

Kickin' Sticks

Grade: 3 rd -6 th		Subject: Physical Education	
Materials: Cones/Sticks/Bowling Pins, Gator skin balls		Technology Needed: Music system	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s): Demonstrates competency in a variety of motor skills and movement patterns. -S1.E21.4: Kicks along the ground and in the air, and punts using mature patterns.		Differentiation Below Proficiency: Allow students to kick the ball without it being rolled to them. Above Proficiency: Student can kick the ball with opposite foot when it is being rolled to them Approaching/Emerging Proficiency: Students kick the ball when it is rolled to them and are able to hit bowling pins.	
Objective(s): Student is able to aim towards bowling pins Student is able to encourage teammates and not belittle when teammate or themselves misses a bowling pin.			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.): Have students line up by birthday (next birthday is first in line until the person who has the birthday farthest from that time will be in the back of the line) count off by 6 and these will be the teams.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): Allow students to experiment with different strategies and see what works and what doesn't work.	
Minutes	Procedures		
3	Set-up/Prep: Ask each student to grab 3 bowling pins and set them up in the designated area, they can be set up anywhere they please so long as they are in the boundaries. The boundaries for where they can be set up are between the purple line on the next page. Use cones or lines already marked in the gym to show students where the cones can be.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.): For a warm-up, have student each get a gator skin ball and practice kicking the ball with good form (kicking with the inside of their foot, aiming with the other foot, using hips not just legs, etc.) against a wall. They should do this 10 times with each leg and then place their ball back in the basket.		
5	Explain: (concepts, procedures, vocabulary, etc.): One student will be standing on the location of the cross on the next page while their teammates will be lined up behind the triangle location. Each team will have a gator skin ball. The individual on the cross will roll the ball to the first person in line and they will kick the ball towards the bowling pins. Any pin they knock down they bring back to their group, play until all the bowling pins have been knocked down. Once all the pins are knocked down, have groups count to see how many their team has. The group who has the most picks what exercise the whole class does (10-20 reps of the given exercise). Set the cones back up, each team takes care of their own and play the game again. Feel free to move students to other teams to change up the game a little bit as well. Or have teams rotate to different spots of the gym.		
14	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions): Allow them to play the game.		
5	Review (wrap up and transition to next activity): Discuss with students what went well and what did not go well. Did they use different strategies when kicking? Did they have a reason they placed the cones in certain areas of the gym?		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.: Ask students if they have been knocking pins down, if they haven't allow them to keep the ball still when they kick it rather than it rolling. If they are successful consistently, encourage them to use the opposite foot. Consideration for Back-up Plan: If there are no bowling pins, ask the custodial staff to keep paper towel rolls and use those.		Summative Assessment (linked back to objectives) End of lesson: No summative assessment.	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			

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