

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

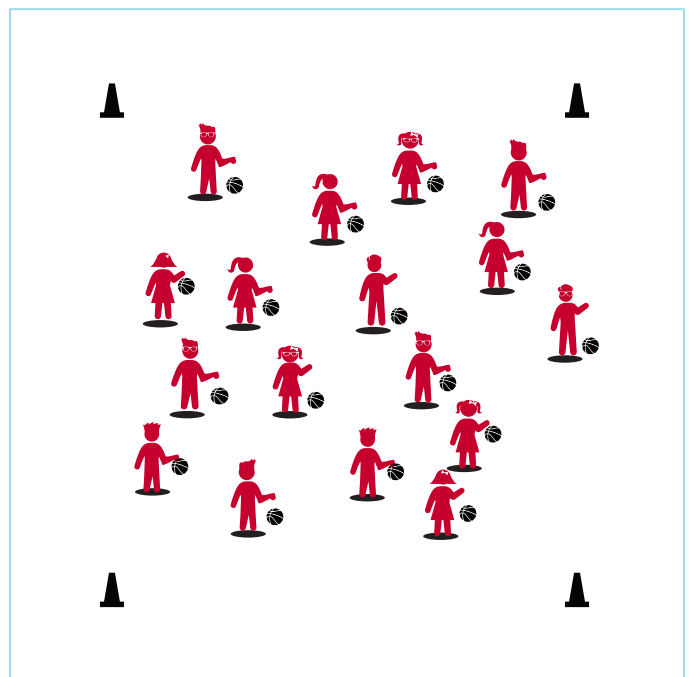
ACTIVITY SET-UP & PROCEDURE

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.



BUBBLE BREAKERS

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>

DRIBBLE FITNESS

STUDENT TARGETS

- ✔ **Skill:** I will make at least 2 dribbles in a row.
- ✔ **Cognitive:** I will describe what happens to my heart when I exercise.
- ✔ **Fitness:** I will actively participate in order to make my heart beat faster.
- ✔ **Personal & Social Responsibility:** I will practice dribbling skills without any reminders from the teacher.

TEACHING CUES

- ✔ Dribble with Finger Pads
- ✔ Waist High

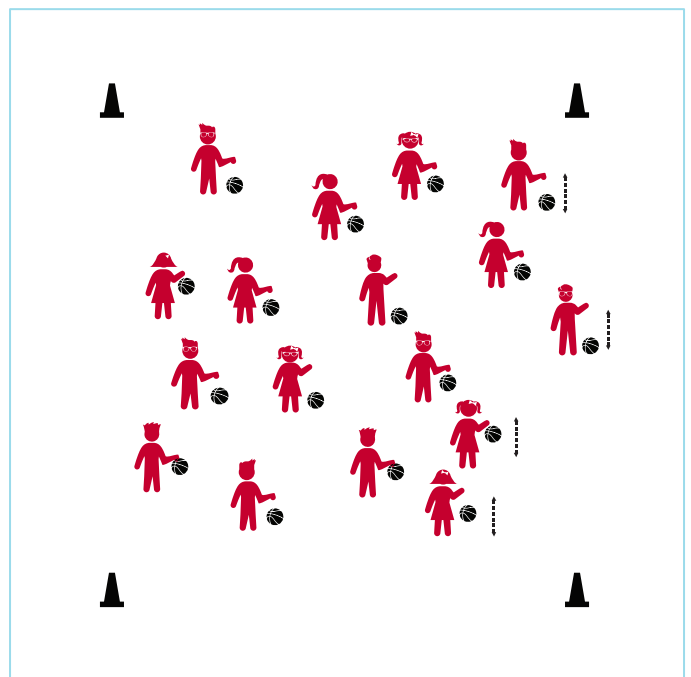
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. Great basketball players have great fitness levels. Let's work on our dribbling skills and fitness.
2. When I say, "GO!" count how many times you can dribble the ball.
3. When you make a mistake, complete 1 mini-jump for each dribble that you made (e.g., 4 dribbles in a row = 4 mini-jumps).
4. Do mini-jumps by holding the ball in both hands over your head and then making quick 1-inch jumps off of 2 feet.

Grade Level Progression:

- K:** Students begin by counting how many times in a row they can drop and successfully catch balls.
1st: Students count consecutive dribbles in self-space using the dominant hand.
2nd: Students count consecutive dribbles as they walk in general space.



DRIBBLE FITNESS

CHALLENGE PROGRESSIONS

- ✔ Add a variety of exercises, working to improve each component of health-related fitness.

MODIFICATIONS

- ✔ Students can sit with legs spread apart and use a low-bounce foam ball.

ACADEMIC LANGUAGE

Continuous, Control, Dribble, Fitness, Practice, Prefer

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.Ka]** Drops a ball and catches it before it bounces twice.
- ✔ **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 3 [E3.K-2b]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger with exercise/play and physical activity (1); Identifies physical activities that contribute to fitness (2b).
- ✔ **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:** Can you put your hand over your heart? What does your heart muscle do?
- ✔ **DOK 2:** How does physical activity affect your heart?
- ✔ **DOK 2:** Why do you think it's important to keep our hearts healthy and strong?
- ✔ **DOK 1:** What does following directions mean?
- ✔ **DOK 2:** Why is it important to follow directions when using equipment in physical education?
- ✔ **DOK 3:** What might happen if someone in our class decided not to follow directions? Explain why you think that might happen.

TEACHING STRATEGY FOCUS

Help students process content: As students participate in Dribble Fitness they can feel their bodies respond to and benefit from physical activity. Use that real experience to help students summarize and elaborate on what is happening as they work to improve their fitness. Then, extend their thinking beyond this lesson into other fitness and wellness concepts.

7 DRIBBLES

STUDENT TARGETS

- ✔ **Skill:** I will move safely through general space.
- ✔ **Cognitive:** I will discuss the differences between self-space and general space.
- ✔ **Fitness:** I will actively engage in class in order to improve my dribbling and movement skills.
- ✔ **Personal & Social Responsibility:** I will listen to and follow teacher feedback in order to improve my dribbling skills.

TEACHING CUES

- ✔ Dribble with Finger Pads, Waist High
- ✔ Eyes Alert, Make Quick Looks

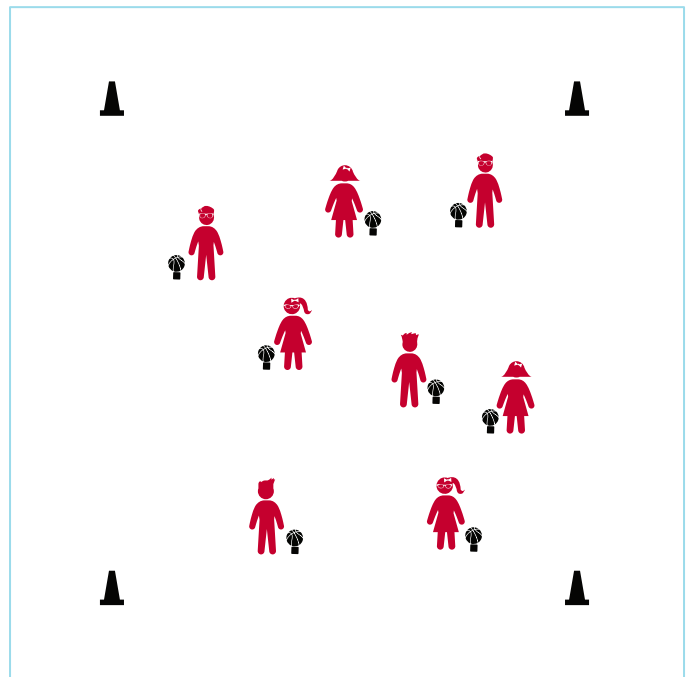
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student
- ✔ 1 bean bag per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter bean bags throughout the activity area.
3. Balance a basketball on top of each bean bag.
4. Each student standing next to a bean bag and ball.



Activity Procedures:

1. It's time to play 7 Dribbles. Each basketball is perfectly balanced on a bean bag. When I say, "GO!" pick up the ball next to you and dribble it 7 times.
2. After 7 dribbles, balance the ball back on the bean bag and then move to a new ball to make 7 more dribbles. Continue until you hear the stop signal.

Grade Level Progression:

K: Dribbles do not have to be consecutive. Students can bounce and catch if dribbling is too difficult.

1st: Dribbles consecutively with dominant hand.

2nd: Alternate dominant and non-dominant hands with each new basketball.



7 DRIBBLES

CHALLENGE PROGRESSIONS

- ✔ Add 7 jumping jacks (or other exercise) after each set of dribbles.

MODIFICATIONS

- ✔ Decrease the number of dribbles/bounces to 1-6.

ACADEMIC LANGUAGE

Continuous, Dribble, Open Space, Prefer, Self-Space

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.Ka]** Drops a ball and catches it before it bounces twice.
- ✔ **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).
- ✔ **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 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are some ways you moved safely through general space?
- ✔ **DOK 2:** What's the difference between general space and personal space?
- ✔ **DOK 3:** How does open space relate to general space?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: Understanding the relationship between general and self-space is crucial for successful participation in most physical activity choices. Take time to help students think about and elaborate on this content and then allow them more opportunities to utilize new knowledge and conclusions.

BOUNCE AND CATCH

STUDENT TARGETS

- ✔ **Skill:** I will catch a basketball in my hands.
- ✔ **Cognitive:** I will be able to tell a friend the cues for catching (eyes on the ball, fingers apart, catch with hands)
- ✔ **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- ✔ **Personal & Social Responsibility:** I will follow all of today's activity instructions.

TEACHING CUES

- ✔ Eyes on the Ball, Fingers Apart, Catch with Hands
- ✔ Show Hands, Eye Contact

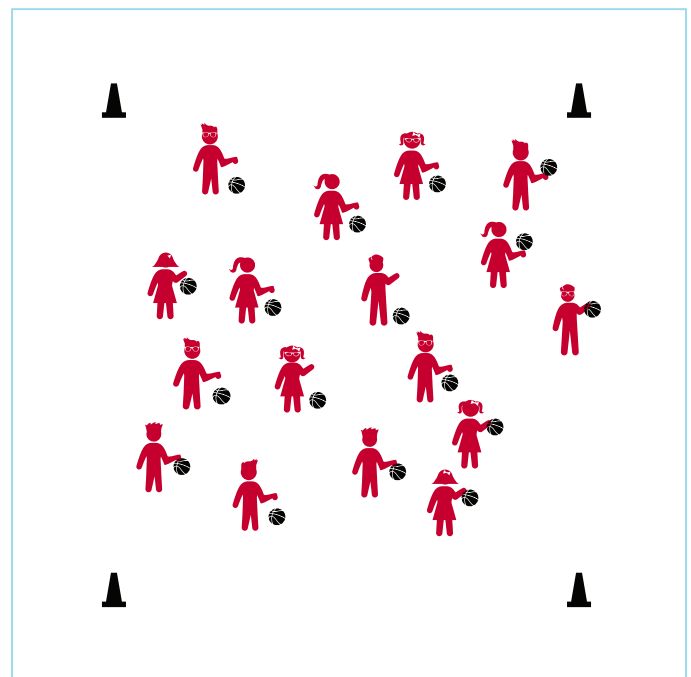
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. It's time to Bounce and Catch with an added challenge!
2. When I say, "GO!" everyone will begin bouncing and catching their basketballs. While you're practicing, I'll be going around to each student and challenging you to catch a ball that I bounce to you.
3. Keep practicing until you hear the stop signal.

Grade Level Progression:

K: Prompt students to get their hands ready for the ball in order to catch a soft bounce pass.

1st: Prompt students to "show hands," working to catch the ball with hands, rather than trapping it against their body.

2nd: Choose a skilled and responsible student to help you make well-thrown bounce passes to fellow students. Prompt those students practicing Bounce and Catch on their own to try and add a clap (or several claps) before each catch.



BOUNCE AND CATCH

CHALLENGE PROGRESSIONS

- ✔ Pair students so they can pass back and forth, working toward a mature bounce pass.

MODIFICATIONS

- ✔ Use foam balls to decrease anxiety and increase student confidence.

ACADEMIC LANGUAGE

Accurate, Bounce, Catch, Drop, Pass

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.K-2]** Drops a ball and catches it before it bounces twice (Ka); Catches a large ball tossed by a skilled thrower (Kb); Catches various sized balls self-tossed/tossed by a skilled thrower (1b); Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body (2).
- ✔ **Standard 2 [E3.1b]** Differentiates between strong and light force (1b).
- ✔ **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 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you show me how to drop your basketball in front of you?
- ✔ **DOK 2:** What's the difference between a drop and a throw or a pass?
- ✔ **DOK 3:** How is the way you drop the ball related to your ability to catch it after it bounces? Explain with details.

TEACHING STRATEGY FOCUS

Help students elaborate on content: When you ask questions that require deep thinking, it's important to encourage students to make inferences based on personal and shared experiences – even if they struggle during the process. When asking for details and examples, don't settle for short, quick responses. Continue to probe for deeper thinking and further details.

DRIVER'S TEST

STUDENT TARGETS

- ✔ **Skill:** I will dribble the ball with 1 hand while walking in general space.
- ✔ **Cognitive:** I will be able to show the teacher which hand I prefer to use when I dribble.
- ✔ **Fitness:** I will actively participate in today's activity in order to improve and help my partner improve dribbling skills.
- ✔ **Personal & Social Responsibility:** I will share equipment and space with my partner.

TEACHING CUES

- ✔ Dribble with Finger Pads, Waist High
- ✔ Eyes Alert, Make Quick Looks

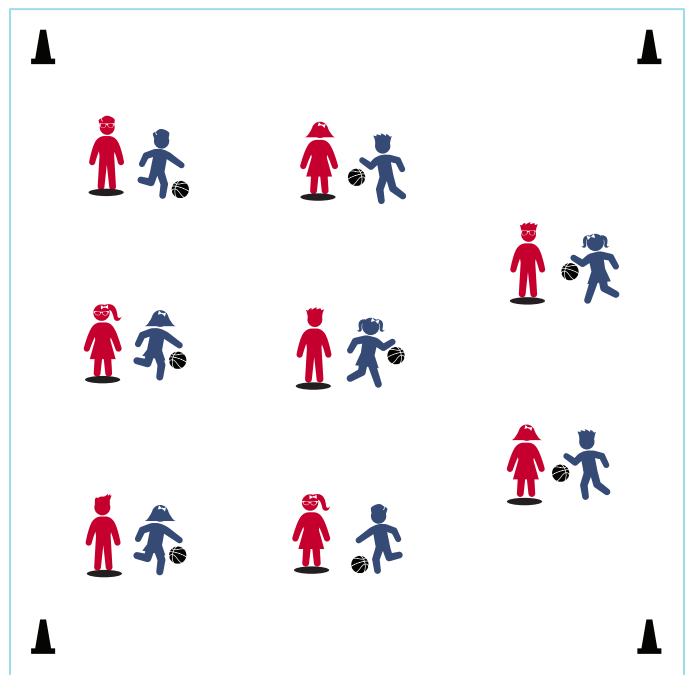
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per 2 students
- ✔ 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. You've done a great job practicing and improving your dribbling skills. Now it's time for a Driver's Test!
2. The partner with the ball is the driver. The partner on the spot is the driving instructor. When I say, "GO!" the drivers are going to dribble throughout the activity area, working hard not to cause a crash.
3. Driving instructors will watch their drivers. On the stop signal, give the driver a thumbs up grade if the driver follows the cues we've learned in class. (See grade level progressions for specific criterion.)
4. After all drivers have received their grades, switch roles and begin on the start signal.

Grade Level Progression:

- K:** Drivers dribble in self-space (at their spots) with 1 hand and make more than 1 consecutive dribble.
- 1st:** Drivers dribble continuously in self-space using finger pads.
- 2nd:** Drivers dribble continuously while walking in general space, using finger pads with each dribble waist high.



DRIVER'S TEST

CHALLENGE PROGRESSIONS

- ✔ Prompt students to take a driver's test dribbling with the non-dominant hand.

MODIFICATIONS

- ✔ Continue to work on a bounce and catch with students having difficulty dribbling.

ACADEMIC LANGUAGE

Continuous, Control, Dribble, Manipulative Skill, Mature, Pathway, Prefer

STANDARDS & OUTCOMES ADDRESSED

- ✔ **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).
- ✔ **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 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does prefer mean?
- ✔ **DOK 2:** What are examples of things that you prefer?
- ✔ **DOK 3:** Why do you prefer those things over other things?
- ✔ **DOK 1:** What does it mean when we say that someone has mature dribbling skills?
- ✔ **DOK 2:** How does someone develop mature skills?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Organizing students into pairs for peer analysis provides them with an opportunity to do two important things: think while experiencing content and process while observing peer performances. Sharing and cooperating in the physical education classroom works to build a teaching-learning experience that will help students to develop 21st century collaboration skills.

WALK THE DOG

STUDENT TARGETS

- ✔ **Skill:** I will roll the ball on the floor using different speeds and pathways.
- ✔ **Cognitive:** I will describe and demonstrate a zigzag pathway.
- ✔ **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- ✔ **Personal & Social Responsibility:** I will keep working on improving my skills, even when the activity is difficult.

TEACHING CUES

- ✔ Finger Pad Touches, Slow and Controlled

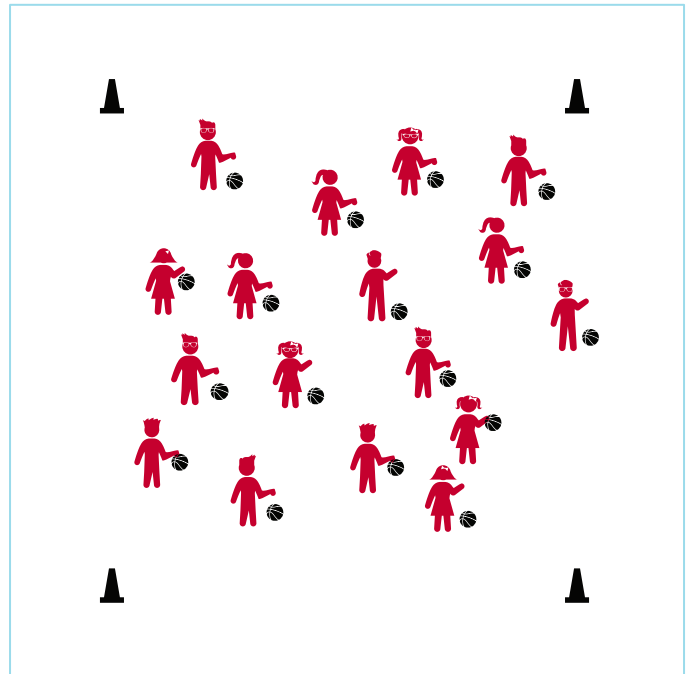
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. It's time to work on controlling the ball with our finger pads by playing a game called Walk the Dog.
2. Your basketball is a dog and it's time to take it out for a walk. Start with your feet shoulder-width apart and the ball on the floor in front of your feet. Using only your finger pads, slowly roll the ball back and forth from left to right, one hand to the other. Can you roll the ball making different shapes? Using different pathways?

Grade Level Progression:

- K:** Work on rolling the ball in front of the body, improving the transition from hand to hand.
- 1st:** Begin rolling the ball around the legs, making different patterns (e.g., circles, figure-8s, zigzags).
- 2nd:** Slowly roll the ball throughout the activity area, eyes alert and making quick looks for other walkers.



WALK THE DOG

CHALLENGE PROGRESSIONS

- ✔ Pair students and prompt them to take turns mirroring each other's movements.

MODIFICATIONS

- ✔ Students roll the ball around their bodies while seated.

ACADEMIC LANGUAGE

Control, Manipulative Skill, Pathway, Roll, Self-Space, Zigzag

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [E3.1-2]** Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✔ **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 5 [E2.K-1]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Who can demonstrate a zigzag pathway? Who can describe what a zigzag is with words?
- ✔ **DOK 2:** Have you ever walked or ran in a zigzag pathway? Where and why?
- ✔ **DOK 3:** How are zigzag pathways related to dribbling in basketball? Give an example of how they are related.
- ✔ **DOK 1:** What does it mean when something is challenging or difficult?
- ✔ **DOK 2:** What do you think will happen if you keep trying to do something that is challenging? Why do you think that?

TEACHING STRATEGY FOCUS

Manage response rates with tiered questioning techniques: Start with concrete definitions and performance examples and then move into deeper thinking with increasingly complex questions. This will help students frame the content before they use their prior knowledge to build on what is being presented.

WALL PASSING

STUDENT TARGETS

- ✓ **Skill:** I will pass the ball to the wall target using a force that is safe for everyone.
- ✓ **Cognitive:** I will describe a strong pass and a light pass during class discussion.
- ✓ **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- ✓ **Personal & Social Responsibility:** I will follow teacher directions for safe participation and proper use of equipment.

TEACHING CUES

- ✓ Thumbs Behind Ball, Fingers Spread, Step to Target, Push with 2 Hands
- ✓ Eyes on the Ball, Fingers Apart, Catch with Hands

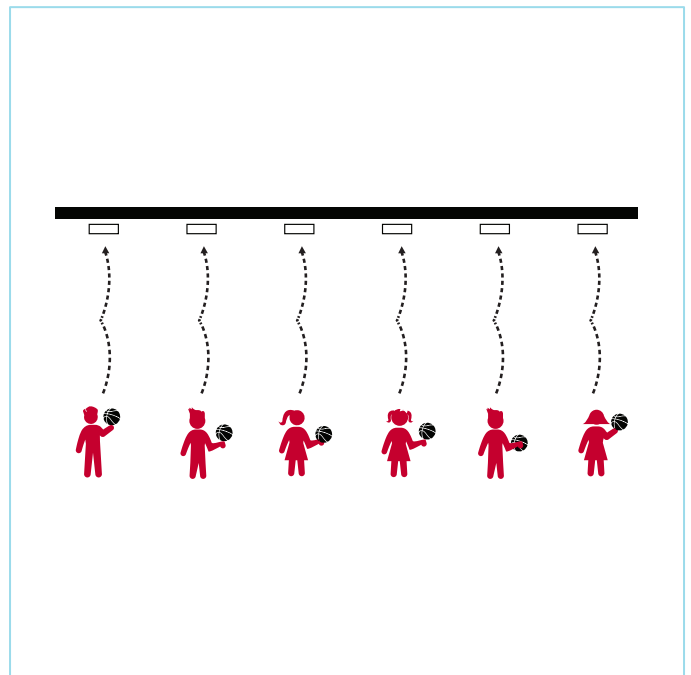
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 basketball per student
- ✓ 1 target card per student

Set-Up:

1. Tape target cards to the wall at the same height as the students' shoulders.
2. Each student with a ball, standing approximately 5 feet away from a target.



Activity Procedures:

1. It's time to work on our passing and catching with a Wall Passing game. When I say, "GO!" you're going to pass the ball and hit the target. The ball is going to bounce back quickly, so be ready.
2. Let the ball bounce 1 time on the floor and then catch it with your hands.
3. In order to stay safe, make sure you're far enough away from the wall so that the ball can bounce in between you and the target. Keep practicing until you hear the stop signal.

Grade Level Progression:

K: Keep passes soft by having students use a two-handed underhand toss. Focus on controlling the force of each toss and catching after 1 or 2 bounces.

1st: Introduce chest-passing cues, keeping the focus on controlling force and maintaining a safe distance from the wall. Every ball should bounce on the floor before it's caught.

2nd: Reinforce chest-passing cues and catch with the hands.



WALL PASSING

CHALLENGE PROGRESSIONS

- ✔ Play a game of Target Practice. Students will pass to a target, catch after a bounce, and then dribble to a new target.

MODIFICATIONS

- ✔ Use low-bounce foam balls or deflated basketballs to limit the speed of return bounces.

ACADEMIC LANGUAGE

Accurate, Bounce, Catch, Pass, Practice, Target

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.K-2]** Catches a large ball tossed by a skilled thrower (Kb); Catches various sized balls self-tossed/tossed by a skilled thrower (1b); Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body (2).
- ✔ **Standard 2 [E3.1-2]** Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✔ **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 [E6.K-2b]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works independently and safely in physical education (2a); Works safely with physical education equipment (2b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the cues for passing a basketball? What are the cues for catching?
- ✔ **DOK 2:** What's the difference between a strong pass and a light pass? Which one is easier to catch? Why?
- ✔ **DOK 1:** What are the safety rules that we need to follow when practicing wall passing?
- ✔ **DOK 2:** Why is it important for us to follow those rules?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: In the physical education classroom, it's critical to provide students adequate time to practice and develop competence and confidence. Repeating deliberate practice tasks will help students understand the commitment needed for improvement as well experience the rewards of perseverance.

BALANCE BALL

STUDENT TARGETS

- ✓ **Skill:** I will continuously dribble the basketball.
- ✓ **Cognitive:** I will discuss the things that made this activity challenging.
- ✓ **Fitness:** I will actively engage in class in order to improve my dribbling skills.
- ✓ **Personal & Social Responsibility:** I will work through this activity's challenges in order to improve my skills.

TEACHING CUES

- ✓ Body is Steady, Dribble with a Push from Arm and Fingers

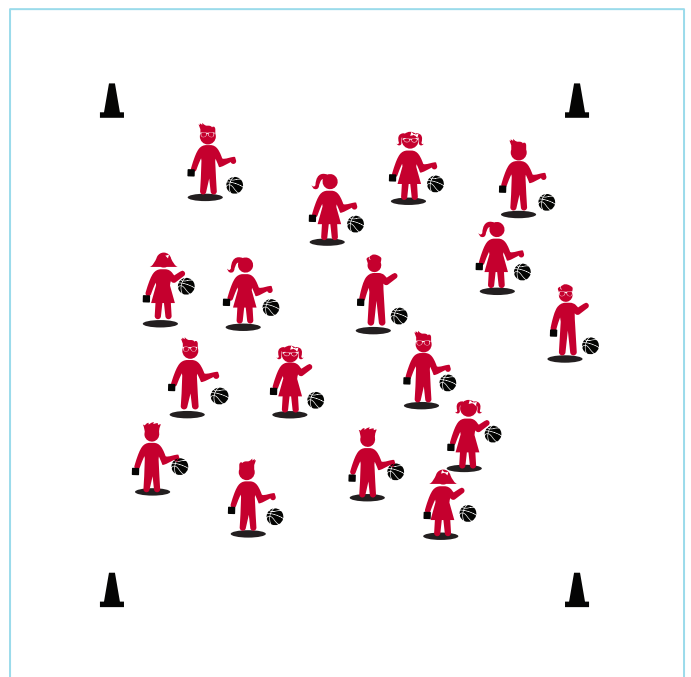
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student
- ✓ 1 poly spot per student
- ✓ 1 bean bag 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 and a bean bag.



Activity Procedures:

1. Are you up for a Balance Ball challenge? We're going to practice dribbling with one hand while we balance a bean bag on top of the other hand.
2. Put the bean bag on your hand. When I say, "GO!" begin dribbling and continue until you hear the stop signal.

Grade Level Progression:

K: Scaffold this activity by introducing the bean bag task without any attempt at dribbling. Prompt students to move in different ways while balancing the bean bag. With advanced K students, you may be able to introduce a dribble.

1st: Prompt students to dribble continuously in self-space while balancing the bean bag.

2nd: Prompt students to alternate dominant/non-dominant hands. Challenge students to dribble continuously while walking in general space.



BALANCE BALL

CHALLENGE PROGRESSIONS

- ✔ Change the body part used to balance the bean bag and/or experiment with multiple bean bags.

MODIFICATIONS

- ✔ Allow students to simply hold on to a beanbag in one hand while dribbling with the other.

ACADEMIC LANGUAGE

Balance, Control, Critical Elements, Dribble, General Space, Manipulative Skill, Mature

STANDARDS & OUTCOMES ADDRESSED

- ✔ **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 5 [E2.K-1]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does balance mean?
- ✔ **DOK 2:** How did balancing the beanbag affect your dribbling? Why?
- ✔ **DOK 3:** How could you change this activity to make it easier? To make it more difficult?
- ✔ **DOK 4:** Let's develop a practice plan together for improving our dribbling skills.

TEACHING STRATEGY FOCUS

Help students examine their reasoning: As students make claims about lesson content, prompt them to defend those claims by examining the logic behind what has been presented. After you ask students how they could make an activity easier or more difficult, give them time to try some of the modifications and then examine the results.

STATION DAY

STUDENT TARGETS

- ✔ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✔ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✔ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✔ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

TEACHING CUES

- ✔ Start Activity with Music
- ✔ When Music Stops: Clean the Area and Rotate

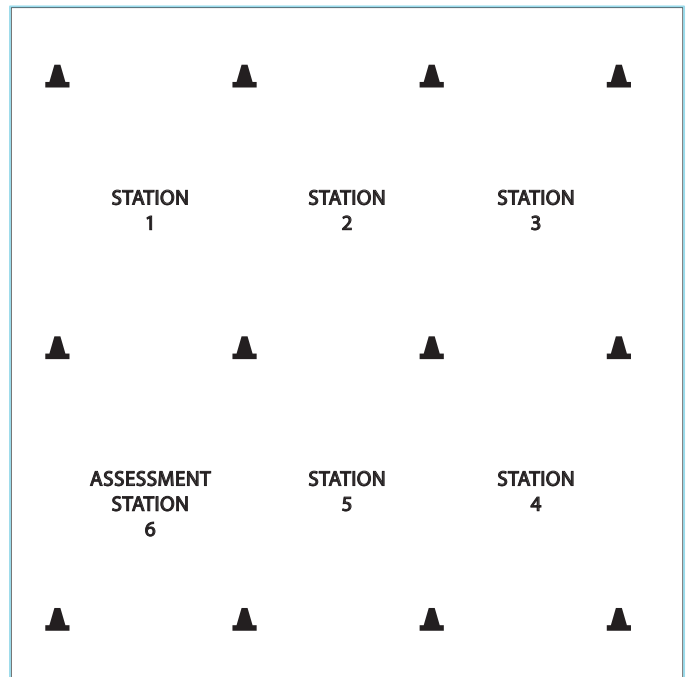
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 24 low profile cones
- ✔ Station music and music player
- ✔ See station cards for equipment needs

Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, each group at a different station.



Activity Procedures:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.



STATION DAY

CHALLENGE PROGRESSIONS

Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

MODIFICATIONS

Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely transitioned.

ACADEMIC LANGUAGE

Select words from the module that you're teaching.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1, 2, 3, 5** [*Select outcomes from the module that you're teaching.*]
- ✔ **Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small groups, stations) (1); Works independently with others in partner environments (2).

DEBRIEF QUESTIONS

Select questions from the module that you're teaching or the assessment that you're using.

TEACHING STRATEGY FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.