

NOODLES 1

STUDENT TARGETS

- **Skill:** I will follow the cues and instructions of the teacher for using the foam noodle.
- **Cognitive:** I will demonstrate my understanding of levels and pathways.
- **Fitness:** I will work to stay active during all activities.
- **Personal & Social Responsibility:** I will listen to feedback from my teacher and work to make my movements better.

TEACHING CUES

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

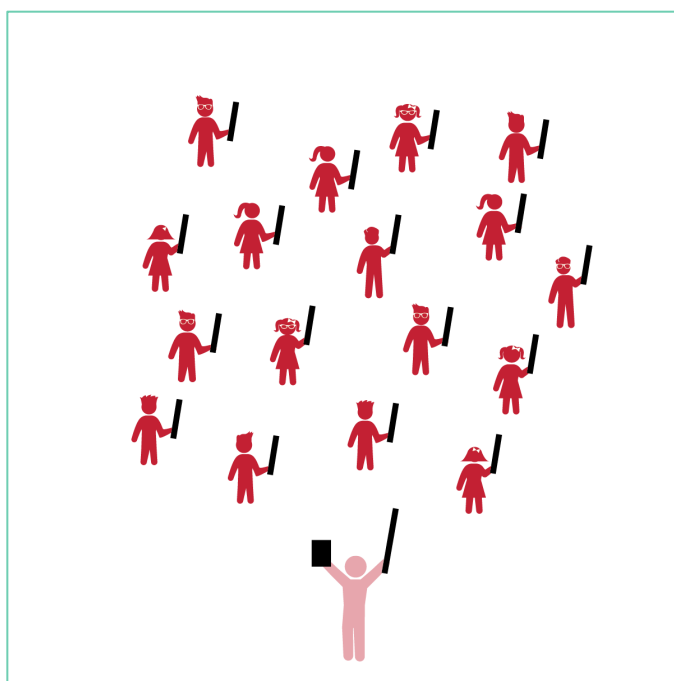
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 foam noodle per student
- Noodles Activity Card
- Up-tempo music

Set-Up:

1. Students scattered in activity area, each with a foam noodle.
2. Noodles Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have fun exploring movement with foam noodles.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Tracks; 2) Move It, Move It; 3) Balancing Act. If time permits: 4) Motocross; 5) Gymnast.

Grade Level Progression:

K: As students complete Tracks and Move It, Move It activities.

1st: Review K activities and add Balancing Act activity.

2nd: Quickly review K-1 activities and progress to Motocross and Gymnast..

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CHALLENGE PROGRESSIONS

- Play up-tempo music and progress through each challenge to a rhythm. As students master each challenge, increase the tempo of the music and try again.

MODIFICATIONS

- Provide different length noodles. Give students assistance with balance activities.

ACADEMIC LANGUAGE

Balance, Control, Curved, Demonstrate, Direction, Manipulative Skill, Pathway, Straight, Transfer Weight, Zig-Zag

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E7.K-2]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1); Balances on different bases of support, combining levels and shapes (2a); Balances in an inverted position with stillness and supportive base (2b).
- **Standard 1 [E8.1-2]** Transfers weight from one body part to another in self-space in dance and gymnastics environments (1); Transfers weight from feet to different body parts/bases of support for balances and/or travel (2).
- **Standard 1 [E9.K-2]** Rolls sideways in a narrow body shape (K); Rolls with either a narrow or curled body shape (1); Rolls in different directions with either a narrow or curled body shape (2).
- **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, dance and gymnastics sequences (2).
- **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); 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 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (S4.E3.2).

DEBRIEF QUESTIONS

- **DOK 1:** What is a pathway?
- **DOK 2:** What do you know about different pathways?
- **DOK 3:** What might make you change your pathway while you're moving? Elaborate on how you'd change it.
- **DOK 1:** How would you describe transferring weight?
- **DOK 2:** What are the different ways you transferred weight in today's class?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: Physical Literacy is developed through success and enjoyment, within a purposeful practice environment. Noodle activities provide enjoyment and challenge while providing students an opportunity to move in space in a variety of creative and playful ways.