

<p>K-5th Lesson plans</p>	<p><u>Practical Living KY Core Content:</u> PL-EP-1.1.7: Good Health: The learner will be able to identify strategies (exercise) and good hygiene practices that promote good health and prevent diseases. National Health Standards: 1.2.1: Identify that healthy behaviors affect person health. PL-04-1.3.2: Emergency Assistance: The learner will be able to identify proper procedures (Heimlich maneuver) for dealing with emergency situations. National Health Standards: 5.5.1: Identify health-related situations that might require a thoughtful decision.</p>	<p><u>Vocabulary:</u> Expectations, rules, rewards, consequences safety, warm up, cool down, cutting, faking, stopping changing direction, pathway, speed, Heimlich maneuver, exercise</p>	<p><u>Learning Targets (relate all targets to real life)</u> P.E.: (K-2nd) I can dribble a soccer ball. P.E.: (3rd-5th) I can correctly punt and throw-in a soccer ball. P.E.: (3rd-5th) I can dribble a soccer ball while changing directions, pathways and speed. Practical Living: I can understand the benefits of exercise. (K-2nd) Practical Living: I can administer the Heimlich maneuver to myself if necessary. (3rd-5th) <u>Tuesday-Thursday P.E. and Health Lesson Plans</u> Mini lesson: (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day! Warm-up: (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run two laps as a warm up. Mini lesson: (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission). Warm-up: (P.E.) Mr. Kuhn will get into their personal space. (K-5th) Students will be lead in a variety of warm ups by listening and watching Adventures to Fitness-Icelandic Meltdown (first 1-8 minutes). Mini lesson: (Practical Living) Students will watch a video from brainpopjr.com titled "exercise". (Flashback): Can you name me a part of the computer. (Exit slip): Question: Give me benefit of exercise. (K-2nd) Students will watch a video from youtube.com titled "How to give yourself the Heimlich Maneuver". (Flashback): What is the Heimlich maneuver? (3rd-5th) (Exit slip): Question: How do you administer the Heimlich maneuver to yourself? When would it be necessary to administer this to yourself? P.E. Activity #1: Primary (K-2nd) Shadow Dribble, pg. 13: See attached lesson plan! Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will</p>	<p><u>Daily Assessment:</u> <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Individual Formative and Summative Assessments <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips <input checked="" type="checkbox"/> Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
<p>P.E. National Standards (NASPE): Shadow Dribble (Kicking and Trapping, pg. 13) #1,2 Spatial awareness, foot dribbles a ball #3,4 Participates in enjoyable, challenging activities, sustains continuous movement for</p>				

<p>Teacher: Clark Kuhn</p>	<p>Subject: P.E./Practical Living</p>	<p>Week: January 19th-22nd, 2016 (Friday 2c)</p>	<p>Topic: kicking & trapping, soccer, Heinrich maneuver, benefits of exercise</p>
<p>extended periods #5,6 Participates, appreciates, enjoys movement, cooperates with a partner (K-2nd grade)</p> <p>Tunnel Dribble, Kicking and Trapping, pg. 15): #1,2 Spatial awareness, foot dribbles a ball #3,4 Participates in enjoyable challenging activities, sustains continuous movement for extended periods. (K-2nd grade)</p> <p>Throw-ins and Punts, pg.13) #1,2 Passing, trapping # Cooperation 5,6 (3rd-5th grade)</p> <p>Rainforest, pg. 17) #1,2 Dribbling, special awareness #3,4 Cardiovascular fitness #2,6 Cooperation (3rd-5th grade)</p> <p>Practical Living KY Core Content:</p> <p>PL-EP-2.2.2: Practice: The learner will be able to explain the importance of practice for improving performance in games and sports. National Health Standards: PL-P-LPW-S-5: explain the importance of practice for improving performance in games and sports for individuals. (K-2nd)</p> <p>PL-04-1.1.1 Coping/Self-Management: The learner will be able to identify self-</p>	<p>play the game shadow dribble threesomes or moving marbles, pg. 14.</p> <p>Assessments/Exit Slip: How does participating with others as both a leader and a follower make physical activities fun.</p> <p>P.E. Activity #2: Primary (K-2nd) Tunnel Dribble, pg. 15, See attached lesson plan!</p> <p>Differentiated Instruction: Struggling students: Will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many Tunnels can you dribble through before the stop signal? How many Tunnels can you dribble through without letting the ball touch their legs? Assessment/Exit Slip: Who will name a pathway we traveled while dribbling from Tunnel to Tunnel? I'll list them on my white board. Are there any tunnels in our community? Has anyone ever walked, run, or ridden a bike through a tunnel?</p> <p>P.E. Activity #1: Intermediate (3rd-5th) Throw-Ins and Punts, (Soccer, pg. 13), See attached lesson plan!</p> <p>Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you throw it so it bounces 1X in front of your partner? How many throw-ins can you and your partner make in 1 minute? Punt: Can you punt the ball so it reaches your partner before it bounces? How many punts can you and your partner make in 1 minute? Assessments/Exit Slip: Ask students to correctly demonstrate how to throw-in and punt a soccer ball.</p> <p>P.E. Activity #2: Intermediate (3rd-5th): Rainforest, (Soccer, pg.17), See attached lesson plan.</p> <p>Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many cones can you dribble around before the signal? How quickly can you change directions on signal? Can you dribble quickly in a zigzag pathway? Assessments/ Exit Slip: Have students correctly demonstrate how to dribble a soccer ball while changing direction, pathways and speed.</p> <p>Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom</p>		

Teacher: Clark Kuhn	Subject: P.E./Practical Living	Week: January 19th-22nd, 2016 (Friday 2c)	Topic: kicking & trapping, soccer, Heimlich maneuver, benefits of exercise
<p>management and coping strategies (time management), National Health Standards: PL-4-PW-S-SMEHS: identify self- management and coping strategies (time management) that enhance health. (3rd-5th)</p> <p>National PE (NASPE) Standards:</p> <p>(K-2) Toys Alive! #1,2: Spatial awareness, nonlocomotor skills, locomotor skills; balance, #3,4: Cardiovascular endurance, #5,6: Participates, appreciates, enjoys movement, cooperates in large group activities.</p> <p>National Standards (NASPE) (K-2) PL-P-PS-S-1: Demonstrate fundamental motor skills and movement concepts</p> <p>(3-5) Centipede Bucket Brigade: #1,2: Spatial awareness, manipulation of tossables, #3,4 Cardiovascular endurance, #5,6: Cooperation, accepting challenges</p> <p>(3-5) PL-4-PS-S-3: demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports</p>			<p>teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".</p> <p style="text-align: center;"><u>FRIDAY 1c) P.E. and Health Lesson Plan:</u></p> <p>Topic: importance of practice, time management, dance, locomotor movements, cooperative teams, tag</p> <p>Spanish Lesson 1: Go to weebly website, under lesson plans clip PE Spanish Lessons 2016. Today's lesson is Spanish lesson #1. (8-10 minutes K-5th)</p> <p><u>Friday 4 only: "I can" statements:</u> <u>Practical Living:</u> I can give examples of why practice is important. (K-2nd) I can give an example of a time management strategy. (3rd-5th)</p> <p>P.E. I can correctly perform locomotor movements. (K-2nd) P.E. I can work cooperatively with my team. (3rd-5th) P.E. I can score a point for my team by not getting tagged. (3rd-5th)</p> <p><u>Friday 1c only: Warm-up:</u> Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com. (K-5th) See list of Just Dance songs with appropriate lyrics.</p> <p><u>Friday 1c only: Mini lesson:</u> (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p><u>Friday 1c only: Mini lesson:</u> (Practical Living) Students will watch a video from brainpopjr.com titled "Michael Jordan: The Importance of Practice". (Exit slip): Question: Why is practice important? (K-2nd)</p> <p><u>Friday 1c only: Mini lesson:</u> (Practical Living) Students will watch a video on youtube.com titled "Time Management Tips (Ana Pratus)". (Exit slip): Question: Give me a strategy you could use to help you manage your time better. (3rd-5th)</p> <p><u>Fitness Activity #1:</u> (P.E.) Toys Alive (ASAP) (K-2nd)</p> <p>Materials: 4 cones, 1 beanbag per student</p>

		<p>1. Who has seen the movie Toy Story? What toys belonged to Andy, the young boy in the film?</p> <p>2. On my signal, pretend you are at toy and move within our area.</p> <p>3. In the movie, toys can only move when humans are not around. So when you hear "Andy's coming!" Freeze in a shape that looks like one of his toys. Hold your balance for the count down, "3, 2, and 1."</p> <p>4. On "All clear!" you may start moving again.</p> <p>5. (Play several rounds, using a variety of locomotor skills.)</p> <p>Differentiated Instruction: For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: Have advanced students give examples of various locomotor activities that can be added to the game.</p> <p>Exit slip: What kinds of shapes did you make when you froze? What was your "Base of support?" What happens when your base of support get wider? Narrower?</p> <p>Friday 1c only: P.E. Activity #2: Primary (K-2nd) "Monsters Inc."</p> <p>Materials Needed: 8 to 10 hula hoops</p> <p>This is a cooperative version of musical chairs.</p> <p>Most children have seen the movie "Monsters, Inc." If not, explain to them that today they are going to be "monsters" hiding in "closets." (Of course, reassure them that there ARE no such things as monsters in closets, and make sure this is a light-hearted activity!)</p> <p>Scatter the hoops about on the floor, leaving enough space between the hoops for the children to move freely. Tell them, as the music plays, they will be "monsters" wandering about looking for a closet to jump into. The students may perform any type of locomotive skill during this activity. (Hopping, skipping and jumping work well.) When the music stops, they must jump into a "closet" (hoop) and give their very best monster growl. (Kids love doing this!) Once they have completed this, take away 2 or 3 of the hoops and repeat the activity, until there are only about 2 hoops left. You'll be amazed at how many children can stand in one of these hoops!</p> <p>Differentiated Instruction: Struggling students will need more modeling and higher students can add their own locomotor movements into the game.</p> <p>Exit Slip: Ask the class, "What did you have to do to let another monster in your closet?" Most will say things like "move over" and "scrunch together."</p>	
--	--	--	--

Encourage them and state that they are exactly right and that they had to be willing to give up some space to make sure they could include another "monster." Reinforce this is what it means to cooperate with each other and to work together.

Friday 1c only: Fitness Activity # 1: Centipede Bucket Brigade (Aerobic Games): (3rd-5th) (P.E.) Materials: 1 tossable per student, 2 hoops per group of 5 students.

Build Background: Go over the meaning of the word brigade (group organized for a specific task. Give an example from history.

1. The object is to move the tossables from your hoop to the one on the opposite sideline.
2. You do that by passing it down your line in centipede fashion, where all are in a line facing the filled hoop.
3. The 1st in line grabs the tossable and hands it overhead to 2nd in line. The 2nd in line takes it and hands it between legs to the 3rd in line. Third in line hands it overhead. Fourth between the legs, and so forth.
4. As soon as you have passed the tossable, run to the other end of your line and wait to receive it.
5. Continue until you reach the opposite sideline with the tossable. Drop it in, and the whole group runs back to the other hoop and repeats until 1 the tossables are out of their hoop.
6. When finished, your group moves around the perimeter, moving 1 tossable in centipede fashion.

Cues: As soon as you hand off the tossables, run to the end of your line. It's not a race. Focus on working together well.

Differentiated Instruction: Struggling students will need more modeling and higher students move to the end of your line using X (call out various animal walks, such as bear walk, crab walk, 3-legged dog, etc.).

Exit Slip: What is meaning of a brigade? Can you provide examples of a brigade? The teacher will give some examples and non-examples of brigades. Students will show thumbs up and thumbs down as to if the example given is or isn't a brigade.

Fitness Activity #2 (3rd-5th grade) "Don't Steal The Bacon"

Activity: Students are divided into two teams and will be numbered off. The numbers will be called off, students will run to the middle of court and

			<p>will try to grab the "bacon". The student that tags the student gets one point. The student that makes it back to their group earns two points.</p> <p>Differentiated Instruction: Struggling students will need more modeling and higher students will be paired with struggling students to help them with strategies.</p> <p>Exit Slip: What was a strategy you used that helped you earn a point for your team.</p>	
			<p>Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".</p>	

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

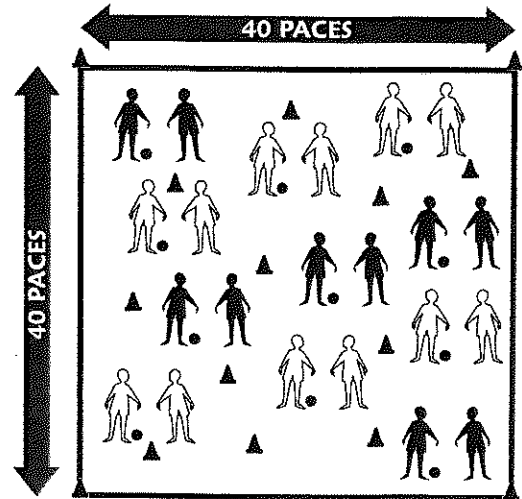


Ready

- 4 cones (for boundaries)
- 1 7" foamball per student
- 12 (or more) cones
- 1 whistle
- Music and player (optional)

Set

- Create extra large (40X40 paces) activity area.
- Scatter cones within boundaries.
- Send each student to select a ball.
- Pair students; then scatter them within the area.
- Have each pair establish "front" and "back" partners.



KICKING AND TRAPPING

GO!

1. This game is called *Shadow Dribble*.
2. If you are in front, you are our 1st Leaders. Those behind are the 1st Shadows.
3. On my signal, Leaders dribble and try to leave their Shadows behind by cutting, faking, stopping, changing directions, dribbling around cones (*etc.*).
4. Leaders, what else can you do to "lose" your Shadows?
5. Shadows follow closely, but not **too** closely, and do whatever your Leader does.
6. We will switch roles often. (*Switch roles every minute or so.*)
7. Leaders, when you're ready to change roles, turn and smile at your partner.
8. **Soccer Marbles**
 - (*Direct pairs to "Partner Face Off," 5 paces from their partners.*)
 - The object of *Soccer Marbles* is to pass your ball so it touches your partner's ball.
 - Last people to be Leaders, stand away from your ball.
 - Last Followers, try and pass your ball so it touches your partner's.
 - Switch roles after every 3 tries.
 - If you and your partner totaled at least 3 touches, take 1 step back and try again.
9. **Wrap It Up**
 - How does participating with others as both a leader and a follower make physical activities more fun?
 - The A in SPARK stands for "Avoid excess sugars and fats." Who will name a food that has a lot of sugar in it? I'll list the top 3 on the board (*e.g., cookies, soft drinks, candy, etc.*), and I hope everyone will try and avoid each of them the rest of our school week.

★ Shadow Dribble Threesomes

(Create lines of 3, each student with a ball.) Now each Leader has 2 Shadows. On signal, students in line continue dribbling in the same direction, while the Shadow at the end of the line moves up to become the new Leader.

★ Moving Marbles

Moving Marbles is like Soccer Marbles, but now you don't have to hold still. Move and dribble any way you want to try and tap your ball to touch your partner's, and protect yours from being touched.



ACADEMIC

Science

The next day we go outside, I'll bring chalk for us to trace each other's shadows on the blacktop. We'll do it 3X: once in the morning, again at noon, and then again before school ends. We'll see that when the earth rotates the sun shines down on us from different angles.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, foot dribbles a ball

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

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

Your State (Write in here)

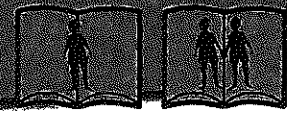


TONY'S TIPS

- Change Leader and Shadow roles often.
- Allow Shadows to practice without a ball first.
- If needed, re-pair to get beginners with other beginners.

NOTES



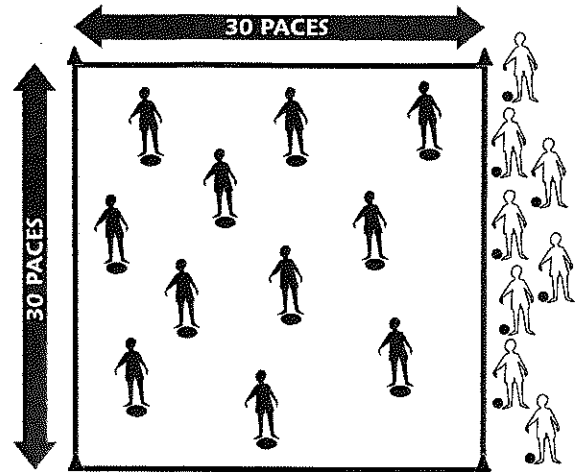


Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 spot marker per 2 students
- 1 whistle
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter spot markers within area.
- Send half the class to stand on spot markers (1 each).
- Distribute 1 ball to each remaining student; then send them to stand along 1 sideline.



GO!

1. Today we'll practice dribbling through tunnels.
2. People standing on spot markers are our 1st Tunnels. Tunnels: Stand with your legs wide apart.
3. Those with a ball are Dribblers. Dribblers: On my "Go," dribble your ball (soccer-style) through as many Tunnels as you can in 1 minute. Do not pass through a Tunnel twice until you have dribbled through each Tunnel once.
4. (*While students are playing, use the following guidelines.*)
 - Control your dribble so the ball is always 1-3 feet from you.
 - Keep your head up to avoid others.
 - Can you keep your ball from touching the Tunnels?
 - (*Switch roles every minute or so.*)
5. **Challenges**
 - How many Tunnels can you dribble through before the stop signal?
 - How many Tunnels can you dribble through without letting the ball touch their legs?

TUNNEL DRIBBLE

GO! (continued)

6. **Open or Closed?**

- Tunnels: Open your legs and count to 3; then close them and count to 3. Keep it going.
- Dribblers: Try and time your pass so it rolls through the Tunnel when it's open.
- How many successful passes can you make in 1 minute? Then we'll switch roles and try again.

7. **Wrap It Up**

- Who will name a pathway we traveled while dribbling from Tunnel to Tunnel? I'll list them on my white board.
- Are there any tunnels in our community? Has anyone ever walked, run, or ridden a bike through a tunnel?

TUNNEL DRIBBLE

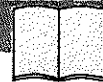
* SPARK™ IT UP!

* Partner Tunnels

(Pair students.) On my "Go," dribble back and forth through your partner's tunnel (only) until you hear the stop signal. Count (out loud) how many times you roll the ball through in 1 minute.

* Close the Tunnels

Keep track of the number of balls that travel through your tunnel. After the 3rd ball goes through, your Tunnel is "closed," and you do 3 jumping jacks (or curl-ups, modified push-ups, run in place, etc.). The object is to close all the tunnels as quickly as possible.



ACADEMIC

Social Studies

(Before or after class, read Dig a Tunnel by Ryan Ann Hunter and Edward Miller. Discuss animals that dig tunnels and the types of tunnels constructed by people.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, foot dribbles a ball

- #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

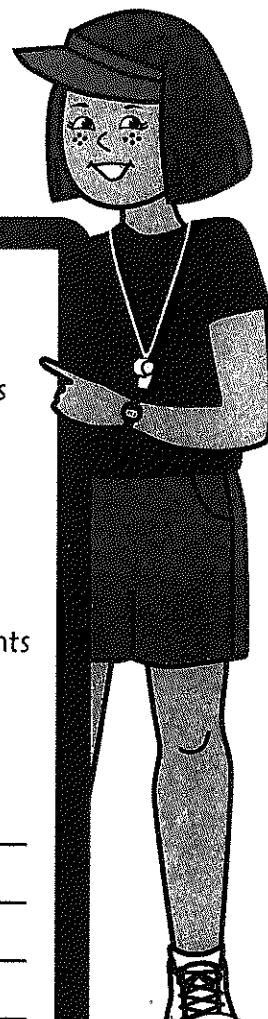
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

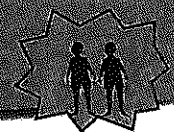
Your State (Write in here)

PAULA'S POINTERS

- Tell students that passes through tunnels only count if the ball rolls through (discourage high and dangerous passes).
- Encourage advanced learners to increase their speed while dribbling.
- For better control, prompt students to dribble through the front of Tunnels only.

NOTES





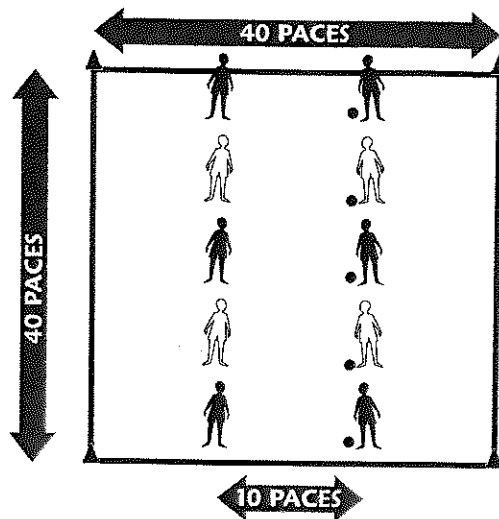
Ready...

- 4 cones (for boundaries)
- 1 ball per pair

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (10 paces apart) toward midline of area; 1 ball per pair.

GO!



1. The object is to learn and practice transitional skills. These are both ways to get the ball back in play. We will learn the throw-in and the punt.

2. Throw-In

- When a ball goes out of either sideline, it is thrown in by a player from the team opposite the 1 that last touched the ball. (*Teach throw-in technique.*)
- Hold the ball with both hands. Ball behind head; pull arms forward, and release when pointing at the target.
- Keep both feet on the ground until ball is released. Drag your feet to transfer weight from back to front.
- Both feet must be out of boundaries before you release.
- (*Allow pairs to practice the throw-in from 10 paces. 1 partner throws; the other traps, picks up the ball and throws back.*)

3. Punt

- When Goalie has stopped the ball and wants to send it downfield, they may use a punt. To punt, drop ball from the hands and kick it before it hits the ground. (*Teach the points of the punt technique.*)
- Feet together; hold ball waist-high.
- Step with non-kicking foot as you drop the ball. Watch as you swing kicking foot to connect with the ball.
- (*Allow pairs to practice the punt from 15-20 paces apart. 1 partner punts; the other traps, picks up the ball and punts back.*)

CHALLENGES

- ★ **Throw-In**
 - Can you throw it so it bounces 1X in front of your partner?
 - How many throw-ins can you and your partner make in 1 minute?
- ★ **Punt**
 - Can you punt the ball so it reaches your partner before it bounces?
 - How many punts can you and your partner make in 1 minute?

CUES

- ★ **Throw-In**
 - Release when pointing at target.
 - Keep both feet on the ground.
- ★ **Punt**
 - Point the kicking toe.
 - Watch your foot connect with the ball.

* SPARK * IT UP!

* Step Back

Begin close to your partner. Each time a throw-in is trapped, the trapper takes 1 step back. Work your way farther from your partner.

* Throw-In Keep Away

Place a Defender between Offense partners. Defender attempts to trap ball before the Thrower's partner does. Rotate positions every 6 throws.

* Punt Keep Away

Place a Defender between Offense partners. Defender attempts to trap ball before Punter's partner does. Rotate positions every 6 punts.



FUN FACT

In England a "punt" is a boat. If you brag about being a good punter, folks might want you to take them for a ride. Punts are small, flat-bottomed boats used in shallow, small rivers. Punters steer by pushing against the bottom of the river with a pole similar to a gondolier in Venice, Italy.

STANDARDS ADDRESSED

NASPE

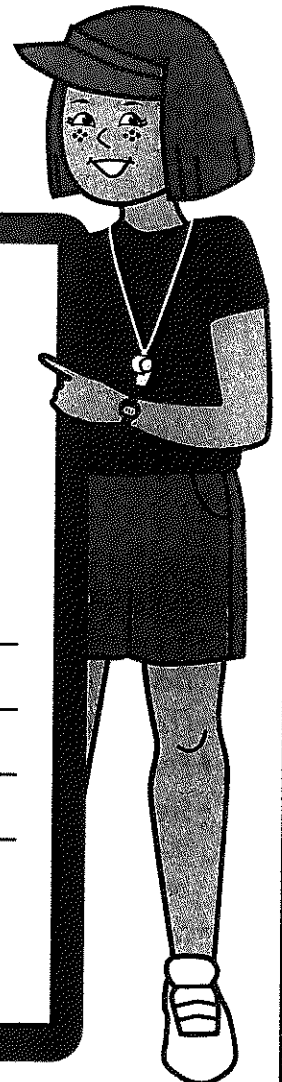
- #1, 2 Passing, trapping
- #5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

- Rotate partners often.
- Use foam balls to increase safety.

NOTES





Ready...

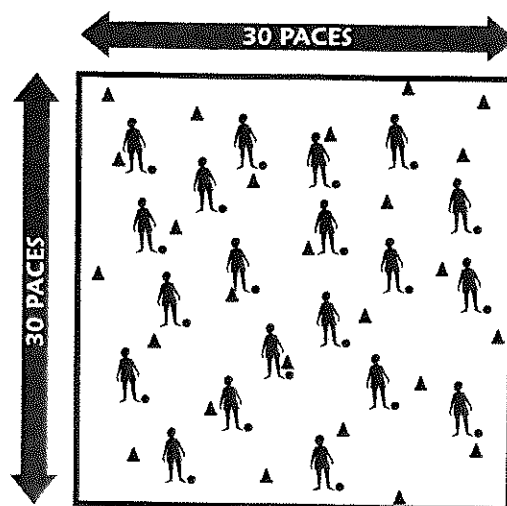
- 1 ball per student
- 1 (or more) cones per student

Set...

- Create large (30X30 paces) activity area.
- Scatter cones far and wide within area.
- Students stand at cones; each with a ball.

GO!

1. The object is to practice dribbling while changing directions, pathways and speeds.
2. Pretend the cones are trees in a rainforest. On signal, begin exploring (dribbling through) it.
3. If your ball touches a "tree," stop and do 6 Top Taps.
4. When you hear, "Directions!" change directions.
5. When you hear, "Speed!" change speeds.



CHALLENGES

- ★ How many cones can you dribble around before the signal (1-2 minutes)?
- ★ How quickly can you change directions on signal?
- ★ Can you dribble quickly in a zigzag pathway?

CUES

- ★ Keep head up; and watch for others.
- ★ Light touches; quick feet.
- ★ Use both the inside and outside of your feet.

★ Numbers and Letters

(Use 26 cones, and letter or number them all. For example, A-Z or 1-26.) Groups of 2-3 may start at any cone. On signal, dribble around the cones in consecutive order. For example, if you are at cone 12, look for 13. If you are at cone "P," look for "Q." When you get to "Z" or cone #26, go back to the beginning.

★ Bulldozers

(Assign 5-6 students to be Bulldozers.) On signal, Bulldozers dribble to cones, and try to tip over as many as they can (with their hands). Everyone else dribbles to the tipped-over cones and quickly "replants" them (sets them back up). (Select new Bulldozers every few minutes.)

★ Hoop Defense

(Use 1 hoop per 2 students. Scatter hoops throughout area. Half the class are Defenders; each in a hoop.) As dribblers move around cones, Defenders try to tap ball away. Defenders must keep 1 foot inside hoop at all times. (Switch Defenders every 2-3 minutes.)

STANDARDS ADDRESSED

NASPE

- #1, 2 Dribbling, special awareness
- #3, 4 Cardiovascular fitness
- #2, 6 Offensive/defensive strategies
- #5, 6 Cooperation

Your State (Write in here)



ACADEMIC

Science (Ecology) - What is precipitation? Dribble as if you were traveling through heavy precipitation and mud. **Music (Sounds):** Dribble and make sounds that you might hear in a rainforest. **Language Arts (Vocabulary):** Each time you pass a cone, name a word associated with the rainforest (canopy, precipitation, ecology, emergent, tropical, understory, etc). **Social Studies (Environment):** Why are rainforests important? Are they in danger? What can you do?



PAULA'S POINTERS

- Spread cones farther apart to increase movement; arrange closer together to increase difficulty of ball control.

NOTES
