

SNOWFLAKE MAPS

STUDENT TARGETS

- **Fitness:** I will increase my heart rate to improve my fitness.
- **Social & Emotional Learning:** I will cooperate with my partner and use positive language for communication.

TEACHING CUES

- Work Cooperatively
- Be Activity Engaged
- Move Safely

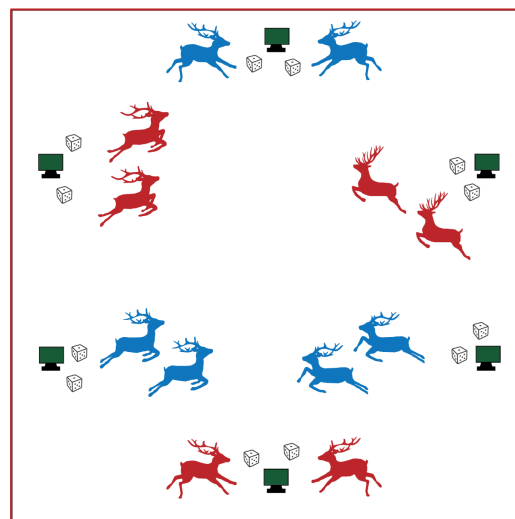
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 6 cones with task tents
- Snowflake Station Task Cards
- Snowflake Map Sheet and Pencil (1 per pair)
- 12 to 24 Dice

Set-Up:

1. Use 6 cones and task tents to create a large circle in the activity area. Place Snowflake Task Cards in task tents.
2. Distribute dice evenly to each cone (1 to 4 dice per cone)
3. Place Map Sheets and Pencil on the perimeter.
4. Pair students. Pairs can begin at any cone.



Activity Procedures:

1. Today's we will create Snowflake Maps for the Reindeer to travel when delivering presents.
2. The object of this activity is to create a snowflake map by moving from cone to cone, remembering and then recording your pathway.
3. On the start signal, complete the Snowflake Task at your starting cone. Then, roll the dice to see which station you will go to next. For example, if you roll at 4 you will go to Snowflake Station Number 4. Roll again if you roll the number of the station where currently are.
4. Complete the exercise at the station before rolling the die at that cone and continuing.
5. Once you and your partner have rolled the dice 12 times, stop and get a snowflake map template and pencil. Now draw a line from cone to cone on the sheet, remembering the path you traveled.
6. When finished, compare maps with others. No 2 maps are the same, just like no 2 snowflakes are the same!

Modifications:

- Travel snowflake pathways on scooters.
- Have students create their own Snowflake Station Task Cards.

STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [E4.K-5]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- DOK 1:** How can you recognize positive language?
- DOK 2:** What did you notice when you used positive language with your partner?
- DOK 3:** How is positive language related to building good relationships with friends?