

<p>K-5 Lesson Plans</p>	<p>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)</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th) sharing</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th) (healthy muscular system)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th) (check writing, debit card)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career. (education and training)</p> <p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (sharing)</p>	<p>Vocabulary:</p> <p>Starting, muscular system, cerebellum, check, debit card, trap, dribble, accuracy, obstacles</p> <p>guarantee, integrity, carbohydrates,</p>	<p>Learning Targets (relate all targets to real life):</p> <p>P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Career/Vocational Studies: I can define sharing within group work. (K-5th)</p> <p>Career/Vocational Studies: I can give an example of a career in education and training. (K-5th)</p> <p>Health: I can demonstrate integrity by saying no to drugs, explain the purpose of the muscular system. (K-5th)</p> <p>Consumerism: I can demonstrate the purpose of writing checks and using debit card. (K-5th)</p> <p>DEA Smart consumer and define a guarantee.</p> <p>P.E.: I can dribble a soccer ball. (K-2nd)</p> <p>P.E.: I can trap a soccer ball. (K-2nd)</p> <p>P.E.: I can dribble and trap a soccer ball around obstacles. (3rd-5th)</p> <p>P.E.: I can kick a soccer ball with accuracy. (3rd-5th)</p> <p>Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>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!</p> <p>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 three laps as a warm up.</p> <p>Mini Lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: share: DOK #2: Compare and contrast and starting integrity and consumerism integrity.</p> <p>Mini Lesson: (Health): Students will look at a power point slide that explains the parts of the muscular system DOK 2: Compare and contrast the muscular system and the respiratory system good and sportsmanship.</p> <p>Mini Lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within education and training: What do you remember from our guest speakers (Special Area Teams)? Bernheim Buddies</p>	<p>Daily Assessment</p> <p>X Observation</p> <p>X Oral responses</p> <p>□ Self-Evaluation</p> <p>□ ORC</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p>□ Student Self-Assessment</p> <p>good sportsmanship</p>
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PE: National Standards (NASPE)
See attached lesson plans for NASPE standards!

~~Mini-lesson: (Consumerism):~~ Students will learn about the purpose of writing a check and using a debit card. Students will review (flashback) the terms: interest and savings.

Warm-up: (P.E./stretching & 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-5th) Students will watch a video from Adventure to Fitness. ~~Students will watch from 17-23-minute mark ("Conquering Kilmarijara") 16 time permits.~~

P.E. Activity #1: Primary (K-2nd) Shadow Dribble (Kicking and Trapping), 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 pg. 14 for advanced activities titled "Shadow Dribble Threesomes" and "Moving Marbles".

Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a soccer ball and a hockey puck. 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-2nd: Tunnel Dribble (Kicking and Trapping p. 15) 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: 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?

Assessments/Exit Slip: See attached lesson plan for DOK 1 and 2 type questions under the section Wrap It Up. DOK 2: Compare and contrast soccer and basketball gameplay.

P.E. Activity #1: Intermediate (3rd-5th) Throw-ins and Punts, (Soccer 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

	<p><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5) (dance, soccer, hockey)</p> <p><u>KDOE: Vocational Studies: Academic Standards 1.16:</u> Students</p>	<p>from the teacher or from peers. Advanced students: See attached lesson-plan under the heading "Challenges" for additional activities.</p> <p>Assessments/Exit Slip: DOK 2: Compare and contrast passing a soccer ball and passing a hockey puck.</p> <p>P.E. Activity #2: Intermediate (3rd-5th) Rainforest, (Soccer page 29), 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: See attached lesson plan under the heading "Challenges" for additional activities.</p> <p>Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a basketball and dribbling a soccer ball.</p> <p>Mini lesson: Students in grades K-2nd will watch a video from brainpopjr.com titled "muscles". DOK 2: Compare and contrast the respiratory system and the muscular system. Students in grades 3rd-5th grade will watch a video from brainpop.com titled "muscles". DOK 1: Briefly describe the purpose of the muscular system. DOK 2: Compare and contrast the respiratory system and the muscular system.</p> <p>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.</p> <p><u>(1D) FRIDAY PL/CS Lesson Plan:</u></p> <p>Topics: dance, soccer, hockey, car safety, 3-D printing</p> <p>Vocabulary: dribble, pathways, speeds, directions, trapping, stick-handling,</p> <p>Health: I can understand the rules of car safety. (K-2nd) I can understand how 3-D printing can help me at school and in a career. (3rd-5th)</p>	
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<p>use computers and other kids of technology to collect, organize, and communicate information and ideas. (3-D printing)</p> <p>KDOE: Practical Living (Health): Academic Standards 3.2: Students demonstrate the ability to maintain a healthy lifestyle. (car safety)</p>	<p>P.E.: I can kick a soccer ball accurately. I can pass and trap a soccer ball with my partner. (K-2nd)</p> <p>P.E.: I can keep the hockey puck away from my partner. I can dribble a soccer ball around obstacles. (3rd-5th)</p> <p>Friday only: Mini lesson: (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.</p> <p>Friday only: Warm-up: Students will run three warm up laps.</p> <p>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.</p> <p>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 (K-5th)</p> <p>Friday only: P.E. Activity #1: Primary (K-2nd): Kicking for Accuracy (Kicking and Trapping, pg. 21).</p> <p>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 page 23 under Spark It Up for advanced activities.</p> <p>Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast soccer and hockey. Also see Wrap it Up section for DOK 1 and 2 types questions.</p> <p>Friday only: P.E. Activity #2: Primary (K-2nd) Passing in Pairs (Kicking and Trapping, pg. 27):</p> <p>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 for additional activities.</p> <p>Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast soccer and hockey. Also see Wrap it Up section for DOK 1 and 2 types questions.</p> <p>Friday only: P.E. Activity #1: Intermediate (3rd-5th): Dribble Keep A way, (Hockey, pg. 9).</p>	<p>✓</p>
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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: Look under the "challenges" section of attached lesson plan for additional activities.
Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast dribbling in hockey versus soccer.

Friday only: P.E. Activity #2: Intermediate (3rd-5th): Rainforest (Soccer, pg. 17)

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 "challenges" section on attached lesson plan.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast dribbling in hockey versus soccer.

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

K-2nd: Students will watch a video from bookflix.com titled "Car Safety" under the section Family and Community. DOK 2: Compare and contrast bike and car safety.

3rd-5th: Students will watch a video from brainpop.com titled "3-D Printing".
DOK 2: Compare and contrast 3-D printing with 2-D printing.

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.

	<p>Drills:</p> <ul style="list-style-type: none"> **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. 	
	<p>Notes and Anecdotal records:</p>	

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

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.

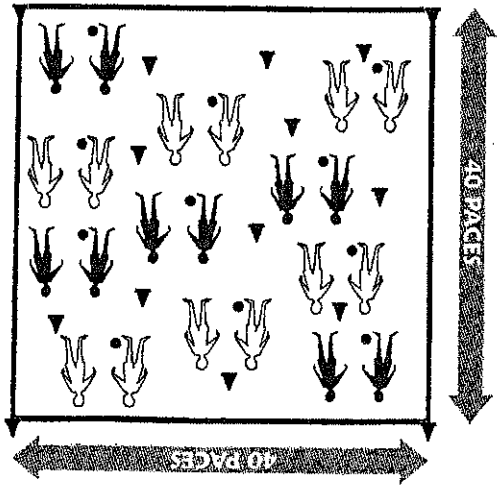
GO!

- 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.

Set

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

Ready



KICKING AND TRAPPING



SHADOW DRIBBLE

SPARK ACTIVITY

STANDARDS ADDRESSED

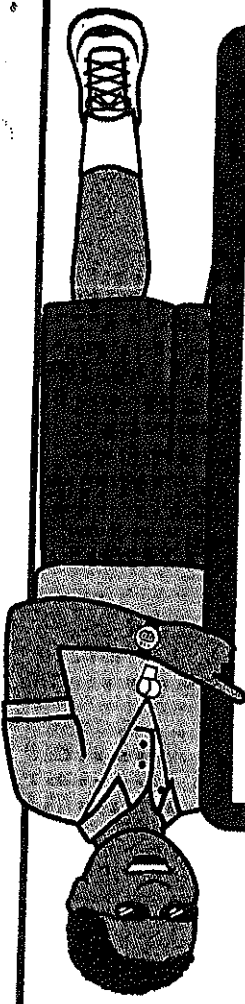
- **NASPE**
 - #1, 2 Spatial awareness, foot dribbles a ball
 - #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods
 - #5, 6 Participates, appreciates, enjoys movement, cooperates, with a partner

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



★ **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.

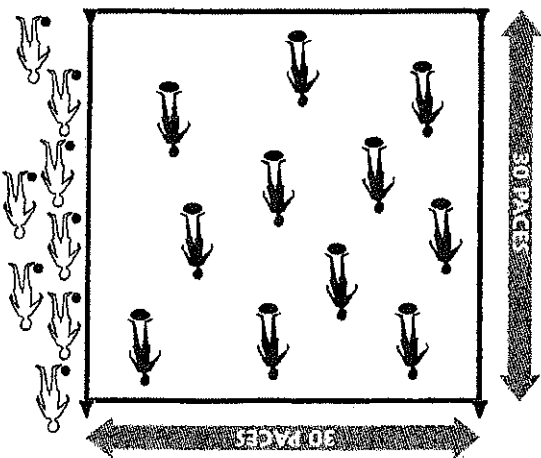
ACADEMIC  **Science**

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.

TUNNEL DRIBBLE



KICKING AND TRAPPING



- 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?

***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.

TUNNEL DRIBBLE

STANDARDS ADDRESSED

NASPE

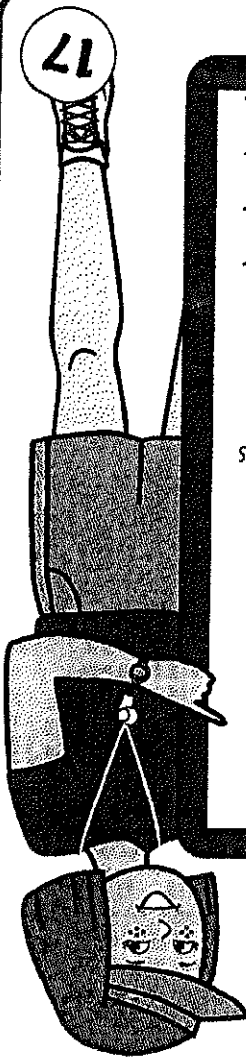
- #1, 2 Spatial awareness, foot dribbles a ball
- #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods
- #5, 6 Participates, appreciates, enjoys movement, cooperates, with a partner

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



ACADEMIC

Social Studies

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

THROW-INS AND PUNTS

70-71

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!

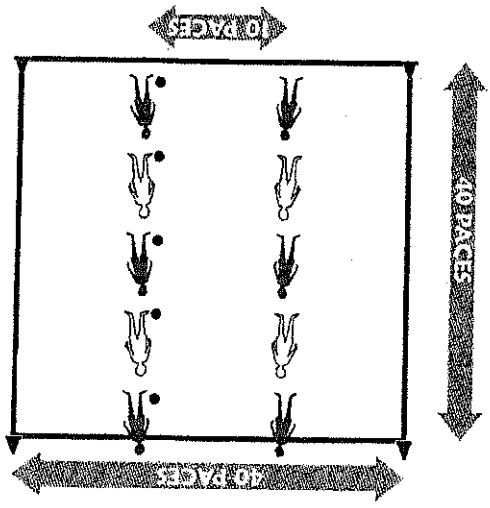
1. The object is to learn and practice transitional skills. These are both ways to get the ball back in play. We will learn the throw-in and the punt.

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.)



SOCCER

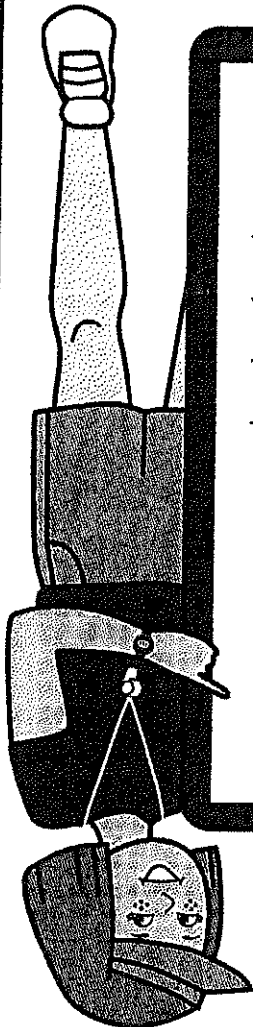
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CUES

- * 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.

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?



PAULA'S POINTERS

NOTES

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

STANDARDS ADDRESSED

NASPE

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

• **Your State** (Write in here)

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.

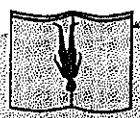
- ★ **Step Back**

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.

TV-14



Ready...

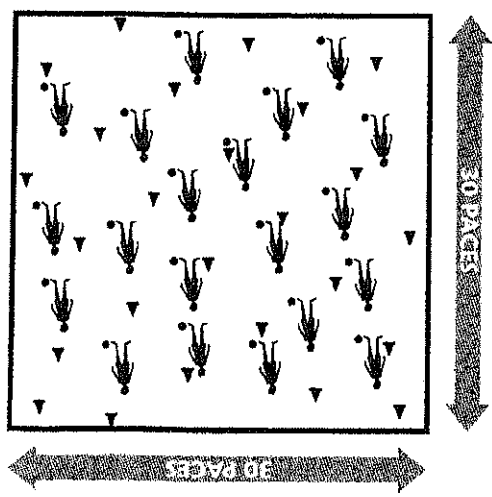
- 1 ball per student
- 1 (or more) cones per student

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.

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?

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

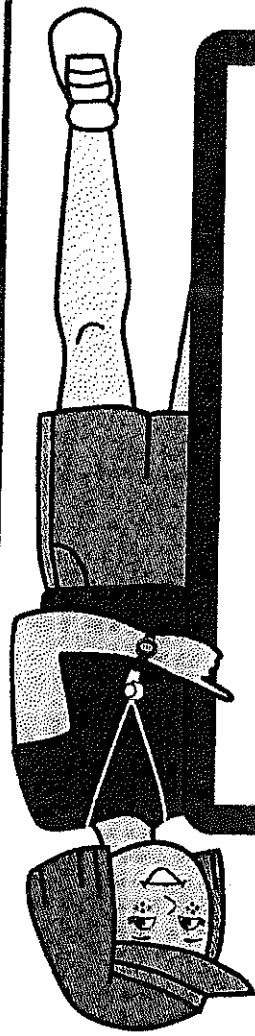
- #1, 2 Dribbling, special awareness
- #3, 4 Cardiovascular fitness
- #2, 6 Offensive/defensive strategies
- #5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

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

NOTES



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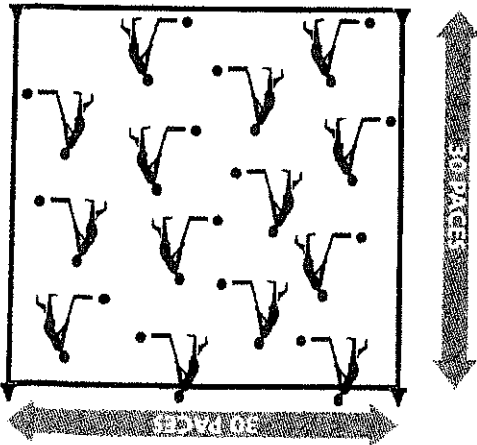
CUES

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

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.

HOCKEY



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.

Set...

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

Ready...

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

DRIBBLE KEEP AWAY

SPARK™ SKILL BUILDER



Your State (Write in here)

- #3, 4 Cardiovascular fitness
- #2 Critical thinking
- hand coordination
- #1, 2 Dribbling, tapping, dodging, agility, balance, eye-

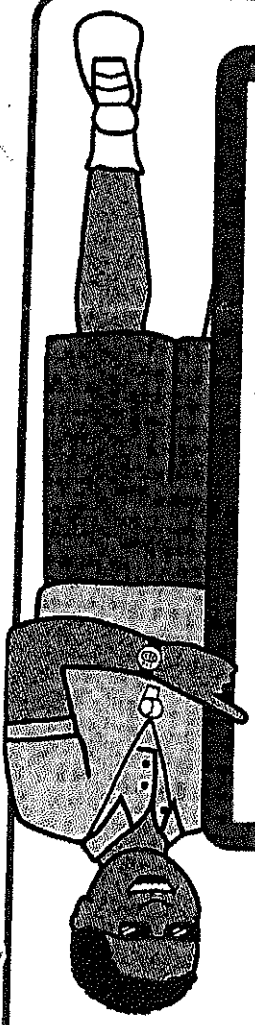
NASPE

STANDARDS ADDRESSED

NOTES

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

TONY'S TIPS



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

Shark

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

Holes

(Make the activity area smaller.)

Small Ice

HOME

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

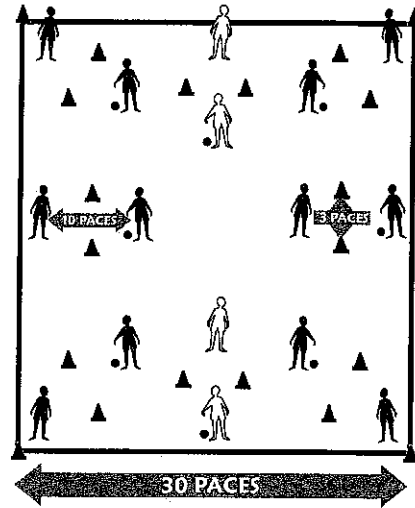


Ready

- 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.

KICK FOR ACCURACY

GO! (continued)

4. Shooting from Angles

- Let's try shooting from an angle.
- Move your ball to 1 side, and try to score from there.
- Your partner should be at the opposite side to retrieve and shoot back to you.
- *(Allow pairs 2-3 minutes of shooting back and forth; then prompt them to move to the other angle and continue.)*

5. Wrap It Up

- Point to the correct part of the foot you should use for kicking a ball low along the ground. High in the air?
- When your partner shot from an angle, did you move from the center so you were in a better position to retrieve the ball? Did you move over as far as your shooting partner did but in the opposite direction?

KICK FOR ACCURACY

* SPARK™ IT UP!

* Soccer Bowling

(Place 10-20 cones along a midfield line, 10 paces away from both sidelines. Direct partners to select 1 ball per pair, then spread out along opposite sidelines, and turn to face one another.) The object of Soccer Bowling is to knock over the cones by kicking the ball into them. Take turns kicking the ball with your partner. After we have knocked over all pins, we'll play again. (After trials, switch partners and play Step Back.)

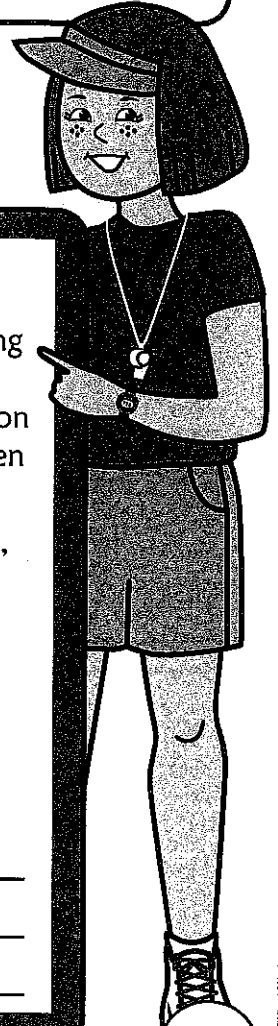
* Passing on the Move

You and your partner take turns passing the ball back and forth while you jog around our perimeter. When you receive a pass, trap it, dribble it, then pass it back to your partner. Remember when we learned to "lead" with our throws? We need to lead with our kicks too, so pass the ball ahead of your receiver.



HOME

Did you know that healthy children are better learners? It's true! People that study these things are called scientists, and they have proven that being active and eating well helps kids just like you perform better in school. And, children who do well at school also do well at fitness. They go hand and hand. (Or, maybe we should say, they go mind and body.) So, when you go home tonight, ask your parent this true/false question, "Are healthy kids better learners?" And see if they get the answer right!



STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, kicking

#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

- Encourage students to try shooting on goal with each foot: For advanced learners, R foot when on the R side of the goal, L foot when on the L side.
- When passing to a moving target, remind students to kick the ball ahead to where their partner will be.

Vocabulary

Lead (a receiver)

NOTES

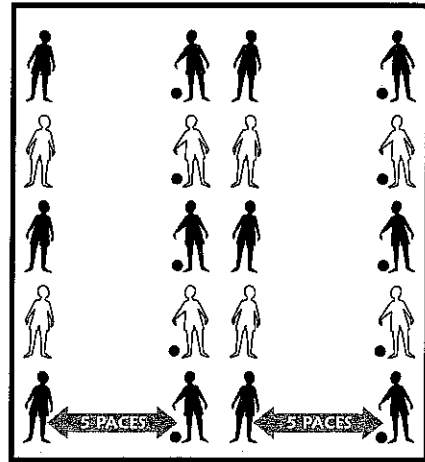


Ready

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

Set

- Create 2 parallel lines 5 paces apart and long enough to spread half the class on each.
- Pair students; then distribute 1 ball per pair.
- Send pairs to stand on lines in partner face-off formation.



GO!

1. Passing to a Stationary Target

- Which pair would like to demonstrate a proper soccer-style pass?
- See how they contact the ball with their insteps and send it rolling towards their targets?
- On my signal, pass the ball back and forth with your partner. Be sure to trap it and gain control before passing it back.
- **Challenges**
 - How many **traps** can you and your partner make in 30 seconds? Count out loud!
 - Let's try it again. Can you beat your score?
 - How quickly can you make 10 traps? March in place when you're finished.
 - Try it again; can you change your passing foot with each pass?
 - *(Switch partners every few challenges, and repeat with new partners.)*

2. Wall Pass

- Instead of trapping the ball and then passing, try to use the inside or outside of your foot like a wall, and let the ball rebound off of it.
- Can you send the ball back to your partner accurately?
- This is called a *Wall Pass*.
- Practice the *Wall Pass* with both feet.

PASSING IN PAIRS

GO! (continued)

3. Passing to a Moving Target

- On my signal, find an open area to safely move within our boundaries.
- Walk side by side, and pass the ball back and forth with your partner. (Stay close.)
- Pass the ball ahead of your partner. Remember how we learned to “lead” our passes.
- Trap and control the ball while you’re both moving.
- (After 2-3 minutes.) Pick up the pace so you’re both jogging slowly while passing the ball.

4. Wrap It Up

- What do your eyes need to do when kicking a ball to a partner? (First, they should look at your target. Then, use them to watch your foot contact the ball.)
- Which passes work best when moving?

* SPARK™ IT UP!

* Stop the Music!

(Create groups of 4-5. Scatter them with boundaries, and have each group stand in a circle.) When you hear the music start (or say, “Go!”) pass the ball randomly around your circle, trapping it after each pass. When the music stops, the student with the ball holds it high overhead and freezes like a statue. The others in the group run to line up behind that person. Then the ball is passed overhead to the end of the line. The last person with the ball shouts, “Go!” and everyone forms a circle again and begins passing while the music plays.

* Stop the Music Variations

Whoever’s head is closest to the ceiling (sun if outdoors) is your 1st “Sweeper.” Sweepers change the type of pass and trap each time the ball goes to them while passing it around their circle. Also, when the music stops, run to line up **in front** of the person with the ball, and pass it forward between each other’s legs!

* Soccer 4-Square

(Create groups of 4, and place them in 4-Square grids. Reference 4-Square in the Recess Activities unit if necessary.) The object is to pass the ball from your square to another. Do that by using your passing and trapping skills. Try to prevent the ball from going outside any of your 4 squares.

PASSING IN PAIRS

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, kicking, trapping

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

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

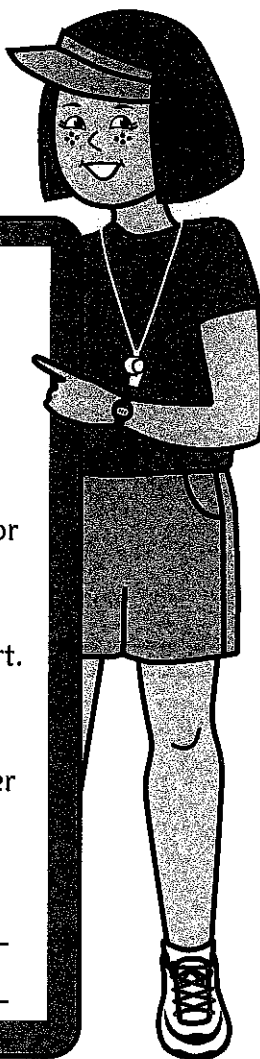
Your State (Write in here)



ACADEMIC

Social Studies

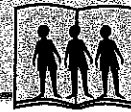
Did you know that soccer isn't really called soccer anywhere else except the United States? Around the world, it's known as "Football." Wait a second, isn't football – oh, never mind. When you think about it, calling soccer "foot-ball" makes sense, doesn't it? And, did you know that **more** people watch the championship of international soccer, known as the "World Cup," on TV than the championship of U.S. football, known as the "Super Bowl?" I'll bet you **got a kick** out of learning that!



PAULA'S POINTERS

- Prompt students to change directions, move into open space, and practice with both feet.
- Emphasize ball control and skill improvement, not speed, points, or total scores.
- If time permits, repeat challenges with partners standing farther apart.
- While practicing *Passing to a Moving Target*, cue skilled and successful partners to spread further apart from one another.

NOTES

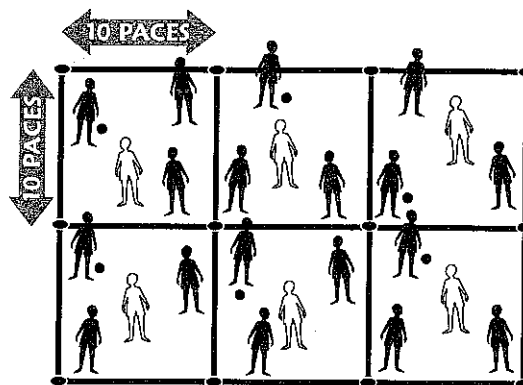


Ready...

- 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.



= Offense = Defense
 = Spot Marker = Ball

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.

★ SPARK★ IT UP!

★ Get the Point!

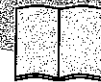
Defenders score 1 point when they touch the ball, 2 points when they intercept, and/or the Offense scores 1 point for each clean trap.

★ 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)

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.

NOTES

