the points each player earns. I have a few to pick from ranging from whole numbers, mixed numbers, fractions, and decimals. If you would like to determine the scoring system, use the blank version, or make a digital version through google slides by making a copy, using this link:

<http://bit.ly/marchmadnessscoring>

There is also an editable version that allows you to decide what the players are awarded points for. This allows you to simply and just use points scored, or 3 points instead of the percentages that makes the computation of points more difficult. At the end of each round the East, West, South, and Midwest Division groups will work together to determine the stats of the individual players on the team for that single game that round.

\*\*\*Remember that positive points are awarded for free throw percentage, field goal percentage, assists, rebounds, assists, and blocks. Negative values are given for fouls and turnovers. This means students will add the positive amounts together and subtract the negative amounts. Great, great, great practice!

My favorite site for finding the player's individual stats in the following:

<http://www.espn.com/mens-college-basketball/scoreboard>

- After the game is over, students will look up the box score to each game to find their starter's stats for that individual round.
- To view box score stats, simply select the day the game was played. Find the game's heading that displays the final score, then select box score. The Box score will show each player's individual stats for the game played that round.

Each division will work together to determine the best and worst players on each team. Students will work together to determine the best and worst players on each team. The team's Overall Score will be determined by adding the best player's score and subtracting the worst player's score. The greatest score determines the team's score for the round. The team with the highest score will move on to the next round. The team with the lowest score will be eliminated from one division to the next!

There is another sheet that will determine the best player of each division, as well as the best individual player, and lowest scoring player. The team with the lowest scoring player to consider replacing them from someone on the bench if that player wasn't eliminated.

This process will be repeated each round until an overall Division Dream Team is named. Feel free to use a new scoring system for each round to ensure practice over a variety of concepts and skills! If you find additional and effective ways to implement this activity, PLEASE share it with me, so I can share it with others! Hope you and your students absolutely LOVE this!



ROUND: \_\_\_\_\_

DIVISION: \_\_\_\_\_

## SCORING SYSTEM

Round Your Team's Stats per game to the nearest ones place.

## TEAM TOTAL:

ROUND: \_\_\_\_\_

DIVISION: \_\_\_\_\_

## SCORING SYSTEM

Round Your Team's Stats per game to the nearest ones place.

# TEAM TOTAL:



ROUND: \_\_\_\_\_

DIVISION: \_\_\_\_\_

## SCORING SYSTEM


Name:		Name:		Name:		Name:		Name:	
TEACHING									
ON									
lemon lane									
									
GUARD					CENTER				
Total:		Total:		Total:		Total:		Team:	
Win	Lose	Win	Lose	Win	Lose	Win	Lose	Win	Lose

## TEAM TOTAL:

ROUND: \_\_\_\_\_

DIVISION: \_\_\_\_\_

## SCORING SYSTEM

Field Goal %	Free Throw %	Rebounds	Assists	Blocks	Turnovers	Fouls
x 1	x 1	x 0.5	x 1	x 2	x 2	x 0.5

Name:		Name:		Name:		Name:		Name:	
Total:		Total:		Total:		Total:		Team:	
Win	Lose	Win	Lose	Win	Lose	Win	Lose	Win	Lose

## TEAM TOTAL:



# MARCH MADNESS DREAM TEAM

Name: \_\_\_\_\_

RECORD THE OVERALL STATS OF EACH DIVISION FROM LEAST TO GREATEST

THE BIG DANCE			
ROUND TWO			
SWEET SIXTEEN			
FINAL			
NATIONAL CHAMPIONSHIP			

# RECORD THE WINNERS AND TOTALS AFTER EACH ROUND

DIVISION WINNER:

BEST INDIVIDUAL PLAYER:

LOWEST SCORING PLAYER

THE BIG DANCE

ROUND TWO

SWEET SIXTEEN

6

FINAL

NATIONAL CHAMPIONSHIP

# TEACHING

ON

*lemon lane*



Name: \_\_\_\_\_

After a round of March Madness add up your starters points, or field goal percentage, Free throws, or free throw percentage. As well as their assists, rebounds, blocks, and turnovers. Record the amounts below then calculate.

# MARCH MADNESS MEDIA N MOD E RANGE

	East	West	South	Midwest	North	Range
Field Goal % Round to the nearest whole number						
Free Throw % Round to the nearest whole number						
Assits						
Rebounds						
Blocks						
Fouls						
Turnovers						

MEAN:

The average or central value of the numbers

MEDIA

The middle number found in a group of numbers listed a way

MODE:

the most frequent

RANGE

The difference between the smallest and largest amount

To Find: Add up all the numbers in the category then divide by how many there are.

To Find: Place the numbers in order and count to find middle. If an even number find the average of the two middle numbers

To Find: Subtract the largest number from the smallest number.



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**MEASURING UP TO MY  
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MEASUREMENT CONVERSIONS

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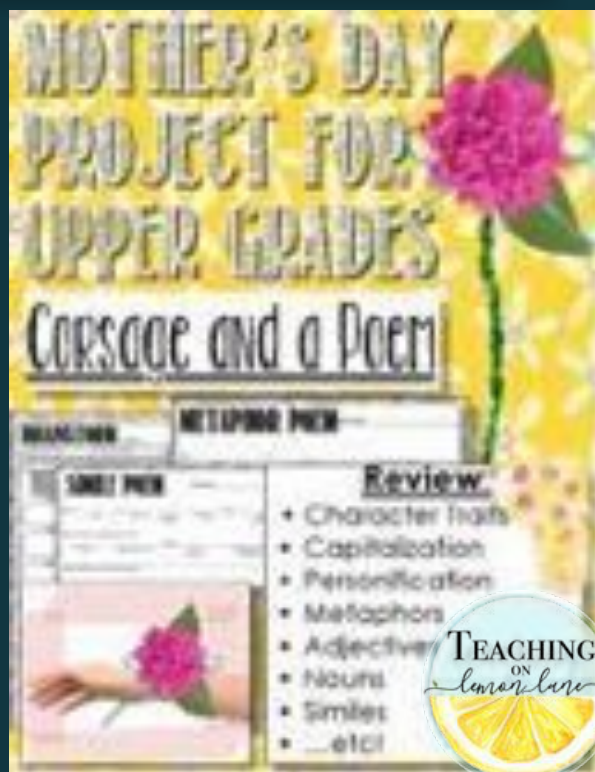
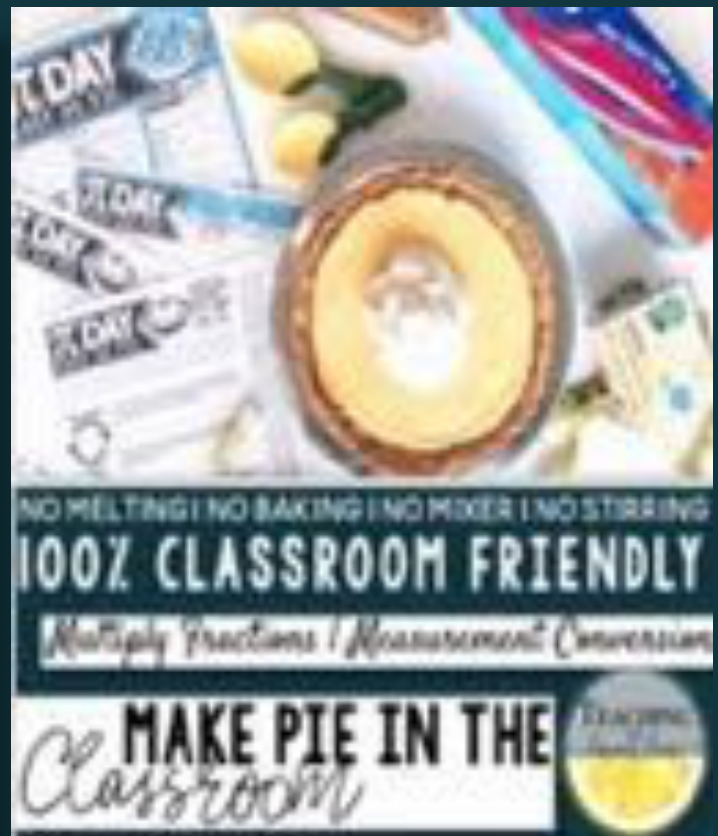
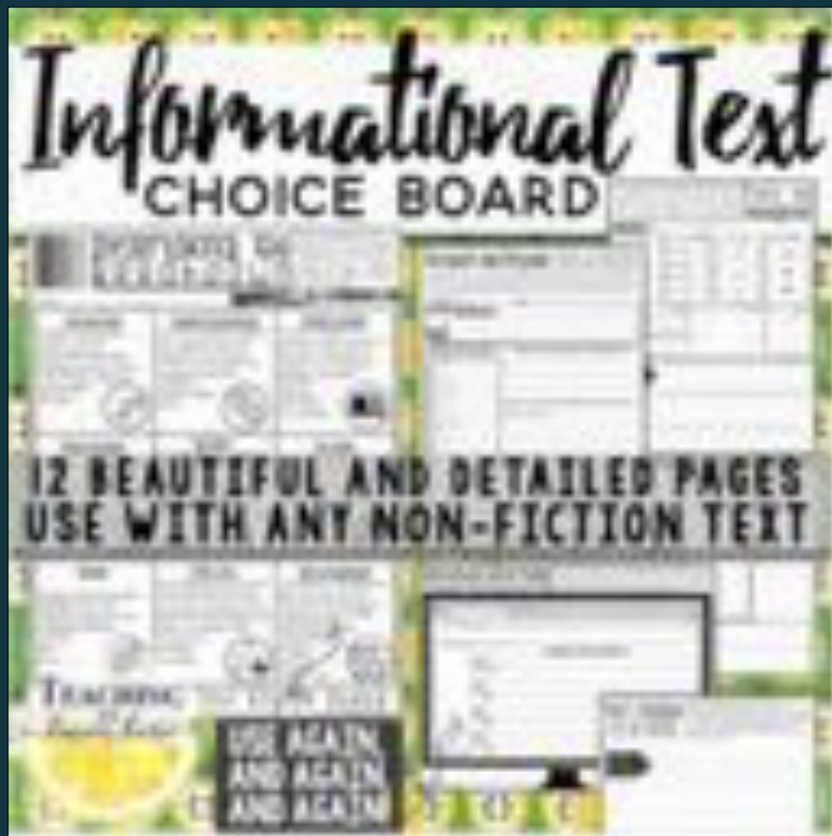
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