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Fly in the Web: Parachute Progression

National Standards	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
Grade Level Outcomes	<p>S1.E16.5c: Catches with reasonable accuracy in dynamic, small-sided practice tasks.</p> <p>S1.E26.5: Combines manipulative skills and traveling for execution to a target.</p> <p>S2.E2.4: Combines movement concepts in small-sided practice tasks in game environments.</p> <p>S3.E2.3-5: Actively engages in all the activities of physical education.</p> <p>S4.E1.4: Exhibits responsible behavior in independent group situations.</p> <p>S4.E1.5: Engages in physical activity with responsible interpersonal behavior.</p> <p>S4.E4.3a: Works cooperatively with others.</p> <p>S4.E4.4b: Accepts players of all skill levels into the physical activity.</p> <p>S4.E4.5: Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.</p> <p>S4.E6.4: Works safely with peers and equipment in physical activity settings.</p> <p>S5.E2.3: Discusses the challenge that comes from learning a new physical activity.</p> <p>S5.E4.3: Describes the positive social interactions that come when engaged with others in physical activity.</p>
Activity Objectives	<p>Combining Skills</p> <ul style="list-style-type: none"> • Combine motor skills (throwing, catching) to play a lead-up or modified parachute game. <p>Self-Responsibility</p> <ul style="list-style-type: none"> • Participate productively in group physical activities. • Evaluate individual responsibility in group efforts. <p>Social Interaction</p> <ul style="list-style-type: none"> • Identify and define the role of each participant in a cooperative

	<p>physical activity.</p> <p>Group Dynamics</p> <ul style="list-style-type: none"> • Identify and agree on a common goal when participating in a cooperative physical activity.
Grades	3-5
Materials	<p>1 6' parachute per 6-8 students</p> <p>1 ball per 6-8 students (I like 3 ½" or 6 ½" School Smart TechnoSkin Balls)</p> <p>1 hoop per 6-8 students</p>
Activity Description	<p>Progression of Activities:</p> <ul style="list-style-type: none"> • Fly in the Web • Capture the Fly • Stealing Veggies for Salad • Salad Bar <p>Cool Down:</p> <ul style="list-style-type: none"> • Cooperative Housing <p>Ball in the Web:</p> <ul style="list-style-type: none"> • The object of Ball in the Web is to see how many times your group can toss and catch the ball using your parachute. • On signal, practice moving your "web" up and down. (Allow time for practice.) • When I see your group is ready, I'll place a ball in the center of your "web," and you may begin. • Work with your group to toss the ball in the air and catch it on your web. • How many times can your group catch the ball in your web before it gets away (falls off the chute)? • How many times can your group catch the ball before the stop signal? <p>Advanced Progressions</p> <ul style="list-style-type: none"> • The object of Ball Grab is to work with your group to toss the ball in the air and take turns catching it with your hands. • The object of Ball Salad is to see how many balls your group can accumulate by working with your group to toss the ball in the air and take turns catching it with your hands. Each group may also follow the ball Salad "recipe" provided. • The object of Stealing Balls for Salad is to see which group can accumulate 3 balls first by stealing balls from other groups as you work with your group to toss the ball in the air and take turns catching it with your hands. • The object of Salad Line is to see how many balls the entire group can accumulate by using your parachutes to toss and catch the balls from chute to chute. <p>Cool Down</p> <ul style="list-style-type: none"> • Cooperative Hut: Each group uses 6 hula hoops to cooperatively construct a hut; upon completion, each group member must each crawl through the coop without knocking it down. If the hut

	<p>collapses, the group must rebuild the hut and start again.</p> <p>Debrief:</p> <ul style="list-style-type: none"> • What did you do with your group to make it easier to catch the balls?
<p>Common Core Integration</p>	<p>Writing Standards Grades 3-5</p> <p>Write informative/explanatory texts to convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Could: What could you do? Briefly list 2 things you could do.</p> <p>Should: What should you do? Write 2-3 sentences describing what you should do in this situation.</p> <p>Would: What would you do? Write a paragraph describing in detail what you would actually do in this situation.</p> <p>(Encouragement)</p> <p>In a cooperative activity your group is having difficulty getting the task accomplished. One of your teammates is very frustrated with the lack of progress and is starting to bring the whole group down with negative comments.</p> <p>(Positive Disagreement)</p> <p>When playing Stealing Balls, a person from another group is “puppy guarding” their balls. When you remind them of the rules, they disagree and say they were not guarding their balls.</p> <p>(Responsibility)</p> <p>You are doing the Pass Down the Line Game, and you really want to catch all of the balls. You think that only the best catcher from your group should catch the balls. Others in your group disagree, and think you should all take turns.</p> <p>(Acceptance of Personal Differences)</p> <p>Everyone in your group has a different skill level. Some of you have played the game before, but the others are brand new to the game. You notice that they are trying hard, but they just aren’t very skilled yet.</p> <p>(Share Ideas)</p> <p>You are part of a group whose goal is to create a new game with the balls. The “leaders” in the group are taking over and the game seems to be coming along just fine without your input.</p> <p>(Helpfulness)</p> <p>The parachute games are completed and there are balls scattered all over the playing area.</p> <p>(Competition)</p> <p>During a game of Tossed Salad, your team is outscoring your opponents by a lot. The other teams are getting frustrated while your team is having a great time. Kids on your team are starting to brag and tease the other teams.</p>

Kinect-4

Adapted from SPARK
Math in Motion

Equipment: Kinect-4 Activity Set (*Sportime*)

Set-Up

- Divide mat by color, and place colored mats equidistant around playing area.
- Remove the 4" square playing pieces from each puzzle mat.
- Sort the playing pieces by color.
- Create 6 teams, and assign each team a color.

Activity

1. The object of Kinect-4 is to work together to create a sequence of 4 or more co-linear square pieces in other team mats.
2. On the signal, each team member takes 1 playing piece to place on another team's mat.
3. Players return to the team area, retrieve another puzzle piece, and repeat. This pattern continues for a designated period of time or until all pieces are placed on the mats.
4. Think About...
 - What strategies did your team use to connect 4 pieces in a row? What successful strategies did you see other teams use?

CHALLENGES

- Slalom – Players run around cones or floor markers that make a slalom course between the mat and their team area.
- Kinect-4 Scooter Racing – Players move back and forth to the mat on a scooter.
- Locomotor Links – Students skip, hop, gallop and slide back and forth to the board.
- Sport Skill Practice – Basketball, soccer, floor hockey. Can you think of others? Students practice dribbling and movement skills while they move to the board and back again.
- Pedometer Challenge – Give each student or one team representative a pedometer. Add the number of steps to their score total for Bonus Points.

Fitness Challenges– Teams must stop and perform curl-ups, push-ups, etc. as they make their way to the mats.

Game Strategy

- Balance offense and defense. Work to connect your pieces but also look for opportunities to block your opponents.
- Stay positive. Good teams have good communication skills.
- Keep actions and words positive.
- Spatial Awareness/Awareness of Objects. Know where the puzzle boards are and know where your team has been placing pieces.
- Awareness of People. Work to see people in space. Move safely while avoiding contact with other players.
- Navigation of Pathways. Identify and move through a safe path

	<p>to the puzzle boards. Adjust to others and move into open space.</p> <ul style="list-style-type: none">• Safety and Control. Work to remain in control of your body. Move at a safe speed and stay on your feet. <p>TEACHING TIPS</p> <ul style="list-style-type: none">• The round inserts inside each square can be removed and used as blocking pieces for more advanced classes.
Music	<p>Warm-up: Move It Like This (Baja Men) Jigsaw: Back in Time (From "Men in Black III) (Pitbull) Crabbing Around (SPARK K-2) What a Wonderful World (Louis Armstrong)</p>



Mary Lou's Tossed Salad



Preparation time: As fast as possible!!!

Ingredients

Mixing bowl (parachute)
Salad bowl (hoop)
Tomatoes (red balls)
Carrots (orange balls)
Peas (green balls)
Peppers (yellow balls)
Onions (purple balls)
Blueberries (blue balls)

Instructions:

Chefs take turns adding & catching the salad ingredients 1 by 1 to make the largest salad possible.
Celebrate your teamwork!!