

<p><b>K-5th Lesson plans</b></p>	<p><b>KDOE: Financial Literacy: (Academic Expectations): (K-3<sup>rd</sup>)</b>                      5.4: Students use a decision-making process to make informed decisions among options. Students will investigate different ways to save money.</p> <p><b>KDOE: Nutrition):</b>                      (4<sup>th</sup>-5<sup>th</sup>) 5.4: Students use a decision-making process to make informed decisions among options. Students will explain how the nutritional information provided on food labels impacts dietary choices.</p>	<p><u>Vocabulary:</u>                      Expectation safety, stretching, warm up, salt, credit union, local bank,</p>	<p>Consumerism: I can describe different ways to save money (K-3<sup>rd</sup>).                      Health: I can describe how salt intake affects our health (4<sup>th</sup>- 5<sup>th</sup>).                      P.E.: I can correctly jump rope using both a regular and long jump rope. (K-5<sup>th</sup>).</p> <p><b>Mini Lesson:</b> (P.E.) Students will sit on the white circle and will review expectations and safety rules for P.E.  <b>Warm-up:</b> (P.E.) Students will run three laps as a warm up.  <b>Mini Lesson:</b> (Health-Stress reducer) Mr. Kuhn will choose a “Joke of the day” from the jokes submitted from the students.  <b>Warm-up continued:</b> (P.E.) Mr. Kuhn will spend some time reviewing the hand symbol that lets students know when it is time to get into their personal space. Students will watch a video from Adventure to Fitness “The Big Bad Apple” (9-15 minute mark).</p> <p><b>Mini Lesson:</b> (Career) Students will spend a few minutes watching a video from brainpopjr.com titled “saving and spending”. DOK 1: Why do people save money? DOK 2: Compare and contrast saving money in a piggy bank and saving money using a local bank. <u>As a flashback</u>, students will some of the things that they learned from Monday’s guest speaker. (Health) Students will spend a few minutes watching a video on brainpop.com titled “salt”. Question: DOK 2: Compare and contrast the effects of salt and sugar. <u>As a flashback</u>, students will some of the things that they learned from Monday’s guest speaker.</p> <p><b>Fitness Activity #1:</b> Jump Rope Station Day (OPEN online curriculum K-5<sup>th</sup>) (P.E.): See attached lesson plan.</p> <p><b>Differentiated Instruction:</b> Struggling students will receive more one on one instruction and modeling. Advanced learners: They can perform trick that have been demonstrated over the past several weeks or invent their own type of trick.</p> <p><b>Exit Slip:</b> DOK 1: What does the word rhythm mean? DOK 2: How does rhythm apply to jumping rope? DOK 3: What happens if the turners and jumpers are not in the same rhythm? Why?</p>	<p><b>Daily Assessment:</b>  <input checked="" type="checkbox"/> Observation  <input checked="" type="checkbox"/> Oral responses  <input type="checkbox"/> Self-Evaluation  <input type="checkbox"/> ORQ  <input checked="" type="checkbox"/> Whole Class  <input checked="" type="checkbox"/> Small Group  <input type="checkbox"/> Individual</p> <p><b>Formative and Summative Assessments</b>  <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips  <input checked="" type="checkbox"/> Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
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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

TEACHING CUES

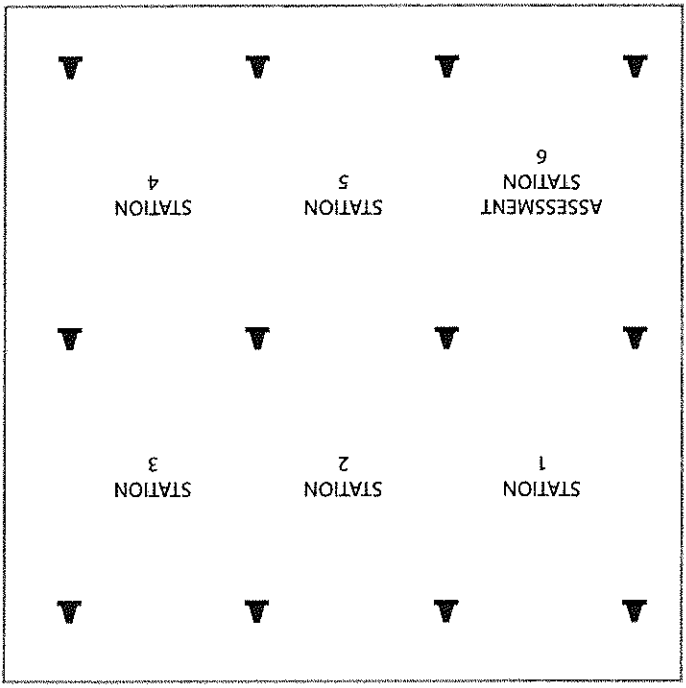
- Start Activity with Music
- When Music Stops: Clean the Area and Rotate

ACTIVITY SET-UP & PROCEDURE

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

Set-Up:

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



- Activity Procedures:**
- Today is a Station Assessment 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.
  - Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
  - 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.
  - 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

- Some students may need step-by-step assistance during clean-up and rotation.
- Pause the music and don't restart until every group has safely transitioned.
- Provide visual cues and graphics to enhance station instructions.

UNIVERSAL DESIGN ADAPTATIONS

Select words from the module that you're teaching

ACADEMIC LANGUAGE

- **Standard 1, 2, 3, 5** [Select outcomes from the module you're teaching.]
- **Standard 4 [E2, 3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

STANDARDS & OUTCOMES ADDRESSED

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

DEBRIEF QUESTIONS

**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.

TEACHING STRATEGY FOCUS

<p><u>Hide and Seek (OPEN curriculum):</u> Standard 4 E2.K-2, Standard 5 E3.K</p> <p><u>Set the table (OPEN curriculum):</u> Standard 1-5 E2.2, 2 E2.1b, E2.K-2, E5.K-2, E3.K</p> <p><u>Soccer Tag (OPEN curriculum):</u> Standard 1-5: E18.3-5, E5.3-5a, E3.3-5, E1.3&amp;5, 5 E1.3-5</p>		
<p><u>Topic:</u> Spanish, dance, soccer, cooperative games</p> <p>Spanish Lesson 5: Go to weebly website, under lesson plans clip PE Spanish Lessons 2016. Today's lesson is Spanish lesson #5. (8-10 minutes K-5<sup>th</sup>)</p> <p><u>Friday I only: "I can" statements:</u></p> <p>P.E. (K-2<sup>nd</sup>) I can carefully pass and receive the beanbag without dropping or throwing it.</p>	<p><u>Cool down and Rewarding Positive Behaviors:</u> Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".</p> <p><u>FRIDAY (3c) P.E. and Health Lesson Plan:</u></p>	<p>8. Add ball: shoot along a line, fingers spread, eyes on target, not on ball.</p> <p>9. Use ball: Get close to rim and shoot (R &amp; L &amp; M) at goal. Non-shooting hand, thumb points to you.</p> <p><b><u>Differentiated Instruction:</u></b> Struggling students: Will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will aid struggling students and will demonstrate the correct techniques with peers.</p> <p><b><u>Assessment/Exit Slip:</u></b> Demonstrate the proper way to hold and shoot a basketball with correct form.</p> <p><b><u>P.E. Activity #2:</u></b> Shooting Drills (Basketball, pg. 13) see attached lesson plan!</p> <p><b><u>Differentiated Instruction:</u></b> Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many shots can you make in 15 seconds? <b><u>Assessments/Exit Slip:</u></b> Show me how to correctly bounce and hold the basketball. Show me how to shoot the basketball correctly.</p>

P.E. (K-2<sup>nd</sup>) I will go counter-clockwise around the circle when it's my turn to run.

P.E. (3<sup>rd</sup>-5<sup>th</sup>) I will make smooth the transitions from dribbling to passing while rescuing classmates who have been tagged.

P.E. I can (3<sup>rd</sup>-5<sup>th</sup>) I will make and receive at least 5 accurate passes.

**Friday 1 only: Warm-up:** Students will run three warm up laps and will dance to a Just Dance for Kids song on youtube.com. (K-5<sup>th</sup>) See list of Just Dance songs with appropriate lyrics.

**Friday 1 only: Mini lesson:** (P.E.) Go over rules and expectation, check shoes, use power point slides as needed.

**Fitness Activity #1: (K-2) Hide and Seek, pg. 1, see attached lesson plan!**

**Differentiated Instruction:** For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.

**Exit slip:** DOK 1: What is cooperation? DOK 2: How did you cooperate during the game of Hide and Seek? DOK 3: What would happen to the game if some students did not cooperate?

**P.E. Activity #2: (K-2<sup>nd</sup>) Set the Table (OPEN online PE curriculum) pg. 1, see attached lesson plan!**

**Differentiated Instruction:** Struggling students will need more modeling. Advanced students: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.

**Exit Slip:** DOK 1: How can you recognize appropriate behavior? DOK 2: How does appropriate behavior affect learning in physical education? DOK 3: How are the rules and protocol in protocol in physical education related to appropriate behavior?

**Fitness Activity #1: (3<sup>rd</sup>-5<sup>th</sup>) Soccer Tag (OPEN online PE curriculum) pg. 14, see attached lesson plan!**

			<p><b>Differentiated Instruction:</b> Struggling students will need more modeling. Advanced students: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.</p> <p><b>Exit Slip:</b> DOK 1: What is offensive? What is defensive? DOK 2: How would you apply offensive strategy in Soccer Tag? Defensive strategy? DOK 3: Can you describe an offensive (or defensive) strategy and how it is executed?</p> <p><b>Fitness Activity #2 (3<sup>rd</sup>-5<sup>th</sup>) Soccer Skills, Windows (OPEN online PE curriculum) pg. 1, see attached lesson plan!</b></p> <p><b>Differentiated Instruction:</b> Struggling students will need more modeling. Advanced students: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.</p> <p><b>Exit Slip:</b> DOK 1: What are the critical cues for passing? For trapping? DOK 2: How would you summarize your performance during Windows? DOK 3: How was your effort related to your performance?</p>	
			<p><b>Cool down and Rewarding Positive Behaviors:</b> Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".</p>	

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.



**HIDE AND SEEK**

**STUDENT TARGETS**

- **Skill:** I will carefully pass and receive the beanbag without dropping or throwing it.
- **Cognitive:** I will listen to all of the rules of the game in order to understand how to perform.
- **Fitness:** I will actively participate in physical education while following class rules and protocol.
- **Personal & Social Responsibility:** I will show cooperation with my classmates by pretending to hide the beanbag when it is someone else's turn to hide the real beanbag.

**ACTIVITY SET-UP & PROCEDURE**

- Equipment:**
- 1 beanbag per group of 5 or 6 students
  - 1 cone per group of 5 or 6 students
  - Music and music player

- Set-Up:**
1. Send groups of 5 or 6 students to a cone each group with 1 beanbag.
  2. The shortest (tallest, youngest, etc.) student stands next to the cone. The other students stand in a circle around the cone.
  3. The beanbag begins with the student standing in the circle.

**Activity Procedures:**

1. Playing Hide and Seek is really fun, but in order for everyone to have fun, we all have to follow the directions carefully.

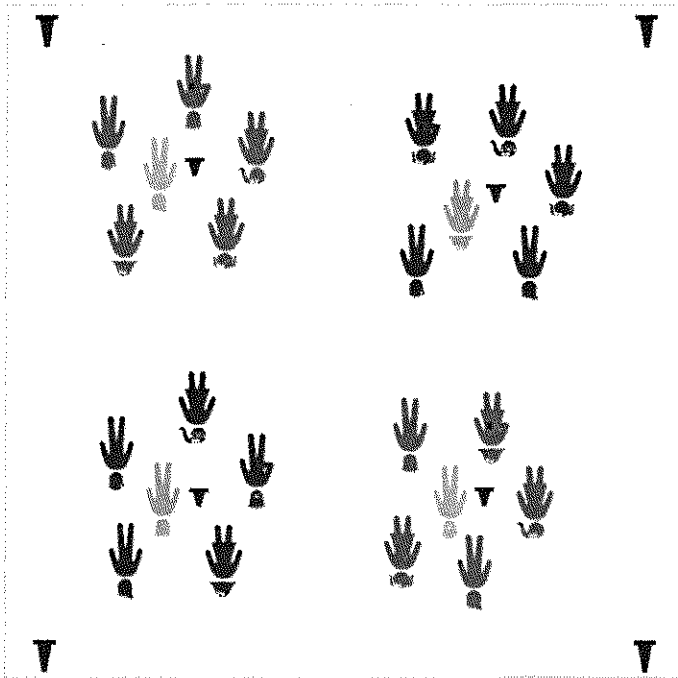
2. In this game of hide and seek, the player in the center of the circle is the Seeker. She/he will try to find the beanbag.
3. When the music starts, the Seeker will close her/his eyes and the students in the circle pass the beanbag around the circle. When the music stops, everyone in the circle will hide their hands behind their backs.
4. The Seeker will say, "Ready or not, it's time to seek!" The Seeker will then open her/his eyes and try to guess who has the beanbag hidden behind their back.
5. Seekers get 1 guess. If she/he guesses correctly, she/he gets a bonus point. If she/he guesses incorrectly, all of the students in the circle get a bonus point.
6. Select a new Seeker and then play again.

**Grade Level Progression:**

- K:** Teacher directly selects the student who will hide the beanbag and the other children work together to try and trick the Seeker.
- 1<sup>st</sup>:** Students now pass the beanbag with the music; teacher monitors the Seeker to avoid any peeking.
- 2<sup>nd</sup>:** The game is played with little or no teacher intervention.

**TEACHING CUES**

- **Hiders**  
Pass and Receive when Music is On
- **Seekers**  
Stop and Hide when it's Off  
Cover and Closer Your Eyes when the Music is On
- "Ready or Not," When it's Off.



**HIDE AND SEEK**

CHALLENGE PROGRESSIONS

Students pass the beanbag in plank position. When the music stops, they quickly sit and hide the beanbag.

MODIFICATIONS

Teacher selects the student who will hide the beanbag and provides enough time for all students to "hide" before allowing the Seeker to open her/his eyes.

ACADEMIC LANGUAGE

Fun, Cooperation, Responsibility, Follow the Rules, Learning Environment

STANDARDS & OUTCOMES ADDRESSED

**Standard 4 [E2.K-2]** Acknowledges responsibility for behavior when prompted (K); Follows the rules/parameters of the learning environment (1); Accepts responsibility for class protocols with behavior and performance actions (2).  
**Standard 5 [E3.K]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb).

DEBRIEF QUESTIONS

- DOK 1:** What is cooperation?
- DOK 2:** How did you cooperate during the game of Hide and Seek?
- DOK 3:** What would happen to the game if some students did not cooperate?
- DOK 1:** What is responsibility?
- DOK 2:** What did responsibility look like in the game of Hide and Seek?
- DOK 3:** Can you think of any other examples of activities or places where responsibility is important? Explain why you selected that example.

TEACHING STRATEGY FOCUS

**Help students examine their reasoning:** It is very likely that several young students will find it difficult to pretend to hide the beanbag when it's time to cooperate as a unit. Plan for this teachable moment and use it to illustrate the need for full cooperation. In addition, allow students to accept responsibility for their actions without fear of serious consequences. Start by debriefing the results of the failed attempt at "hiding" and then allow the group to try again. If the result of the second attempt is positive and the group successfully hides the beanbag, praise the student who improved their performance and ask the class to examine all of the reasons why the improvement was so important to the group's success. If the result of the second attempt continues to be negative, follow class protocol for gradually increasing the gravity of the consequence.



**SET THE TABLE**



**STUDENT TARGETS**

- **Skill:** I will go counter-clockwise around the circle when it's my turn to run.
- **Cognitive:** I will listen for the music to start and stop, and I will respond quickly and appropriately when it does.
- **Fitness:** I will actively participate in physical education in order to increase my heart rate.
- **Personal & Social Responsibility:** I will follow all of the class rules and behave appropriately.

**TEACHING CUES**

- Pass Clockwise to the Music
- Stop when Music Stops
- Drop the Beanbag and Run
- Counter-Clockwise

**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

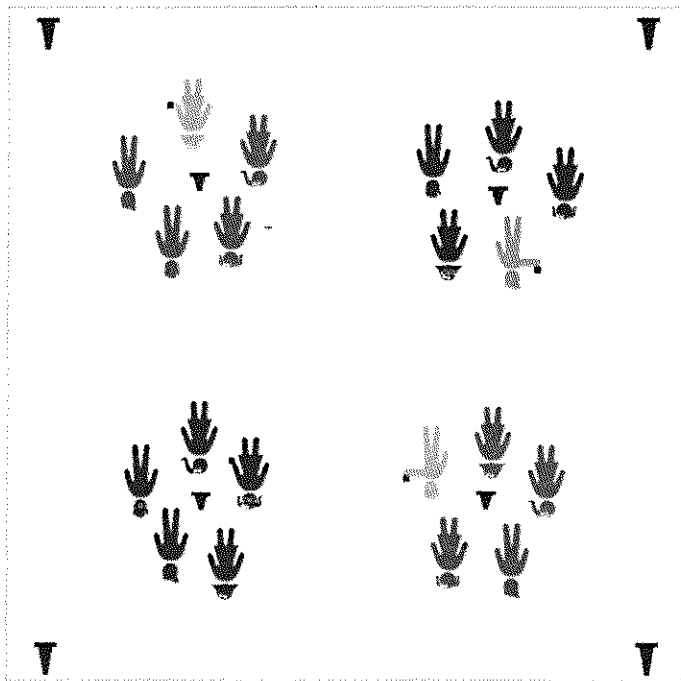
- 1 beanbag per group of 5 or 6 students
- 1 cone per group of 5 or 6 students
- Music and music player

**Set-Up:**

1. Send groups of 5 or 6 students to a cone, each group with 1 beanbag.
2. Students stand in a circle around the cone.
3. The beanbag begins with the shortest (tallest, youngest, etc.) student.

**Activity Procedures:**

1. One way that we can all be helpful and responsible at home is to help set the table at meal time. Let's play a game called Set the Table.
2. When the music starts, begin passing the beanbag clockwise around your circle. When the music stops, it's time to set the table. To do that, the person who is holding the beanbag will place the beanbag on the floor in front of them and then run around the circle counter-clockwise until they are standing back in their spot.
3. When the music starts again, we'll play another round.



**Grade Level Progression:**

- K:** When the music stops, teacher will call out the name of the player with the beanbag and say, "Run counter-clockwise" while pointing in the correct direction.
- 1<sup>st</sup>:** When the music stops, students will call out the name of the player with the beanbag and say, "Run counter-clockwise!"
- 2<sup>nd</sup>:** When the music stops, students will move without an auditory cue. Students still forming the circle will complete an exercise while the runner is traveling (e.g., jumping jacks).



SET THE TABLE

CHALLENGE PROGRESSIONS

- Form larger circles with 2 or more beanbags.
- As runners travel counter-clockwise, players in the circle travel clockwise.

MODIFICATIONS

When the music stops, player with the beanbag performs a stationary activity or exercise.

ACADEMIC LANGUAGE

Helpful, Responsibility, Clockwise, Counter-Clockwise, Around, Appropriate Behavior

STANDARDS & OUTCOMES ADDRESSED

- Standard 1 [E2.2]** Runs with a mature pattern.
- Standard 2 [E2.1b]** Travels demonstrating a variety of relationships with objects (e.g., around).
- Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K-1); ...in response to instruction and practice (2).
- Standard 4 [E5.K-2]** Recognizes the established protocol for class activities (K); Exhibits the established protocol for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2).
- Standard 5 [E3.K]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb).

DEBRIEF QUESTIONS

- DOK 1:** How can you recognize appropriate behavior?
- DOK 2:** How does appropriate behavior affect learning in physical education?
- DOK 3:** How are the rules and protocol in physical education related to appropriate behavior?
- DOK 1:** What activities would be on your list of fun ways to be physically active?
- DOK 2:** What do you notice about the activities that you listed? What makes them fun?
- DOK 3:** What specific examples can you talk about that would help prove to another person that an activity that you like is fun? Why did you choose those examples?

TEACHING STRATEGY FOCUS

**Help students process content:** This activity provides a fun way to allow young children to practice following rules and protocol in order to provide a safe and effective learning environment. However, the objective of this activity could be easily lost without an attentive and persistent debrief conversation. Ask questions that evoke thoughtful and complete answers while allowing students enough time to struggle with providing detail to support their responses.

SOCCER TAG

STUDENT TARGETS

- **Skill:** I will make smooth transitions from dribbling to passing while rescuing classmates who have been tagged.
- **Cognitive:** I will discuss offensive and defensive strategies used in the game of Soccer Tag.
- **Fitness:** I will identify the components of health- and skill-related fitness and how physical activity influences both.
- **Personal & Social Responsibility:** I will help classmates who have been tagged by rescuing them with a pass.

TEACHING CUES

- **Passing**
  - Step Up to the Target
  - Inside Foot to Center of Ball
  - Firm Kick
  - Follow Through
- **Taggers**
  - Tag with Fingers
  - Shoulders Only

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones
- 1 soccer ball per student
- 3 rubber chickens

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter all students throughout the area, each with a ball.
3. Give 3 students rubber chickens to indicate that they are taggers.

Activity Procedure:

1. It's time for Soccer Tag. On the start signal, work to dribble throughout the activity area without getting tagged by a player with a rubber chicken. Taggers, be sure to tag with your fingers.
2. If you're tagged, hold the soccer ball above your head and make a goal with your feet spread apart. You're free when someone passes a ball through your legs.

Grade Level Progression:

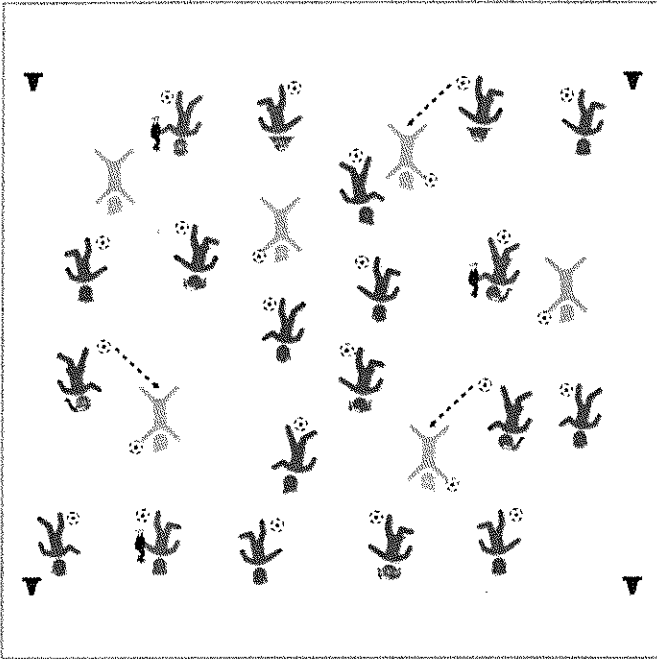
- 3<sup>rd</sup>: Play at a walking pace in a large activity area.
- 4<sup>th</sup>: Allow Dribblers to jog while Taggers walk.
- 5<sup>th</sup>: Decrease the size of the activity area. Everyone moves at a jogging pace.

Challenge Progressions:

Tagged players do jumping jacks. Passes must make it through their legs as they jump their feet to the out position.

Modifications:

Use a high-5 to rescue tagged players rather than a pass.





**SOCCER TAG**

Drabble, General Space, Ball Control, Body Control, 1 v 1, Practice, Offense, Defense, Ready Position, Strategy, Health-related Fitness, Skill-related Fitness

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E18.3-5]** Drabbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Drabbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1 v 1 practice tasks (5).
- **Standard 2 [E5.3-5a]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies and tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF QUESTIONS

- **DOK 1:** What is offense? What is defense?
- **DOK 2:** How would you apply offensive strategy in Soccer Tag? Defensive strategy?
- **DOK 3:** Can you describe an offensive (or defensive) strategy and how it is executed?
- **DOK 1:** What are the components of health-related fitness? Skill-related fitness? Skill-related fitness? How does regular physical activity affect health-related fitness? Skill-related fitness?
- **DOK 2:** How is health-related fitness related to performance in activities similar to soccer?

TEACHING STRATEGY FOCUS

**Help students process content:** Use small group discussion to encourage students to process content and generate conclusions. Pose questions for students to discuss, summarize, and elaborate on their responses.

WINDOWS

TEACHING CUES

- Passing
- Leading Passes
- Inside Foot to Center of Ball
- Firm Kick
- Follow Through
- Trapping
- Move to the Ball
- "Give" with Your Trapping Foot
- Soft Contact then Tap and Go

STUDENT TARGETS

- Skill: I will make and receive at least 5 accurate passes.
- Cognitive: I will review and recite the critical cues for both passing and trapping.
- Fitness: I will maximize my activity time by staying engaged in the Windows activity without teacher reminders.
- Personal & Social Responsibility: I will encourage my partner to work toward improvement throughout the Windows activity.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones
- 1 low profile cone per student
- 1 soccer ball per 2 students

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Create and scatter as many small goals as possible using 2 low profile cones per goal.
3. Pair students, each pair with a ball.
4. Send pairs to an open space within the boundaries.

Activity Procedures:

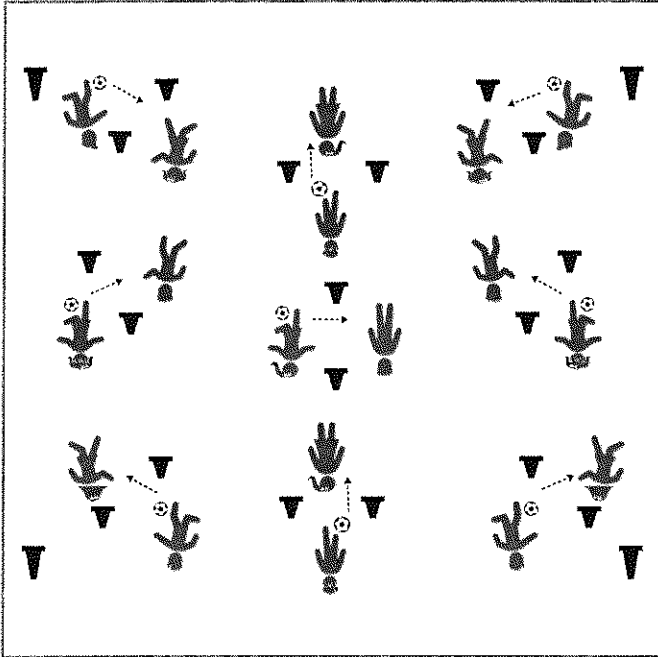
1. This is a partner game called Windows. You and your partner will dribble through the activity area, making as many passes as you can through open "windows" (cones). You must pass through a new window with every pass.

Grade Level Progression:

- 3<sup>rd</sup>: Begin play at a walking pace. Create large goals.
  - 4<sup>th</sup>: Play at a jogging pace. Create medium-sized goals.
  - 5<sup>th</sup>: Play at a jogging pace. Create small goals. Add signals for changing speed and direction.
- Challenge Progressions:  
Add goalkeepers to some or all of the goals.

Modifications:

All students with a soccer ball, playing as individuals. They must dribble through the windows rather than pass through them.





WINDOWS

ACADEMIC LANGUAGE

Dribble, Ball Control, Body Control, Practice, Skill Combination, Small-sided Game, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Follow Through, Center of the Ball, Stationary

STANDARDS & OUTCOMES ADDRESSED

**Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).  
**Standard 1 [E20.4-5]** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Foot dribbles with mature patterns in a variety of small-sided game forms (5).  
**Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).  
**Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).  
**Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF QUESTIONS

- **DOK 1:** What are the critical cues for passing? For trapping?
- **DOK 2:** How would you summarize your performance during Windows?
- **DOK 3:** How was your effort related to your performance?
- **DOK 1:** What does encouragement look and sound like during an activity like Windows?
- **DOK 2:** How does encouragement affect a person's ability to overcome a challenge? Support your answer with evidence.
- **DOK 3:** How would you adapt this activity in order to make it more (or less) challenging?

TEACHING STRATEGY FOCUS

**Help students engage in cognitively complex tasks:** In order to help students use new skills and concepts in authentic settings, it is essential to maintain a focus on the cognitive aspects of each activity. Encouraging the use of complex knowledge within practice tasks will lead students to recognize when skills and concepts transfer from one activity to another.