

**Teacher:** Clark Kuhn **Subject:** Practical Living (P.E./Health/Career/Consumerism) **Week:** August 9-11th **Topic:** Rules, procedures, making friends, back to school, movement, football (throwing)

**Name:** Clark Kuhn **Subject:** Date: Week of 9.6. to 9.23.22 **PE, SEL, Career, & Health Topics:** Hockey, catching throwing, healthy foods, transportation, self awareness

<p><b>K-5th Lesson plans</b></p>	<p><b>Standards and "I can" statements: K-5th</b></p>	<p><b>Vocabulary:</b></p>	<p><b>Mini lesson:</b> Greet students and the door and assign students to a spot on the floor alphabetically. Slides: I will go through the first few slides introducing myself and going over behavior expectations, rewards, and consequences.   <b>Warm-up #1:</b> (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up.   <b>Mini lesson:</b> Slides: Monday &amp; Tuesday: What is P.E?  Monday (K-2) <a href="https://ir.brainpop.com/health/bewell/exercise/">https://ir.brainpop.com/health/bewell/exercise/</a>  Monday (3-5) <a href="https://www.brainpop.com/health/sportsandfitness/fitness/">https://www.brainpop.com/health/sportsandfitness/fitness/</a>  Tuesday (K-2) <a href="https://www.youtube.com/watch?v=e4PIX9mXXq8">https://www.youtube.com/watch?v=e4PIX9mXXq8</a>  Tuesday (3-5) <a href="https://www.youtube.com/watch?v=1T8-6nAWHMT8">https://www.youtube.com/watch?v=1T8-6nAWHMT8</a> (endurance)   <b>Warm-up #2:</b>  <b>Monday: (K-5th)</b> <a href="https://www.youtube.com/watch?v=0Hpu9MESHAA&amp;t=2s">https://www.youtube.com/watch?v=0Hpu9MESHAA&amp;t=2s</a> (Hockey) <a href="https://www.youtube.com/watch?v=2A0IhscUHSY">https://www.youtube.com/watch?v=2A0IhscUHSY</a>  <b>Tues: K-2nd:</b> <a href="https://www.youtube.com/watch?v=nZM4LNGXCE">https://www.youtube.com/watch?v=nZM4LNGXCE</a>  <b>Tues: 3rd-5th:</b> <a href="https://www.youtube.com/watch?v=0K0F6znrR7GM">https://www.youtube.com/watch?v=0K0F6znrR7GM</a>  <b>Wed: Freeze, Dance, Pop!</b> <a href="https://www.youtube.com/watch?v=hl3mGA8UKYk">https://www.youtube.com/watch?v=hl3mGA8UKYk</a>  <b>Wed: Dynamic Stretching: 3rd-5th</b> <a href="https://www.youtube.com/watch?v=I-w0WvkeuG0">https://www.youtube.com/watch?v=I-w0WvkeuG0</a>  <b>Thurs. Dynamic Stretching:</b> <a href="https://www.youtube.com/watch?v=gwecg500AZIs">https://www.youtube.com/watch?v=gwecg500AZIs</a>  <b>Fri. Dynamic Stretching:</b> <a href="https://www.youtube.com/watch?v=KafF12nKwPQI">https://www.youtube.com/watch?v=KafF12nKwPQI</a>  <b>Fri: (3rd-5th)</b> <a href="https://www.youtube.com/watch?v=ESn9yYKd2RE">https://www.youtube.com/watch?v=ESn9yYKd2RE</a>  <a href="https://www.youtube.com/watch?v=QG2Ml0aVTpM&amp;t=2s">https://www.youtube.com/watch?v=QG2Ml0aVTpM&amp;t=2s</a> <b>Cobra Kai Workout!</b></p>	<p><b>Weekly Assessment:</b></p>
<p>1st Health: I can describe the types of foods and beverages that should be limited. 1.12. P.E.: I can perform a variety of locomotor movements using different body parts. 1.11.1</p>	<p>Kindergarten Health: I can describe the importance of choosing healthy foods and drinks and identify the benefits of drinking water. K.1.2. P.E.: I can explore a variety of locomotor movements, traveling in different directions. K.1.1.1</p>	<p>expectations, rules, rewards, consequences safety, warm up, cool down, dynamic stretching, warm-up, dynamic stretching, locomotor, speed, pathway, direction, tempo, fats, sugars, sodium, feelings, growth mindset, self awareness, transportation, distribution, logistics</p>	<p><b>Formative and Summative Assessments</b>  - Entrance (flashback) and Exit Slips  X Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>	
<p>2nd Health: I can explain what it means to be healthy and how healthy eating and sleeping patterns help the body to grow and develop. 2.1.2. P.E.: I can perform a variety of locomotor movements traveling in different directions, at different speeds and in different pathways. 2.11.1</p>	<p>3rd Health: I can identify the amount of water and food from each food group that a child needs daily and describe the benefits of drinking water and eating healthy. 3.1.2. P.E.: I can perform, alone and with others, a variety of locomotor movements at different levels.</p>		<p>Wed: What is Health?  K) <a href="https://ir.brainpop.com/health/food/eatingright/">https://ir.brainpop.com/health/food/eatingright/</a>  1) <a href="https://ir.brainpop.com/health/food/eatingright/">https://ir.brainpop.com/health/food/eatingright/</a></p>	

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	<p>and in different pathways and directions, with and without equipment. 3.1L1</p> <p>4th Health: I can explain the importance of eating a variety of foods from all the food groups and describe the benefits of healthy eating habits. 4.1.2. P.E.: I can perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways and traveling in different directions. 4.1L1</p> <p>5th Health: I can describe the benefits of limiting the consumption of solid fat, added sugar and sodium and explain the concept of eating in moderation. 5.1.2. P.E.: I can explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels using different pathways in game-like situations. 5.1L1</p>	<p>2 <a href="https://www.youtube.com/watch?v=aAmACeq9v4&amp;t=4s">https://www.youtube.com/watch?v= aAmACeq9v4&amp;t=4s</a></p> <p>3 <a href="https://www.brainpop.com/health/nutrition/nutrition/">https://www.brainpop.com/health/nutrition/nutrition/</a></p> <p>4 <a href="https://www.brainpop.com/health/nutrition/nutrition/">https://www.brainpop.com/health/nutrition/nutrition/</a></p> <p>5 (bad fats) <a href="https://www.brainpop.com/health/nutrition/fats/">https://www.brainpop.com/health/nutrition/fats/</a> (limit salt intake) <a href="https://www.youtube.com/watch?v=vKCPSrF-JdA">https://www.youtube.com/watch?v=vKCPSrF-JdA</a></p> <p>Thurs: What is a career? <b>Career (Thursday)</b> <b>Primary: Pilot:</b> <a href="https://www.youtube.com/watch?v=Zjo-1lFrDU">https://www.youtube.com/watch?v=Zjo-1lFrDU</a> <b>Intermediate: Transportation, Distribution &amp; Logistics:</b> <a href="https://www.youtube.com/watch?v=0AWSEcoZSql&amp;t=1s">https://www.youtube.com/watch?v=0AWSEcoZSql&amp;t=1s</a></p> <p>Fri: What is SEL?</p> <p><b>SEL (Friday)</b> <b>Primary: Emotions / Feelings (Self Awareness)</b> <a href="https://jr.brainpop.com/health/feelings/emotions/">https://jr.brainpop.com/health/feelings/emotions/</a> <b>Intermediate: Growth Mindset (Self Awareness)</b> <a href="https://www.youtube.com/watch?v=rUJkbWNnNy4">https://www.youtube.com/watch?v=rUJkbWNnNy4</a></p> <p>Primary K-2nd SPARK Activities:</p> <p>Monday: Rolling and Catching with a Partner &amp; Throwing Underhand to Targets Tuesday: Throwing Underhand to Targets &amp; Self-toss and Catch</p>	
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			<p>Wednesday: Partner Throw and Catch &amp; Clean Your Room          Thursday: Scoops and Balls in Pairs &amp; Partner Throw and Catch Challenges          Friday: Stations: 1. Football or volleyball toss 2. Hula Hoops 3. Scoops</p> <p>See attached for lesson, <u>differentiated instruction and assessment/exit slip</u>.</p> <p>Intermediate 3rd-5th SPARK Activities:</p> <p>Monday: Intro to Stick Handling &amp; Dribbling Skills (Stations 1. Zigzag with the cones 2. Around the Cones 3. Circle and star dribbling          Tuesday: Dribble Keep Away          Wednesday: Passing Drills &amp; Face-Off          Thursday: Shooting Drills          Friday: Defense &amp; Round Up or (Stations 1. Shooting 2. Hockey Obstacle course 3. Flag Football)</p> <p>See attached for lesson, <u>differentiated instruction and assessment/exit slip</u>.</p> <p><b>Cool Down &amp; Rewarding Positive Behaviors:</b> I will review all content to ensure that learning targets were met. If time permits, 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.



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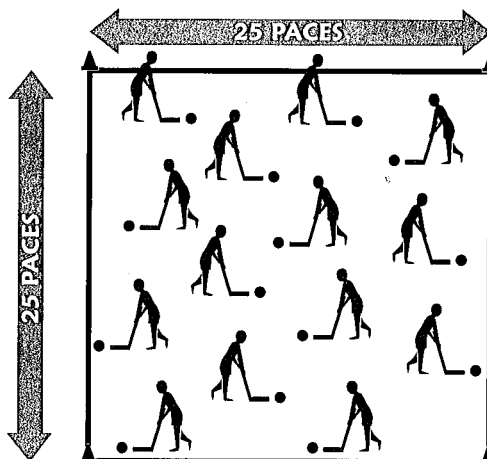
**Ready...**

PL-4-PS-S-4  
PL-5-PS-S-4

- 4 cones (for boundaries)
- 1 hockey stick per student
- 1 hockey ball per student

**Set...**

- Create medium activity area (25X25 paces).
- Scatter students in area; each with a stick and a ball.



**GO!**

1. The object is to learn and practice stick-handling.
2. *(Teach students how to hold and handle the stick.)*
3. **Stick Grip**
  - Use your dominant hand to “shake hands” with the stick at mid-shaft. Place your other hand near the top of shaft, and shake hands with it.
  - Practice slowly drawing the stick back, keeping the blade close to the ground, then swinging forward under control. Never let the blade go higher than your waist!
4. **Front to Back**
  - L foot forward, push the ball forward with the front side of the stick (side facing away from you); then backward with the backside of the stick.
  - Transfer your weight from front foot to back foot.

5. **Side to Side**
  - Straddle your feet wider than your shoulders, and move the ball R to L using both sides of the stick.
  - Keep the ball between your feet.

HOCKEY

**CHALLENGES**

- ★ How quickly can you move the ball front to back? Side to side?
- ★ How many front-to-back touches can you make in 15 seconds? How many side-to-side touches?
- ★ Can you control the ball without looking directly at it?

**CUES**

- ★ Keep stick blades down low.
- ★ Use gentle taps and touches.
- ★ Work toward controlling the ball while keeping your head up.

GRADES 3-6

top hand by hip, not belly button

# \* SPARK™ IT UP!

## ★ Tap-Tap-Pull

Try 2 short taps forward, followed by 1 long pull backward. Then make 2 short taps in 1 direction, followed by 1 long pull in the opposite direction.

## ★ Trick Moves

Invent a trick dribbling move. Try behind the back; through the legs; fake 1 way, and go another way. Keep the ball in control at all times.

## ★ Air Dribble

Try tapping the ball into the air using the blade of the stick. Keep the stick below your waist.



## ACADEMIC

**Math - Hold up fingers on both hands. Students multiply the numbers on both hands and call out the product. Add them together and call out "odd" or "even."**

### ● STANDARDS ADDRESSED

#### NASPE

#1, 2 Ball control, balance

#3, 4 Cardiovascular fitness

● **Your State** (Write in here)

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### PAULA'S POINTERS

- Safety first! Have students, who raise their hockey stick above waist-level, practice 20X in "slow motion." This encourages proper form and keeps others safe.

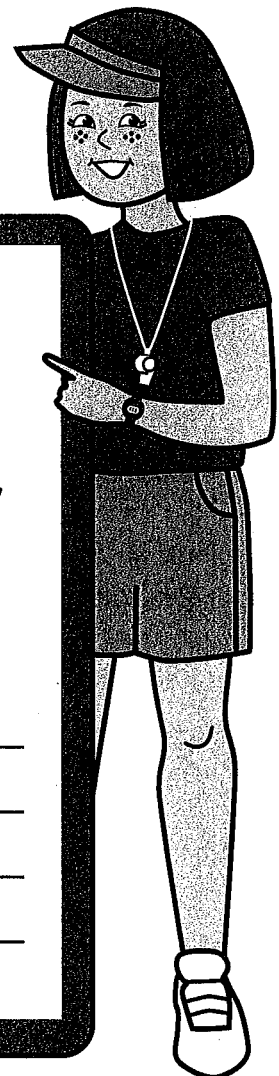
### NOTES

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## Ready...

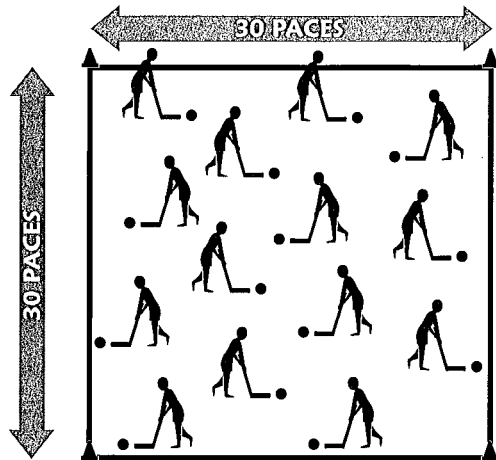
- 4 cones (for boundaries)
- 1 stick and ball per student

## Set...

- Create large (30X30 paces) activity area.
- Scatter students in area; each with a stick and a ball.

## GO!

1. The object is to practice dribbling, trapping and stick-handling.
2. On signal, dribble in control of the ball.
3. When I say, "Dribble Keep Away," try tapping other players' balls away.
4. If your ball gets tapped away, retrieve it and continue.



HOCKEY

### CHALLENGES

- \* You may tap balls away only when you have control of your own ball.
- \* Just tap balls; do not hit them hard.
- \* Keep stick low to the ground.
- \* Look ahead while you dribble.

### CUES

- \* How many balls can you tap away?
- \* How few times can you have your ball tapped away?

# SPARK™ IT UP!

## ★ Small Ice

(Make the activity area smaller.)

## ★ Holes

(Scatter spot markers.) The spot markers are “holes” in the ice. Now you have to watch out for holes and others trying to tap your ball away. If your ball rolls over a hole, put your stick down, and do 10 jumping jacks.

## ★ Shark

(Take away ball from 1/5 of students.) On signal, those without a ball (Sharks) try to legally steal the ball from other players. If the ball is stolen, you become a shark.



## HOME

Save those empty water bottles. Use them as targets. Invent shooting games. How far away can you hit a target? How many can you hit in a row? Set up a hockey golf course.

### ● STANDARDS ADDRESSED

#### NASPE

#1, 2 Dribbling, trapping, dodging, agility, balance, eye-hand coordination

● #2 Critical thinking

● #3, 4 Cardiovascular fitness

**Your State** (Write in here)

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### TONY'S TIPS

- Stop play every minute or so to allow students to regain control.
- Change focus from offense (i.e., guarding their own ball) to defense (i.e., tapping others) each round.

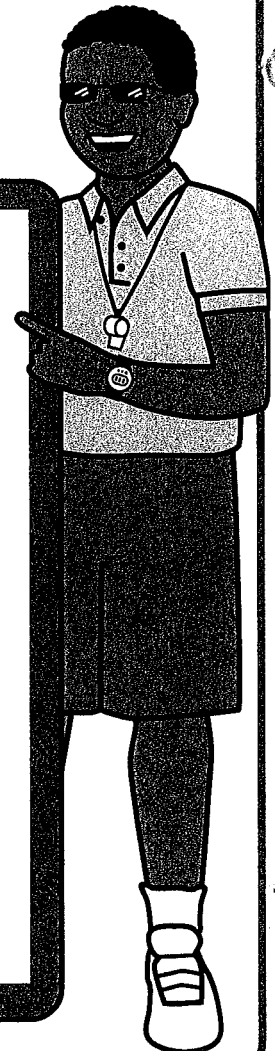
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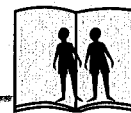
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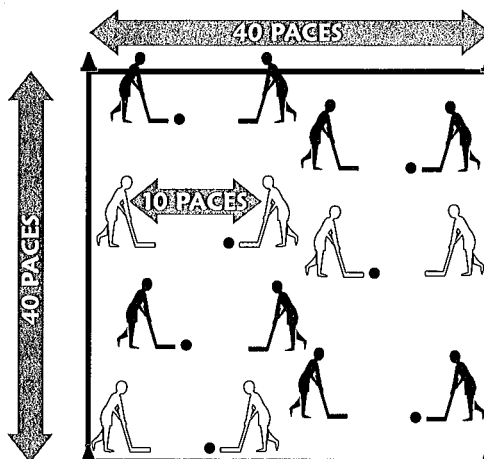
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## Ready...

- 4 cones (for boundaries) or spot markers if using grids
- 1 hockey stick per student
- 1 hockey ball per pair

## Set...

- Create large (40X40 paces) activity area, or create 1 10X10 pace grid per pair.
- Pair students; each with a stick; 1 ball per pair.
- Partner face-off formation, about 10 paces apart (or 1 pair per grid).



## GO!

1. The object is to practice passing and trapping (receiving) with a partner.
2. Teach students to pass and receive. To pass, keep the ball on the front side of your stick. With top hand angled forward, push the ball to your partner using your lower hand, and keep the stick along the ground. Finish with the lower hand forward, and snap your wrists.
3. To receive, keep blade on the ground and give with the ball as it approaches your stick. Relax your lower hand grip, and angle your top hand forward. Try not to let the ball rebound off your stick.
4. On signal, begin passing with your partner. Focus on control and accuracy.

### CHALLENGES

- ★ How many traps can you make with your partner before the signal? (For example: 30 seconds, 1 minute. Play several rounds, and increase the distance after each round.)
- ★ Can you make a backhand pass using backside of stick? Pass the ball directly to your partner's stick.
- ★ Can you dribble a few steps before you pass?

### CUES

- ★ Keep stick along the ground.
- ★ Push ball to partner using lower hand.
- ★ Snap your wrists.
- ★ Give with the ball as it touches your stick.
- ★ Don't let the ball rebound off your stick.

HOCKEY

GRADES 3-6



## ★ Partner Step Back

(Partner face-off formation.) The object is to pass accurately at different distances. After 2 successful traps (1 each), both partners take 1 step back and try again. How far back can you both go in 3 minutes?

## ★ Give and Go

The object is to pass, then move to an open space. The partner with the ball is stationary. The other partner runs to an open space to receive the pass. Make the pass (Give); then run to an open space (Go). Pass to where your partner is going. "Lead" them with your pass.

## ★ Pass Pass

(Partners around perimeter.) The object is to pass back and forth with your partner as you both move around the perimeter. Continue until the signal. Advanced: add a fake before passing.



## ACADEMIC

Author Roy MacGregor has written a mystery series about a team's adventures on and off the ice. The Matt Christopher Series chronicles the different players and the peer, family and personal issues they each face.

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Dribbling, trapping, passing

#2 Critical thinking

#3, 4 Cardiovascular fitness

#5, 6 Cooperation

**Your State** (Write in here)

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### PAULA'S POINTERS

- Rotate partners often. The player with the ball stays, and the other player moves 1 partner/grid up.
- Expand grid size if necessary.

### NOTES

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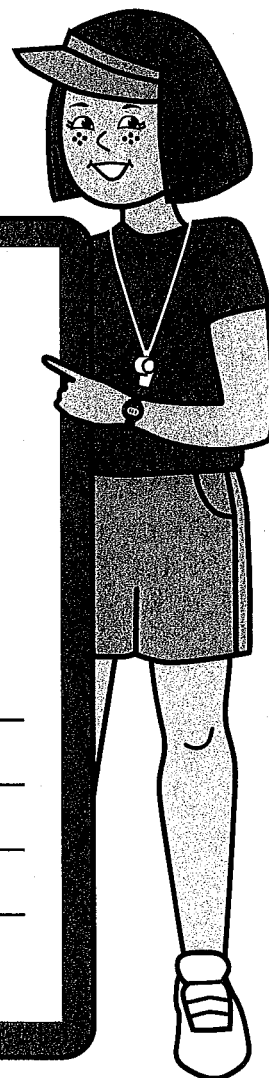
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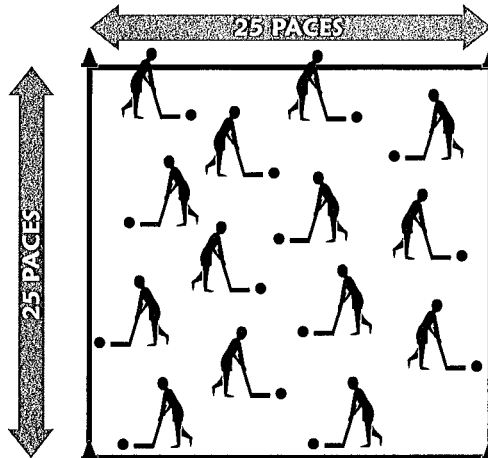


**Ready...**

- 4 cones (for boundaries)
- 1 hockey stick per student
- 1 hockey ball per student

**Set...**

- Create medium (25X25 paces) activity area.
- Scatter students in area; each with a stick and a ball.



**GO!**

1. The object is to practice dribbling.
2. On signal, walk in any direction inside our area while dribbling your hockey ball.
3. On "Trap," quickly trap your ball with the front side of the stick ("give" with the ball). I'll count down "3, 2, 1, 0." Can you trap your ball before I reach "0?" Try to be quicker each time.
4. (Practice dribbling and trapping quickly several times.)

**CHALLENGES**

- ★ Can you trap your ball before I reach "0?"
- ★ How quickly can you all trap the ball?

**CUES**

- ★ Dribbling:
  - Keep ball close (1-2' away) while dribbling for control.
  - Head up, look for open space, and watch for others.
  - Use both sides of the blade.
  - Keep stick low to ground, and do not rise above knee level.
- ★ Trapping:
  - Keep blade on the ground.
  - As the ball approaches, "give" with it by relaxing lower hand grip and angling top hand forward.
  - Try not to let ball rebound off your stick.

HOCKEY

# SPARK™ IT UP!



## Faster

As you gain more control, try moving at a faster pace.



## Tap, Tap, Pull

On the stop signal, perform tap, tap, pull rather than trapping. Now change direction and continue dribbling.



## Dodge and Go

(Scatter cones, 1 per student, inside area.) Dribble to a cone, trap, then dribble to another cone. Continue until the signal.



## Follow the Leader

(Students in pairs; each with a ball.) Lead partner dribbles throughout the area, while other follows. On signal, freeze. If the follower can reach out and touch leader, they score a point. If not, leader scores 1 point. Switch roles on signal.



## WELLNESS

During the course of an average game, ice hockey players may lose 5 to 8 pounds. What percentage of your weight would that be? This loss is mostly water, so players need to make sure they drink plenty of fluids. You need to stay hydrated, too - hockey or no hockey!

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Dribbling, trapping

**Your State** (Write in here)

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### TONY'S TIPS

- Stress the importance of controlling the ball.
- Allow all to move at their own pace. Experienced players may be dribbling at a jog or run, while beginners may be walking.

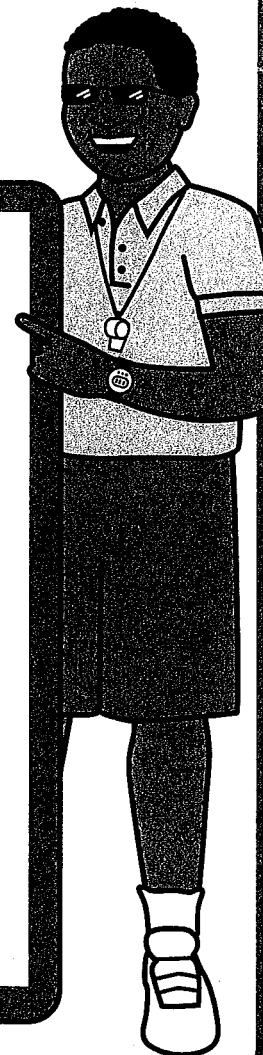
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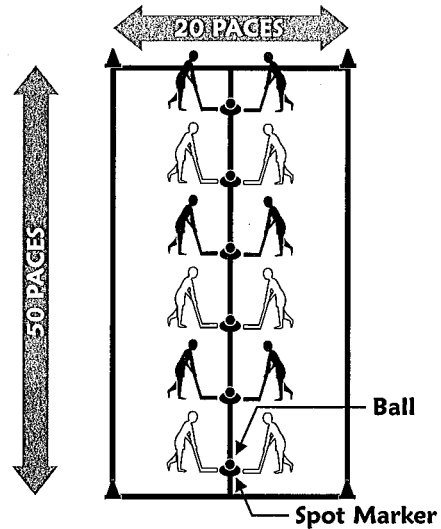
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**Ready...**

- 4 cones (for boundaries)
- 1 spot marker per pair
- 1 hockey stick per student
- 1 hockey ball per pair

**Set...**

- Create large (50X20 paces) activity area.
- Spot markers spread along half-court line.
- Pair students; each with hockey sticks and a ball.
- Partners face each other from opposite sides of spot marker. Ball is on spot marker.



**GO!**

1. The object is to practice the face-off. Use the face-off to begin all the mini-games.
2. On signal, tap the ground with your sticks, then tap each other's sticks above the ball ("ground sticks"), alternately 3X. After the 3rd tap above the ball, attempt to get control of the ball and dribble to the opponent's endline (in front of you).
3. (*Rotate partners every other round.*)

**CHALLENGES**

- ★ How quickly can you gain control of the ball?
- ★ How quickly can you be ready for next round?

**CUES**

- ★ Count aloud, "1, 2, 3" while ground sticking.
- ★ Straddle feet wide and bend knees to get low.

HOCKEY

GRADES 3-6

# \* SPARK™ IT UP!

## \* Add Goals

(Create 2-4 goals along endlines.) After winning the face-off, attempt a shot.

## \* Small Targets

(Place cones or water bottle targets along the endline for targets.)

## \* Get Your Ball

(Pairs in face-off formation on opposite endlines. Place balls on spot markers along half-court line.) On the "Get-Your-Ball!" signal, partners run to the center and complete the face-off. The winner attempts to score on the opponent's endline.



## FUN FACT

The first hockey puck was a frozen piece of cow poop. No kidding! Today, an official game puck is 3" in diameter and 1" thick. It weighs 6 ounces and is constructed of vulcanized rubber. The puck is frozen before games to make it bounce-resistant. It smells much better than the old ones.

## • STANDARDS ADDRESSED

### NASPE

#1, 2 Face-off, Shooting on goal

#3, 4 Cardiovascular fitness

## • Your State (Write in here)

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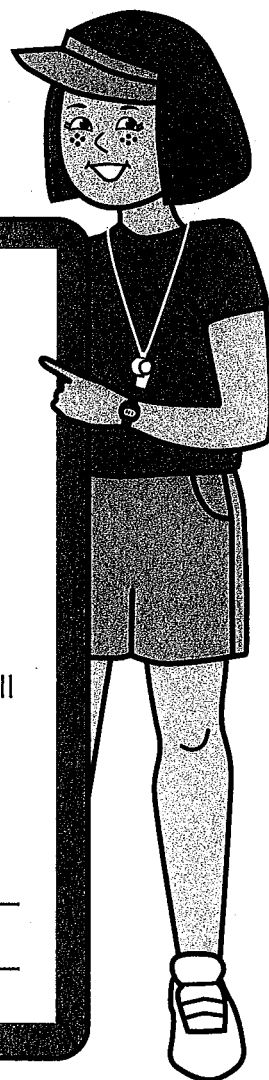
## PAULA'S POINTERS

- After each round, count down from 5 to motivate students to hustle back to mid-court line and get ready for the next round.
- For efficient partner rotation, get all the balls back to the spot markers, and all the students in 1 line shift to their R. The student farthest R runs behind their line all the way to the L end.

## NOTES

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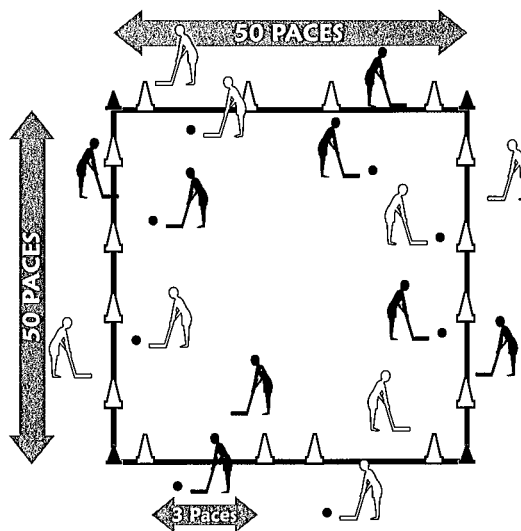


**Ready...**

- 4 cones (for boundaries)
- 2 tall cones per pair (for goals)
- 1 hockey stick per student
- 1 hockey ball per pair

**Set...**

- Create large (50X50 paces) activity area.
- Make small goals (3 paces wide) using tall cones all around perimeter (1 per pair).
- Pair students; each with hockey sticks and a ball.
- Partners face each other at opposite sides of goal.



**GO!**

1. The object is to practice shooting on the goal and defending the goal.
2. On signal, take turns shooting at your goal from opposite sides. Dribble toward goal, and when 5 paces from goal, use wrist shot (similar to forehand pass). Flick wrists and follow through by turning wrists over.
3. Partner receives the ball on the other side of the goal and repeats in the opposite direction.
4. The ball must roll between the cones to score a goal. There's no score if the ball is higher than the top of the cone.
5. Shoot back and forth until the signal.

**CHALLENGES**

- ★ Can you make 5 goals in a row?
- ★ After 4 goals, take a step back.
- ★ Can you score using your backhand?

**CUES**

- ★ Work on accuracy first, then power.
- ★ For close shots, turn your wrists over as you shoot.
- ★ Use the drive for shots farther back.

**GRADES 3-6**

*Partner up - one person spreads feet and one person dribbles around the gym passing puck through a student's feet.*

**HOCKEY**

## 1 Wall Targets

(If a wall is available, post targets, like tape or stickers, below waist-level along wall.)

## 2 Small Targets

(Move the target goal cones closer together to 1-2' apart, or shoot at water bottle targets.)

## 3 Straddle Switch Goal

(Groups of 3.) There are 2 Shooters. The 3rd player is the "Goal" (in straddle position) facing Shooter with ball. Goals, when the shot passes you, immediately switch positions with Shooter. A new Goal sets up for the next Shooter. Continue the cycle until signal.



## FUN FACT

**Smart Girl!** The first person to wear a hockey mask was Elizabeth Graham. In 1927, Elizabeth put on a fencing mask to protect her face. However, masks only became widely used when the Montreal Canadians' Goalie Jacques Plante, began wearing 1 in 1959, after he broke his skull, cheekbones, nose and jaw!

## STANDARDS ADDRESSED

### NASPE

#1, 2 Shooting on goal, defending goal

#3, 4 Cardiovascular fitness

### Your State (Write in here)

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## PAULA'S POINTERS

- Remind students to be careful with the height of their stick, and to be aware of other classmates moving around in their area.

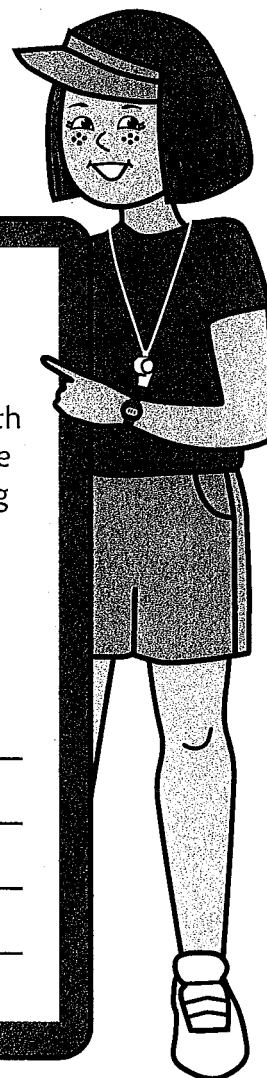
## NOTES

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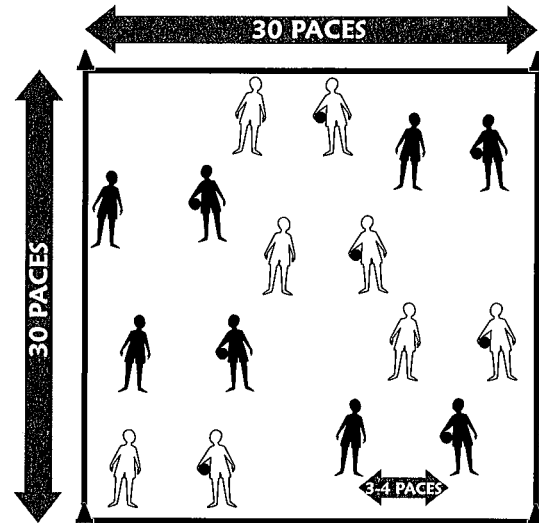
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## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 3" foamball per 2 students
- Music and player (optional)
- 1 cone per student (optional)

## Set

- Create large (30X30 paces) activity area.
- Pair students, give each pair 1 ball.
- Scatter pairs within area, facing their partners, standing 3-4 paces apart.



**CATCHING AND  
THROWING**

## GO!

### 1. Introduction to Throwing and Catching Balls

- Before we begin, let's talk about playing safely.
- When the music stops (*or on "Freeze!"*), place the ball between your feet and listen.
- What else can we do to be safe when we play with balls? (*Be far from others, make sure your partner is ready to catch before tossing the ball at them, watch for loose balls underfoot, stay within boundaries, etc.*)

### 2. Rolling with 2 Hands

- We are going to practice rolling and catching a ball with our partners.
- Stand with your feet apart (straddled). Hold the ball with both hands in front of your body. Aim between your partner's feet.
- Bend your knees, reach between your legs with the ball, then bring it forward. Release it very low (just above the ground) so it rolls but doesn't bounce.

### 3. Catching

- Watch the ball and move your feet until your body is in front of it. Bend your knees to get to a low-level, then catch the ball with both hands.

### 4. Rolling and Catching with A Partner

- On the music, roll the ball back and forth with your partner using 2 hands. (*Allow 3-5 minutes for practice, then pose challenges.*)
- **Challenges.** . . .
  - o How many catches can you and your partner make in 15 seconds? Do it again; see if you can beat your score!



# ROLLING AND CATCHING WITH A PARTNER

## GO! (continued)

- o Stand in a wider straddle. Can you score a goal by rolling the ball through your partner's legs? How many can you score in 30 seconds?
- o If your partner scores 3 goals in a row, bring your feet closer together.

### 5. Rolling with 1 Hand

- *(Use balls small enough for students to hold with 1 hand.)*
- Aim between your partner's feet. Bend your knees to get low, reach back with the ball, step with your opposite foot (*R hand roll, L foot step, vice-versa*), then swing your arm forward holding the ball just above the floor. Release the ball when it points to your target (between your partner's feet).
- On the music, roll the ball back and forth with your partner.
- *(Repeat Challenges with 1-handed rolling. In time, have students change partners, and choose a different size and color ball to practice with.)*

### 6. Wrap It Up

- What happens when you roll the ball harder? Softer?
- What popular activity is based on rolling a ball? (*Bowling.*) Bowling is a game of "accuracy."
- What is the difference between throwing for accuracy and throwing for distance?

# ROLLING AND CATCHING WITH A PARTNER

## \*SPARK™ IT UP!

### \* Roll to Bowl

(Place 2 cones, i.e., “bowling pins,” between each pair.) Take turns with your partner rolling the ball at your pins. Set up any you knock down for your partner. How many hits can you make before the signal? Now try it with 1 pin. Why is it harder with only 1 pin?

### \* Rolling For Dollars

Roll your ball to your partner. If your partner can reach the ball without having to take a step, you earn a point. If the ball rolls onto your partner’s toes, you earn 2 points. If your partner has to take more than 3 steps to touch the ball, subtract a point from your score. Play until the signal or 10 points.



## HOME

Using any ball you can find – in the garage, in a closet, or under your little brother’s bed – roll it to a wall (fence, garage door, etc.) and catch the rebound. Try rolling the ball at different angles, and see how the rebound changes with each roll.

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, rolling, catching

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### PAULA’S POINTERS

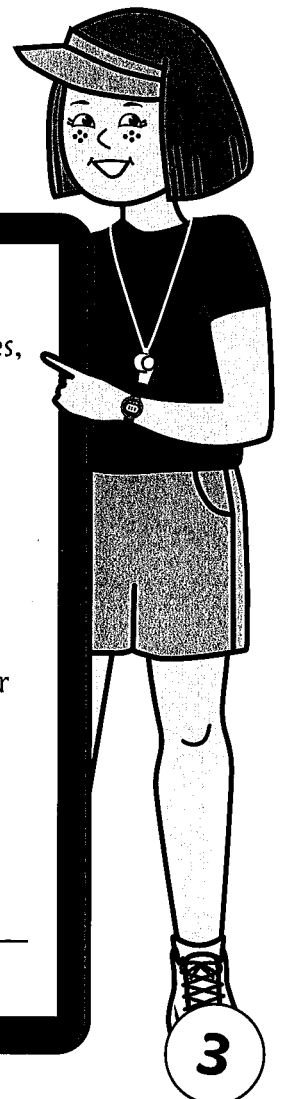
- Provide a choice of sizes, densities, weights, and colors of balls.
- Plan time to send students to exchange equipment for a new experience.
- After playing with backs bent, signal students to stand and stretch.
- Allow partners to determine their distance from each other.

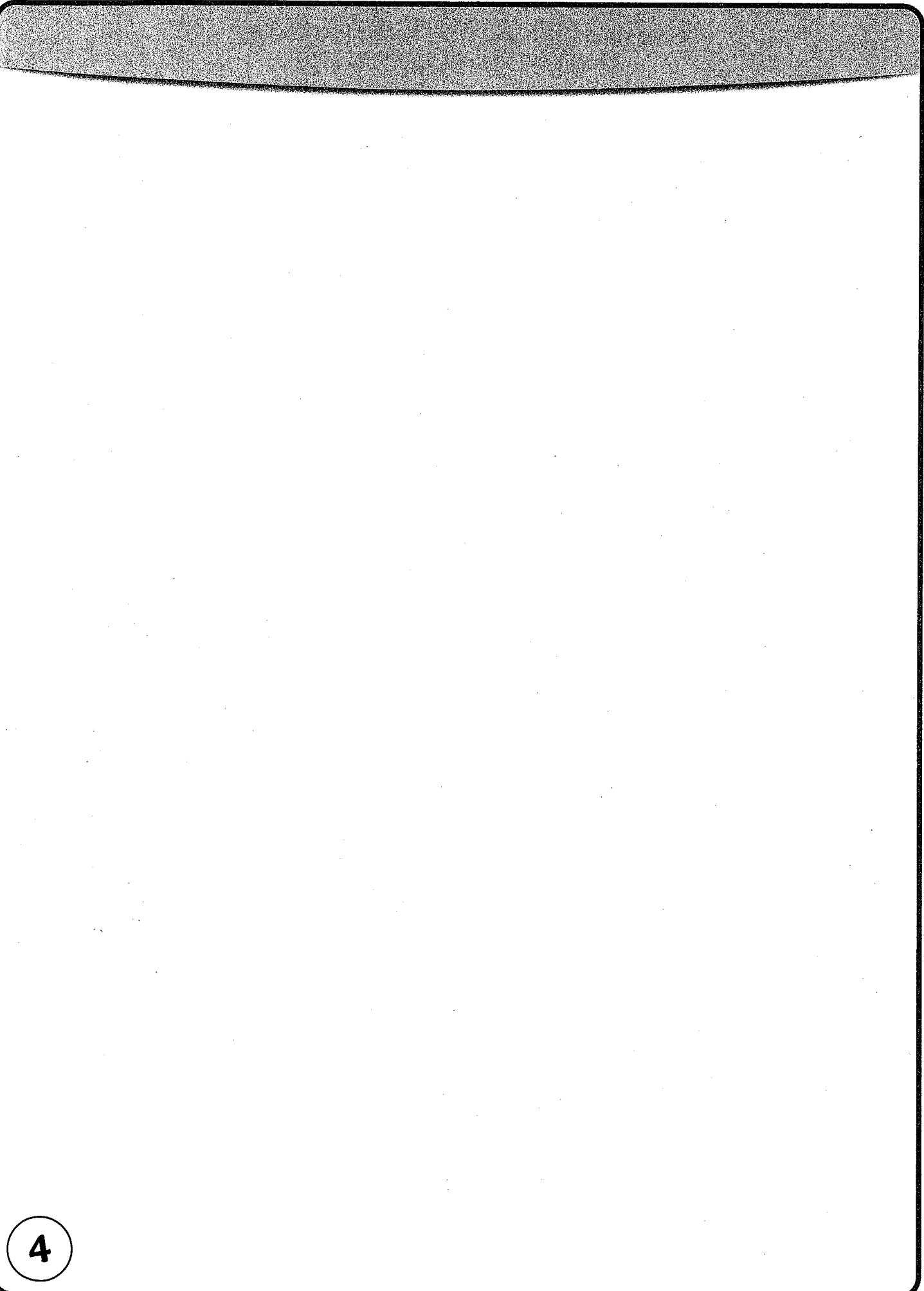
#### Vocabulary

Accuracy, bowling, pins

#### NOTES

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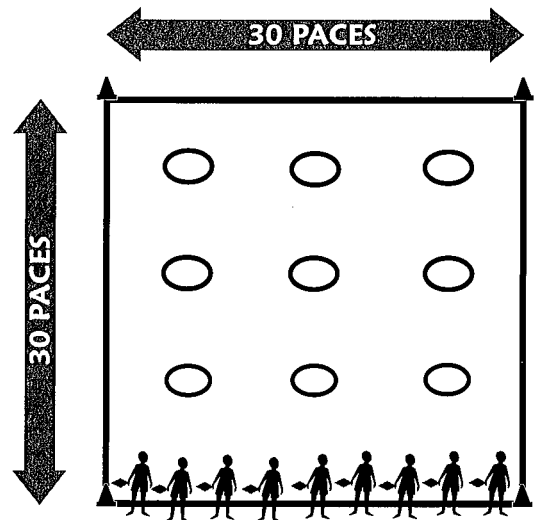




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**Ready**

- 4 cones (for boundaries)
- 1 beanbag per student
- 1 hoop per student
- Music and player
- 10 hoop holders (optional)
- 1 7" foamball per student (optional)
- 3 empty cans per 2 students (optional)



**Set**

- Create large (30X30 paces) activity area.
- Distribute beanbags, 1 per student.
- Scatter students along a sideline, facing 3 rows of hoops.
- If you have hoop holders, arrange several hoops as vertical targets.

**CATCHING AND  
THROWING**

**GO!**

**1. Exploration**

- Today, we will be playing with beanbags. You have 2 minutes to safely explore with your beanbag in your own space.
- When the music stops, set your beanbag on the floor next to you.
- Today we will practice throwing underhand to a target.

**2. Underhand Throw**

- Choose a target hoop in the first row and face it. Reach back with your throwing arm.
- Step towards your target with the opposite foot.
- Swing your arm forward and release the beanbag when your hand points at your target.
- On "Throw," underhand toss your beanbag to your target hoop.
- On "Go," walk quickly (*gallop, skip, etc.*) to retrieve **your own** beanbag, then run back.

**Challenges . . .**

- How many times can you throw your beanbag into a hoop in 5 tries?
- Are you ready to aim for the 2<sup>nd</sup> row?
- Can you and a friend throw your beanbags into the same hoop?
- Are you ready to aim for the 3<sup>rd</sup> row?
- Can you call the color hoop your beanbag will land in?
- What is the farthest hoop you can throw your beanbag into?

**GRADES K-2**

# THROWING UNDERHAND TO TARGETS

**GO!** (continued)

## 3. Wrap It Up

- How can you control the direction of your beanbag when using an underhand throw?
- Are there really beans inside a beanbag? Usually not real beans, but plastic pieces.
- Does anyone know the word that describes the bean food group? (*Legumes.*)  
“Legumes” should be in everyone’s healthy diet.

## \* SPARK™ IT UP!

### \* Roll To Targets

(Need 1 7" foamball per student.) On my signal, exchange your beanbag for a foamball, and practice a 2-hand roll to targets.

### \* Operation “Hoop Removal”

(Need 8-10 hoops scattered within area.) When the music starts, everyone slow jog around our perimeter. When you hear “Throw,” speak with a friend nearby and aim for the same hoop. If both of your beanbags land in that hoop, on “Go,” retrieve them and remove the hoop together! (Choose a safe place for students to set their hoops). How quickly can we remove all of our hoops?

### \* Carnival Throw

(Need 3 cans and 1 beanbag per pair. Note: If without cans, play with 2 balls balanced on 2 different sized cones.) You and your partner may set up your cans any way you like (3 stacked, 2 with 1 on top, etc.). One of you throws the beanbag, trying to topple as many cans as possible. The other’s job is to set the cans back up between throws and return the beanbag to the thrower. Switch roles after 3 throws.

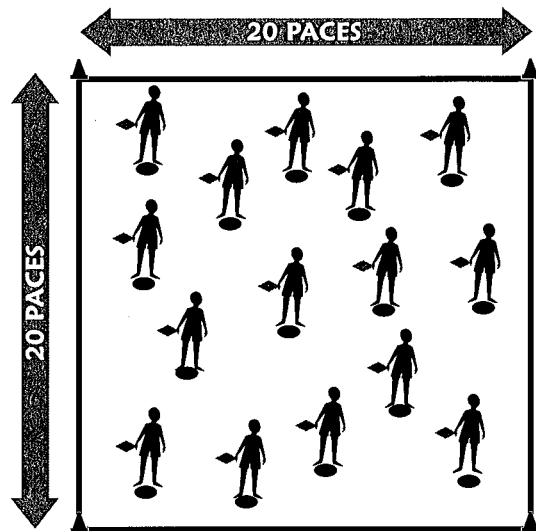


## Ready

- 4 cones (for boundaries)
- 1 beanbag per student
- 1 spot marker per student
- Music and player
- 1 small, soft, light ball per student (optional)

## Set

- Create medium (20X20 paces) activity area.
- Have each student select 1 beanbag and 1 spot marker.
- Send them to place their spot and create a home base.



## GO!

### 1. Exploration

- Today we will practice tossing and catching the beanbag.
- You have 2 minutes to safely explore with your beanbag at home base.
- When the music stops, set your beanbag on the floor next to you.

### 2. Low Tosses

- Low tosses go no higher than the top of your head. Catch with your palms up, thumbs out, and fingers spread. Watch the beanbag fall into “soft” hands, then close your fingers around it.
- **Challenges** – Can you...
  - Low toss side-to-side, hand-to-hand?
  - How many catches can you make?

### 3. Medium Tosses

- Raise your hands high. That’s where the beanbag goes on “medium tosses.”
- **Challenges** – Can you...
  - Catch the beanbag below your waist? How low can you go?
  - Catch above your waist? Your shoulders? Your head? How many 2-hand catches can you make before the music stops?

### 4. High Tosses

- High tosses go about as high as a basketball rim (*point and/or demonstrate*). You may need to move your feet to make the catch.
- Begin with low tosses, and if you make 2 catches in a row, toss a little higher. Keep increasing the height until you are practicing high tosses.

(continued)

# SELF-TOSS AND CATCH

## GO! (continued)

- **Challenges** – Can you...

- Toss your beanbag, clap, (touch your ears, touch your knees) then catch it?
- How many times can you clap (touch) and still catch it? How else can you toss and catch it?

### 5. 1-Hand Catch

- Try catching it with 1 hand. Watch the beanbag fall into your hand.

- **Challenges** – Can you...

- Low toss and catch it with the same hand?
- Low toss with 1 hand and catch with the other? How many times in a row?
- Catch 1-handed after a medium toss? Try the other hand.
- Catch with your palm facing out, like giving the beanbag a high-five? If you make 5 catches in a row, you may high toss and catch with 1 hand. Then try the other hand.
- Hold your beanbag high, drop it, then catch it below your waist? Below your knees? Just before it hits the floor?

### 6. Wrap It Up

- Show the proper hand position for catching a beanbag with 2 hands below your waist (thumbs out). Now with 2 hands above your head (thumbs in).
- How would you catch it with 1 hand on your R side (with the R hand)? How would you catch it with 1 hand on your L side (with L hand).

# SELF-TOSS AND CATCH

## \*SPARK™ IT UP!

### \* More Challenges

Can you medium toss your beanbag, touch your ears, then catch it? Your toes? Can you toss it high, turn around and catch it facing the opposite direction? What other tricks can you do before catching the beanbag?

### \* Small Ball Challenges

(Need 1 small, soft, light ball – foam or yarn, tennis ball size or smaller – per student.) Let's try our challenges again, this time with a small ball.



## HOME

### Grocery Bag Grab

Did you think plastic grocery bags are only for carrying groceries? You can play catch with your grocery bag! First, ball it up, and try to catch it with 2 hands, then 1, then the other, oh, you get it! Then try catching it opened up like a parachute. Which way is easier to toss? To catch? When you're finished playing, ask a parent to fill it with your favorite fruits and veggies the next time you're shopping!

### STANDARDS ADDRESSED

#### • NASPE

#1, 2 Tossing, catching, spatial awareness, body awareness

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### PAULA'S POINTERS

- If students already toss and catch well, reduce time explaining/demonstrating. (Talk less and let them practice more!)
- Allow students to exchange a beanbag for a small, soft, ball if/when ready; then repeat challenges.
- Encourage students to practice self-toss and catch at home.

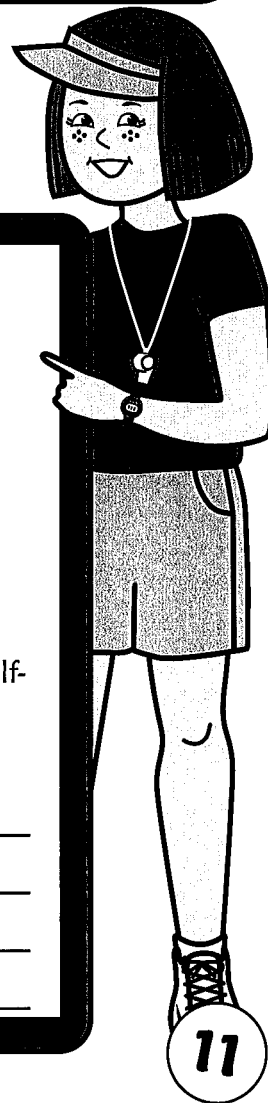
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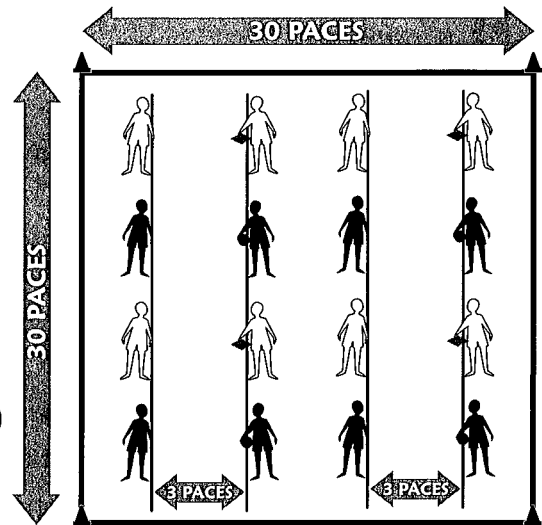




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**Ready**

- 4 cones (for boundaries)
- 1 beanbag per 2 students
- 1 3" foamball per 2 students
- 1 7" foamball per 2 students
- Assortment of small, soft balls (fluff, yarn, tennis, etc.)
- Music and player
- 1 8½" playground ball per 2 students (optional)



**Set**

- Create large (30X30 paces) activity area.
- Pair students; send 1 per pair to select a beanbag (or other tossable).
- Send pairs to stand on lines 3 paces apart facing each other.

**CATCHING AND  
THROWING**

**GO!**

**1. Exploration**

- You have 3 minutes to underhand toss and catch with your partner while the music plays. When it stops, freeze and hold the beanbag.
- *(During student practice: "Throw softly; aim for your partner's hands. When catching, watch the ball; have your hands up and ready.")*
- We're ready for some challenges, but 1<sup>st</sup>, each of you take 1 giant step back.

**2. Challenges – Can you...**

- *(Review/use signals for the Underhand Throw from Activity 2, page 5, as needed.)*
  - Toss the beanbag above your partner's waist? Below their waist? At their knees? Chest?
  - Toss to 1 side of your partner? The other side?
  - Toss your beanbag high so your partner has to jump to catch it?
  - Toss it very low by your partner's feet? Try not to let it hit the ground!
  - Throw the beanbag from under your leg?
- What other ways can you toss or throw your beanbag?
- Which pair is ready to practice with a different "tossable?"
- *(Pair students who want to – should – continue with beanbags, and pair those ready to practice with a different tossable. Then repeat Throw and Catch Challenges.)*

**GRADES K-2**

# PARTNER THROW AND CATCH

**GO!** (continued)

## 3. Partner Step Back

- Choose the tossable you'd like to play with. (*Allow pairs to choose a different tossable. Guide their selection as needed.*)
- Move so close to your partner that when you extend your arms towards each other, you can touch fingertips.
- What would be a safe toss from this distance? (*Demonstrate a very soft, arching, underhand toss that's easy to catch.*)
- When you and your partner each make a catch, both of you take 1 step back.
- If there's a drop, practice at that distance until you make 2 catches in a row, then continue.
- How far back can you and your partner go in 3 minutes?
- (*After the 1<sup>st</sup> round.*) We'll start again from the beginning; this time, as you and your partner back up, switch from underhand to overhand throws.

## 4. Wrap It Up

- Why do we step forward with the opposite foot when throwing?
- Why do we use different types of tosses and throws depending on how close we are to our partners?
- Who knows what putting an arch on the ball means?

# PARTNER THROW AND CATCH

## \*SPARK™ IT UP!

### \* Bee Catchers

(Each student with a beanbag or ball.) Pretend to be a bee with your own “honey pouch” (ball). I will choose 3 people to be “Bee Catchers.” Try to safely (2-finger) tag 1 bee at a time. Tagged bees place their honey pouch in our “hive” (cart or bag) then become “Bee Catchers.” How quickly can we fill our hive with honey? (Use to return equipment.)

### \* Partner Wall Ball

(Need wall space and 1 playground ball/pair.) Play catch by throwing to the wall gently so your partner can catch it after 1 or 2 bounces. Take turns; work together. How many catches in a row can your pair make? If you both catch the ball after 1 bounce 4X in a row (2X each), try catching before it bounces.



## ACADEMIC

### Language Arts

(Read *Horton Hatches the Egg* by Dr. Seuss.) At home, ask a parent if you can have 1 egg to play with for “PE homework.” Handle your egg very gently, moving it hand to hand. Then try a very soft and short toss and catch. Toss a tiny bit higher each time and let your hands “give” when you catch your egg. If you make 5 catches in a row without breaking it, you’ve earned an omelette! Be serious and don’t “crack up” or you’ll really have a mess on your hands!



### STANDARDS ADDRESSED

- **NASPE**  
#1, 2 Spatial awareness, throwing, catching  
#3, 4 Participates in enjoyable, challenging activities  
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### PAULA'S POINTERS

- It's always OK to allow a single (or double) bounce before catching.
- Simplify signals: “Reach back, step, and throw.”
- Switch partners and prompt choices of different tossables often.
- Challenge advanced learners by prompting them to practice catching 1-handed.

### Vocabulary

Arch, extend

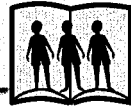
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GRADES K-2





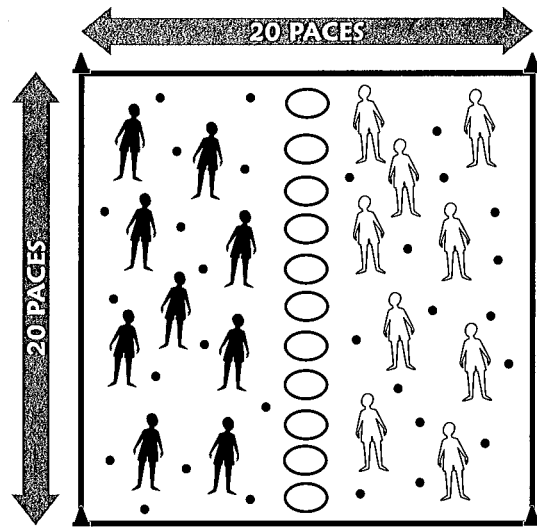
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**Ready**

- 4 cones (for boundaries)
- 1 (or more) fluffball per student
- Music and player
- 10-12 hoops (optional)
- Net or rope (optional)

**Set**

- Create medium (20X20 paces) activity area. Divide it in half using hoops or existing lines.
- Scatter fluffballs throughout each side of the center divide.
- Divide class into 2 groups; send each group to a side.



**CATCHING AND THROWING**

**GO!**

**1. Clean Your Room**

- The object is to have the cleanest room! Each side cleans their room by throwing fluffballs to the other side.

**2. Rules**

- Throw only 1 ball at a time.
- No kicking balls.
- No throwing at anyone.
- When you hear the music stop, raise your arms and make an "X." If you have a fluffball in your hand, drop it.
- Begin when you hear the music start.

*(Play several rounds of 30-60 seconds each. Switch throwing challenges each round: Throw with your other hand. Throw under your leg. Throw between your legs like a football hike. Throw underhand.)*

**3. Counting Fluffballs**

- This time, we will count how many fluffballs are on your side.
- The side with the fewest fluffballs has the cleanest room.

**4. Wrap It Up**

- Why do you usually throw with 1 hand more often than the other? Do you throw with the same hand you write with?
- How many of you help at home by cleaning **your** room? Just make sure you keep a ball or jump rope handy so you can play actively every day!

**GRADES K-2**

## \* Family Style

(Divide students into 4 groups and the area into 4 sections.) Let's play *Clean Your Room* again, this time, *Family Style*. Now you have 3 different rooms to throw balls into while you try to keep yours "tidy."

## \* Clean Your Yard

(Throw over a net or rope to play *Clean Your Yard*. This decreases the chance of students throwing at each other.)

## \* Rabbit Tag

(Each student with 1 fluffball.) Pretend you are a rabbit. Rabbits may only jump on 2 feet or hop on 1 foot within our "carrot patch" (play area). I will select 3 people to be "Carrot Collectors." Carrot Collectors want to take Rabbit's carrots (ball). They use a 2-finger tag and the Rabbit must give their carrot (ball) to the Collector that tagged them. The Collector will carefully place it in his lunchbox (ball cart or bag). Those without a carrot anymore become Collectors, and we'll play until all our carrots are put away.



## ACADEMIC

### Math

Let's count and compare the number of fluffballs on each side. Which side has an odd number? The largest number? A number between 10 and 20? The fewest (name a color) fluffballs? (Create your own.)

## STANDARDS ADDRESSED

### • NASPE

#1, 2 Spatial awareness, throwing

#3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

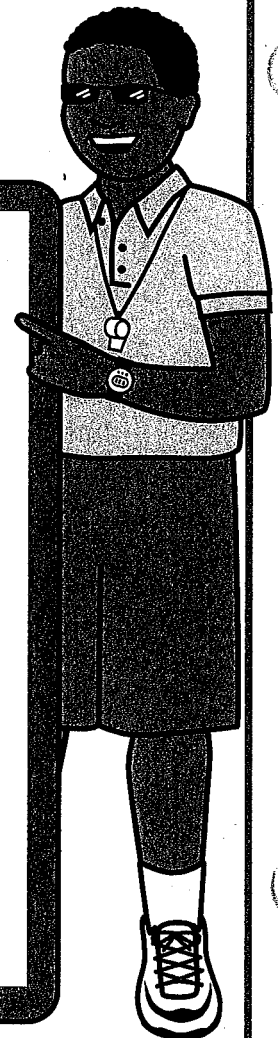
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## TONY'S TIPS

- Safety 1<sup>st</sup>! Only play with yarn, fluff, or very soft and light foamballs.
- Let students know that throwing near or at someone hurts their group's chances. A better strategy is to throw away from people so they can't pick up the ball and throw it back!
- On the stop signal, wait 3 seconds for balls to fall, then have students gather them together on each side for counting.
- *Clean Your Room* is a physically and emotionally safe alternative to dodgeball (which should not be played).





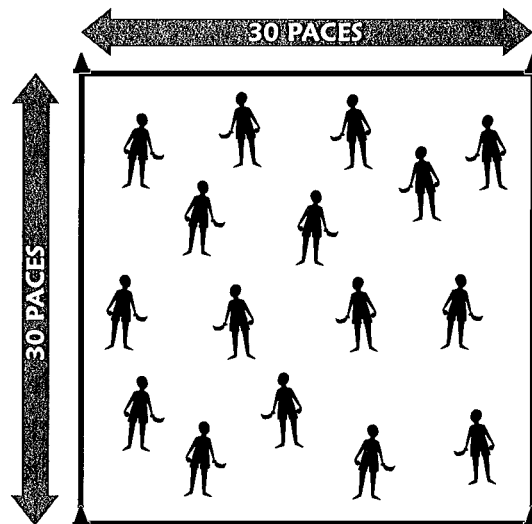
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## Ready

- 4 cones (for boundaries)
- 1 scoop with ball per student
- Music and player

## Set

- Create large (30X30 paces) activity area.
- Scatter students within area, each with 1 scoop and 1 ball.



## GO!

### 1. Introduction to Scoops and Balls

- Let's talk about playing with scoops and balls safely.
- When you hear the stop signal, place the ball in your scoop, then set them on the floor next to you. Stop, look, and listen.
- Today, keep a greater distance between you and others. (*Check student arrangement and adjust accordingly.*)
- Always look around before tossing your ball.

### 2. Toss and Catch After a Bounce

- **Challenges** – Can you...
  - Pick up your ball from the floor using your scoop?
  - Move slowly in general space without dropping it?
  - Toss your ball, let it bounce, then catch it with your scoop? Do it 2X in a row? Three-5X? Five or more?
  - Toss it low, let it bounce, then catch it at a low level? Now try at a high level.
  - Toss the ball, turn half-way around, let it bounce, then catch it?
  - (*Repeat challenges with the other hand.*)

### 3. Toss and Catch In The Air

- Now we'll try catching the ball (in the scoop) before it bounces.
- **Challenges** – Can you...
  - Toss medium level and catch the ball with your scoop? Two-5X? Five or more? How many in a row?
  - Toss high level and catch it? Two-5X? Five or more? Count out loud and see how high you can count.
  - Toss with 1 hand, change the scoop to the other hand, and catch it?

**CATCHING AND THROWING**



# SCOOPS AND BALLS INTRODUCTION

## GO! (continued)

- o Turn half-way around, and catch the ball?
- o Spin all the way around, and catch the ball after 1 bounce? If you can, try catching it in the air (without a bounce)!
- o *(Repeat challenges with the other hand.)*

### 4. Tossing and Catching with the Scoop

- **Challenges** – Can you...
  - o Place the ball in your scoop, toss it low, let it bounce, then catch it?
  - o Toss medium level, let it bounce, then catch it? After each catch, try tossing it higher. How high can you go and still make the catch?
  - o Catch the ball in the air (before it bounces)? How many times can you toss and catch your ball before a miss? How quickly can you make 5-10 catches? How many catches can you make in 15 seconds? What new ways can you toss with your scoop and catch the ball?

### 5. Wrap It Up

- Show me where you'd let go of your ball if you want it to go forward? If you want it to go up?
- Who remembers what the K in SPARK stands for? *(Keep H<sub>2</sub>O the way to go.)* Let's stop for water on our way back to the classroom. I hope you choose water over a sugary soft drink every time!

# SCOOPS AND BALLS INTRODUCTION

## \*SPARK™ IT UP!

### ★ Scoop It Up

Place your ball on the floor. On my signal, move and pick up a new ball with your scoop. Toss and catch it 3X, then place it back on the floor. Watch your step and look around before you change directions. *(Repeat several times, increasing speed each round. Adapt this activity anytime to put scoops and balls away.)*



### HOME

Did you know you can make your own scoop from a plastic (milk or other) jug (gallon or ½ gallon size)? Play catch with your scoop and a tennis-sized ball. Toss in the air and bounce against a wall, fence, or garage door. Show a parent that you “know the scoop!”

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, manipulative skills

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### TONY'S TIPS

- During play, it is not necessary for students to set their scoop and ball down each time. Teach them to hold the scoop in 1 hand and the ball in the other when listening to instructions.
- Direct students to switch hands (both ball and scoop in non-dominant hands) and repeat challenges.

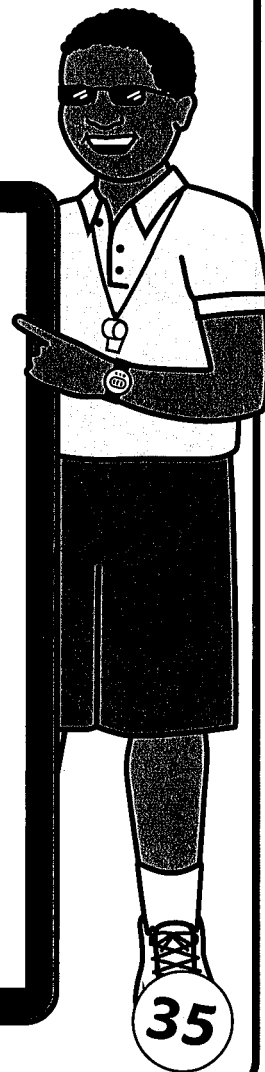
### NOTES

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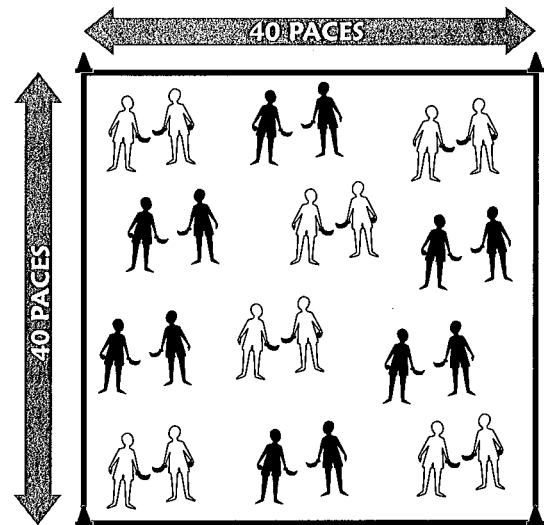
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## Ready

- 4 cones (for boundaries)
- 1 scoop with ball per student
- Music and player

## Set

- Create extra large (40X40 paces) activity area.
- Pair students, send pairs to select 2 scoops and 1 ball.
- Scatter pairs within area.



## GO!

### 1. Introduction to Scoops and Balls in Pairs

- Today, we'll throw and catch in pairs using our scoops.
- When you hear the stop signal, place the ball in your scoop; then set them on the floor next to you. Stop, look, and listen.
- Keep at least 10 paces between your pair and others. (*Check how students are arranged and adjust accordingly.*)

### 2. Roll and Catch After a Bounce Challenges – Can you...

- Roll the ball back and forth, and catch it in your scoops? Two catches in a row? Three-5? Five or more?
- Play *Step Back*? When you each make 1 successful catch (2 in a row), both take 1 step back. How far back can your pair go in 2 minutes?
- Toss the ball so it bounces (1 or 2X) to your partner, who catches it in their scoop? Make soft, high arching, underhand throws.
- Toss a little higher?

### 3. Toss and Catch in the Air Challenges – Can you...

- Toss to each other and catch the ball in your scoops **before** it bounces? Move your feet! Make 2 catches in a row with your partner? Three-5X? Five or more?
- Toss medium level and catch the ball with your scoop?
- Toss high level and catch it? TwoX? Three-5X? Count out loud and see how high you can count.
- See how many catches you and your partner make in 15 seconds?
- See how quickly you and your partner make 3-5 catches?
- Play *Step Back*? When each of you makes a catch, both take 1 step back. How far back can you go in 2 minutes?

**CATCHING AND  
THROWING**

# SCOOPS AND BALLS IN PAIRS

## GO! (continued)

### 4. Scoop Toss and Catch Challenges – Can you...

- Place the ball in your scoop, toss it low, your partner lets it bounce 1X or 2X, then catches it?
- Toss at a medium level, let it bounce, then catch it? After each catch, try tossing it higher. How high can you go and still make the catch?
- Let's start again. This time try catching the ball **in the air** (before it bounces).
- See how many times you toss and catch the ball before a miss?
- See how quickly you make 5-10 catches?
- See how many catches you make in 15 seconds?
- Discover new ways you and your partner toss with your scoop and catch the ball.

### 5. Wrap It Up

- Who remembers what the S in SPARK stands for? (*Select more fruits and vegetables.*)
- Who will name a vegetable you eat for dinner a lot? Tonight, or another time this week, ask if your serving of vegetables can be the largest portion on your plate.

# SCOOPS AND BALLS IN PAIRS

## \*SPARK™ IT UP!

### \* Double Trouble

(Need 1 ball per student.) Can you...

- Roll 2 balls back and forth and catch them in your scoops? Two times in a row? Three-5X? Five or more?
- Play *Step Back*? When you each make 1 successful catch (2 in a row), both take 1 step back. How far back can your pair go in 2 minutes?
- Toss the 2 balls at the same time so they bounce (1 or 2X) to your partner, who catches 1 in their scoop? Make soft, high arching, underhand throws and talk to each other so you toss at the same time.
- Toss both balls a little higher and still catch them after a bounce?
- Toss both balls at the same time and catch them in the air?

### \* Challenges for Advanced Learners

Who's ready to try **these** challenges?

- Can you and your partner pass your ball back and forth (catching it with your scoops) while jogging slowly around our perimeter?
- Stand back-to-back with your partner, then both take 1 step forward. The person without the ball turns around.
- Can the partner with the ball toss it up and overhead so the other partner catches it in their scoop? Try at least 3X before you switch roles.
- Now both partners turn and face away from each other. Can you toss the ball back and forth overhead (without looking back) with your partner? Try to catch it in your scoops. First, the Catcher can turn around and try letting it bounce 1X.
- (After trials.) If you can catch it from a bounce, you can try catching it in the air.
- (After trials.) If you catch it in the air, try not turning around at all!

# SCOOPS AND BALLS IN PAIRS

## STANDARDS ADDRESSED

### ● NASPE

#1, 2 Spatial awareness, manipulative skills

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a small group

**Your State** (Write in here)

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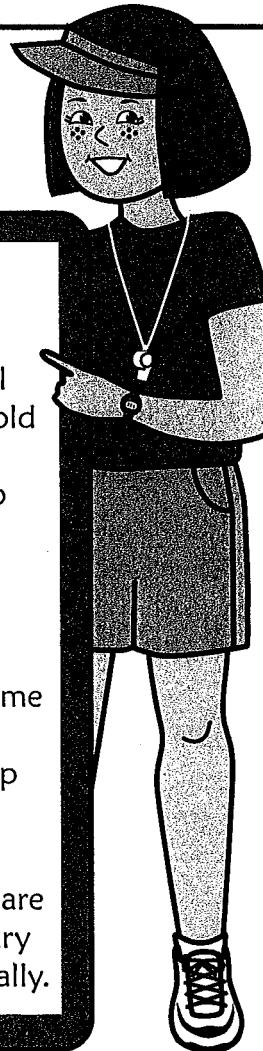


## WELLNESS

Who remembers what the A in SPARK stands for? (Avoid excess sugars and fats.) It's fun to scoop a ball, but who can name a dessert we like to scoop too? Correct; ice cream. It's OK to have ice cream once in a while, but eating it every day doesn't help us feel or look our best. So, try making a healthier choice by asking for non-fat frozen yogurt, or a non-dairy, low-fat substitute for ice cream. Have fruit on it instead of a candy topping, and your parents will know you really "get the scoop" when it comes to eating right.

## PAULA'S POINTERS

- During play, it is not necessary for students to set their scoop and ball down each time. Teach them to hold their scoops in 1 hand, and their balls in the other when listening to instructions.
- Have students switch hands to practice tossing and catching with both; however, as scoop and ball skills improve and challenges become greater, allow them to use their dominant hands more and develop competency.
- Remember to prompt advanced learners to exchange the ball they are using for a different "tossable" (vary the weight, size, texture) occasionally.





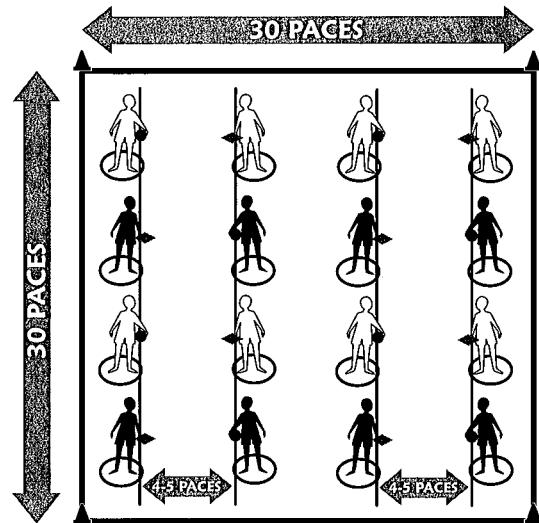
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## Ready

- 4 cones (for boundaries)
- 1 hoop per student
- 1 7" foamball per 2 students
- 1 3" foamball per 2 students
- 1 beanbag per 2 students
- Assorted safe, soft, tossables
- Music and player
- 1 hoop holder per 2 students (optional)

## Set

- Create large (30X30 paces) activity area.
- Place hoops on parallel lines 4-5 paces apart.
- Pair students; send pairs to select 1 ball and 1 beanbag.
- Send pairs to stand in 1 hoop each, facing their partner.



**CATCHING AND  
THROWING**

## GO!

### 1. Exploration

- You have 2 minutes to self-toss and catch with your ball or beanbag inside your hoop. Show how quickly you can freeze when you hear the stop signal.

### 2. Challenges – Can you...

- *(Review and use signals from Activity 3, Self-Toss and Catch.)*
  - Low toss (as high as your head) and catch it with 2 hands? 2X in a row? Three or more? If you catch it 3X in a row, try tossing it as high as you can reach.
  - Toss accurately so you don't have to leave your hoop to make the catch.
  - How high can you toss and still make the catch inside your hoop?

### 3. Hoop to Hoop

- We'll play *Hoop to Hoop* to practice throwing accurately to a partner. We'll start by tossing beanbags. *(Signal students to put their balls on the ground outside their hoops.)*
- On the music start, carefully underhand toss your beanbag to your partner. Can you toss it so well your partner can keep 1 foot inside the hoop and still catch it?
- Can you and your partner each make a catch inside your hoops?
- How many catches can you make in a row? Count them together out loud; how high can you count?
- *(Prompt students to exchange their beanbags for balls.)*



# PARTNER THROW AND CATCH CHALLENGES

## GO! (continued)

### 4. Partner Step Back in Hoops

- If you each make a catch with at least 1 foot in your hoops, pick your hoops up, take 1 step back, and try to do it again.
- If there's a drop, practice at that distance until you make 2 catches in a row.
- How far back can you and your partner go in 3 minutes?
- *(Next round.)* Let's start again, this time choose a different tossable to play with.

### 5. Wrap It Up

- Did anyone throw overhand today? When is it better to use an overhand throw?
- Who will name a sport where people throw and catch a lot? *(Softball, basketball, water polo, football, etc.)*
- Remember to practice what we do in SPARK PE even when we don't have class. Who knows what the P in SPARK stands for? *(Play actively.)*

# PARTNER THROW AND CATCH CHALLENGES

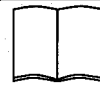
## \* SPARK™ IT UP!

### \* Hoop It Up

(Create groups of 3, give each group 1 hoop and 1 beanbag, then scatter groups.) One person stands between the other 2 and holds the hoop waist high (demonstrate). The outside 2 play catch with the beanbag through the hoop! "Hoop holders," move your hoop a little after each throw. (Switch hoop holders often, giving students equal time in the middle.)

### \* Hoop Rally

(Scatter hoops in hoop holders throughout the area. Pair students, then send each pair to select 1 beanbag and 1 hoop. Scatter the pairs.) On the music, partners move together (skip, gallop, side-slide, etc.) within boundaries. When the music stops, find the nearest hoop and stand on opposite sides facing each other. Play catch with your beanbag through the hoop. When the music plays again, move together in our area. When it stops again, move to find a different hoop to play catch through. Stand further apart each time you're at a new hoop!



## ACADEMIC

### Language Arts

I'll give everyone a word from our spelling list. With each successful catch, say another letter until you and your partner spell the entire word. (After trials.) Let's do the same thing, but this time we'll practice our math skills. (Have advanced learners count by 2s, 3s, etc.)

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, throwing, catching

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### TONY'S TIPS

- Challenge advanced learners to catch keeping both feet inside the hoop.
- Have advanced learners play where 1 partner leaves the hoop so the other can practice throwing to a moving target.
- If time, have pairs practice rolling their hoops back and forth. This is trapping, not catching, but a good skill-builder.

### NOTES

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