

Name: Clark Kuhn Subject: Date: Week of 9.6. to 9.22.23 PE, SEL, Career, & Health Topics: Hockey, catching throwing, healthy foods, information technology, feelings, mindset

<p>K-5th Lesson plans</p>	<p><u>Standards and "I can" statements:</u> K-5th 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.L1 1st Health: I can describe the types of foods and beverages that should be limited. 1.1.2. P.E.: I can perform a variety of locomotor movements using different body parts. 1.1.L1 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. 2.1.L1 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><u>Vocabulary:</u> expectations, rules, rewards, consequences safety, warm up, cool down, dynamic stretching, warm-up, dynamic stretching, locomotor, fats, sugars, sodium, feelings, growth mindset, self awareness, information technology</p>	<p>Mini lesson: 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. Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will walk a lap and then run a lap as a warm up. M: Walk & Run Tu: Skip & Run W: Gallop/Sideslide & Run Th: Walk & Run F: Jog & Run Mini lesson: Slides: Monday & Tuesday: What is P.E? Monday (K-2) (hockey) https://www.youtube.com/watch?v=2uOB7tSvnlQ Monday (3-5) https://www.youtube.com/watch?v=zJXP7m7ozrU Tuesday: (K-2) https://www.youtube.com/watch?v=e4PX9mXYg8 Tuesday: (3-5) https://www.youtube.com/watch?v=T8-6hAWHMT8 (endurance) & https://www.youtube.com/watch?v=V6BBM-4Egc Warm-up #2: Monday: (K-5th) https://www.youtube.com/watch?v=oHpm9MEHAA&t=2s (Hockey) Tues: K-2nd: https://www.youtube.com/watch?v=nZIM4LNGxCE Tues: 3rd-5th: https://www.youtube.com/watch?v=oK0F6zrR7GM Wed: K-5th: https://www.youtube.com/watch?v=2AQ1hscUHSY Thurs. Dynamic Stretching: (K-5th) Pizza Edition: https://www.youtube.com/watch?v=D33pPxEsRhl Fri. Dynamic Stretching: (K-2nd) https://www.youtube.com/watch?v=EuRXI.sdMnYY&t=64s Fri. (3rd-5th) https://www.youtube.com/watch?v=QC2MioaVIpM&t=2s Cobra Kai Workout! Wed: What is Health? K) Eating Right https://www.youtube.com/watch?v=oJTEhqAmats 1) Eating Right https://www.youtube.com/watch?v=oJTEhqAmats 2 Sleep https://www.youtube.com/watch?v=aMaCeq9v4&t=4s 3 Nutrition https://www.youtube.com/watch?v=cNzN-6VRFFY</p>	<p>Weekly Assessment: X Observation X Participation X Oral responses - Self-Evaluation ORQ - Whole Class - Small Group X- Individual X Product (drawing, written response) Formative and Summative Assessments - Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
----------------------------------	--	--	---	---

	<p>and in different pathways and directions, with and without equipment. 3.1.L1</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. 4.1.L1</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. 5.1.L1</p>	<p>4 Nutrition https://www.youtube.com/watch?v=cNzN-6VRFFY</p> <p>5 (sugar) https://www.youtube.com/watch?v=tKxkfZLsntI</p> <p>Thurs: What is a career? Career (Thursday) Primary: Video Game Designer: https://www.youtube.com/watch?v=1rE5R9f0KUE</p> <p>Intermediate: Information Technology: https://www.youtube.com/watch?v=GMfs_9wLG6I&t=1s</p> <p>Fri: What is SEL?</p> <p>SEL (Friday) Primary: Emotions / Feelings (Self Awareness) https://www.youtube.com/watch?v=orwJMbveSnU</p> <p>Intermediate: Growth Mindset (Self Awareness) https://www.youtube.com/watch?v=rUJkbWNNnNy4</p> <p>Primary K-2nd SPARK Activities:</p> <p>Monday: Rolling and Catching with a Partner & Throwing Underhand to Targets Tuesday: Throwing Underhand to Targets & Self-toss and Catch Bean Bag Relay (Balance on: Head, shoulder, head) Bean Bag Slide: slide bean bag on floor, if hit, they sit on floor and they can get off floor if they hit another student on foot. Wednesday: Partner Throw and Catch & Clean Your Room & Bean Bag Relay Cone & Hula hoop with bean bags, another cone to throw from and an empty hula hoop as a target. 3 chances to make a bean bag in the hoop. Thursday: Scoops and Balls in Pairs & 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>
--	---	--

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



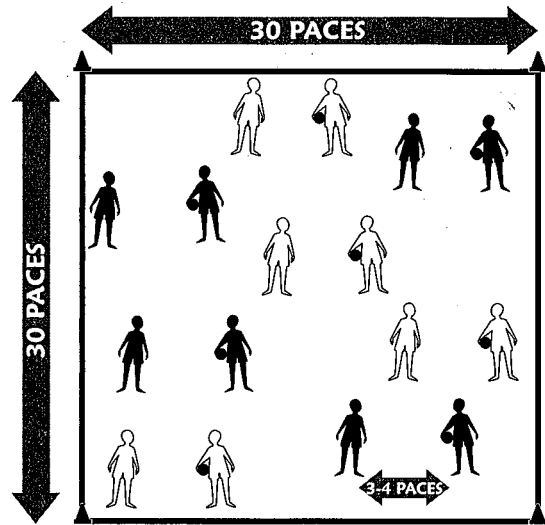
14

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

* 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)

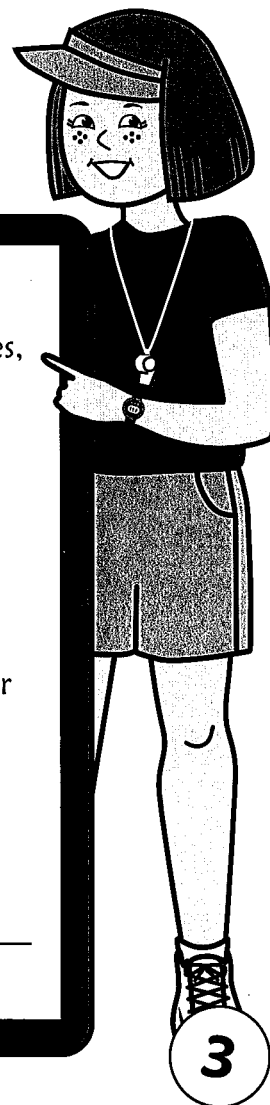
PAULA'S POINTERS

- 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

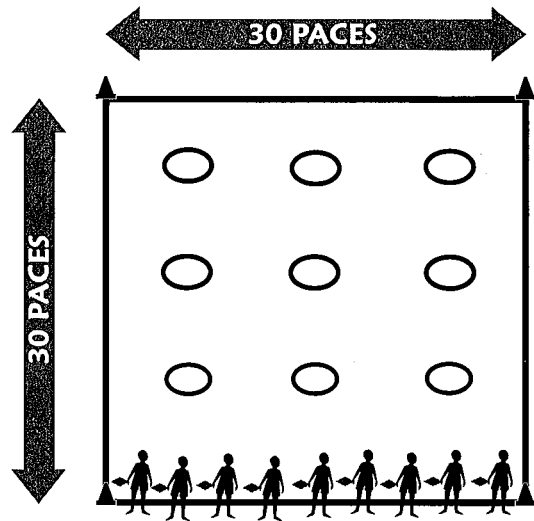




Tc

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.

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

**CATCHING AND
THROWING**

GRADES K-2

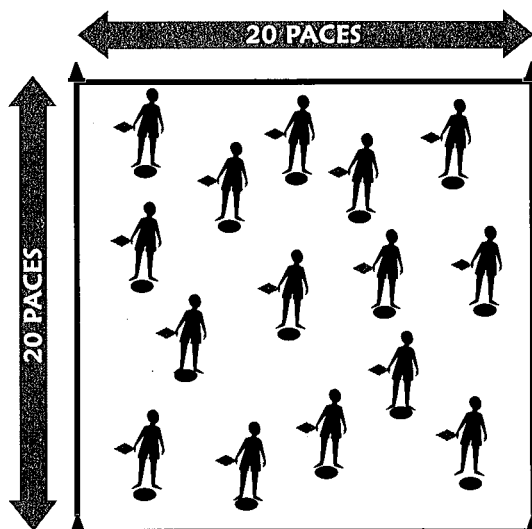


Ready

- 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.

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

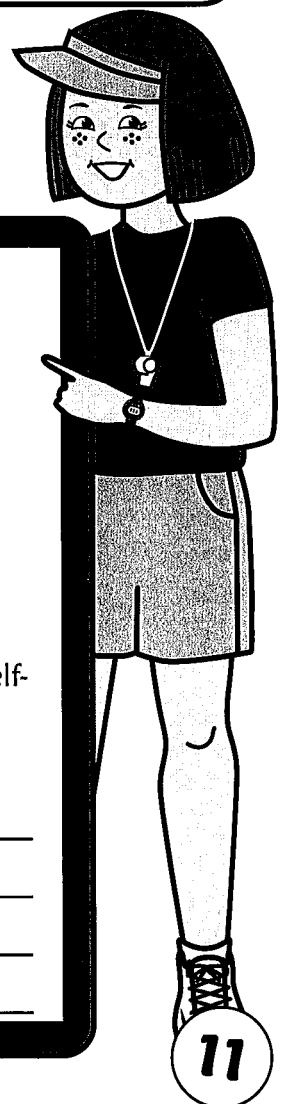
- **NASPE**
 - #1, 2 Tossing, catching, spatial awareness, body awareness
 - #3, 4 Participates in enjoyable, challenging activities
 - #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

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.

NOTES



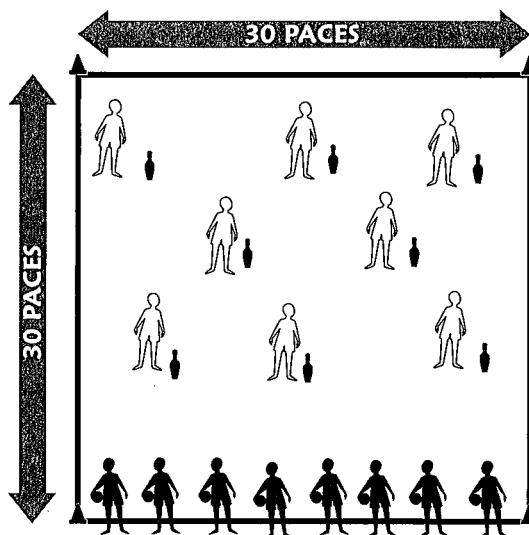


Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 bowling pin (or cone, empty water bottle, etc.) per 2 students
- 2 spot markers per 3 students (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter upright bowling pins within boundaries.
- Divide class in half; send half to stand by 1 pin (each). Call them "Pin Guards."
- Send other half to select 1 ball (each) and stand along a sideline. Call them "Bowlers."



**CATCHING AND
THROWING**

GO!

1. **Bowlers Rollers**

- Who will demonstrate proper form for a 1-hand roll? (*Review signals from Rolling and Catching with a Partner on page 2.*)
- We'll play *Bowlers Rollers* to practice rolling accurately.
- Bowlers, your object is to knock over as many pins as possible before the stop signal. Move anywhere within our boundaries and roll your ball at them.
- Pin Guards, the object for you is to protect your pin. Use only your feet to "deflect" the rolling ball. Be careful to block it safely, don't kick it out of our area.
- If a pin is toppled, reset it and continue guarding it.
- (*Switch Bowlers and Pin Guards every 3 minutes or so.*)
- (*After 1-2 rounds.*) Bowlers, how many pins can you topple?
- Pin Guards, how many times can you block a Bowler's roll?

2. **Wrap It Up**

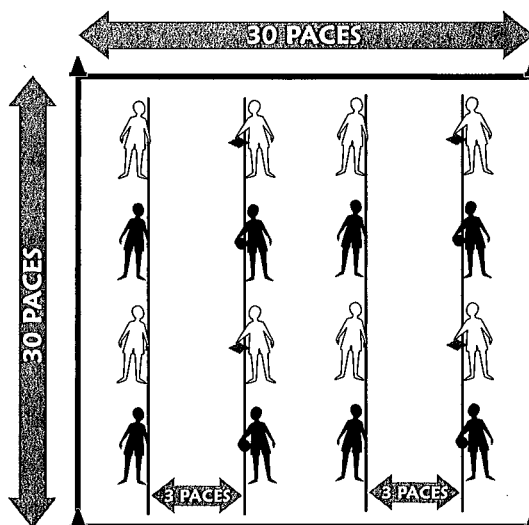
- What makes the ball roll the direction it does?
- Has anyone ever been bowling?
- What are the differences between our *Bowlers Rollers* game and real bowling? (*Balls and pins are much heavier; they have to roll farther, etc.*)
- Who would like to try real bowling someday?



2

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 1st, 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.)
 - o Toss the beanbag above your partner's waist? Below their waist? At their knees? Chest? hands
 - o Toss to 1 side of your partner? The other side?
 - o Toss your beanbag high so your partner has to jump to catch it?
 - o Toss it very low by your partner's feet? Try not to let it hit the ground!
 - o 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.)

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

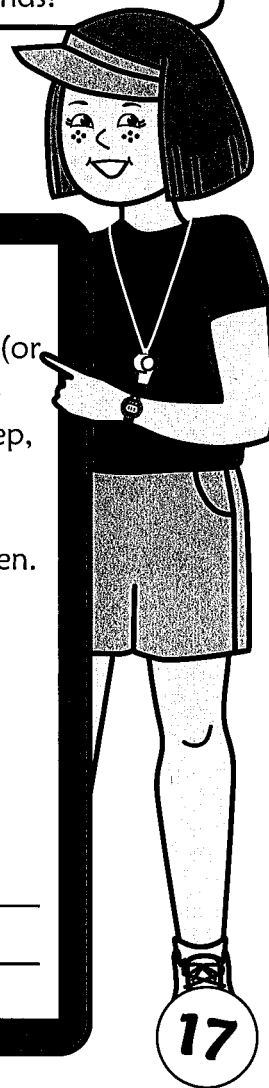
(Need wall space and 1 playground ball/pair.) Play catch by throwing to the wall gently so your partner can catch it after 1 or 2 bounces. Take turns; work together. How many catches in a row can your pair make? If you both catch the ball after 1 bounce 4X in a row (2X each), try catching before it bounces.



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)

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

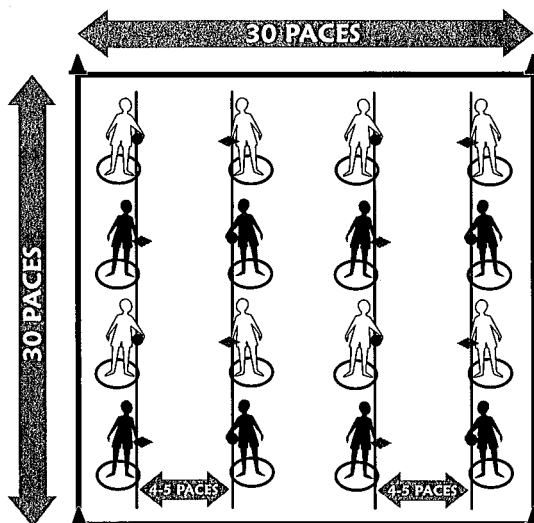
NOTES



77

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.)*
 - o 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.
 - o Toss accurately so you don't have to leave your hoop to make the catch.
 - o 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.)*

GRADES K-2

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

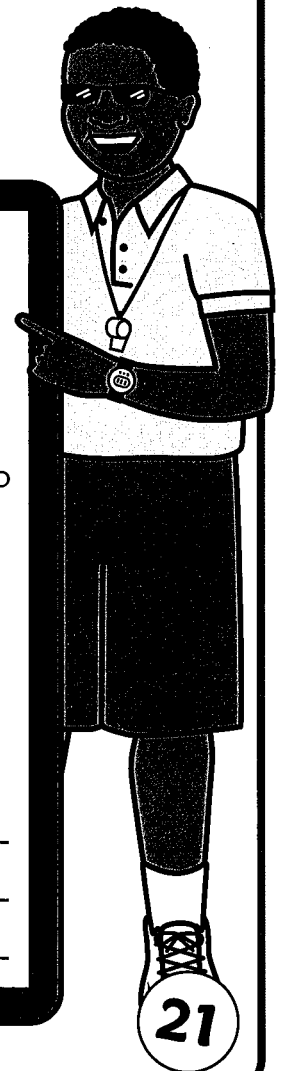
- **NASPE**
 - #1, 2 Spatial awareness, throwing, catching
 - #3, 4 Participates in enjoyable, challenging activities
 - #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

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





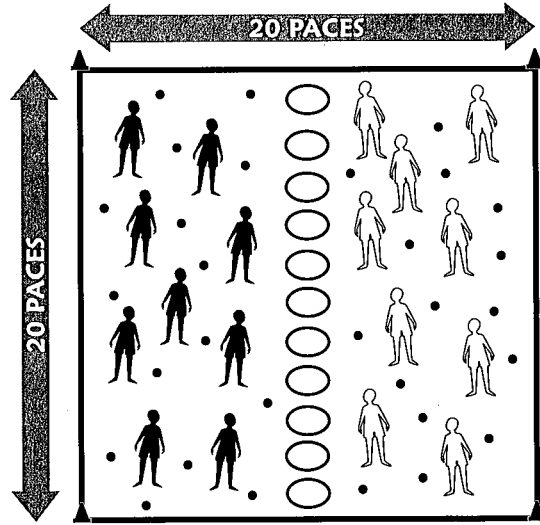
3

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



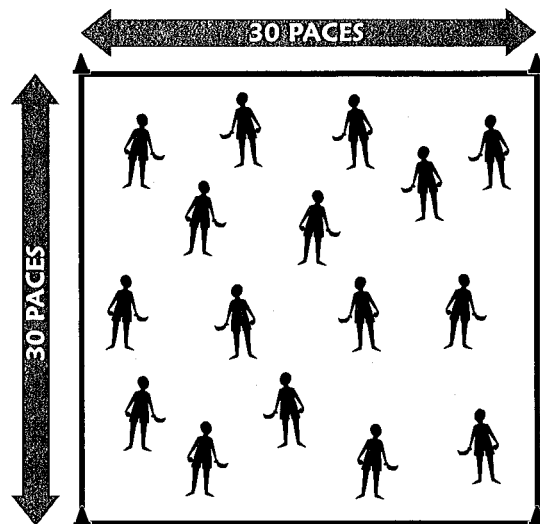
TK

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...
 - o Pick up your ball from the floor using your scoop?
 - o Move slowly in general space without dropping it?
 - o Toss your ball, let it bounce, then catch it with your scoop? Do it 2X in a row? Three-5X? Five or more?
 - o Toss it low, let it bounce, then catch it at a low level? Now try at a high level.
 - o Toss the ball, turn half-way around, let it bounce, then catch it?
 - o (*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...
 - o Toss medium level and catch the ball with your scoop? Two-5X? Five or more? How many in a row?
 - o Toss high level and catch it? Two-5X? Five or more? Count out loud and see how high you can count.
 - o Toss with 1 hand, change the scoop to the other hand, and catch it?

**CATCHING AND
THROWING**

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

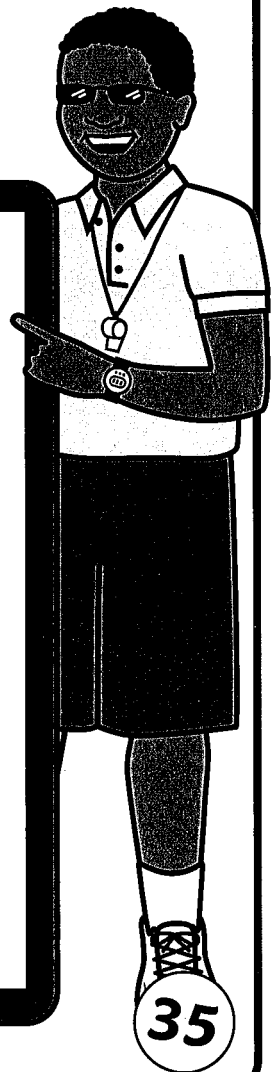
- **NASPE**
 - #1, 2 Spatial awareness, manipulative skills
 - #3, 4 Participates in enjoyable, challenging activities
 - #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

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





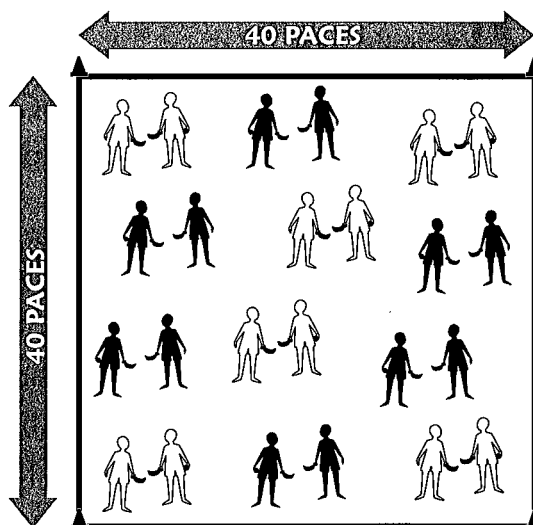
Th

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**

GRADES K-2

(continued)

SCOOPS AND BALLS IN PAIRS

* SPARK™ IT UP!

* Double Trouble

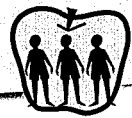
(Need 1 ball per student.) Can you...

- 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!



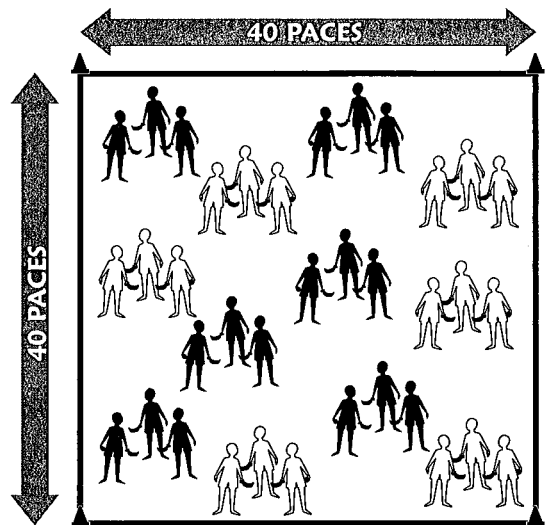
F

Ready

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

Set

- Create extra large (40X40 paces) activity area.
- Group students in 3s, send groups to select 3 scoops and 1 ball.
- Scatter groups within area.



GO!

1. Introduction to Scoops and Balls in Groups

- Today, we'll throw and catch in groups. Be a good groupmate. Share, take turns, and be respectful of others and our equipment.
- When you hear the stop signal, place the ball in your scoop, then set your scoop on the floor next to you. Stop, look, and listen.
- Keep at least 10 paces between your group and others. (*Check how students are arranged and adjust accordingly.*)

2. Group Challenges. . .

- Can you roll the ball from person to person around your triangle, catching it in your scoops?
- (*After 2-3 minutes.*) Change directions when you hear "Switch!"
- (*Play Step Back*) Each time the ball goes around, everyone in your group takes 1 step back. How far back can your group go in 3 minutes?
- Now, underhand toss the ball up so it bounces 1 or 2X before someone else in the group catches it. If you think you can make the catch, call for the ball. That means shout, "Mine!" Remember to take turns.
- Underhand toss a little higher. Who can catch the ball **before** it bounces?
- (*After trials.*) If your group can make 3 catches in a row, each to a different groupmate, everyone takes 1 step back.
- Passing in any direction you want, how many catches can your group make in 15 seconds? Count (out loud) catches in the air.
- Let's play again and see if your group can improve its score.

3. Wrap It Up

- Show me a thumbs up if you:
 - o Tried your hardest in every activity.
 - o Were courteous with others and respectful of our equipment.

**CATCHING AND
THROWING**

GRADES K-2



M

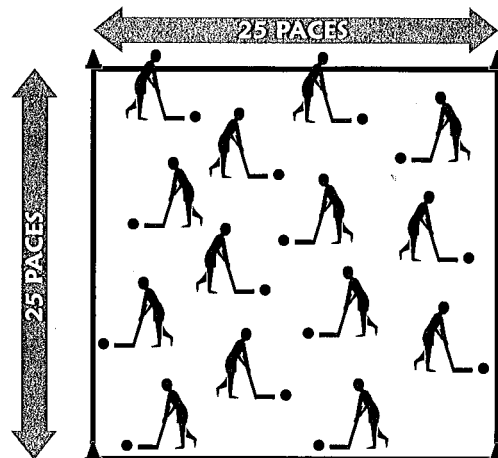
Ready...

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



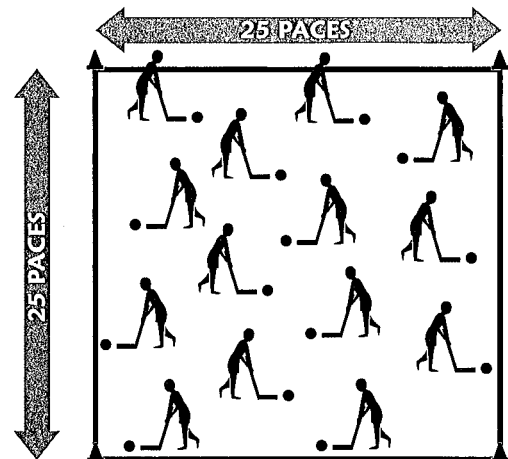
M

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

GRADES 3-6



Ready...

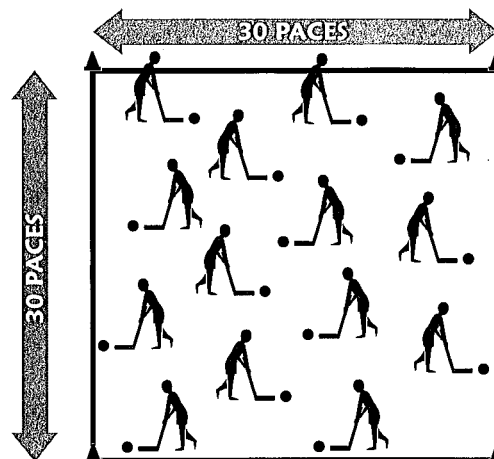
- 4 cones (for boundaries)
- 1 stick and ball per student

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?

& Dribble Relay Races on teams (zig zag & straight)

GRADES 3-6



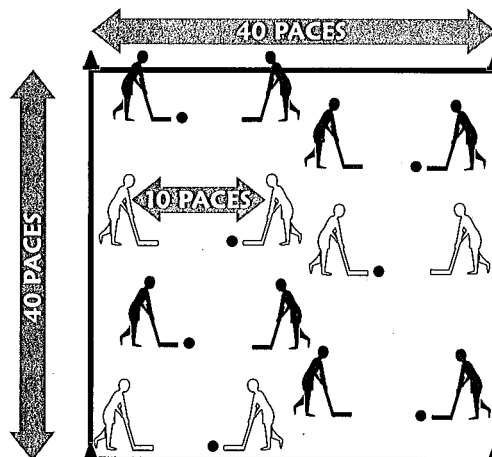
7
3
8

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



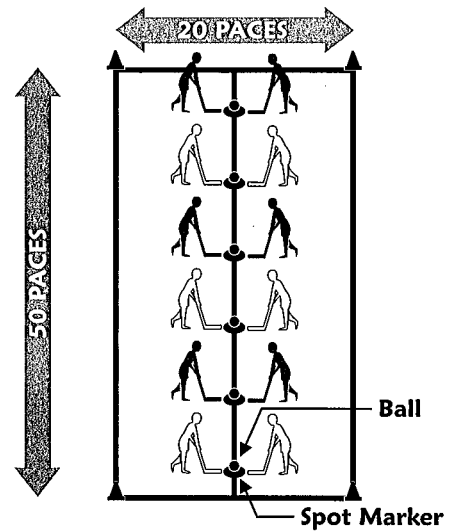
W

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.



HOCKEY

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.

GRADES 3-6



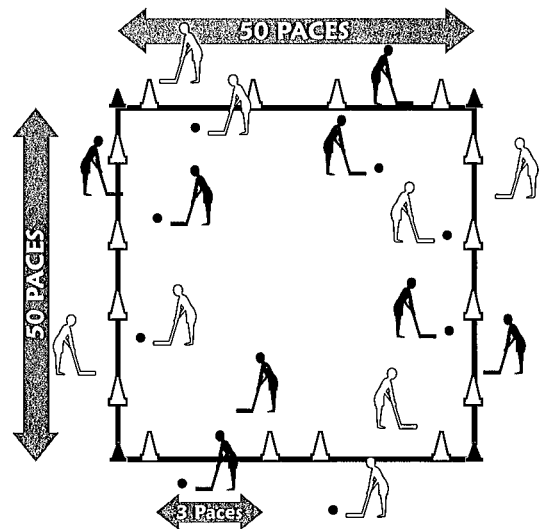
73

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?

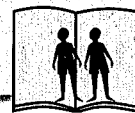
CUES

- ★ 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

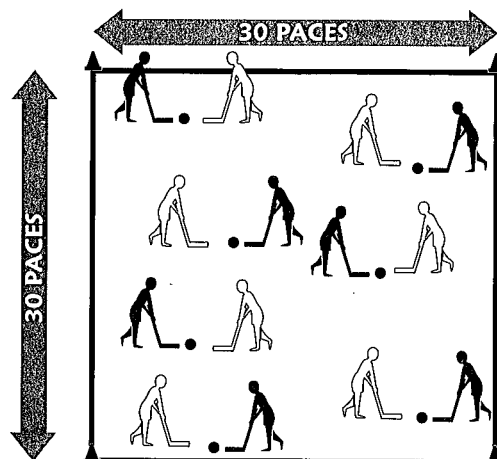


Ready...

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

Set...

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



GO!

1. The object is to practice stick control, dribbling under pressure and protecting the ball.
2. On "Go," the partner with the ball dribbles away from the partner without the ball. On "Defense!" the player without the ball runs after the Dribbler and attempts to "legally" gain possession of ball. If the Defender steals the ball, the Dribbler tries to steal it back.
3. Stop play on signal.
4. Switch roles and repeat.

CHALLENGES

- ★ How close can you dribble to your partner and still keep it away?
- ★ Defenders, how many times can you steal the ball?

CUES

- ★ Checking (pushing with your body) is not allowed.
- ★ Look forward while you dribble.
- ★ Move into open space

HOCKEY

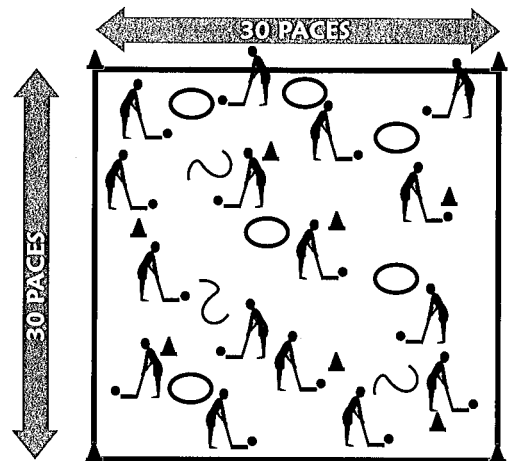


Ready...

- 4 cones (for boundaries)
- 1 cone/hoop (or anything to serve as obstacles) per student
- 1 hockey stick per student
- 1 hockey ball per student

Set...

- Create large (30X30 paces) activity area.
- Scatter cones (obstacles) throughout.
- Students at cones; each with a stick and a ball.



GO!

1. The object is to dribble around as many obstacles as possible.
2. You must dribble completely around 1 obstacle before moving to the next 1.
3. Begin on my signal.

CHALLENGES

- ★ How many different obstacles can you dribble around in 30 seconds? Try it again. Can you improve your score?
- ★ How quickly can you trap your ball when you hear the signal?

CUES

- ★ Keep your head up, and watch for others.
- ★ Pay attention to your own ball.
- ★ Keep stick low.

HOCKEY

GRADES 3-6