

**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

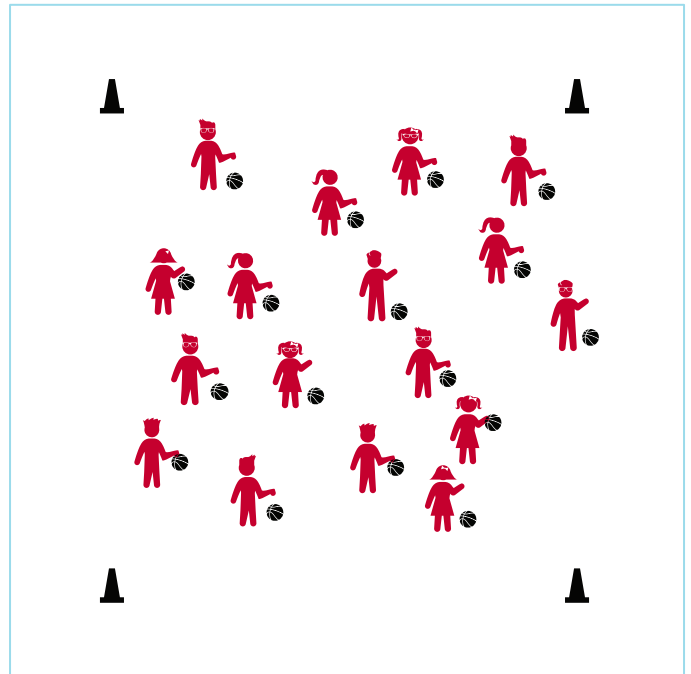
**ACTIVITY SET-UP & PROCEDURE**

**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.
- 1<sup>st</sup>:** Begin rolling the ball around the legs, making different patterns (e.g., circles, figure-8s, zigzags).
- 2<sup>nd</sup>:** Slowly roll the ball throughout the activity area, eyes alert and making quick looks for other walkers.



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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.