

K-5th Lesson plans

Standards and "I can" statements: K-5th
 Kindergarten Health: I can identify how **injuries** can be prevented. K.1.6. P.E.: I can explore manipulative skills with a variety of objects including a parachute.
 K.1.MS1

Vocabulary:
 warm up, cool down, dynamic stretching, warm-up, dynamic stretching, tchoukball, parachute, rebounder, preventing injuries, sun, tobacco, goal setting, self awareness, hospitality, tourism

Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up. 4th and 5th grade will jog 2 laps until December, 3 laps beginning in January, and 4 laps beginning in March.
Daily Warm-ups #2:
Monday: (Dynamic) K-5th:
X Monday: (Dynamic 3) K-5th:
<https://www.youtube.com/watch?v=I.r.34-w0WvkenC0>
X Tues: (Choice) K-5th: <https://www.youtube.com/watch?v=VAKxx0Uiljo>
X Wed: (Dynamic) K-2nd:
<https://www.youtube.com/watch?v=SbFg0arDM50>
X Wed: (Choice) 3rd-5th: <https://www.youtube.com/watch?v=Yya2w9YIev0>
X Thursday: (Dynamic & Static) K-2nd:
<https://www.youtube.com/watch?v=GIN4dDm7aJs>
X Thurs. (Dynamic & Static) 3rd-5th:
<https://www.youtube.com/watch?v=QC2MloaVTpM>
X Fri. (Dynamic) K-5th <https://www.youtube.com/watch?v=EYDDtTJ6ItQ>

Weekly Assessment:
 X Observation
 X Participation
 X Oral responses
 - Self-Evaluation
 - ORQ
 X Whole Class
 - Small Group
 X Individual
 X Product
 (drawing, written response)

Formative and Summative Assessments
 X Entrance (flashback) and Exit Slips
 X Oral Questions
 Student Self-Assessment

1st Health: I can list ways to prevent harmful effects of the **sun**. 1.1.6. P.E.: I can explore manipulative skills with a variety of objects including a parachute.
 1.1.MS1

2nd Health: I can identify short and long-term physical effects of being exposed to **tobacco** smoke. 2.1.6. P.E. I can explore manipulative skills with a variety of objects including a parachute.
 2.1.MS1

3rd Health: I can describe ways to prevent harmful effects of the **sun**. 3.1.6. P.E.: I can demonstrate manipulative skills using a variety of objects (Tchoukball) with a partner.

K-5th M & Tu: Physical Education Concepts
Monday: T-Ball Read Aloud (K-2)
<https://www.youtube.com/watch?v=qeqSuHIV2Xs>
Monday: (Tchoukball) (3-5)
<https://www.youtube.com/watch?v=LW3QjJbH9Uo>
Tuesday: (K-2) <https://www.youtube.com/watch?v=dhpCdqOtuJQ>
Tuesday: (3-5) <https://www.youtube.com/watch?v=dhpCdqOtuJQ>

3.1.MS1

4th Health: I can list ways to **prevent injuries** at home, at school and in the community and explain what to do if someone is poisoned or injured and needs help. 4.1.6. P.E.: I can apply manipulative skills using a variety of objects (Tchoukball) with a partner. 4.1.MS1

5th Health: I can analyze personal health practices and **set goals** to practice positive behaviors that affect physical, mental and emotional health. 5.7.1. P.E.: I can apply manipulative skills in a game-like situation using a variety of objects (Tchoukball) with a partner. 5.1.MS1

K-5th Wednesday: Health Concepts

- K (preventing injuries) <https://jr.brainpop.com/health/besafe/safetysigns/>
- 1 (sun) <https://www.youtube.com/watch?v=ZwpbuCJr63E>
- 2 (tobacco) <https://jr.brainpop.com/health/drugs/smoking/>
- 3 (sun) <https://www.brainpop.com/health/personalhealth/sunprotection/>
- 4 (injuries) <https://www.brainpop.com/health/diseases/injuriesandconditions/brokenbones/>
- 5 (goal setting) <https://www.brainpop.com/english/studyandreadingskills/settinggoals/>

K-5th Thursday & Friday: Career & SEL (Social Emotional Learning) Concepts

Primary: Cook:

<https://www.youtube.com/watch?v=IHn887lZAdc&t=11s>

Intermediate: Hospitality & Tourism

<https://www.youtube.com/watch?v=KJvZ7VGqRg8>

SEL (Fri.)

Primary: (Self Awareness)

<https://www.youtube.com/watch?v=qrxibscgKI>

Intermediate: (Self Awareness)

<https://www.youtube.com/watch?v=k-j2Tcqhde0>

PE Activities (K-2)

K-2nd Activity:

- Monday: Parachute Introduction & Chute Shapes
- Tuesday: Move and Groove & Changing Places & Parachute Fitness
- Wednesday: Popcorn & Space Mountain & Shark Attack
- Thursday: Partner Tag & High-Five Tag
- Friday: Color Tag & Catch and Chase

See attached for lessons, questions leveled by DOK, differentiated instruction and assessment/exit slip.

PE Activities (3-5)


3rd-5th Activity:

- Monday: Tchoukball Hot Potato
- Procedures:

Set up rebound nets against the wall of the gym.

Around the net, set up a "forbidden zone" in a semicircle about 10 feet away from the net.

Have the students break into as many even groups as you have nets and have them surround the forbidden zone using cones.

		<p>The students will throw the ball off of the net and catch it when it comes towards them.</p> <p>Once they catch it, they will immediately pass to another player standing on the perimeter. If this doesn't happen, the same two students will always get the ball because it will continue to bounce off at the same angle.</p> <p>The student who catches the pass throws the ball back off of the net, as if it were a "hot potato" that they couldn't hold onto.</p> <p>Tchoukball Three Steps & Pass</p> <p>Procedures:</p> <p>Students will take three steps, hold the ball for no more than three seconds, and pass the ball.</p> <p>Full Court Tchoukball, see below!</p> <p>Tuesday: Tchoukball Hot Potato & Tchoukball Three Steps and Pass & Full Court Tchoukball</p> <p>Wednesday: Tchoukball Hot Potato & Tchoukball Three Steps and Pass & Full Court Tchoukball</p> <p>Thursday: Full Court Tchoukball</p> <p>Friday: Full Court Tchoukball</p>	 <p>Equipment: Ball and 2 Tchoukball frame</p> <p>Group Size: two teams per court</p> <ul style="list-style-type: none"> • Two "Frames" placed on opposite sides of the playing area. • A 3 m radius area marked off with cones in front of each frame. This is the "D zone" because it is shaped like the letter D. <ol style="list-style-type: none"> 1. To score a point a player must throw the ball off the frame and then the ball must hit the ground outside the "D zone" before the other team catches it. 2. No defense is allowed. 3. Players cannot intercept/knock down passes, stand in front of a player about to attempt a shot, or touch a player with the ball. 4. The team without the ball can only put themselves in the best position possible to catch a throw that rebounds off the frame.
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	<p>5. Each team is allowed up to 3 passes before they must attempt a throw off the frame.</p> <p>6. A player is allowed up to 3 steps before they must either take a shot or pass to a teammate.</p> <p>7. Teams can throw at either frame. This allows them to "reverse the court". This makes the defense have to cover the whole court.</p> <p>8. If a ball is dropped it changes position on the spot. The team gaining possession must "reset" by touching the ball to the ground and then they can resume play right away.</p> <p>9. After a score, the ball changes possession.</p> <p>10. The team gaining possession must "reset" by touching the ball to the frame.</p> <p>11. They then must throw the ball to a teammate. This pass doesn't count as one of their 3 passes.</p> <p>12. Change of possession also happens if a team throws at the frame and hits the springs of the frame.</p> <p>13. If a team throws a ball at the frame and misses the frame completely, the defensive team gets a point and the team that threw the ball gets the ball back.</p>		
	<p>See attached for lessons, questions leveled by DOK, <u>differentiated instruction</u> and <u>assessment/exit slip</u>.</p> <p><u>Cool Down & Rewarding Positive Behaviors:</u> Mr. Kuhn will pass out "B Bucks" tickets. I will review all content to ensure that learning targets were met. If time permits, Students will participate in some static stretching and/or students will participate in a cool down activity by running one lap and walking one lap and then line up at the door.</p>		

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

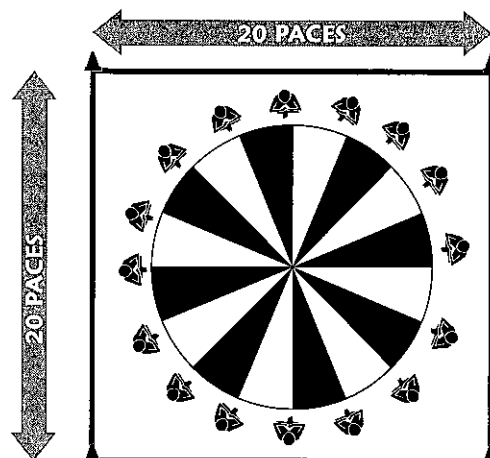


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Lay parachute as flat as possible within area.
- Direct students to sit away from parachute so they cannot touch it.



GO!

1. Introduction

- If we all work together, we can move this big parachute!
- When you hear the stop signal ("*Freeze!*" or *music stop*) bring the parachute to your waist level, freeze like a statue, and listen.
- To be safe, stay around the parachute – not under or on top of it.
- On my start signal ("*Go!*" or *music start*), move to the parachute and stand next to it. Don't touch it yet.
- One or two of you may share the same color panel. Spread out safely; hold the chute with both hands using an overhand grip (*palms facing down*) and wait for my signal.
- We will use this grip for most of our activities.

2. Shake, Rattle & Roll

- On the start signal, everyone shake, rattle, and roll the parachute!
- On the stop signal, hold it at waist level and rest. (*Emphasize starting and stopping on signal.*)
- (*Continue practicing good starts and stops until learned.*)

3. Ready Position

- To get in Ready Position, keep both hands on the chute, move 1 leg forward, squat down, and touch your back knee to the ground.
- Once down, move your hands from side to side to let the air out of our chute so we can see everyone around the circle.
- Do this anytime you hear "Ready Position."
- (*Practice moving from Shake, Rattle and Roll several times.*)

4. Dome

- On my signal, stand and bring your arms straight overhead, and we'll make a Dome above us. (*Practice until all students are standing and lifting in unison.*)
- We will create this Dome to help us make other parachute shapes.

5. If time, continue the lesson with *Chute Shapes*, page 3.

- None. This is a one-time introduction for everyone.



ACADEMIC

Science

Some plants' seeds fly with the wind like tiny parachutes. Dandelion seeds floating in the air are good examples of this. Their seeds are attached to a thin stem that has a fluffy, parachute-like top. Wouldn't it be fun to be so tiny that you could float along using a dandelion seed as a parachute?

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, body awareness
 - #3, 4 Upper body muscular endurance, cardiovascular endurance
- #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

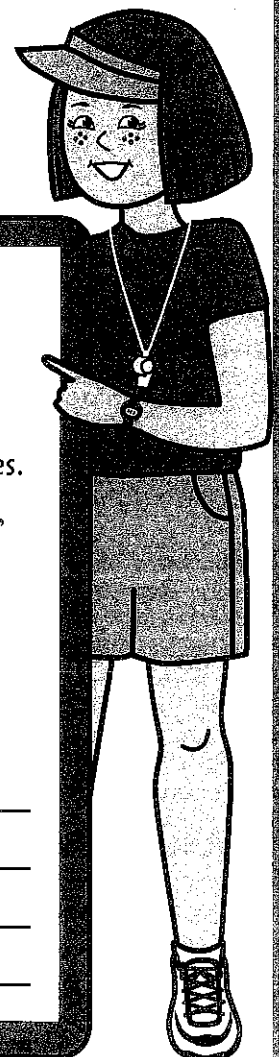
PAULA'S POINTERS

- Share your objectives and behavioral expectations with the class before approaching the parachute and beginning activities.
- After this *Parachute Introduction*, continue on to *Chute Shapes* to extend this 1st parachute lesson.

Vocabulary

Panel, squat, overhand grip

NOTES



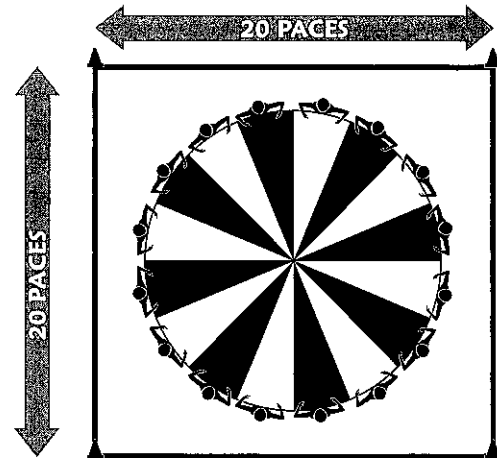


Ready

- 4 cones (for boundaries)
- 24' parachute
- 1 beanbag (optional)
- 1 7" foamball (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



GO!

1. Low Dome

- Who remembers our Ready Position? Overhand grip (*palms down*), 1 leg forward, squat down, touch your back knee to the ground. Move your hands side to side to let the air out.
- When you hear “Up,” everyone stand; then pull the chute up and overhead to make a Dome.
- When you hear “Down,” slowly pull the chute down to the ground in front of you to create a Low Dome.
- How large a dome can we make?
- (*Repeat several times.*)

2. Clubhouse

- Now let’s make a Clubhouse. Ready Position. On “Up,” create a Dome.
- When it peaks, take 1 step forward, pull the chute behind your back, pull it down, and sit on the inside edge of the chute.
- Now we’re in our own Clubhouse! (*While in the Clubhouse, talk about houses that look like this: an Igloo in Alaska or a Hogan in Navajoland. Ask if anyone has their own clubhouse.*)
- (*On signal, return to outside of chute.*)

3. Class Portrait

- Ready Position. On “Up,” create a Dome.
- On “Down,” kneel, then lie on your tummy. Wrap the edge of the chute around your head like a bonnet.
- It’s a Class Portrait because all we can see are our faces!
- (*On signal, return to outside of chute.*)

CHUTE SHAPES

GO! (continued)

4. Mushroom

- Ready Position. On “Up,” create a Dome.
- On my count, step forward under the chute until it deflates. Step 1, 2, 3, 4. It looks like a giant mushroom.
- Don’t let go of the chute. On my signal, walk back out before the chute comes down on top of us!
- *(Repeat several times.)*

5. Wrap It Up

- Show me the overhand grip. How do you hold an underhand grip? When might you use the underhand grip? *(When you are throwing underhand.)* What do you think a reverse grip would look like? *(One palm down, the other up.)*

* SPARK™ IT UP!

* Piggybank

(For parachutes with a hole in the center.) I’ll place a small ball (or beanbag) on the chute. Can you work together to drop the “coin” (ball) in the “piggybank” (hole)?

* The Wave

(Challenging!) Let’s create a wave around the chute by raising and lowering your arms in sequence. We’ll move in this direction *(point)*.

* Surfing the Wave

(Need a foamball.) Let’s make a ball surf the wave. It is your turn when the person on your L starts to stand. *(Practice the wave first, then add the ball.)* Let’s see if we can make our ball surf around our chute!

CHUTE SHAPES

STANDARDS ADDRESSED

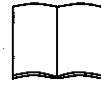
● NASPE

#1, 2 Spatial awareness, body awareness

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)



ACADEMIC

Science

What makes the parachute stay up? What makes it fall? *(Discuss how air can lift things and gravity slowly pulls them down.)*



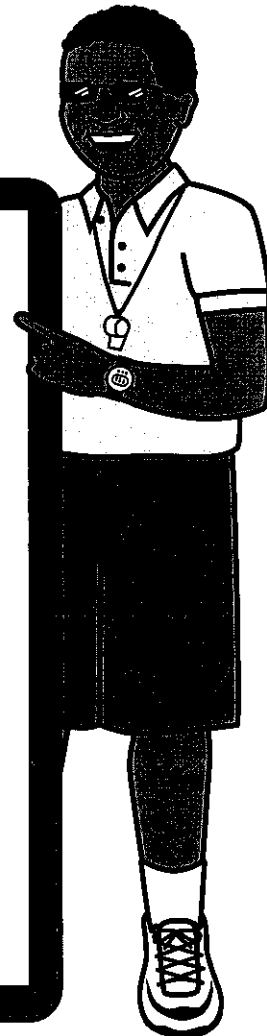
TONY'S TIPS

- Try using these chute activities for warm-ups or cool-downs.
- Join students under the chute to better supervise, discuss homes, have fun, and don't forget to take a picture!
- Use "Shake, Rattle, and Roll" to reinforce starting and stopping on cue.

Vocabulary

Portrait, deflate, palms, forward/backward, underhand, sequence

NOTES



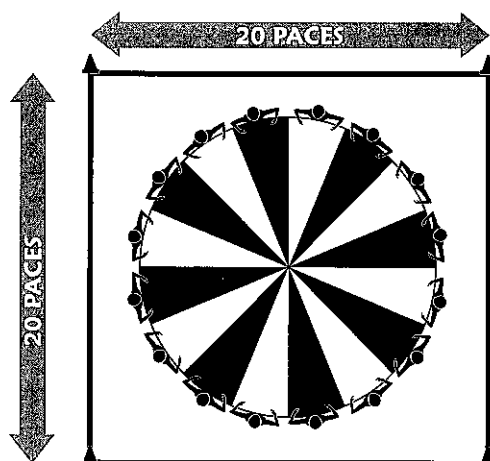


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



GO!

1. Let's *Move and Groove!*
2. Hold the chute with your R hand, and be ready to move (*point direction*) in a large circle.
3. **Challenges** – On the music, can you . . .
 - Walk slowly at a medium level? (*Allow 15-20 seconds.*) Freeze. Turn, change hands, and walk in the other direction?
 - Jog slowly? (*Allow 15-20 seconds.*) Freeze. Change hands and jog the other way.
 - Gallop at a medium speed? (*Allow 10-15 seconds.*) Freeze. Change directions and gallop the other way?
 - Skip at a medium speed at a high level? Freeze. Change direction and skip the other way?
 - Side-slide while holding with both hands? First to your R. Freeze. Now to your L? Repeat.
 - (*Continue changing locomotor skills, levels, and tempos to present a variety of movement challenges. See Building a Foundation, pg. vii*)
4. **Wrap It Up**
 - What keeps you from bumping into others while you move with the chute? How might that help you when moving in general space?

SPARK IT UP!

★ Routine

Let's create a routine! I'll call locomotor skills, directions, levels, and tempos. Follow my cues and try to keep moving for a complete song. (*Switch every 10-15 seconds to keep it fresh.*)



ACADEMIC

Music

What does it mean to "keep time" with music? (*Play songs with different tempos and challenge children to clap their hands or snap their fingers in time with the beat.*)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

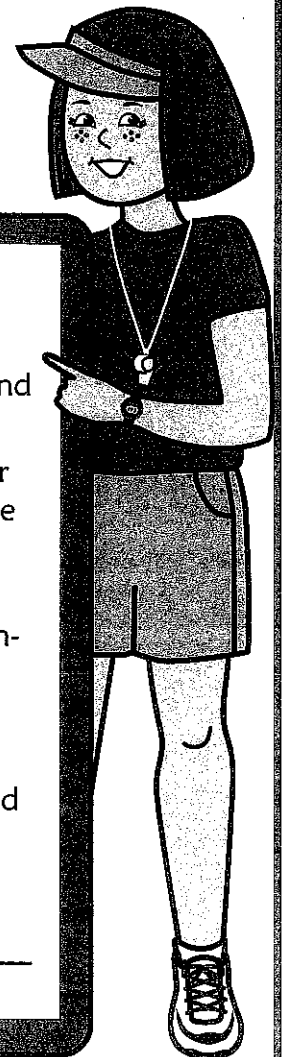
Your State (Write in here)



PAULA'S POINTERS

- Change locomotor skills, directions, rates of movement, and levels of movement often.
- Side-sliding is the only locomotor skill done with students facing the chute and holding on with both hands.
- Use *Move and Groove* as a warm-up during subsequent parachute lessons.
- Use *Shake, Rattle, and Roll* anytime to reinforce stopping and starting on cue.

NOTES



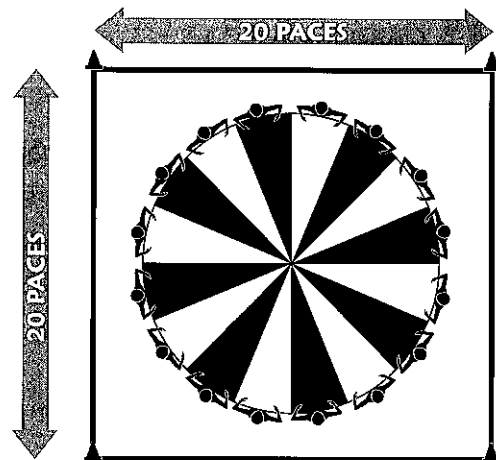


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



GO!

1. Color Change Around

- In *Color Change Around*, you will move from 1 color panel to another moving around the chute.
- Hold the chute with your R hand. Which color panel are you holding? When you hear your color, let go, and run forward (*point direction*) until you get to the next panel of your same color.
- We'll play until all colors have had several turns.

2. Running Colors

- In *Running Colors*, you will move to the next panel of your color while the parachute is moving.
- On my signal, begin walking. When your color is called, let go of the chute and run forward to the next open section. If your color is not called, keep holding and moving the chute.
- We'll play until all colors have had several turns.

3. Color Exchange Under

- In *Color Exchange Under*, you'll exchange places with those holding the same color as you. This time you will move under the chute.
- Everyone must have their own color. Which color are you?
- On "Up," make a Dome. When it peaks, I will call a color. If it is your color, move safely under the chute to another panel of the same color.
- We'll play until all colors have had several turns.

PARACHUTE

CHANGING PLACES

GO! (continued)

4. Animal Exchange Under

- In *Animal Exchange Under* you'll safely exchange places with other "animals" under the chute. I will tell you which animal to be. (*Crabs, puppies, kangaroos, or bears.*)
- On "Up," make a Dome. When it peaks, I will call an animal. When your animal is called, exchange places by going under the parachute moving like your animal.
 - **Crabs** – Walk on your hands and feet tummy up. Walk sideways, forward, or back. Watch where you are going!
 - **Puppies** – Run on your hands and feet, keeping your knees bent.
 - **Kangaroos** – Squat, then jump forward holding your hands in front of your chest.
 - **Bears** – Walk on your hands and feet, facing down. Can you move your R hand and R foot together; then your L hand and L foot together?
- We'll play until all animals have had several turns.

5. Wrap It Up

- What level are you when you Crab Walk? What other animals move in low levels?

CHANGING PLACES

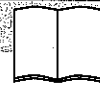
* SPARK™ IT UP!

* Number Exchange Under

In *Number Exchange*, you'll exchange places with others with the same number under the chute. I will assign you a number. (Designate students 1s, 2s, 3s, and 4s.) On "Up," make a Dome. When it peaks, I will call a number. When your number is called, exchange places by moving safely under the parachute. (After several rounds, call out math problems for which the answer is between 1-4; e.g., $5-3 = \underline{\quad}$.)

* Spanish Exchanges

I'll substitute Spanish words for English. (e.g., 1, 2, 3, 4 = *uno, dos, tres, quatro*. Red=*rojo*, green=*verde*, blue=*azul*, and yellow=*amarillo*. Crab=*cangrejo*, puppy=*cachorro*, kangaroo=*canguro*, and bear=*oso*.)



ACADEMIC

Science

Animals live in different places. Where they live is called their habitat. An animal's habitat has a lot to do with the way the animals move. Why do fish swim? Kangaroos jump? Bears walk? (Lead a discussion on the ways animals adapt to their environments.)

STANDARDS ADDRESSED

- **NASPE**
#1, 2 Spatial awareness, locomotor skills
#3, 4 Upper body muscular endurance, cardiovascular endurance
- #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

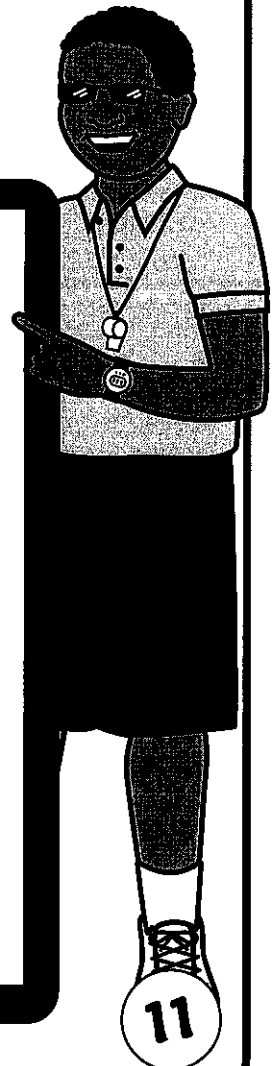
TONY'S TIPS

- Caution: When students 1st move under the chute, begin slowly and increase speed only when they have shown they can move safely.

Vocabulary

Peak, exchange

NOTES



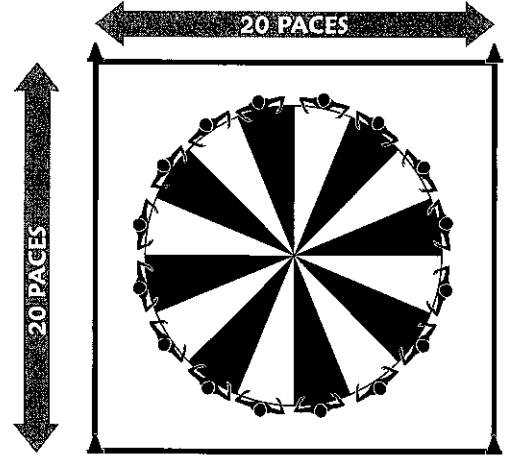


Ready

- 4 cones (for boundaries)
- 24' parachute
- Mats/carpet squares (optional)
- Variety of Skill Cards from *SPARKfamily.org* (optional)
- Music and player (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area with soft surface.
- Direct students to stand near edge of chute.
- Place mats/carpet squares under students if floor/ground is hard/dirty.



GO!

1. Rock and Row

- Sit with the parachute over your knees, holding on with both hands. While students on 1 side of the parachute “Rock” (stretch forward to touch your toes), students on the other side “Row” (lean backward and pull the chute up chest-high).
- *(Continue for 20-30 seconds.)*

2. Curl-ups

- Tuck your feet under the chute; bend your knees; hold using the overhand grip.
- Lay back until your shoulders are on the mat *(ground/floor)*.
- Curl up so your shoulders come off the mat. Slowly uncurl and return to the mat. You use your abdominal muscles *(point to them)* when you do curl-ups.
- How many curl-ups can you do before the signal?
- *(Allow students to practice curl-ups at their own pace for 20-30 seconds. Move around the chute to encourage and give feedback on form.)*

3. Push-ups

- Face the middle of the parachute in push-up position with your hands on the edge of the chute and your knees and feet off the chute. Start on your knees.
- Can you do a “perfect” push-up? Back straight, elbows bent. If you can do 5 on your knees, try with your legs straight (only feet and hands touching.)
- How many push-ups can you do before the signal? *(Allow students to practice at their own pace for 30 seconds.)*

4. Wrap It Up

- Where are your abdominals? Did you use them today? Which activities made your heart beat faster? We use the word “aerobic” for those activities that help your heart get stronger.

★ Kneeboarding

This one is like water skiing on your knees, so it is called *Kneeboarding*. Get on your knees and hold the chute with both hands. On cue, lean back slowly. Keep your back straight. (*Continue several times.*)

★ More Moves

Now, let's add more moves (*e.g., stretches, lunges, jumping jacks, ski jumps, side bends, trunk twists, 1-arm flies, etc.*) so you use different muscle groups and become more fit. (*Skill cards for these are found on SPARKfamily.org.*)

★ The Coach

I'll pretend to be a tough football coach. I'll call 1 exercise after another to get you moving up, then down, then up, then down. Come on team, you can do it. Keep it going!



WELLNESS

Physical activity plays a very important role in health and wellness. It makes your heart, as well as the other muscles of your body, strong. Did you know that you should try to be physically active for 60 minutes each day? Outside of PE, when and where are you physically active?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness

#3, 4 Upper and lower body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

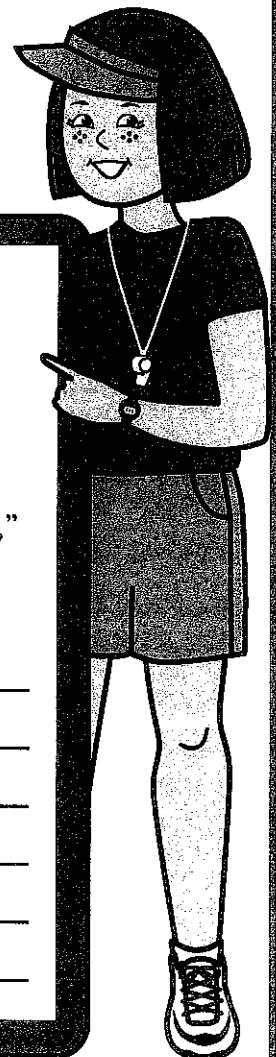
PAULA'S POINTERS

- Use *Parachute Fitness* exercises daily for warming up.

Vocabulary

Muscular strength, cardiovascular, flexibility, flexible, "feel good point," abdominal, physical, fit

NOTES



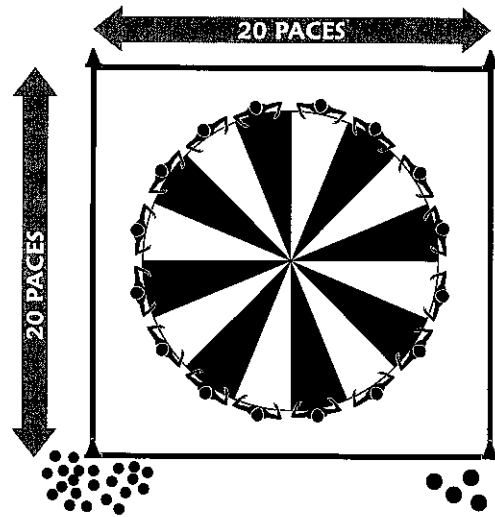


Ready

- 4 cones (for boundaries)
- 24' parachute
- 12-20+ 7" fluffballs
- 4 6" or 7½" foamballs
- Music: "Popcorn" (SPARK K-2 Music CD)
- Music player

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.
- Keep yarnballs and foamballs (popcorn) to the side until needed.



GO!

1. The object of *Popcorn* is to make the kernels of popcorn (balls) pop high into the air like popcorn being popped in a pan.
2. The parachute is our pan, and we need to heat it up. On my signal, shake the chute with small motions to heat up our pan.
3. I will put only a few kernels in at a time until the pan is hot and ready.
4. When the 5th kernel hits the pan, it's time to shake it harder to really pop the popcorn. Let's count them together. (*Toss 1 at a time slowly as students count aloud until the 5th ball. Then toss them onto the chute quickly and watch them fly!*)
5. Try to keep the popcorn on the parachute, but it's OK if they pop off.
6. (*Play until all popcorn is off the chute or students are too pooped to pop! Take short breaks every 15-30 seconds. Try the other type of ball.*)
7. **Wrap It Up**
 - What makes the popcorn fly high?
 - Which type of ball flies the highest? Why do you think that is?

* Sizzling Hot (Cooperative) Popcorn

The pan is sizzling, and the kernels are flying! Now we'll try to pop the popcorn off the chute as fast as we can. I'll time us each round to see what our best time is. (Problem-solve with students to discover faster ways of removing the popcorn.)

* Competitive Popcorn

I'll divide our chute in half. Those from (name and point) to (name and point) are group "X" and from (name and point) to (name and point) are group "Z." The object is to pop popcorn off the other group's side of the chute. We'll play until all the balls (use only 6-10) are off, then count how many are on each side. Let's see who has the fewest each time we play.



ACADEMIC

Math

Popcorn, when eaten without butter, is a healthy snack. (Make some with your class. Measure the kernels – in terms of cups – and then measure the popped corn in cups.) How much did it grow? An average popcorn kernel grows 30 times its size when popped! (Compare the volume of unpopped and popped corn.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body management

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)



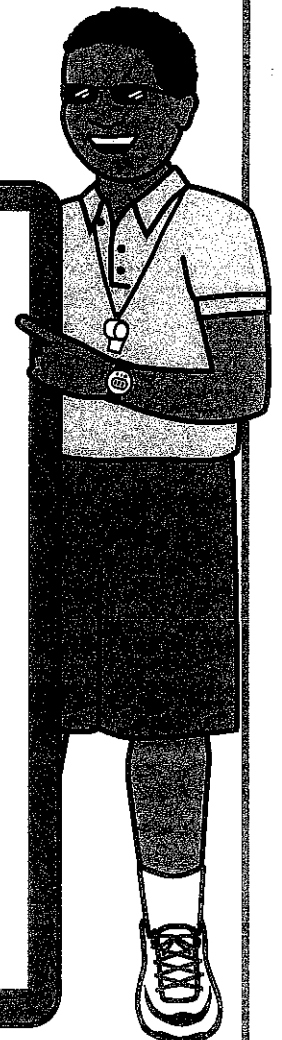
TONY'S TIPS

- Select 1 or 2 students to retrieve and throw balls back onto the chute. If too many retrieve, the chute collapses.
- Use a variety of sizes and densities of objects for the popcorn (always keep them light and safe). Experiment to find which fly the highest.

Vocabulary

Volume, sizzling, kernels

NOTES



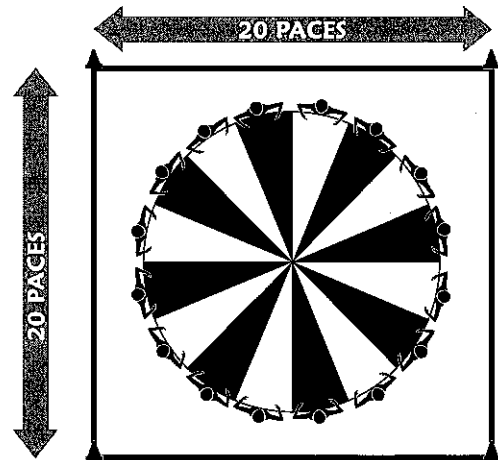


Ready

- 4 cones (for boundaries)
- 24' parachute
- 1 beanbag per student (optional)
- 12-20 fluffballs or fruit and veggie beanbags (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



GO!

1. The object of *Space Mountain* is to move toward the center of the chute and back to the edge when your color is called.
2. Get in Ready Position. When you hear “Up,” everyone stand at the same time, pulling the chute up and overhead to make a Dome.
3. When you hear “Down,” slowly pull the chute down to the ground. Don’t move your hands side to side to remove the air. We want to keep it in.
4. When your color is called, climb our “mountain of air” by crawling on your hands and knees towards the center of the chute.
5. Touch the center with your hand, then return to the outside edge by crawling backward.
6. We’ll play until all colors have had several turns.
7. **Wrap It Up**
 - What was challenging about crawling toward the center?
 - What was challenging about crawling backward?
 - How did you stay on your color?

PARACHUTE

★ Beanbag Dribble

I'll give each of you a beanbag. Can you push it with your nose to the center of the chute? If you make it, place the beanbag on your back between your shoulders, and try to balance it there until you crawl backward to your starting place.

★ Garden Harvest

(Toss fruit/veggie beanbags or colored fluffballs into the center of the chute.) I will name a fruit/veggie type (or a fluffball color). When I call your color, crawl to the center to "harvest" (pick up) that type of beanbag (or ball color), then crawl back to the perimeter. How quickly can we harvest the garden?



HOME

Has anyone ever climbed a real mountain? It takes strong muscles and healthy heart and lungs to reach the top. Who knows the highest mountain in our state? This weekend, go on a hike with your family. Feel your heart beat faster as soon as you start heading uphill!

STANDARDS ADDRESSED

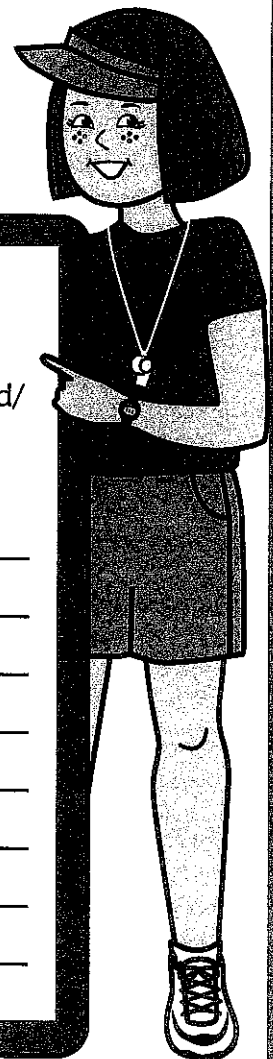
- **NASPE**
 - #1, 2 Spatial awareness, body management
 - #3, 4 Upper body muscular endurance, cardiovascular endurance
- #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

PAULA'S POINTERS

- Discuss safety before starting.
- Teach on grass or other cushioned/soft surface.

NOTES



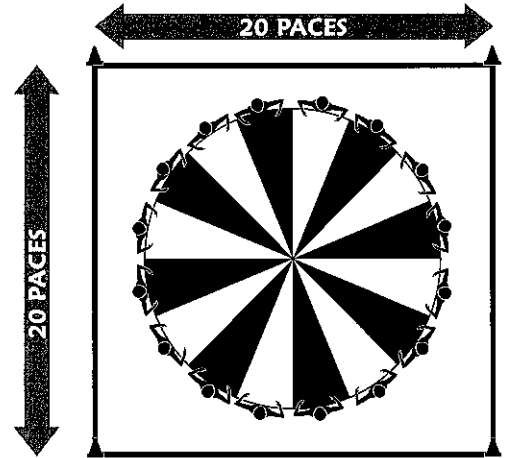


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



GO!

1. Pretend our parachute is the ocean. Hold it waist-high, and make small waves by shaking it gently.
2. I will select 5 people to be our 1st "Sharks." Sharks, put your fins on by putting a hand on top of your head.
3. On "Go," Sharks "swim" under the ocean (move under the chute so you cannot be seen).
4. On "Shark attack," Sharks "bite" (gently touch) an ankle of someone standing on the outside.
5. A swimmer bitten by a Shark becomes a Shark, and the old Shark becomes part of the ocean by holding onto the chute.
6. Once you have been a Shark, stand on 1 foot so new Sharks know not to "bite" you.
7. New Sharks swim underneath and keep the game going.
8. We'll continue until everyone has been a Shark.
9. **Wrap It Up**
 - What level were you when you were a Shark?
 - What level were you when you were the ocean?
 - Which pathways (*curved, straight, and zigzag*) might a Shark swim?
 - Are real sharks fast or slow swimmers?

PARACHUTE

★ Swim Before Lunch

New Sharks “swim” (*jog, skip, gallop, side-slide, etc.*) 1 time around the outside of the chute, before they go underneath for a swim.

★ Water Skiers

Hold the chute at waist level, and lean back to lower your body. Use your legs to bend low like a water skier. Sharks play as before. If “bitten” by a Shark, switch positions.



ACADEMIC

Science

Sharks have been around since dinosaurs lived on earth. Did you know sharks have no bones? They are made of cartilage, like your ears and nose. They have many sets of teeth, and when they lose one, another moves in to take its place. Unlike bony fish, sharks can only swim forward, never backward. (Read *Amazing Sharks* by Sarah Thomson to find out more about sharks.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body management

#3, 4 Upper body muscular endurance, cardiovascular endurance

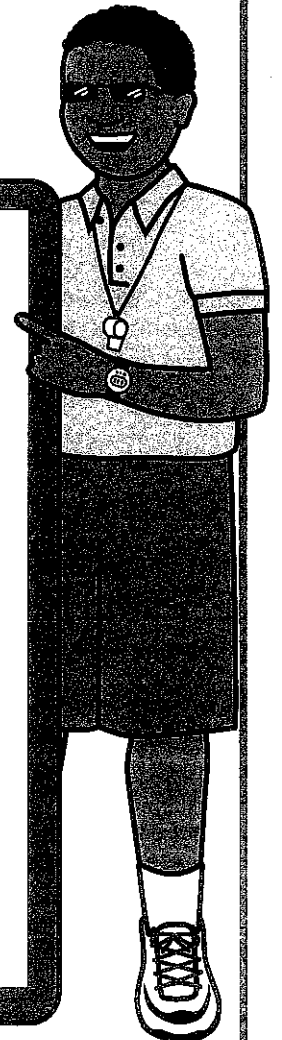
● #5, 6 Cooperation, accepting personal challenges

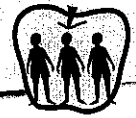
Your State (Write in here)

TONY'S TIPS

- Set a time limit for Sharks under the chute (e.g., 30 seconds).
- Tell your students, “Sharks cannot swim backwards, and children should not run backwards.”

NOTES



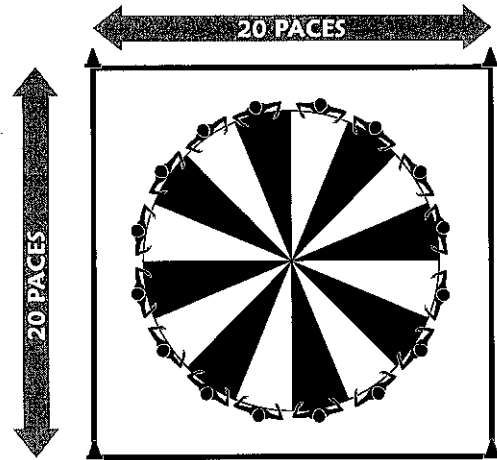


Ready

- 4 cones (for boundaries)
- 24' parachute
- 2-3 6' parachutes (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.
- Designate 3-4 students in a row to be “Super Heroes.”



↳ = Super Hero

GO!

1. Pretend our parachute is a *Super Hero's Cape!*
2. I will choose our 1st “Super Heroes.”
3. Ready Position! When you hear “Up,” lift the chute. Once the chute is up, anyone not a Super Hero this round, let go and move to the side and out of the way! (*Point.*)
4. Super Heroes, run towards this cone (*point*). The parachute will flip and look like a cape. Stop when you reach the cone.
5. Let's jog to the Heroes and hold onto the chute again. I will choose new Super Heroes, and we'll play another round.
6. We'll play until all have been the Super Hero at least once.
7. **Wrap It Up**
 - What characteristics do you see in a hero?
 - Who is your hero?

PARACHUTE

★ Smaller Capes

(Use 2-3 smaller, 6' parachutes. Choose 2 Super Heroes per chute. Designate new heroes each round.)

★ Small Capes Great Race

(Use 2-3 smaller, 6' parachutes.) I will choose 1 Super Hero per chute. How many jumping jacks (or name another fitness activity) can everyone do while the heroes run 1X around the activity area with their capes? I'll choose new heroes each round.



WELLNESS

(Bring fabric such as a towel, cut sheets; anything flowing will do. Write a big "W" on it with a marker and create a "Wellness Hero" cape.) When you wear the cape, you become a "Wellness Hero." You earn the honor of wearing the cape when you do something that promotes wellness in yourself or others. Examples include bringing a healthy snack, drinking water instead of sugary juice, washing your hands, participating in a running/walking club, etc.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Upper body muscular endurance, cardiovascular endurance

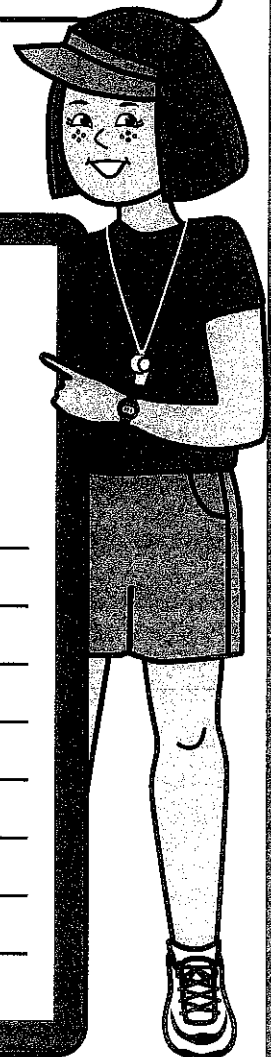
● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

PAULA'S POINTERS

- Caution Super Heroes to run together and in a straight line toward the cone.

NOTES





Ready

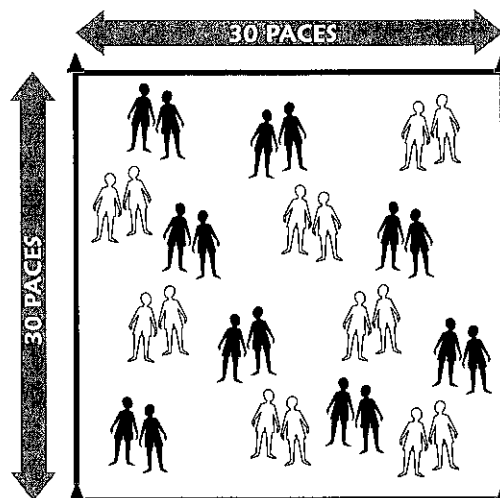
- 4 cones (for boundaries)
- 2 paper plates per student (optional)

Set

- Create large (30X30 paces) activity area.
- Pair students; scatter pairs within area.

GO!

1. Our ASAP is called *Partner Tag*.
2. One of you is the first Chaser, the other is the first Fleeer; decide now.
3. On signal, Fleeers walk away from Chasers, while Chasers do 3 jumping jacks.
4. When finished with jumping jacks try to fast walk and safe tag (using a 2-finger tag) your partner.
5. When the Chaser tags the Fleeer, switch roles. The new Chaser completes 3 jumping jacks before chasing their partner.
6. **Wrap It Up**
 - How quickly were you able to tag your partner?
 - What strategies did you use to flee from your partner?



★ Change the Task

(Call different tasks for the new Chaser to do: e.g., 3 hops, 3 jumps, 3 Donkey Kicks, etc.)

★ Change the Locomotor Skill

(Change the locomotor skill every few minutes as you see students playing safely and fairly.)

★ Paper Plate Tag

(Need 2 paper plates per student. All players must slide their feet to keep them on the plates at all times.)



HOME

Invent your own version of Partner Tag and play at home.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing, fleeing

#3, 4 Cardiovascular endurance

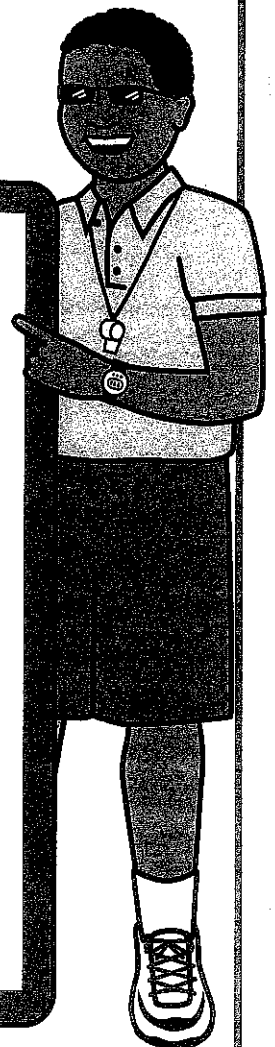
● #5, 6 Participates, appreciates, enjoys movement, cooperates in small group activities

Your State (Write in here)

TONY'S TIPS

- Remind students to watch out for others.
- Ensure partners are evenly matched. Switch partners if needed.

NOTES



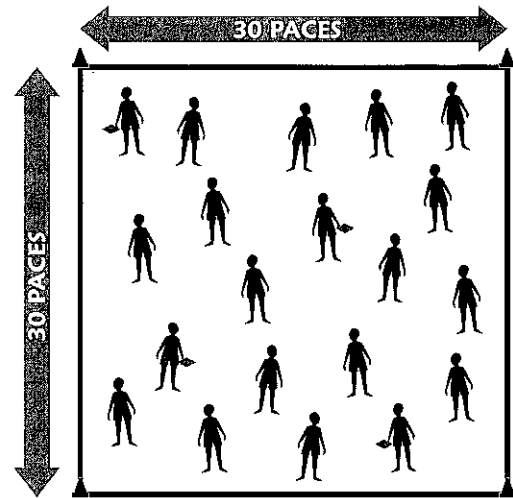


Ready

- 4 cones (for boundaries)
- 1 fluffball (or similar soft object) per 5 students

Set

- Create large (30X30 paces) activity area.
- Give 1 student in 5 a fluffball. These students are “It.”
- Scatter students within area.



ASAP

GO!

1. Our ASAP is called *High-five Tag*.
2. When you hear, “High-five tag,” students who are “It” (those with fluffballs) attempt to tag and freeze others by touching them with the fluffball.
3. If you are tagged, balance on 1 foot and put 1 hand in the air to be ready for a high-five.
4. If you are still fleeing, unfreeze someone by giving them a high-five.
5. (*Change Its every minute or so.*)
6. **Wrap It Up**
 - How did it feel to unfreeze your fellow classmates?
 - What types of pathways did you use to avoid being tagged?
 - The S in SPARK stands for “Select More Fruits and Vegetables.” Ask a parent to help you by buying a lot at the grocery store.

★ Low-five Tag

When tagged, freeze in an alligator (push-up) position. Helpers give a “low-five” to unfreeze.

★ Fruits and Veggies Tag

If you name a fruit or vegetable when you are high-fived, you unfreeze and continue playing.



WELLNESS

Why is it important to eat fruits and vegetables every day? What types of fruits and vegetables do you like to eat? Encourage your family to choose a variety of fruits and vegetables at the grocery store.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing, fleeing

#3, 4 Cardiovascular endurance

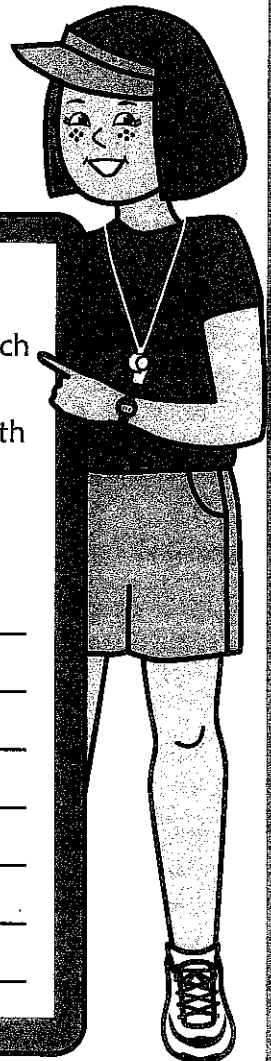
● #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)

PAULA'S POINTERS

- Vary the locomotor skills with each new set of “Its.”
- Remind students to tag gently with the fluffball on the shoulders and torso.

NOTES



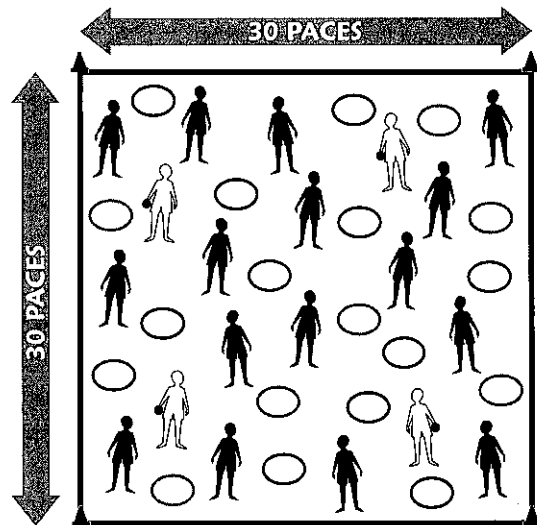


Ready

- 4 cones (for boundaries)
- 1 hoop per student (at least 3 different hoop colors)
- 4 fluffballs
- 1 spot marker per student (at least 3 different colors – optional)
- 1 deck of playing cards (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter hoops and students within area.
- Designate 4 students as “It,” and give 1 fluffball to each.



GO!

1. The object of *Color Tag* is to avoid being tagged by the “Its” by dodging or standing in the “safe” color hoop.
2. On the music, fast walk (then gallop, side-slide, skip, run) within our boundaries, and avoid being tagged by the Its’ fluffball.
3. If you are tagged, take the fluffball and become an It.
4. Our 1st safe color hoop is (blue). You may only stand in a (blue) hoop for a count of 3; then you have to leave.
5. More than 1 person can be in a safe hoop.
6. Each round, I will call a new color that will be safe that round.
7. (Play 2-3 minutes, then stop and change the color.)
8. **Add 1 for Fun**
 - Instead of standing in your hoop, each round I’ll give you something to do.
 - This time, do 3 push-ups!
 - (Change the task each round; e.g., 3 sit-ups, 3 jumping jacks, 3-second jog in place, 3 imaginary rope jumps, etc.)
9. **Wrap It Up**
 - Who can tell us a strategy you used to avoid being tagged?
 - There are 3 primary colors. These are the colors all other colors are made from. Who can name 1 of them?
 - They happen to be the SPARK colors, too!

* SPARK * IT UP!

* Spots of Color

(Scatter different colored spot markers within the area.) This time, we'll use spot markers instead of hoops for our safe areas. One more change: Only 1 person at a time may stand on a spot marker (for a count of 3)!

* Cone Zone

Now we'll add 1 more twist. If you can touch 1 of our 4 cones without being tagged first, you may skip around the outside of our area (*point direction*) 1 time like a free deer in the forest. Then come back in and join the game.

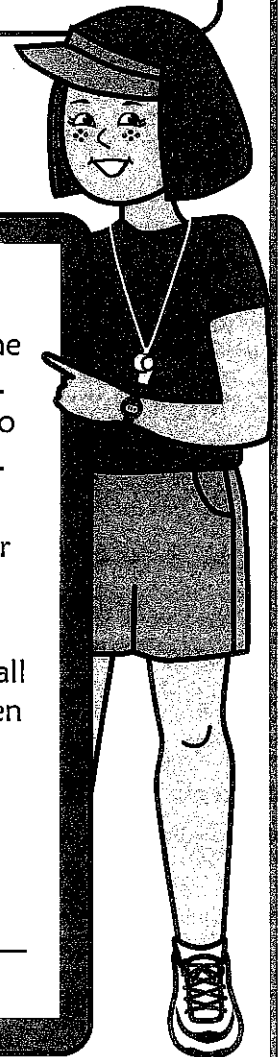
* Card Counting

(Place a numbered playing card inside each hoop or under each spot.) There is a card hiding under your spot (or lying face down in your hoop.). This time, when you're in your safe color, look at the number on the card. The number represents how many seconds you can stay (or march in place, jog, etc.) in that hoop.



HOME

A fun way to stay healthy is by eating colorful fruits and vegetables. Yes, colors are good for you! Choosing a wide variety of colors means you'll eat many different vitamins and minerals. Pretend your plate is a blank canvas – that's what painters begin with. What kind of picture can you create using colorful fruits and vegetables? Remember, the S in SPARK stands for "Select fruits and vegetables." So add a little color to your plate, and make it a work of art!



STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

● #3, 4 Participates in enjoyable, challenging activities, aerobic capacity

#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

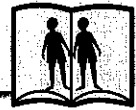
PAULA'S POINTERS

- Children will often run outside the boundaries while fleeing a tagger. This is a learned skill over time, so stay positive and only encourage.
- If too many students run beyond your sidelines, either enlarge your boundaries or use more cones to designate the lines.
- Review safe tagging with a fluffball if a lot of time has passed between tag games.

Vocabulary

Canvas

NOTES

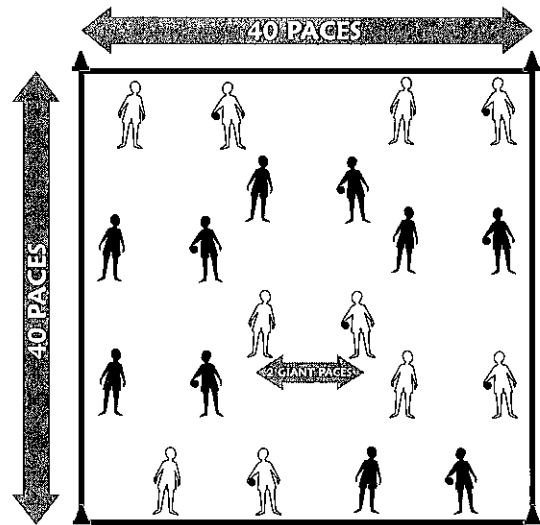


Ready

- 4 cones (for boundaries)
- 1 3" foamball per 2 students
- Music and player
- Assorted tossables (optional)
- 2 paper plates per student (optional)

Set

- Create extra large (40X40 paces) activity area.
- Pair students; send them to select a ball/tossable.
- Scatter pairs within area to face off, 2 giant paces apart.



GO!

1. Today's game is called *Catch and Chase*. We will use throwing, catching, chasing, and fleeing skills.
2. When the music starts, play catch with your partner using underhand tosses.
3. When the music stops, the partner with the ball is the "Chaser" and tries to tag their partner using a safe and soft 2-finger tag.
4. Chasers: If you tag your partner, give them the ball. They become the new Chaser.
5. New Chasers: You must do 3 jumping jacks before you can chase your partner.
6. When the music starts again, partners come back and play catch.
7. (*Switch partners every few minutes or after several rounds.*)
8. **Wrap It Up**
 - Why was it safer to use a soft, underhand toss in this game? (*Because you and your partner are close together.*)
 - What does the P in SPARK stand for? (*Play actively.*)
 - Could you and a friend play this game at recess, lunch, after school, or at home?

★ Slow It Down

(Each student needs 2 paper plates, i.e., crayon boxes, or other cardboard surface, under their feet.) Can you and your partner keep the plates under your feet while we play? (This stops students from running, as they must shuffle to keep their feet on the plates.)

★ Speed It Up

(After students show they are moving safely.) I'll call a locomotor skill for everyone to do (e.g., skip, side-slide, gallop, run) and increase the tempo (e.g., skip at a medium pace, gallop quickly, run as fast as you can, etc.).

★ Change the Distance and Throw

(Increase the size of the activity area and ensure pairs are spread out safely before starting.) When you and your partner return to toss and catch again, stand further apart from one another, and change the type of throw you use. Can you roll the ball back and forth? Toss it higher in the air? Use a soft 1-hand overhand throw? Can anyone catch it with 1 hand?

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, locomotor skills, chasing and fleeing, throwing and catching
 - #3, 4 Participates in enjoyable, challenging activities, aerobic capacity
 - capacity
 - #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)



ACADEMIC

Language Arts

I'll give you a word to spell. Each catch (not throw) allows you to call 1 letter. Keep going, and see if you and your partner can spell the entire word together.

Use your spelling words and/or:

Ks: Dog – Me – Cat – You

1st: Lion – Bear – Here – There

2nd: Horse – Water – First – Little

TONY'S TIPS

- You may choose to play with beanbags first – especially helpful for Ks – and/or provide pairs with choices of different tossables.
- Begin by having partners standing near each other for tossing and catching. Gradually increase the distance between them when they are catching consistently.
- Remind students to tag lightly with 2 fingers of their free hand. Do not tag with the ball.

NOTES

