When Chickens Fly...

Meeting NASPE Standards 4 & 5 While Integrating Language Arts Common Core Writing Standards

Mary Lou Baranowski Elementary SWD TOY 2013

Guaranteed to become a student favorite! Participants will use small parachutes and rubber chickens to participate in a progressive series of moderate to vigorous physical activities designed to facilitate problem solving and cooperation. The presentation will include sample formative assessment tools that address NASPE standards 4 and 5, along with English Language Arts Common Core Writing Standard 4. While the activity is geared toward upper elementary students, modifications will be presented to address a wide range of age and ability levels.

NASPE Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.
NASPE Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

English Language Arts Standards » College and Career Readiness Anchor Standards for Writing » 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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NASPE standards
Combining skills: combining motor skills to play a lead-up or modified game

Self-responsibility: participate productively in group physical activities. Evaluate individual responsibility in group efforts

Social interaction: identify and define the role of each participant in a cooperative physical activity

Group dynamics: identify and agree in a common goal when participating in a cooperative physical activity
Basic activity (K-2): Chicken in the Spider Web

Progression: Chicken Grab leads to Chicken Soup

Advanced progression: Stealing Chickens for Soup

Ultimate cooperative progression: Soup Line

Cool Down: Cooperative Chicken Coop
Writing Standards Grades 3-5

Write informative/explanatory texts to convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Coulda, Shoulda, Woulda

Coulda: What COULD I do? (Briefly list 2 things you could do)

Shoulda: What SHOULD you do? (Write 2-3 sentences describing what you should do in this situation)

Woulda: What WOULD you do? Write a paragraph describing in detail what you would actually do in this situation

(Encouragement)

In a cooperative activity, your group is having difficulty getting the task accomplished. One of your group-mates is very frustrated with the lack of progress and is starting to bring the whole group down with negative comments.

(Positive Disagreement)

When playing Stealing Chickens, a person from another group is puppy-guarding their chickens. When you remind them of the rules, they disagree and say they were NOT puppy guarding!

(Responsibility)

You are playing Soup Line, and you really want to catch all of the chickens. A person in your group thinks that only the best catcher
from your group should be able to catch the chickens. You disagree, and think everyone should get a turn.

(Acceptance of Personal Differences)

Everyone in your group has a different skill level. Some of you have played the game before, but the others are brand new to the game. You notice that they are trying hard, but they just aren't very skilled yet.

(Share Ideas)

You are part of a group whose goal is to create a new game with the chickens. The "leaders" in the group are taking over and the game seems to be coming along just fine without your input.

(Helpfulness)

The parachute games are completed and their are chickens scattered all over the playing area.

(Competition)

During a game of Chicken Soup, your group is out scoring your opponents by a lot. The other teams are getting discouraged while your group is having a great time. Students on your team are stating to brag and tease the other groups.