

<p><b>K-5 Lesson plans</b></p> <p><u>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.:</u> Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u> Students effectively use interpersonal skills. (K-5th) being fair</p> <p><u>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</u> Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>) (healthy habits and behaviors)</p> <p><u>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</u> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>) (credit card, debit card)</p> <p><u>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</u> Students use strategies for choosing and preparing for a career. ( )</p> <p><u>KDOE: Practical Living (Health): 2.32:</u> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (being fair)</p>	<p><b>Vocabulary:</b></p> <p>Fair, habits, behaviors, credit card, debit card, muscular strength, roll, catch, bounce, dribble</p>	<p><b>Learning Targets (relate all targets to real life):</b></p> <p><b>P.E.:</b> I can perform physical movement skills correctly. (K-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can describe one of the five components of fitness (muscular strength). (K-5<sup>th</sup>)</p> <p><b>Career/Vocational Studies:</b> I can define being fair within group work. (K-5<sup>th</sup>)</p> <p><b>Career/Vocational Studies:</b> I can give an example of a career in . (K-5<sup>th</sup>)</p> <p><b>Health:</b> I can provide examples of healthy habits and behaviors. (K-5<sup>th</sup>)</p> <p><b>Consumerism:</b> I can explain the differences between a credit and debit card. (K-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can roll and catch a ball with a partner. (K-2<sup>nd</sup>)</p> <p><b>P.E.:</b> I can bounce and catch a ball with a partner. (K-2<sup>nd</sup>)</p> <p><b>P.E.:</b> I can perform various hand-handling techniques. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can dribble a basketball. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p style="text-align: center;"><u>Tuesday-Thursday P.E. and Heath Lesson Plans</u></p> <p><b>Mini lesson:</b> (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!</p> <p><b>Warm-up:</b> (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 three laps as a warm up.</p> <p><b>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on Power Point: fair Flashback: What are some different ways to effective work within a group?</p> <p><b>Mini Lesson: (Health):</b> Students will look at a power point slide that explains ways to keep healthy. DOK 2: Compare and contrast two different habits or behaviors that keep you healthy.</p> <p><b>Mini lesson: (KY Career Cluster):</b> I will show the students the career cluster poster and introduce students to careers within _____?</p> <p><b>Mini lesson: (Consumerism):</b> Students will learn about the purpose of a credit card and a debit card. Students will review (flashback) the terms interest.</p> <p><b>Warm-up:</b> (P.E./stretching &amp; warm-up) Mr. Kuhn will get into their personal space. All students will learn about "dynamic" stretching before a workout and will complete one upper body and one lower body stretch. (K-5<sup>th</sup>) Students</p>	<p><b>Daily Assessment:</b></p> <p><input checked="" type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Individual</p> <p><b>Formative and Summative Assessments</b></p> <p><input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips</p> <p><input checked="" type="checkbox"/> Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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PE: National Standards (NASPE)  
See attached lesson plans for NASPE standards!

will watch a video from Adventure to Fitness. Students will watch from 24-30 minute mark (“Conquering Kilimanjaro”)

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Rolling and Catching with a Partner (Catching and Throwing, pg. 1). 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: See attached lesson plan under challenges.

**Assessments/Exit Slip:** For additional DOK 1 and DOK 2 type questions, see attached lesson plan under the section “Wrap It Up”.

**P.E. Activity #2:** Primary K-2<sup>nd</sup>: Bounce and Catch Introduction (Dribbling, volleying, and striking, pg. 1) 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: See attached lesson plan under challenges.

**Assessments/Exit Slip:** See attached lesson plan for DOK 1 and 2 type questions under the section Wrap It Up

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Ball Handling Drills (Basketball, pg. 5). 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: Create a 2-minute ball handling routine to music.

**Assessments/Exit Slip:** DOK 2: Compare and contrast soccer and basketball.

**P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Dribbling Drills (basketball, pg. 7), 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: See attached lesson plan under challenges.

**Assessments/Exit Slip:** DOK 2: Compare and contrast dribbling a hockey puck and dribbling a basketball.

**Mini lesson:** Students in grades K-2<sup>nd</sup> will watch a video from [brainpopjr.com](http://brainpopjr.com) titled "Going to the doctor". DOK 2: Compare and contrast the respiratory system and the muscular system. Students in grades 3<sup>rd</sup>-5<sup>th</sup> grade will watch a video from [brainpop.com](http://brainpop.com) titled "interest". DOK 2: Compare and contrast interest from a savings account and interest charged on a credit card.

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green tickets and/or white clip up tickets. 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" or will review key vocabulary from the lesson.

**(1C) FRIDAY PL/CS Lesson Plan:**

**Topics:** tag, soccer golf, keep away (3 on 1), cloud computing, bicycle safety

**Vocabulary:** flee, defender, fore, par, birdie, eagle, bogey

**Health:** I can understand how to safely ride a bicycle (K-2<sup>nd</sup>).

**Vocational Studies:** I can understand how to use "the cloud" to store computer data (3<sup>rd</sup>-5<sup>th</sup>).

**P.E.:** I can flee from taggers without getting touched. (K-2<sup>nd</sup>) I can kick the soccer ball into the hoop (K-2<sup>nd</sup>).

**P.E.:** I can keep the ball away from the defender (3<sup>rd</sup>-5<sup>th</sup>). I can kick the soccer ball into the hoop (3<sup>rd</sup>-5<sup>th</sup>).

**Friday only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

**Friday only: Warm-up:** Students will run three warm up laps.

**Friday only: Mini lesson (Spiral Review):** Review with students the career cluster of the week. Review the body system of the week and how to keep the body system healthy. Review the consumerism vocabulary and character/employability skills word of the week.

**Friday only: P.E. Warm-up Activity:** Students will dance to two or three Just Dance for Kids or Just Dance, appropriate for school songs on [youtube.com](http://youtube.com) (K-5<sup>th</sup>)

**KDOE: Practical Living**

**(P.E.): Academic**

**Standards 2.34: P.E.:**

Students perform physical movement's skills effectively in a variety of settings. (K-5) (dance, soccer, golf)

**KDOE: Vocational**

**Studies: Academic**

**Standards 1.16:** Students use computers and other kids of technology to collect, organize, and communicate information and ideas. (cloud computing)

**KDOE: Practical Living**

**(Health): Academic**

**Standards 3.2:** Students demonstrate the ability to maintain a healthy lifestyle. (bicycle safety)

**Friday only: P.E. Activity #1:** Primary (K-2nd): Soccer Golf (Kicking and Trapping, pg. 25).

**Friday only: 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: See attached lesson plan under challenges.

**Friday only: Assessments/Exit Slip:** See attached lesson plan under Wrap It Up for DOK 1 and DOK 2 type questions.

**Friday only: P.E. Activity #2:** Primary (K-2nd) Suphero Tag (ASAP, pg. 29):

**Friday only: 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: See pg. 30 for additional challenging activities.

**Friday only: Assessments/Exit Slip:** See attached lesson plan under Wrap It Up for DOK 1 and DOK 2 type questions.

**Friday only: P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>): Soccer Golf (Soccer, pg. 19).

**Friday only: 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: See attached lesson plan under challenges.

**Friday only: Assessments/Exit Slip:** Compare and contrast soccer golf and golf.

**Friday only: P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>): Keep Away (3 on 1, pg. 29)

**Friday only: 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: See attached lesson plan under challenges.

**Friday only: Assessments/Exit Slip:** What are some sports that require you to keep the ball away from your opponent?

**Mini lesson:** (using brainpop, brainpopjr, youtube, or bookflix.com) to reinforce P.E., health, consumerism, or vocational/career studies.

K-2<sup>nd</sup>. Students will watch a video from bookflix.com titled "Bicycle Safety" under the adventure section. DOK 2: Compare and contrast car and bicycle safety.

3<sup>rd</sup>-5<sup>th</sup>. Students will watch a video from brainpop.com titled "Cloud Computing". DOK 2: Compare and contrast using "the cloud" and a thumb drive as a means of storing information.

**Static Stretching (Cool Down) and Rewarding Student Behavior:** Students will review the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will go over numerous stretches presented on the power point. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

**\*\*Emergency Drills:** Open the door on the rolling cart.  
On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

- Drills:**
- \*\*Fire drills:** exit following the emergency exit plan & close doors (prevents spread of flames)
  - \*\*Earthquake drills:** doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers
  - \*\*Lockdown drills:** Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.
  - \*\*Tornado drills:** File into the hallway, head covered...this will take some maneuvering with class sizes that have changed.
  - \*\*Evacuation drills:** We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.
  - \*\*Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.**

**Notes and Anecdotal records:**

**Teacher:** Clark Kuhn **Subject:** PL/CS **Week:** January 31, 2017 (Friday 1) **Topics:** being fair, healthy habits and behaviors, credit/debit cards, ball-handling, ball dribbling, rolling, catching a ball


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

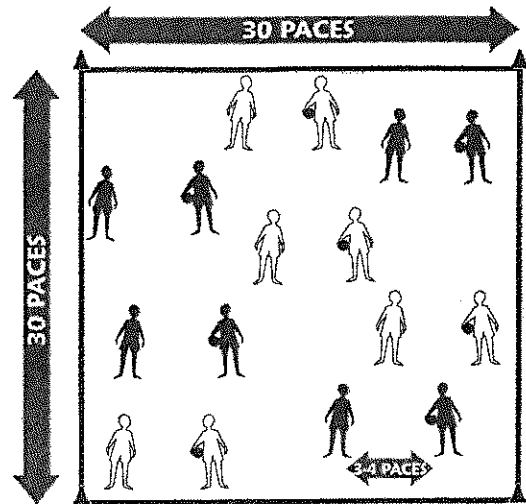


## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 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.



## 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!

**CATCHING AND  
THROWING**

**GRADES K-2**

(continued)

## 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

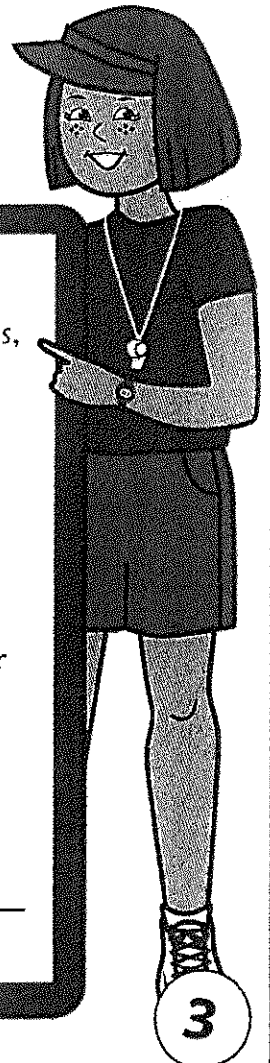
- Provide a choice of sizes, densities, weights, and colors of balls.
- Plan time to send students to exchange equipment for a new experience.
- After playing with backs bent, signal students to stand and stretch.
- Allow partners to determine their distance from each other.

#### Vocabulary

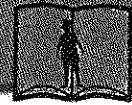
Accuracy, bowling, pins

#### NOTES

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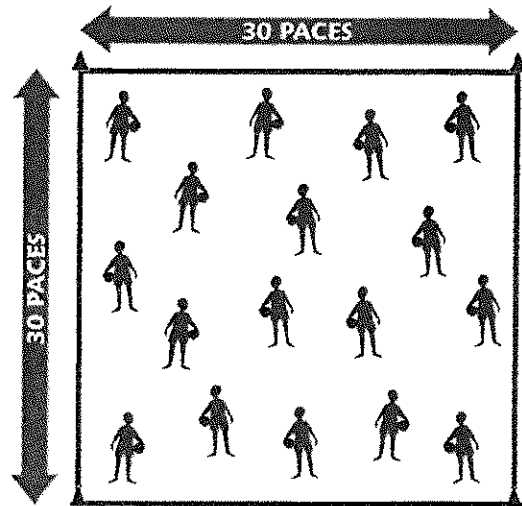


## Ready

- 4 cones (for boundaries)
- 1 8½" playground ball per student
- Music and player
- Variety of ball sizes, 1 per student (optional)
- Chalk (optional)

## Set

- Create large (30X30 paces) activity area.
- Send students to select 1 ball each, then scatter them within area.



## GO!

### 1. Exploration and Introduction

- While the music plays, explore (play) with your ball near your home base. When the music stops, set the ball between your feet, look at me, and listen.
- *(Practice starting and stopping quickly until learned.)*
- Today we'll be practicing many different ball skills.

### 2. Ball Handling Challenges – Can you . . .

- Hold the ball in front of you and make little passes from 1 hand to the other?
- Keep going and bring your arms up above your head? Back down?
- Make the ball circle your knees? Go in the other direction? Circle your waist? Other direction? Now try your head.
- *(Repeat, this time challenging students to look up – not at the ball – and to move it as fast as possible without dropping it.)*

### 3. Ball Rolling Challenges – Can you roll the ball . . .

- In the shape of a circle? A square? In the shape of the letter A? B? C?
- Around 1 foot? The other foot? Try again, this time with your eyes closed!
- In a figure-8? That's once around 1 foot, then around the other foot in the other direction to make the shape of the number 8.

### 4. Bounce and Catch

- Let's try a bounce and catch. Drop the ball in front of you, let it bounce, then catch it with both hands. Move your arms underneath the ball to trap it and keep it from dropping. Give the ball a hug.
- Try that a few times. Can you drop and catch it 2-3X in a row? Three-5X in a row?

## BOUNCE AND CATCH INTRODUCTION

### GO! (continued)

- **Challenges** – Can you. . .
  - Drop, bounce, then clap your hands once, before catching the ball? How many times can you clap your hands before you catch it? Count out loud.
  - Drop, bounce, then catch the ball with your eyes closed?
  - Hold the ball at a high level, drop, bounce, and catch it? How many times can you do that before the signal?
  - Toss the ball above your head, drop bounce, and catch it? If you catch it, you may toss it a little higher the next time.

#### 5. Wall Bounce

- *(Move students to face a wall or backboard, 5 paces away.)*
- Let's try bouncing the ball against the wall. Toss it underhand to the wall, let it bounce once on the ground, then catch it.
- **Challenges**
  - How many times in a row can you toss, bounce, and catch it?
  - How quickly can you toss, bounce, and catch 2-3X? Five or more?

#### 6. Wrap It Up

- Show me what your hands and fingers look like when you catch a ball below your waist. *(Thumbs out.)* Above your waist. *(Thumbs in.)*
- How about practicing what we did today in class during recess or lunch? See if you can set a new "personal best" for *Toss, Bounce and Catch* against a wall; then try it with a friend.
- Who will tell us what the P in SPARK stands for? *(Play actively.)*

# BOUNCE AND CATCH INTRODUCTION

## \* SPARK™ IT UP!

### \* Ball Exchange

(Need a variety of ball sizes.) We'll Toss, Bounce, Catch again, but first, choose a different size ball. Can you find 1 that has a different bounce, too?

### \* Target Practice

(Use chalk to draw different shapes on the wall or backboard. Write numbers in the shapes, smaller numbers in larger shapes and larger numbers in smaller shapes.) Let's see how accurately you can toss the ball to the wall. The number inside each shape tells you the points you score if your ball lands inside the shape. Toss it 3X, and add up your score. Try another 3 and see if you can beat your score. Remember, you still have to catch the ball after it bounces, so consider the angle and pace of your toss. (Discuss angle and pace during cool-down.)

### \* Routine

I'm going to select some of our challenges today, and create a routine for us to perform while the music plays. Follow me!



## ACADEMIC

### Language Arts

(Read Miss Mary Mack by Joanna Cole and Stephanie Calmenson. Incorporate the ball-bouncing rhymes into the activity.)

## STANDARDS ADDRESSED

### • NASPE

#1, 2 Catches a self-bounced ball, tosses underhand, body awareness

#3, 4 Participates in enjoyable, challenging activities

• #5, 6 Participates, appreciates, enjoys movement

**Your State** (Write in here)

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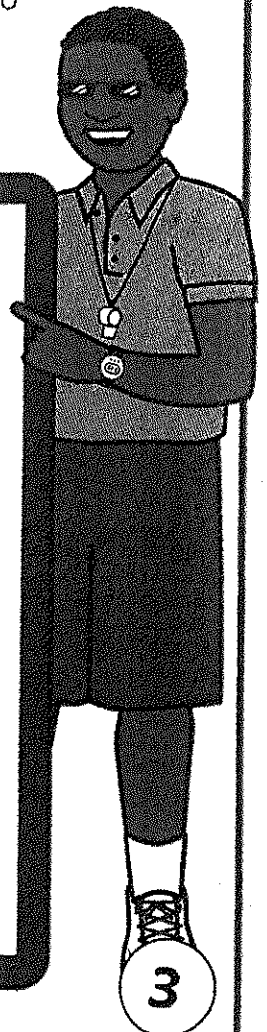
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## TONY'S TIPS

- Using music to start and stop practice time enhances the lesson. If no music, establish clear start and stop signals (e.g., When I say "Go," and "Freeze!") to aide management.
- Once students show they can place the ball between their feet quickly on your signal, allow them to hold the ball in their hands.
- Wall bounce challenges require walls or backboards. If not available, pair students, and have them share a ball.

### Vocabulary

Personal best, angle, pace



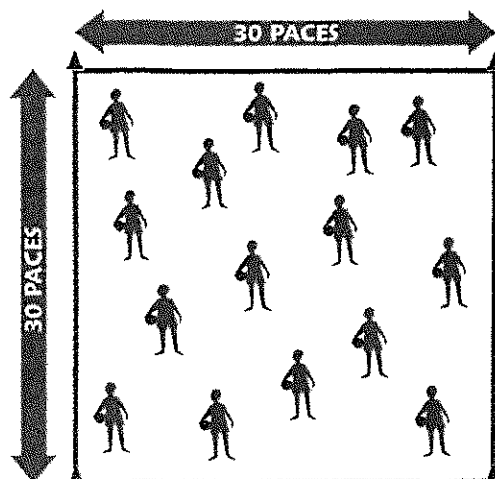


## Ready...

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

## Set...

- Create large (30X30 paces) activity area, or use a basketball court.
- Scatter students in area, each with a ball.



## GO!

1. The object is to maintain control of the ball while performing ball-handling activities.

2. On signal, try the following ball-handling drills.

### 3. Wrap It Up

- Stand with feet together.
- Move the ball around your body, starting at feet and working up to the head. Reverse.

### 4. Figure 8

- Stand in a wide straddle.
- Move ball in a figure 8 around legs. Reverse.

### 5. Switcheroo

- Start with the ball on the ground between feet.
- R hand in front of R leg touching front of ball; L hand behind leg and touching the back of the ball.
- Let go and reverse hand positions. R hand to back, L hand to front.
- Next, raise the ball off the ground. Drop, switch and catch after a bounce.
- Finally, omit the bounce.

### 6. Hot Potato

- Pass the ball from R hand to L hand as quickly as possible without dropping it.
- Move the ball from in front of the body to overhead and back down.

### 7. Fast Hands High/Low

- Drop the ball behind your head
- Without turning around, move hands quickly to catch the ball behind the back.

## CHALLENGES

- \* How many can you do in 30 seconds? Can you better your score?
- \* Which ball-handling skills can you perform with your eyes closed?

## CUES

- \* Keep head up; don't look at the ball.
- \* Round your hands in the shape of the ball.
- \* Use the pads of fingers.

# \*SPARK\* IT UP!

## \* Switch Signal

Choose a ball-handling skill and begin. Every 5-15 seconds, you will hear a signal telling you it's time to change to a different ball handling skill.

## \* Eyes Up

I'll give hand signals, so you need to look at me and not the ball. For example, I might hold up 4 fingers and ask how many are showing. I'll change the number of fingers each time, so keep watching.

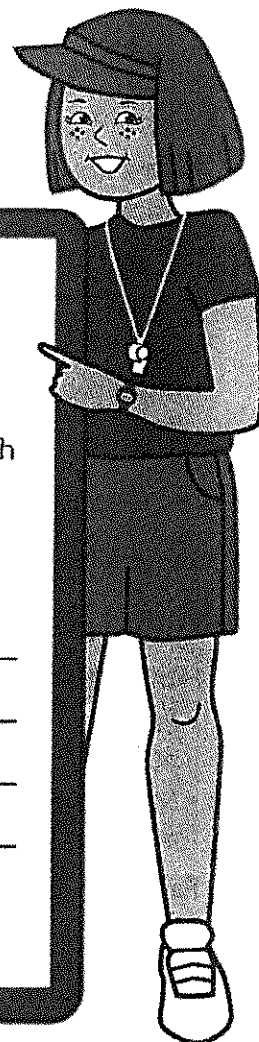
## \* Street Show

Create a 2-minute ball-handling routine to music. Use all your ball-handling skills. Perform it for a friend.



## ACADEMIC

**Math - Hold up fingers on both hands. Students multiply the 2 numbers, call out the product, or add them together and call out if the sum is odd or even.**



## PAULA'S POINTERS

- Allow students to experiment with a variety of different size balls.

## NOTES

### STANDARDS ADDRESSED

#### NASPE

#1 Manipulative skills

**Your State** (Write in here)

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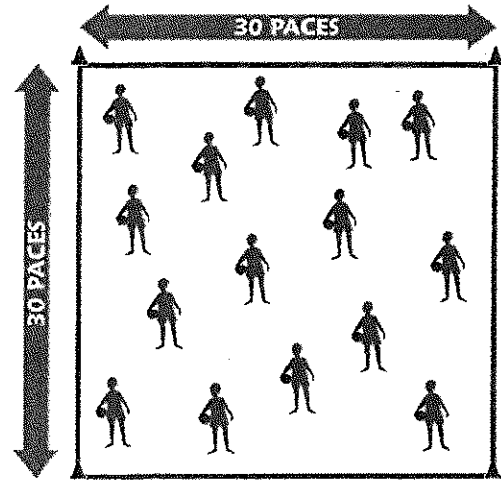
**Ready...**

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

**Set...**

- Create large (30X30 paces) activity area or use a basketball court.
- Scatter students in area, each with a ball.

**GO!**



1. The object is to develop dribbling competency with both hands.
2. When dribbling, keep eyes up; bounce the ball hip high with knees bent. Straighten your elbow to push the ball down. Your hand should be the same shape as a ball, and use the pads of your fingers.
3. **Single Hand**
  - Dribble in place with R hand only. Now L hand only.
4. **V Dribble**
  - Alternate R and L hands.
  - Release dribble from the side of the hip, and push ball toward middle at an angle to make a big "V."
5. **Through The Legs**
  - Similar to the *V Dribble*, but step forward with opposite foot.
  - Push ball under thigh in a "V."
6. **Around The World**
  - Dribble with R hand around back, let go, twist to the L, and continue around using L hand. Switch hands in front and continue. Switch directions on signal.
  - Around the back with 1 bounce.
7. **Free Dribbling**
  - Dribble while moving through the area.
  - Change hands on signal or when you get close to someone.
8. **Line Dribbling**
  - Dribble on the lines of the court. (*Use basketball court, 4-square or other lines.*)

**CHALLENGES**

- ✦ How many bounces can you make in 30 seconds?
- ✦ Can you beat your record?
- ✦ Can you dribble with your eyes closed?

**CUES**

- ✦ Keep eyes up.
- ✦ Keep ball lower than hips
- ✦ Use pads of fingers



# \* SPARK \* IT UP!

## \* Eyes Up!

(Use visual cues only to keep students from staring at the ball. E.g., Raise hand to indicate switching hands while dribbling.)

## \* Dribble Keep Away

Dribble and travel throughout the area trying to knock balls away from others with free hand. If you lose your dribble trying to knock away a ball, or have your ball knocked away, just keep playing.

## \* SHARK

(Take away a ball from 1/5 of students.) Those without a ball (sharks) try to legally steal ball from others. You become a shark if your ball is taken.



## WELLNESS

**Dribble the ball, but don't dribble when you drink water.**

**Drink 8 glasses a day!**

### • STANDARDS ADDRESSED

#### NASPE

#1 Dribbling, locomotor skills

#2 Problem-solving

#5,6 Cooperation

• **Your State** (Write in here)

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### TONY'S TIPS

- Watch the speed of your students when *Free Dribbling* in traffic. Don't let them compromise ball control for the desire to move fast.
- If traffic in *Line Dribbling* is a problem, have 1st group dribble in self-space, while 2nd group travels the lines. Switch after a couple of minutes.

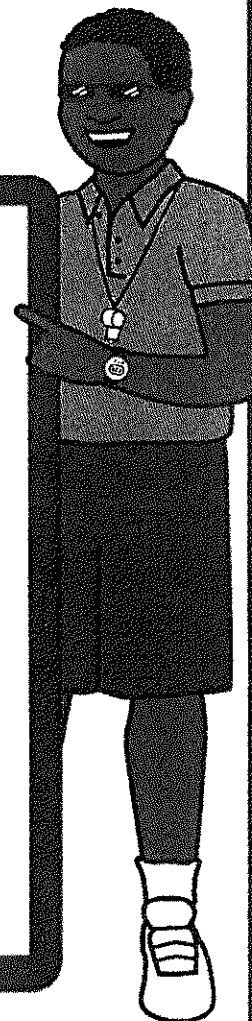
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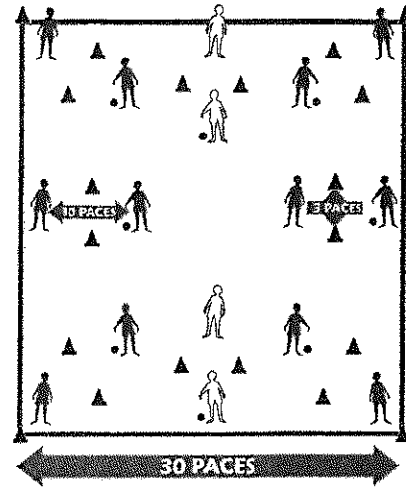


## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 2 cones per pair
- 1 whistle
- 10-20 cones all sizes (optional)

## Set

- Create large (30X30 paces) activity area.
- Create goals by setting 2 cones 3 paces apart around the perimeter.
- Pair students; distribute 1 ball per pair.
- Send pairs to a goal, 1 partner on each side, facing off 10 paces apart.



## GO!

### 1. Introduction

- Today, we will practice *Kicking for Accuracy* by trying to kick a ball into a goal.
- The space between the cones is your goal.
- To score a goal, kick your ball so it rolls through without ever going higher than the top of a cone.
- Show and tell me where you'll strike the ball so it stays low and rolls (*midline or slightly higher*).
- Be sure to practice using your R and L feet.

### 2. Shot on Goal

- On my signal, shoot at your goal.
- Your partner will retrieve the ball and shoot it back through the goal from the other direction.
- (*Allow pairs 3-5 minutes of shooting back and forth. Emphasize good form rather than scoring.*)

### 3. Step Back

- Each time you score a goal, take 1 step back.
- Continue until my stop signal (*3-5 min.*).
- Now, move your cones closer (*to make the goal smaller*), and begin again at the distance you and your partner first started at.



## Ready

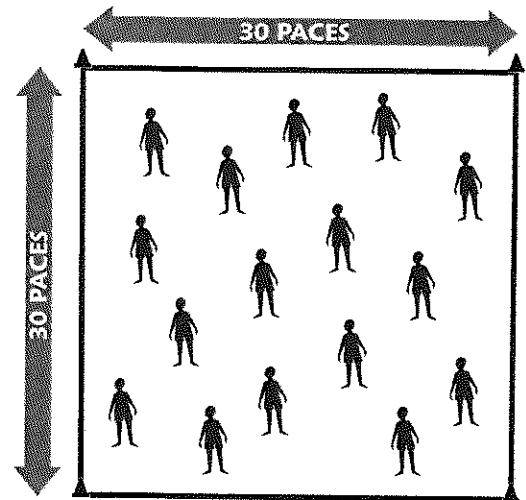
- 4 cones (for boundaries)
- 3-4 fluffballs (or similar) for tagging
- Music and player (optional)

## Set

- Create large (30X30 paces) activity area.
- Scatter students within area.

## GO!

1. In *Superhero Tag*, the “Its” (Villains) try to find out the Superheroes’ true identities.
2. I will designate 3-4 of you as “Villains” (Its) by giving you beanbags.
3. While the Villains turn their backs, I will designate 2 students to be Superheroes. Keep your identity a secret.
4. On my signal, Villains will tag as many players as possible. If tagged, freeze!
5. Superheroes move and unfreeze those who have been tagged by touching them.
6. The game ends when the Villains guess the Superheroes’ true identities.
7. We will choose new Villains and new Superheroes each round.
8. **Wrap It Up**
  - What are some dodging moves you used to keep from getting tagged? (e.g., *duck, twist, change pathways, run, stretch, pivot.*)



# \*SPARK\* IT UP!

## ★ Get the Point!

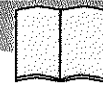
Defenders score 1 point when they touch the ball, 2 points when they intercept, and/or the Offense scores 1 point for each clean trap.

## ★ Pedometer Estimation

1 student per group wears a pedometer. Everyone in your group estimates the number of steps the wearer will take playing Offense/Defense.

## ★ 2 on 1 and 3 on 2

Play with 2 Offensive players and 1 Defender, or 3 Offensive players and 2 Defenders.



## ACADEMIC

**Geometry (Triangles) -** Periodically, I will yell, "Freeze." Stop immediately where you are, and passers, analyze your shape. You should be in a triangle, but what type? An equilateral triangle has 3 sides and 3 angles of equal length. An isosceles triangle has 2 sides and 2 angles of equal length. A right-angle triangle has a 90° angle. A scalene triangle has no sides of equal length and no same angles.

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Dribbling, passing

#2 Defensive/offensive strategies

#3, 4 Cardiovascular fitness

● #5, 6 Cooperation, accepting challenges

**Your State** (Write in here)

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### PAULA'S POINTERS

- Adjust grid size accordingly. Smaller grids make it easier for the Defender. Larger grids make it easier for the Offense.
- Group by ability.

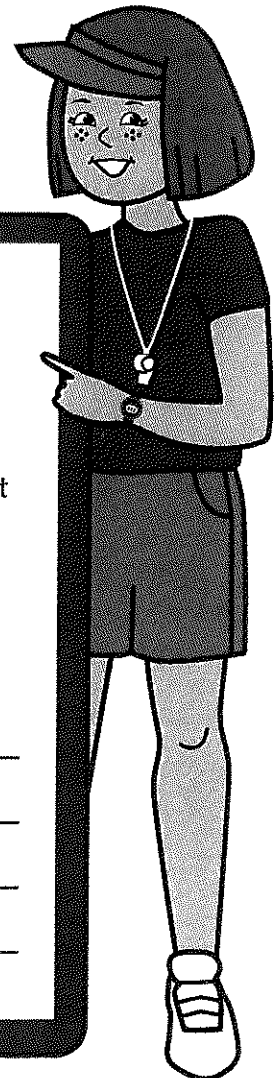
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## Ready...

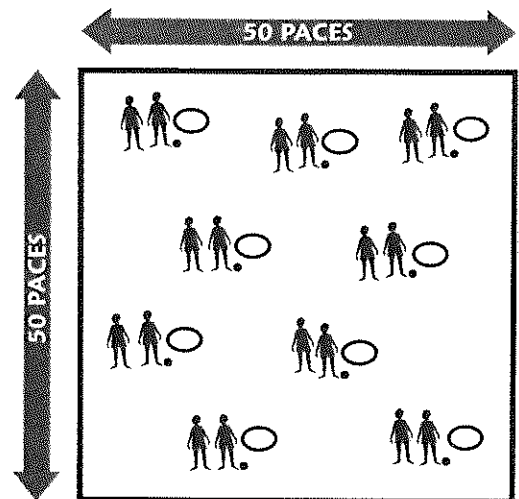
- 1 hoop per pair
- 1 ball per pair

## Set...

- Pair students; each pair with a ball and a hoop.
- Scatter pairs in very large (50X50 paces+) activity area.

## GO!

1. The object is to see how few kicks it takes to roll the soccer ball in the “hole” (hoop).
2. To begin, one partner safely tosses the hoop into open space.
3. You and your partner take turns kicking the ball toward the hoop.
4. After each kick, run to the ball, wait for it to stop rolling, and then make the next kick.
5. Count the number of kicks to the 1st “hole.” The ball must roll inside and stay in the hoop before the hole is finished.
6. Once you complete the 1st hole, safely toss the hoop into open space and begin the 2nd hole.
7. Continue until stop signal.



### CHALLENGES

- ★ How many holes can you and your partner complete before the signal?
- ★ Can you alternate kicking and passing the ball with the R and L foot?
- ★ Place the hoop farther away to increase the challenge. If you can't throw it far enough, run, and place it where you want it to be.

### CUES

- ★ Watch for others before tossing your hoop.
- ★ Remember, the ball has to stop rolling before you attempt your next pass.

## ★ Double Trouble

(Distribute a ball to any students who don't have one.) We'll play again; this time, each of you will have your own ball. If you're waiting for a turn to kick, practice juggling the ball with your feet, do toe touches, or just dribble around. Keep moving!

## ★ Hoop Course

(Instead of having students roll hoops each time to create holes, pre-plan a complete Hoop Golf Course. Be creative by placing "obstacles," — i.e., trash cans, equipment carts — in the way; create "sand traps" by clustering cones; make some holes far longer than others, etc.) Today, instead of rolling your hoop to create a golf hole, I've already designed a championship 18-hole course for everyone to play! We'll form threesomes; then I'll assign each group a hole to start at. Everyone will move in this direction (point). If others are at the next hole before you, allow them to safely move out of the way before "teeing off" (kicking the ball). (Play as long as time allows.)



## WELLNESS

How many of you eat cereal in the morning? Did you know that many cereals are made from grains? There are a lot of different kinds of grains, but they all have one thing in common: they come from plants. Has anyone ever heard of oats? That's a very popular grain. Oats are especially good at keeping your heart healthy. The next time you're grocery shopping, ask a parent to select a cereal for you that is made from oats. That will be a healthy choice!

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, kicking

#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)

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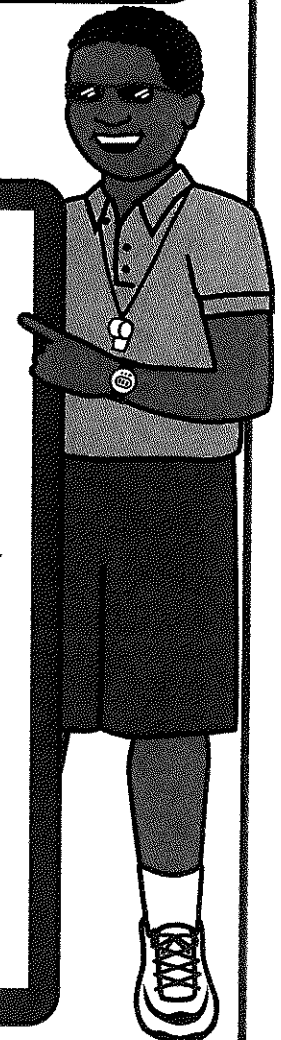


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### TONY'S TIPS

- This is a good game to play individually, in pairs, or groups of 3. If playing in pairs or groups, reinforce good social skills of courtesy, honesty, taking turns, etc.
- If you "design" a course, share it with other teachers to decrease set-up time. The last one to use it puts the equipment away!
- Hang some hoops vertically for a fun twist on course design. Prompt students to kick under the ball for lift.

**Vocabulary**—Golf, hole-in-one



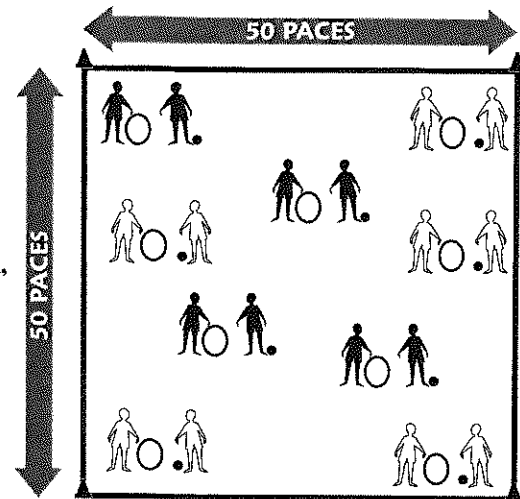


## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 hoop per 2 students
- 1 whistle
- Additional hoops and other golf course "obstacles," i.e., trash cans, equipment carts, cones (optional)

## Set

- Create extra large (50X50 paces) activity area.
- Pair students; send them to select 1 ball and 1 hoop per pair.



**KICKING AND TRAPPING**

## GO!

1. The object of *Soccer Golf* is to kick your ball so it touches a hoop.
2. On "Go," safely roll your hoop away from your pair. Look before you roll to make sure no one is anywhere near where you're aiming. Wherever the hoop stops is your 1<sup>st</sup> "golf hole."
3. You and your partner take turns kicking the ball until it touches your hoop. When the ball touches your hoop, you have finished your 1<sup>st</sup> "hole."
4. Roll the hoop again, and you're on to "hole #2."
5. We'll play as many holes as we can before we run out of time.
6. **Challenges**
  - Can you or your partner kick the ball so it stops rolling inside the hoop?
  - Can you score a "hole in 1?" That's when you kick the ball inside a hoop on just one kick.
7. **Wrap It Up**
  - What type of kick did you use to get the ball to go far?
  - What type of pass did you use when you got close to the hoop? Why the different types?
  - Has anyone ever played golf or watched someone else play it? It's a nice walk and very challenging to play, but not one of the more active sports. Remember, the *P* in SPARK stands for "Play actively."

# \* SPARK \* IT UP!

## \* Partner Challenge

(Students in pairs; each student with a ball.) Take turns tossing the hoop, but this time play your own ball. After you kick/pass once, wait for your partner to kick/pass. Then both run to your balls. Alternate kicks until both balls are in the hoop.

## \* Spot Golf

(Use spot markers instead of hoops.) The ball has to touch the spot to be considered "holed."

## \* Punt, Throw, Pass-Long Course

(Set up a 9-hole or 18-hole course ahead of time. Use cones to designate the tee-off area and hoops for the holes. Each hole should be 30 or more paces long. Number the hoops and cones.) Each group of 3-4 starts at a different hole. Punt to tee-off. The 2nd "shot" is a throw-in. The remaining "shots" are soccer passes.

## FUN FACT

There are 50 million golfers in the world. Their average gross score for 18 holes is 107 shots. The chances of making 2 holes-in-1 in a round of golf are 1 in 67 million. Snow golf was invented by Rudyard Kipling when he lived in Vermont in the 1890s.

### STANDARDS ADDRESSED

#### NASPE

- #1, 2 Dribbling, kicking
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

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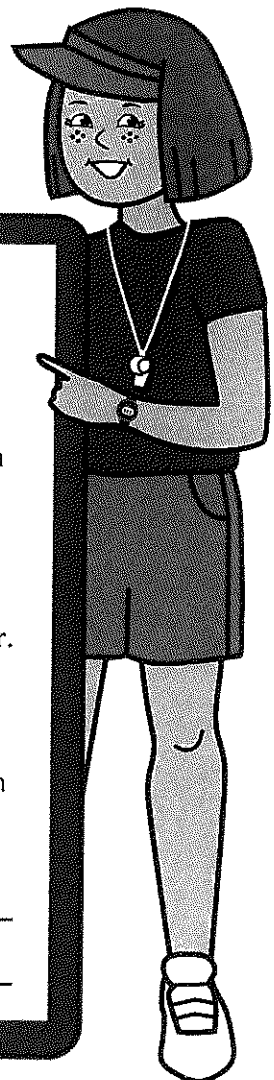
### PAULA'S POINTERS

- \* During warm-up, discuss golf terminology and etiquette.
  - "Fore": Yelled as a warning that a ball is coming towards others.
  - Par: Using as many kicks as expected; no more, no less.
  - Birdie: Using 1 fewer kick than par.
  - Eagle: Using 2 fewer kicks than par.
  - Bogey: Using just 1 more kick than par.

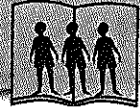
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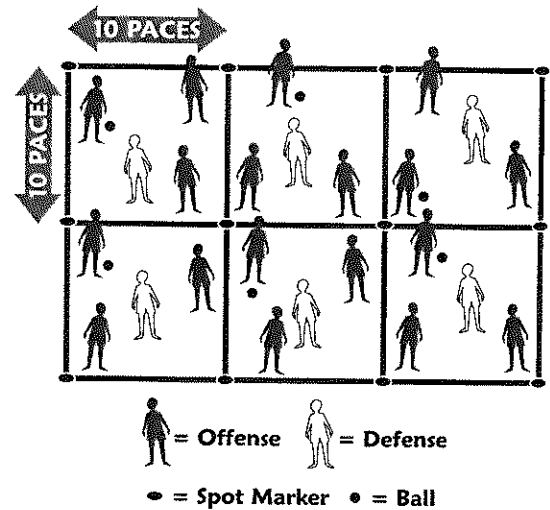


## Ready...

- 1 ball per 4 students
- Spot markers for grids

## Set...

- Create small grids (10X10 paces) per each group of 4; each group with 1 ball.
- Groups of 4 in a grid; 3 are Offense; the 4th is Defender.



## GO!

1. The object is to keep the ball away from the Defender. You do that by moving into support positions, creating passing lanes and making controlled passes.
2. On signal, 3 Offensive players pass to each other while the Defender tries to deflect or intercept.
3. Defenders, if you intercept a pass, give the ball back to an Offensive player.
4. Switch Defenders on my signal.

### CHALLENGES

- ★ Offense, can you minimize your touches on the ball and make quick passes?
- ★ Can you look and fake 1 way and pass in the other direction?
- ★ Can you move diagonally (45°) to create a safe passing lane?

### CUES

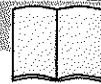
- ★ The Principle of 3s is in effect: Stay 3' from the person with the ball; pass within 3 seconds; don't take more than 3 dribbles before passing.
- ★ Passers, pass quickly. Use fakes and feints. Dribble to get in a good position.
- ★ Defender, anticipate passes. Move into the passing lane.

## \* Confuse the Villains

How can you confuse the Villains so they don't guess the Superheroes?

## \* The Old Bait and Switch

Superheroes may give their roles to someone else during the game with some sort of signal (e.g., a wink). What should the signal be this round?



## ACADEMIC

### Language Arts

*(Before class read Batman's Dark Secret by Kelly Puckett. Discuss how Batman got over his fear of the dark.)*

## STANDARDS ADDRESSED

### • NASPE

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

#3, 4 Cardiovascular endurance

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

**Your State** (Write in here)

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## TONY'S TIPS

- If the Villains have not discovered the Superheroes' identity after 2 minutes of play, stop the game and have them make a guess.
- Select new characters often so everyone gets a chance to be something.
- Remind students not to call out the name of the Superheroes.

### NOTES

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