

Bean Bag Exploration 1

STUDENT TARGETS

- ✔ **Skill:** I will keep the beanbag under control as I toss it in the air.
- ✔ **Cognitive:** I will discuss the different locomotor skills that I used in class.
- ✔ **Fitness:** I will work to stay actively engaged during all of the beanbag activities.
- ✔ **Personal & Social Responsibility:** I will use the equipment and activity space appropriately.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See Skill Cue Teach Sheets for Skill-Specific Cues

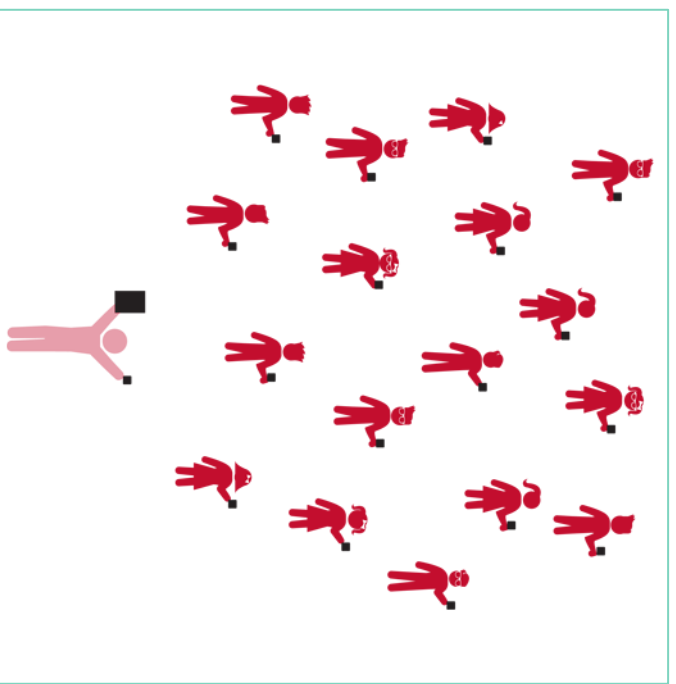
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 bean bag per student
- ✔ Bean Bag Activity Card
- ✔ Up-tempo Music

Set-Up:

1. Students scattered in activity area, each with a bean bag.
2. Bean Bag Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have fun exploring movement with bean bags.
2. I will show you a movement activity and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Locomotor Moves; 2) Toss and Try; 3) Super Moves (Grades 1 & 2).

Grade Level Progression:

- K:** Prompt students to perform locomotor skills and movements safely with balance.
- 1st:** Students perform with developing maturity, control, and increasing complexity. Introduce Super Moves.
- 2nd:** Students demonstrate mature movements and successful tosses with catches and can also stay on task during practice with minimal reminders.

Bean Bag Exploration 1**CHALLENGE PROGRESSIONS**

- ✔ Prompt students to create their own movements and challenges to share with the class.
- ✔ Move more quickly through the series of challenges with a focus on mastery performances.

MODIFICATIONS

- ✔ Provide a variety of small manipulatives for students to choose from with variations in weight, texture, and size.

ACADEMIC LANGUAGE

Control, Demonstrate, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E10.K-2]** Contrasts the actions of curling & stretching (K); Demonstrates twisting, curling, bending, & stretching actions (1); Differentiates among twisting, curling, bending, & stretching actions (2).
- ✔ **Standard 1 [E16.1]** Catches a soft object from a self-toss before it bounces (1a).
- ✔ **Standard 2 [E2.K-2]** Travels in three different pathways (K); Travels demonstrating low, middle and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel sequences (2).
- ✔ **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).
- ✔ **DOK 1:** What is a locomotor skill? What are examples of locomotor skills?
- ✔ **DOK 2:** When do you perform locomotor skills?
- ✔ **DOK 2:** What are the differences between a skip and a gallop? Walk and run?
- ✔ **DOK 1:** What does demonstrate mean?
- ✔ **DOK 2:** How do you demonstrate appropriate behavior in physical education class?
- ✔ **DOK 3:** How is appropriate behavior related to physical education equipment?

DEBRIEF QUESTIONS**TEACHING STRATEGY FOCUS**

Review content: Now that students have worked with and explored several different locomotor skills it's important to review what they've learned in order to highlight the idea that they are building their "movement vocabularies." Provide activity time in which all students choose their favorite movement and share the ways they've discovered their new skills can be used.