

Teacher: B Rodriguez	Course: PE	Date(s):	6 Weeks: Stacking Cup Relays
TEKS/Strands			
<p>Knowledge and Skills</p> <input type="checkbox"/> 6.1A locomotor skills-dynamic fitness, sport, rhythmic activities <input checked="" type="checkbox"/> 6.1B levels, speed, direction, and pathways in group or individual activity <input type="checkbox"/> 6.1C sequence: traveling, rolling, balancing, and weight transfer <input type="checkbox"/> 6.1D move in time to complex rhythmical patterns <input type="checkbox"/> 6.1E design/refine jump rope routine <input type="checkbox"/> 6.1F throw for accuracy & distance <input type="checkbox"/> 6.1G strike a ball using forehand/backhand strokes <input type="checkbox"/> 6.1H strike a ball so it travels in an intended direction & height using a golf club or hockey stick <input type="checkbox"/> 6.1I hand/foot dribble while prevent opponent from stealing the ball <input type="checkbox"/> 6.1J keep an object in the air w/out catching it – volleyball - football <input type="checkbox"/> 6.1K throw and catch a ball consistently while guarded by an opponent	<p>Physical activity and Health</p> <input checked="" type="checkbox"/> 6.3A physical activity in school/community <input checked="" type="checkbox"/> 6.3B moderate to vigorous health related activities on regular basis <input type="checkbox"/> 6.3C monitor progress of fitness goals-personal logs group projects no space criterion ref. test <input type="checkbox"/> 6.3D Technological tools: heart rate monitors, skinfold calipers impedance testing equip	<p>Physical Activity/Health Safety practices</p> <input checked="" type="checkbox"/> 6.5 A Use equipment safe and properly <input checked="" type="checkbox"/> 6.5B select and use proper attire that promotes participation and prevents injury <input checked="" type="checkbox"/> 6.5C warm-up cool-down, monitor environmental conditions, insects <input type="checkbox"/> 6.5D identify potentially dangerous exercises and their adverse effects <input type="checkbox"/> 6.5E explain water safety and basic rescue procedures	<input checked="" type="checkbox"/> 6.7E accept success and performance limitations of self and others, exhibit appropriate behavior responses, <input checked="" type="checkbox"/> 6.7F modify games/activities to improve the game/activity
	<p>Physical activity/health Benefits of daily activity</p> <input type="checkbox"/> 6.4A describe long term benefits of Phys. activity <input type="checkbox"/> 6.4B classify aerobic/anaerobic <input type="checkbox"/> 6.4C describe effects of aerobic exercise on the heart and overall health <input type="checkbox"/> 6.4D analyze HR thru manual pulse, recovery rates, HR monitor, computer data <input type="checkbox"/> 6.4E identify health related components: endurance, muscular strength/endurance, flexibility	<p>Social Development-Strategies/rules</p> <input checked="" type="checkbox"/> 6.6A basic rules for sports played; start, restarting, violating rules <input checked="" type="checkbox"/> 6.6B keep accurate score during a contest	
<p>MOVEMENT</p> <input checked="" type="checkbox"/> 6.2A static and dynamic setting, Attention, and effort are required when learning movement skills <input type="checkbox"/> 6.2B make changes in performance based on feedback to improve skills <input type="checkbox"/> 6.2C practice in ways that are appropriate for learning skills such as a whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like situations.	<input type="checkbox"/> 6.4F identify foods that contain protein, vitamins that are key to optimal body funct. <input type="checkbox"/> 6.4G substance abuse <input type="checkbox"/> 6.4H analyze influences Alcohol, tobacco peer pressure <input type="checkbox"/> 6.4I recognize images of human body and performance as presented by media	<p>Social Development: self management and social skills</p> <input checked="" type="checkbox"/> 6.7A establish rules, procedures and etiquette that are safe and effective for specific activity situations <input type="checkbox"/> 6.7B handle conflicts that arise with others without confrontation <input checked="" type="checkbox"/> 6.7C identify and follow rules while playing sports and games <input type="checkbox"/> 6.7D accept decisions made by game officials schools	
Overall objectives			
Content Objective(s): Students will participate in a relay game using Stacking Cups.			

Language Objective(s): Students will engage in Stacking Cup and Cardio activities. Question and answer session after demonstration.

Daily activities

Tools/Materials:

- whistle
- Balls
- Cones
- Other: Stacking Cups

- Projector/document camera:
- Radio
- Television
- DVD
- CD
- Power Point
- Play Station
- Wii
- Other: Click here to enter text.

Modifications/Accommodations:

- Use of computer/Alphasmarts:
- Extended time:
- Shortened assignment:
- Re-teach:
- Preferential seating:
- Other: Student will have a peer buddy for assistance in exercise and activities.

Vocabulary: Jog, Run, Cardiovascular, MVPA(Moderate Vigorous Physical Activity)

	Objectives	Activities	Homework
Monday:	Content: Students will be able to run a total of 20 minutes with a 5 minute walk Language: Listen and learn from demonstrations	Students will engage in a twenty minute run/walk jog	N/A
Tuesday:	Content: Students will participate in a Game of Stacking Cup Relays. Language: Listen and learn from demonstration.	Students will participate in a relay using stacking cups	N/A
Wednesday:	Content: Students will participate in Ladder Drills using HopSports Video Language: Listen and learn from demonstration	Students will engage in Ladder Drills	N/A
Thursday:	Content: Students will participate in a game of stacking cups Language: Listen and learn from demonstration.	Students will be able to build their pyramid and unstack it in a relay game	N/A
Friday:	Content: Students will engage in a CATCH Activity Language: Listen and learn from demonstration.	Catch Activity Gusball	N/A

Materials Needed: Whistle, Stacking Cups –10 for each group

Description of Idea: Objective: to build a pyramid: 4-3-2-1 Then break it down into one stack.

Divide class into groups

1. Give each group a stack of 10 cups
2. Place stacks of cups on the opposite end of the court
3. At the start of the relay first person runs to the opposite side of the court takes a cup from their stack and places it down on the side to start the base of the pyramid. They run back to the line to tag the next person in line. They continue to do this until all cups are used to build the pyramid.
4. If at any time the cups fall the person who drops it must pick it up and place it back in its place.

5. At the start of the second race, they must run across the court and unstack the pyramid.

6. First one to finish wins the game.

**You can add various agilities to it Example: Do 10 Power jacks before they pick up or take down the cup.