



# CHOICES AND CHALLENGES

EVERYONE has an IEP with Mrs. P!



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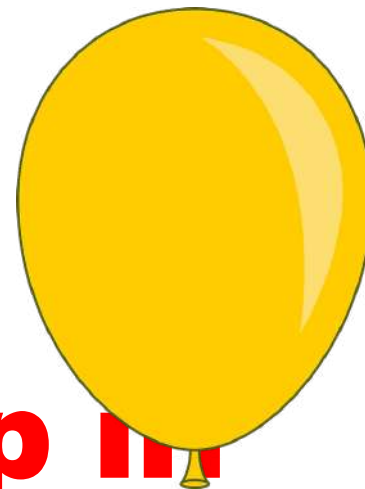
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# **PICK A NOODLE and a BALLOON**



**Can you keep it up in  
the air?**

**DIFFERENTIATION = ENGAGED STUDENTS HAVING SUCCESS**

**SUCCESS = FUN**

**SUCCESS = INTRINSIC MOTIVATION**

**FUN & INTRINSIC MOTIVATION = CONTINUED PARTICIPATION**

**CONTINUED PARTICIPATION = INCREASED SKILLS, KNOWLEDGE  
AND CONFIDENCE**

**INCREASED SKILLS, KNOWLEDGE AND CONFIDENCE =  
50 MILLION STRONG .... BY 2029**

**School dance? Family Reunion?**



# **WHEN YOU THINK OF OR HEAR IEP.... What does that mean to you?** (Turn and Talk)

**I say that we should:**

**Differentiate our instruction for EACH student, so that EVERY student is challenged at his or her level. I have a plan for my student, Pablo who is partially blind and for Bo who walks with a walker. That makes sense.**

**What about Silas, who is in kindergarten and can successfully meet 4<sup>th</sup> grade learner outcomes for throwing and catching? Or for 3<sup>rd</sup> grader Julien who is a beginner at jumping rope? I need a plan for each student, so that each can GROW at his/her level!**

will:

- ❑ Recognize ways to differentiate instruction for EVERY student in the SAME lesson
- ❑ Understand the benefits of differentiation
- ❑ Make learning come alive for your students
- ❑ Recognize how to use Standards in planning your lessons
- ❑ Ways to quietly incorporate academic language from other disciplines.

# JUGGLING CHALLENGES (Toss/Catch)

Name: \_\_\_\_\_



**Put a check next to the skills that you can already do!**

## One Scarf:

- |  |  |
|--|--|
| _____ Toss and catch with dominant hand 10 X | _____ Toss and catch with non-dominant hand 10x  |
| _____ Toss/catch across to opposite hand 10X | _____ Toss and “pass under” 10 times (waterfall) |
| _____ Toss and catch 10x while walking       | _____ Make up your own one scarf challenge 10x   |

## Two Scarves:

- \_\_\_\_\_ Dominant hand with two scarves 10x
- \_\_\_\_\_ Non-dominant hand with two scarves 10x
- \_\_\_\_\_ Toss across, Toss across, catch, catch (Traditional) 10 x
- \_\_\_\_\_ Toss and “pass under” (Waterfall) 10x
- \_\_\_\_\_ Waterfall or traditional 10x while walking
- \_\_\_\_\_ Make up your own two scarf challenge – do 10x



## Three Scarves:

- |  |  |
|--|--|
| _____ Traditional juggle – tossing across – 10 x | _____ Waterfall juggle – passing under - 10x |
| _____ Walking and traditional juggle 10x         | _____ Walking and waterfall juggle - 10x     |
| _____ Insides/outside 10x                        | _____ Make up your own 3 scarf challenge     |

NOW... PICK **ANY** THREE THAT **YOU** WOULD LIKE TO WORK ON: LIST BELOW

- 1.
- 2.
- 3.



National Standard:

**S1.E13 Manipulative Underhand throw**

**S1.E16 Manipulative Catching**

**Skill Related Fitness:  
Coordination**

# JUMP ROPE CHOICES AND CHALLENGES

Name: \_\_\_\_\_

Put a check next to the skills that you can already do!

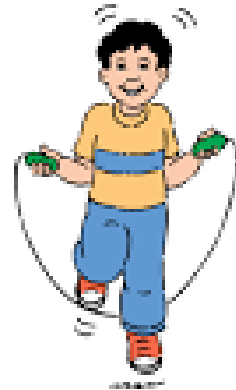


- \*\* Review singles and rebound jumps
- \*\* Review forward and backward



- \_\_\_ UP and Down the River Singles
- \_\_\_ Forward Singles (One bounce)
- \_\_\_ Backward Singles (One bounce)
- \_\_\_ Hop on one foot (FW or BW)
- \_\_\_ Straddle Jumps
- \_\_\_ Helicopter (3 over, 3 under)
- \_\_\_ Double Jump (3 times)
- \_\_\_ Run and Jump (Around gym)

- \_\_\_ Up and Down the River Rebounds
- \_\_\_ Forward Rebound (2 bounces)
- \_\_\_ Backward Rebound (2 bounces)
- \_\_\_ Up and down the river (1 foot)
- \_\_\_ Scissor Jumps
- \_\_\_ Cross Arms
- \_\_\_ Rump a Bump (3 times)
- \_\_\_ Create your own Challenge



NOW... PICK **ANY** THREE THAT **YOU** WOULD LIKE TO WORK ON: LIST BELOW

- 1.
- 2.
- 3.

National Standard:

S1.E27 Jumping Rope  
S2.E2 Movement concepts

# SELF TOSS/CATCH CHOICES AND CHALLENGES

Name: \_\_\_\_\_

**\*\*Review when to release the object!**

**Equipment options:** Yarn Ball    Bean Bag    Nerf Ball    Spider Ball    Catch ball    Foam Ring    Tennis Ball



Choice 1: \_\_\_\_\_

Choice 2: \_\_\_\_\_

**Put a check next to the skills that you can already do!**

- \_\_\_\_\_ Toss with dominant hand and catch with both hands - 10x
- \_\_\_\_\_ Toss with non-dominant hand and catch with both hands - 10x
- \_\_\_\_\_ Toss with dominant hand and catch with dominant hand - 10x
- \_\_\_\_\_ Toss with non-dominant hand and catch with non-dominant hand - 10x
- \_\_\_\_\_ Toss with dominant & catch with non-dominant; toss with non-dominant & catch with dominant - 10x
  
- \_\_\_\_\_ Toss, clap one time, catch - 10x
- \_\_\_\_\_ Toss, clap 2 times, catch - 10x
- \_\_\_\_\_ While Walking Forward - Toss and catch 10x
- \_\_\_\_\_ While walking backward - Toss and catch 10x
- \_\_\_\_\_ Make up a challenge of your own! - 10x



NOW... PICK **ANY** THREE THAT **YOU** WOULD LIKE TO WORK ON: LIST BELOW

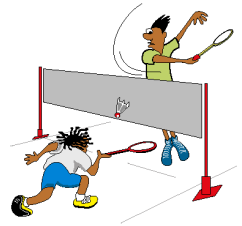
- 1.
- 2.
- 3.



National Standard:  
S1.E13 Manipulative Underhand throw  
S1.E16 Manipulative Catching  
  
Skill Related Fitness:  
Coordination



# NATIONAL STANDARD S1.E24



## Manipulatives - Striking with a short handled implement

### S1.E24 Striking Short Handled Implement

K	1	2	3	4	5
Strikes a lightweight object with a paddle or a short handled racket.	Strikes a ball with a short handled implement, sending it upward.	Strikes an object upward using a short handled implement, using consecutive hits	Strikes an object with a short handled implement, sending it forward over a low net or to a wall.	Strikes an object with a short handled implement while demonstrating a mature pattern.	Strikes an object consecutively, with a partner, using a short handled implement, over a low net or against the wall, in either a competitive or cooperative environment
S1.E24.K	S1.E24.1	S1.E24.2	S1.E24.3a	S1.E24. 4a	
			Strikes an object with a short handled implement while demonstrating 3 of the 4 critical elements of a mature pattern.	Strikes an object with a short handled implement, alternating hits with a partner over a low net or against a wall.	
			S1.E24.3b	S1.E24.4b	

# STRIKING

NATIONAL STANDARD: S1.E24

Back side of station cards

## Critical Elements:

Racket back in preparation for striking  
Step on opposite foot as contact is made  
Swing racket or paddle from low to high  
Coil and uncoil the trunk for preparation and execution of the striking action  
through for completion of striking action

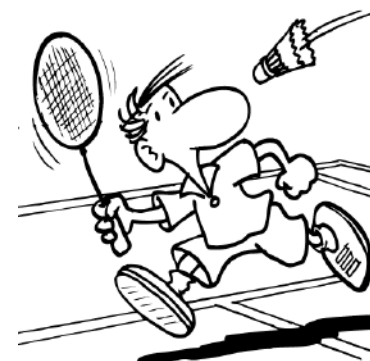


## Safety Concerns:

Ensure that space is sufficient  
Ensure that students have spatial awareness as they track flight of object

## Cues:

Hand shake grip and Palms up Grip  
Paddle under object  
Keep wrist firm  
Watch object hit paddle - keep your eye on object the entire time  
Swing upward.... from low to high (chin)



# CHOICES AND CHALLENGES: EVERY student at his/her level. **Everyone has an IEP with Mrs. P!**

National Physical Education Standard S1.E24 (Striking)

## K-5 Learner Outcomes

**LEVEL 1: Individual challenges**      Favorite hand  
Other hand  
Alternate hands (Reading)  
Make up Your own!

**LEVEL 2: Partner Challenges**

**LEVEL 3: Partner Challenges with a “net”**  
(may be cooperative or competitive)

**Students choose equipment and stations as they work through 3 levels**



# ASSESSMENTS FOR STRIKING:

1. Self Reflection “I got it!” or “Not yet!”
2. Partner check off sheet (Low to high... Follow through)
3. Individual Choices and Challenges Skill Sheet
4. Teacher observation - formative
5. Teacher observation - summative
6. Poker Chips in bucket toss – formative
7. Ipad – Teacher assesses
8. Ipad – Students video and discuss (1 critical element)

# PUBLIC ANNOUNCEMENTS DURING STRIKING

- ☐ Encourage participants to skip count by 2's..... 9's..... 11's..... Etc
- ☐ Encourage participants to compliment effort and skills of friends
- ☐ Encourage participants to provide specific feedback to partner at each station (I like the way that.....)
- ☐ What does social responsibility look like in this type of learning environment?
- ☐ What does good sportsmanship look like and sound like?
- ☐ Competitive or cooperative challenges at levels 2 and 3?
- ☐ What does responsible care of equipment look like in this learning environment?



# Any questions?



What if you were in different units? Could you use this for: Basketball? Hockey? Cup stacking? Soccer? Climbing Wall?

## YES!!

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- **Students will be engaged**
- **Choices and challenges allow students to take personal responsibility for their own learning**
- **Students will improve skills at their own levels**
- **Easy to assess students on Standards and Learner Outcomes**



# RESOURCES ARE AVAILABLE!

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you.



SHAPE America Sets the Standard™



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The know-how you need.







## Solutions served daily

1

### Improve your instruction

through standards-based education and professional development

3

Download the skills- and standards-based **lesson plans that work**

5

Understand the **research advancing the profession**

7

Apply for awards & **recognition for your program**

2

### Stay current on

professional topics and trends

4

Find the **evidence-based assessments** that get best results

6

### Connect to a community of

education peers and mentors

8

**Find advocacy tools** to support your program



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