

MANIPULATIVES

INSTRUCTIONAL UNIT AUTHORS

Mesa County Valley School District

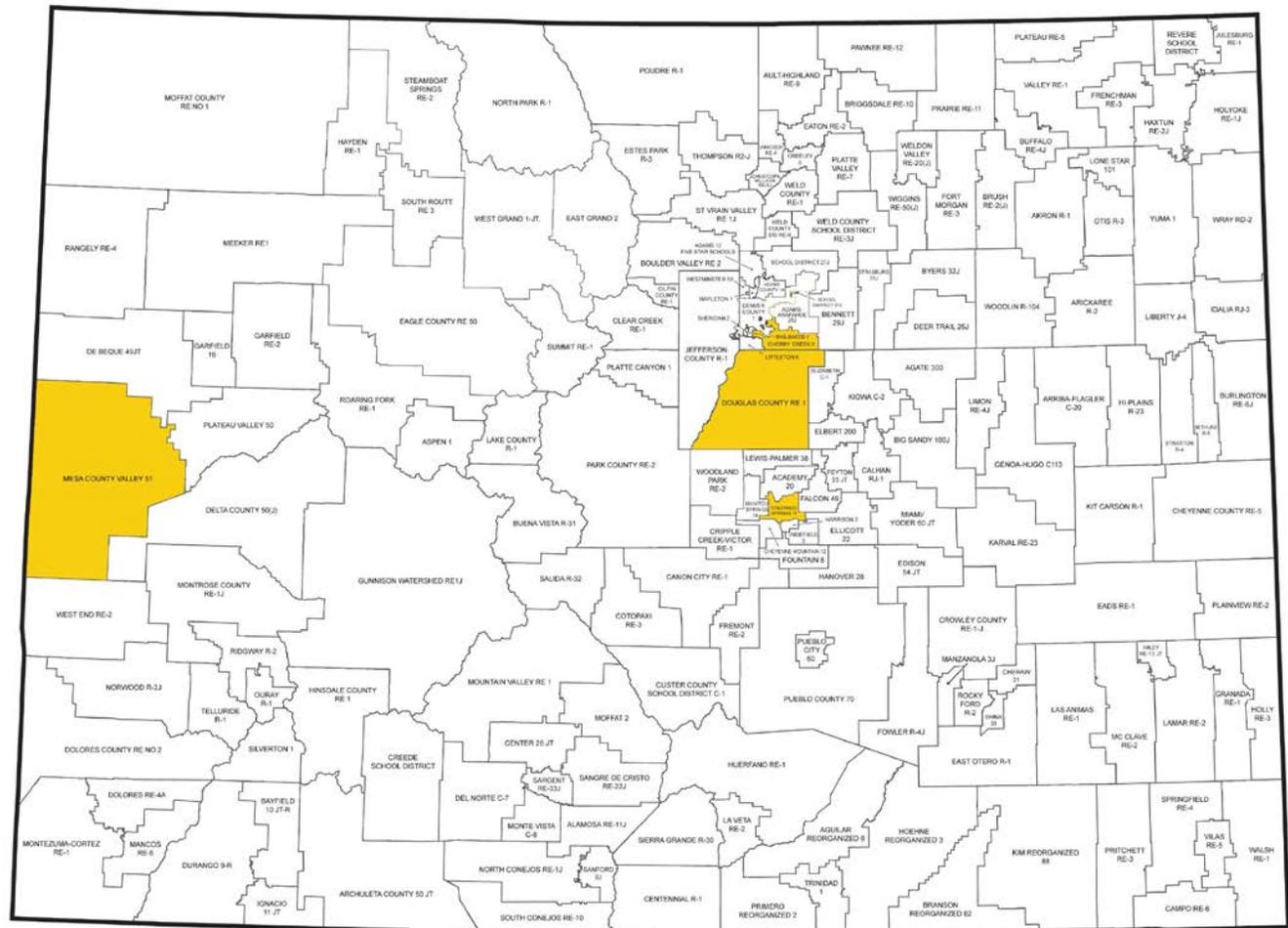
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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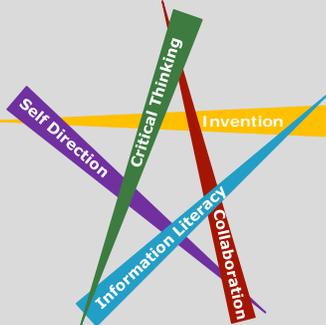
Colorado Springs D11
Jenny Rice



Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Content Area	Physical Education	Grade Level	3 rd Grade
Course Name/Course Code	Manipulatives		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	PE09-GR.3-S.1-GLE.1	
	2. Perform movements that engage the brain to facilitate learning	PE09-GR.3-S.1-GLE.2	
2. Physical and Personal Wellness	1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	PE09-GR.3-S.2-GLE.1	
	2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	PE09-GR.3-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate positive social behaviors during class	PE09-GR.3-S.3-GLE	
4. Prevention and Risk Management	1. Expectations for this standard are integrated into the other standards at this grade level	N/A	

<p>Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i> Information Literacy: <i>Untangling the Web</i> Collaboration: <i>Working Together, Learning Together</i> Self-Direction: <i>Own Your Learning</i> Invention: <i>Creating Solutions</i></p>	
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Manipulatives	Teacher's Discretion	Teacher's Discretion

Unit Title	Manipulatives	Length of Unit	Teacher's Discretion
Focusing Lens(es)	Skillful movers	Standards and Grade Level Expectations Addressed in this Unit	09-GR.3-S.1-GLE.1 PE09-GR.3-S.1-GLE.2 PE09-GR.3-S.2-GLE.1

Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Which activities are most effective for crossing the midline? (PE09-GR.3-S.1-GLE.2-EO.a; IQ.2; RA.1; N2.) How is dribbling a soccer ball different from dribbling a basketball? (PE09-GR.3-S.1-GLE.1-EO.b,c; IQ.2; RA.1,2)
Unit Strands	Movement Competence and Understanding in Physical Education Physical and Personal Wellness in Physical Education
Concepts	Speed, Flow, Demonstration, Performing; Sequencing Description, Identification, Movement Patterns, Proficiency

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Repeated practice and performance of skill patterns will develop proficiency in games, activities and sport. (PE09-GR.3-S.1-GLE.1-EO.c,d,e; IQ.4,5,6; RA.1,2; N.1)	What games, activities, sports will contribute to becoming skillful movers?	How does performing a mature movement skill lead to improvement in games activities and sports?
Speed and flow enhance mature movement patterns. (PE09-GR.3-S.1-GLE.1-EO.b; IQ.1; RA.1,2,3; N.1,2)	Which activities improve speed and flow?	How does speed and flow affect skillful movement?
Identification and description of skill patterns increases knowledge of mature movement patterns (PE09-GR.3-S.1-GLE.1-EO.b,c; IQ.2; RA.1,2)	Describe the key components of a mature movement skill?	Why is it important to identify key components to movement skills?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge. (PE09-GR.3-S.1-GLE.1-EO.a,b,c,d,e) jumping, tossing, dribbling to rhythmic beat combinations (PE09-GR.3-S.1-GLE.2-EO.c) Movements that cross the midline. (PE09-GR.3-S.1-GLE.2-EO.a) Activities to participate in. (PE09-GR.3-S.1-GLE.1-EO.d,e) 	<ul style="list-style-type: none"> Demonstrate dribbling, throwing, catching, striking, trapping, jump roping, chasing, fleeing, and dodging. (PE09-GR.3-S.1-GLE.1-EO.a,b,c,d,e) Combine jumping, tossing, dribbling to rhythmic beat. (PE09-GR.3-S.1-GLE.2-EO.c) Perform movements that cross the midline. (PE09-GR.3-S.1-GLE.2-EO.a) Identify activities to participate in. (PE09-GR.3-S.1-GLE.1-EO.d,e)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Sara can combine mature movement patterns that lead to a skillful movement.</i></p>
<p>Academic Vocabulary:</p>	<p>Tempo, pathways, rhythm</p>
<p>Technical Vocabulary:</p>	<p>Speed, force, balance, coordination, chase, flee, dodge, body mid-line</p>

Unit Description:	This unit is designed to teach students the importance of repeated skill patterns in games, activities, and sports. Students will also develop proficiency in mature movement patterns while using a variety of manipulatives. The focus is on performance, proficiency, identification, speed, and flow. The unit culminates as students work individually and in small groups while utilizing their skills of tempo, rhythm, pathways, coordination, chase, flee, dodge, body mid-line, force, and balance.
Considerations:	As fellow teachers we understand that teaching Physical Education can be very challenging while trying to incorporate manipulative skills. With that being said, please consider the following: <ul style="list-style-type: none"> ● available space ● size of classes ● time with students ● equipment available ● technology ● cultural considerations
Unit Generalizations	
Key Generalization:	Repeated practice and performance of skill performance of skill patterns will develop proficiency in games, activities and sport.
Supporting Generalizations:	Identification and description of skill patterns increases knowledge of mature movement patterns. Speed and flow enhance mature movement patterns.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Repeated practice and performance of skill patterns will develop skill proficiency in games, activities, and sport.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You have been called up to a tryout for the Major Leagues. You must demonstrate your proficiency in throwing, fielding, and hitting while participating in a mini baseball game. If you perform well in these various skills, you may see yourself playing in the World Series one day soon. Pro scouts (teacher) will be observing your performances.
Product/Evidence: (Expected product from students)	Students will be in groups of three. There will be one batter and two fielders. One fielder will be at the base and one in the outfield. The batter will hit a ball off the tee/cone and run back and forth from the tee/cone to the base and back to the tee/cone as many times as he/she can before getting out. Fielders will work together to get the hit ball to the tee/cone by fielding the ball and throwing it to their teammate who will touch the cone and get the batter out. All players will then rotate positions, while keeping track of their individual scores. https://drive.google.com/open?id=1zq7G6u1s3SrSih1eZGYoyQgECCnkm16hi4vCU-YtAUw (Throwing, Hitting, and Fielding Rubric)
Differentiation: (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> ● keep score for a team ● hit and not run the bases ● use a bigger bat/ball

- use an adjustable tee/cone
- use a peer to help with fielding/throwing

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Jackie and Me (Baseball Card Adventure Series)</i> by Dan Gutman (Lexile number 600)</p> <p><i>Roger Federer and Rafael Nadal: The Lives and Careers of Two Tennis Legends</i> by Sebastian Fest (Lexile range 360-720)</p>	<p><i>The Magic Moonberry Jump Rope</i> by Dakari Hru (Lexile 360-720)</p> <p><i>Juan Tamad and the Tikling Birds</i> by Donald Jarvis (Lexile 360-720)</p> <p><i>The Tennis Trophy Mystery (Cam Jansen Series #23)</i> by David A. Adler, Susanna Natti (Lexile number 360)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description: Think like/Work like a player preparing for a major league tryout.	Teacher Resources:	<p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwiv39G089rPAhVH8IMKHQ2iAdsQtwIIIGzAA&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D30IYGOf1CFU&usg=AFQjCNHKf3C-cms5vkQlhuiU0TzD0WWkuQ&bvm=bv.135475266,d.amc (how to field a grounder)</p> <p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=2&cad=rja&uact=8&sqi=2&ved=0ahUKEwiFnKHZ89rPAhUH0YMKHdUXA1UQtwIIITAB&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DDBir-uzPBP4&usg=AFQjCNFo iqYpc_9K2I0XNw6LELnIKI8GMYw&bvm=bv.135475266,d.amc (how to throw a baseball)</p> <p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwj94Lvq89rPAhUH64MKHURMDt4QtwIIIGzAA&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DxKtCatmNCIA&usg=AFQjCNF01ArJPvAWxC4xO9kiic31Tmry5A&bvm=bv.135475266,d.amc (how to hit a baseball)</p>
		Student Resources:	<p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwiv39G089rPAhVH8IMKHQ2iAdsQtwIIIGzAA&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D30IYGOf1CFU&usg=AFQjCNHKf3C-cms5vkQlhuiU0TzD0WWkuQ&bvm=bv.135475266,d.amc (how to field a grounder)</p> <p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=2&cad=rja&uact=8&sqi=2&ved=0ahUKEwiFnKHZ89rPAhUH0YMKHdUXA1UQtwIIITAB&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DDBir-uzPBP4&usg=AFQjCNFo iqYpc_9K2I0XNw6LELnIKI8GMYw&bvm=bv.135475266,d.amc (how to throw a baseball)</p> <p>https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwj94Lvq89rPAhUH64MKHURMDt4QtwIIIGzAA&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DxKtCatmNCIA&usg=AFQjCNF01ArJPvAWxC4xO9kiic31Tmry5A&bvm=bv.135475266,d.amc (how to hit a baseball)</p>

	Skills:	<ul style="list-style-type: none"> ● Throwing ● Catching ● Fielding ● Hitting 	Assessment:	Students will rotate through a variety of baseball skills stations setup around the gym (e.g. throwing at a target, throwing and catching with a partner, fielding grounders, fielding fly balls, etc)
2.	Description:	Think like/Work like a manager/coach of a Jump Rope team.	Teacher Resources:	https://www.youtube.com/watch?v=QfOIoB4nJ2s (Team jump rope video) https://www.youtube.com/watch?v=wI46rsQR83k (Double Dutch) https://www.youtube.com/watch?v=AoEb4iR5f3k (Short jump rope)
			Student Resources:	https://www.buyjumpropes.net/resources/start-a-jump-rope-team/ (website for starting a jump rope team) https://www.jumpropesecrets.com/guinness-world-records/ (Guinness world records)
	Skills:	<ul style="list-style-type: none"> ● rhythm ● tempo ● speed ● rope turning ● jumping ● dribbling with dominant and non-dominate hand 	Assessment:	Students will put together a jump rope routine to be performed in front of other peers/school. Must include a variety of skills as well as an assortment of ropes or manipulatives (e.g. long jump rope, Double Dutch, short jump rope advanced skills, long jump rope while dribbling a basketball, etc.)
3.	Description:	Think like/Work like a tennis pro at a local country club.	Teacher Resources:	https://www.usta.com/Youth-Tennis/Schools/PETeachers/ (USTA website) https://www.youtube.com/watch?v=R78Jx2Vg-xA (Tennis dribbling skills)
			Student Resources:	https://www.youtube.com/watch?v=R78Jx2Vg-xA (Tennis dribbling skills)
	Skills:	<ul style="list-style-type: none"> ● eye hand coordination ● grip on tennis racquet ● force body mid-line 	Assessment:	Each student will work individually to create a manipulative performance using a tennis ball and racquet for their class. Each performance must include various ball handling skills using a tennis racquet and tennis ball (e.g. tap downs, tap ups, flip flop dribbles, etc.)

Prior Knowledge and Experiences

The learning experiences build upon a presumed student working knowledge of manipulative skills. However, not all students will have had the same experiences and mastered the same level of use with manipulatives. This unit will give students multiple opportunities to practice a variety of manipulative skills. The unit culminates with the students demonstrating and performing these skills.

Learning Experience # 1

The teacher may discuss the importance of repetition and practice so students can understand the correlation of how repetition and practice makes you proficient in activities and sports.

Generalization Connection(s):

Repeated practice and performance of skill patterns will develop proficiency in games, activities, and sport.

Teacher Resources:

https://drive.google.com/open?id=1_1faBMd5nbuKb61c8kfCk4sdcklMqJou547eYmBk Pirate Ship Soccer
https://drive.google.com/open?id=1RDGuaePzhHyn4BrWXBOY2MZUHHyoZ_PPZ3jMz5bLX78 Checklist
<https://www.youtube.com/watch?v=u72I3g2P9Ss> How to trap video
<https://www.youtube.com/watch?v=bb6jIHgi7tc> How to dribble video
https://www.youtube.com/watch?v=9R_IkIRtCnE Repitition video

Student Resources:

<https://www.youtube.com/watch?v=u72I3g2P9Ss> How to trap video
<https://www.youtube.com/watch?v=bb6jIHgi7tc> How to dribble video
https://www.youtube.com/watch?v=9R_IkIRtCnE Repitition video

Assessment:

Students will participate in the activity Pirate Ship Soccer. While playing, the teacher will observe the students utilizing the skills of dribbling, trapping, balance, and coordination. The teacher will use the checklist on proper dribbling and trapping.

Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

Access (Resources and/or Process)

Teacher may:

- allow student to use hands to stop the ball
- give student a slower moving ball
- give the student a different job

Expression (Products and/or Performance)

Student May:

- use their hands to trap the ball
- use a modified ball
- be the captain's assistant and call out the commands

Extensions for depth and complexity:**Access (Resources and/or Process)**

N/A

Expression (Products and/or Performance)

Students may jog or run while dribbling the soccer ball.

Critical Content:

- Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge.
- Movements that cross the midline.
- Activities to participate in.

Key Skills:

- Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge.
- Identify activities to participate in.
- Perform movements that cross the midline.

Critical Language:

Tempo, Pathways, Speed, Force, Coordination, Chase, Flee, Dodge, body mid-line

Learning Experience # 2

The teacher may provide several speed stack stations so students can determine the importance of strengthening their dexterity, coordination, as they increase their speed in these activities.

Generalization Connection(s):	Repeated practice and performance of skill patterns will develop proficiency in games, activities, and sport.	
Teacher Resources:	https://drive.google.com/open?id=0B_x4Mt8SgplsUpLTTVVMEdkeW8 (5 day unit of Speed Stacks) https://drive.google.com/open?id=1F7MvWlhxDUshL5_ZMUULwqTmfqaPwBlr_7gKeFMado (Lesson plan of Speed Stack Stations)	
Student Resources:	http://www.speedstacks.com/learn/?lang=en (Link that demonstrates all parts of the Speed Stack Competition) https://www.speedstacks.com/instructors/resources/forms/SportStackingInstructions.pdf (cycle cards)	
Assessment:	The students will be participate in various speed stacking stations of their choice and will allow them to refine their skills. At the end of the lesson, the teacher will give students an exit card to complete for their self assessment.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● provide stations that are not being timed ● provide stations where students practice without having to compete against other classmates 	The students may: <ul style="list-style-type: none"> ● participate in stations that are not timed ● participate in stations where they are not having to compete against other classmates
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The student may challenge a student in another class.
Critical Content:	<ul style="list-style-type: none"> ● Movements that cross the midline. ● Activities to participate in 	
Key Skills:	<ul style="list-style-type: none"> ● Perform movements that cross the midline. ● Identify activities to participate in 	
Critical Language:	Tempo, rhythm , speed, coordination, body mid-line	

Learning Experience # 3

The teacher may present tinikling patterns so the students can identify and describe the skills and movements that define mature patterns.

Generalization Connection(s):	A combination of rhythmic movements demonstrates understanding of balance and coordination.	
Teacher Resources:	http://www.personal.psu.edu/users/y/u/yul159/music/philippine_tinikling_dance.htm (Tinikling lesson plan) http://people.bethel.edu/~shenkel/PhysicalActivities/Rhythms/Tinikling/TinikleIdeas.html (Tinikling lesson with patterns) https://drive.google.com/open?id=1Alt0zNg8JuDh6WxD1rLHGf8EWTXY0fogQR56iWlbzm0 (TinkleCards for assessment)	
Student Resources:	http://people.bethel.edu/~shenkel/PhysicalActivities/Rhythms/Tinikling/TinikleIdeas.html (website tinikling ideas) http://tanyaelementarymusic.blogspot.com/2014/01/tinikling-fun-high-energy-dance-from.html (tinikling blog with video)	
Assessment:	The students will be working in a group to identify and describe mature movement patterns in a tinikling routine. Students will accurately perform the steps while listening to the rhythm patterns and music. The students will then fill out the Tinkle Card as their assessment to increase their knowledge of movement patterns.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● allow students to videotape ● use peer assistance ● use one pole ● change the tempo, speed and rhythm ● have a variety of patterns ● use jump bands ● allow stationary poles 	The students may: <ul style="list-style-type: none"> ● videotape their peers ● use peer assistance ● use one pole ● use jump bands ● use a different pattern ● use a different, speed, tempo and rhythm ● jump with stationary poles
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may videotape students performing a new pattern that can be presented to other peers for a resource.	The students may create their own pattern using a variety of rhythm, speed and tempos.
Critical Content:	<ul style="list-style-type: none"> ● Jumping, tossing, dribbling to rhythmic beat combinations ● Movements that cross the midline. ● Activities to participate in. 	
Key Skills:	<ul style="list-style-type: none"> ● Combine jumping, tossing, dribbling to rhythmic beat. ● Perform movements that cross the midline. ● Identify activities to participate in. 	
Critical Language:	Tempo, rhythm, speed, force, balance, coordination, body mid-line	

Learning Experience # 4

The teacher may present a video on basic jump rope tricks so students can identify and describe various jump rope skills.

Generalization Connection(s):	Identification and description of skill patterns increases knowledge of mature movement patterns.	
Teacher Resources:	https://drive.google.com/open?id=1KUZO4gh2INSXppKoQLUXIbhg8Ze_bBwHSRy28cvuijY rubric https://www.youtube.com/watch?v=PUCQ2pvnyW4 jump rope tricks video https://www.youtube.com/watch?v=J077NL55p5c amazing jump roper video	
Student Resources:	https://drive.google.com/open?id=1KUZO4gh2INSXppKoQLUXIbhg8Ze_bBwHSRy28cvuijY rubric https://www.youtube.com/watch?v=PUCQ2pvnyW4 jump rope tricks video https://www.youtube.com/watch?v=J077NL55p5c amazing jump roper video	
Assessment:	While utilizing balance and coordination, students will create a jump rope routine using three different tricks (e.g. bell, skier, criss-cross). Once they have created and practiced their routine they will perform for a partner. Partners will peer-assess the routine using a rubric.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide modified jump items.	The student may: <ul style="list-style-type: none"> ● use a hula hoop to jump with ● jump over a rope lying on the ground ● peer assist
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may bring a student into perform for another class.	The student may add more than three tricks to their routine.
Critical Content:	<ul style="list-style-type: none"> ● Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge. ● jumping, tossing, dribbling to rhythmic beat combinations ● Movements that cross the midline ● Activities to participate in 	
Key Skills:	<ul style="list-style-type: none"> ● Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge ● Combine jumping, tossing, dribbling to rhythmic beat ● Perform movements that cross the mid-line ● Identify activities to participate in 	
Critical Language:	Tempo, Rhythm, Speed, Force, Balance, Coordination, Body mid-line	

Learning Experience # 5

The teacher may model dribbling a basketball so students can assess how dribbling with the dominant and non-dominant hand, change directions, pathways and speed enhance their movement skills.

Generalization Connection(s):

Combining rhythmic movements can create a dynamic physical performance.

Teacher Resources:

Speed and flow enhance mature movement patterns.

Student Resources:

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=6345#.WAD2OU3ruYG> (Cha Cha Slide lesson plan)
<http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=69> (hand dribbling cues)
<https://drive.google.com/open?id=0BwHru0fk9rild01nZUo5dUVmdXM> (teacher checklist for speed and flow)
<https://www.youtube.com/watch?v=glDLRftdrH8> (youtube song Cha-Cha Slide)

Assessment:

<https://www.youtube.com/watch?v=Ef1N4vXMINQ> (youtube video boys basketball dribbling)
<https://www.youtube.com/watch?v=R6SpOgejK9g> (youtube video kids dribbling)
<https://www.youtube.com/watch?v=ljjU6LvHKHM> (youth basketball drills to do at home)

Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

Access (Resources and/or Process)

The teacher may:

- allow students to videotape a peer
- provide a different ball
- allow students to use peer assistance
- may allow student to use the same hand at all times
- choose to slower the speed of the song

Expression (Products and/or Performance)

The student may:

- videotape their peer
- use the assistance of a peer
- choose a different ball size
- use same hand at all times
- dribble to a slower speed

Extensions for depth and complexity:**Access (Resources and/or Process)**

The teacher may choose a different song with a faster speed and tempo or have kids create their own basketball rhythm routine.

Expression (Products and/or Performance)

The students can create their own rhythmic dribbling sequence to a faster song using a variety of dribbling skills (e.g. crossovers, between the legs, figure 8s, etc)

Critical Content:

- Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge
- jumping, tossing, dribbling to rhythmic beat combinations
- Movements that cross the midline
- Activities to participate in

Key Skills:

- Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge.
- Combine jumping, tossing, dribbling to rhythmic beat.
- Perform movements that cross the midline
- Identify activities to participate in

Critical Language:

Tempo, pathways, rhythm, speed, force, balance, coordination, body mid-line

Learning Experience # 6

The teacher may create an activity so that students can enhance their skills of speed, force, catching, throwing, tossing, defense, and change of pathways in real life game situations (e.g. football, basketball).

Generalization Connection(s):

Speed and flow enhance mature movement patterns.

Teacher Resources:

<https://drive.google.com/open?id=1JjTYb0FGiqTckhjf2509XynImAACZMUQaHK1N889kDM> Bean Bag Battle lesson plan
https://drive.google.com/open?id=1vExR_-iELPnhQvs3ZO2Les3zd6GVj0kZV3N3f18OaXo Bean Bag Battle checklist
<https://www.youtube.com/watch?v=du5SopfbML0> Football jukes video
<https://www.youtube.com/watch?v=aAdiols17LM> Basketball jukes video

Student Resources:

<https://www.youtube.com/watch?v=du5SopfbML0> Football jukes video
<https://www.youtube.com/watch?v=aAdiols17LM> Basketball jukes video

Assessment:

The students will be involved in a game called Bean Bag Battle (see attached lesson plan), where students will actively try to get open for a pass or try to defend their opponent. When the game is over, students will pair share and discuss with their partner whether they were more successful throwing or catching and also whether they were better defending or getting open for a pass.

Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

Access (Resources and/or Process)

The teacher may:

- provide different types of balls or equipment to use
- adjust the distance for throwing

Expression (Products and/or Performance)

The student may:

- use different types of balls or equipment
- have different distances for throwing

Extensions for depth and complexity:**Access (Resources and/or Process)**

The teacher may ask the students how they would use this skill in an actual sport.

Expression (Products and/or Performance)

Students may explain or demonstrate how they use these skills in a real life game (e.g. basketball, football, soccer)

Critical Content:

- Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge
- Movements that cross the midline
- Activities to participate in

Key Skills:

- Dribble, throw, catch, strike, trap, jump rope, chase, flee, and dodge
- Perform movements that cross the mid-line

Critical Language:

Speed, force, coordination, chase, flee, dodge, pathways