

NOODLES 2

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 mirroring.
- **Personal & Social Responsibility:** I will follow teacher directions and use equipment safely with control.

TEACHING CUES

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

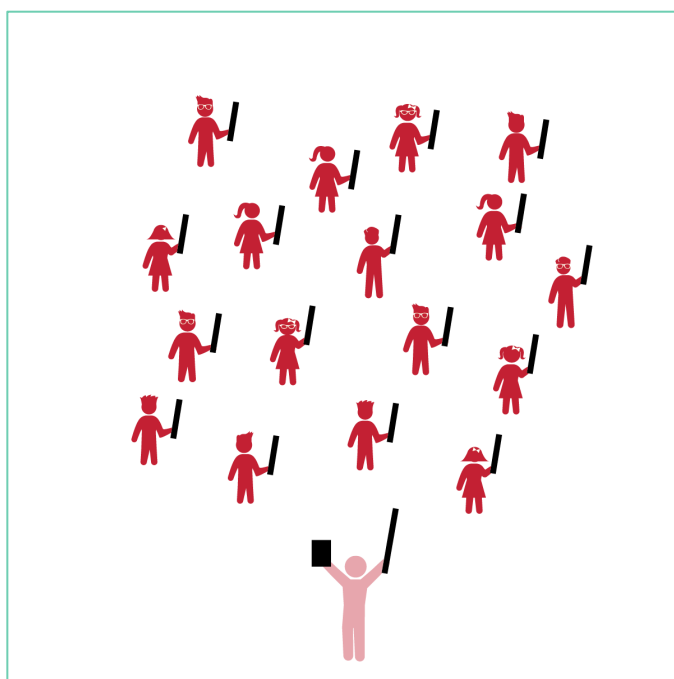
ACTIVITY SET-UP & PROCEDURE

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) Mirror This; 2) Falling Down; 3) Hockey. If time permits and your students are ready for advanced striding skills: 4) Tennis; 5) Baseball; Clean the Locker Room.
4. Play Noodle Tag as an extension if students in your class are not ready for advanced striking.

Grade Level Progression:

K: As students complete Mirror This and Falling Down activities.

1st: Review K activities and add Hockey activity.

2nd: Quickly review K-1 activities and progress to Motocross and Gymnast. Allow students to hit fluffballs off of a Tee or cone, providing enough space for students to swing the foam noodles safely.

NOODLES 2

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, Horizontal, Mirror, Relationships, Safety, Stick-Dribbling, Strike, Vertical

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E16.1a]** Catches a soft object from a self-toss before it bounces (1a).
- **Standard 1 [E22.K-2]** Volleys a lightweight object (balloon), sending it upward (K); Volleys an object with an open palm, sending it upward (1); Volleys an object upward with consecutive hits (2).
- **Standard 2 [E1.K-2]** Differentiates between movement in personal (self-space) and general space (Ka); Moves in personal space to a rhythm (Kb); Moves in self-space and general space in response to designated beats/rhythms (1); Combines locomotor skills in general space to rhythms (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 [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).
- **Standard 4 [E6.K-2]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K) Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1) Works independently and safely in physical education (2a) Works safely with physical education equipment (2b).

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize safe participation with a foam noodle?
- **DOK 2:** How does safety affect our enjoyment of physical activity?
- **DOK 3:** How is your behavior related to the safety of others?

TEACHING STRATEGY FOCUS

Help students examine their reasoning: Safe behavior can look differently in different environments. Prompt students to explore those various meanings and listen attentively to their responses. As you listen, carefully question the logic that students use within their answers and prompt them to examine their overall logic. This requires careful interaction between teacher and student, but is essential to applying rigor in a developmentally appropriate way.