

K-5th Lesson plans

P.E. KY Core Content:

PL-EP-2.34: Students perform physical movement skills effectively in a variety of settings. (K-5th)

Practical Living KY Core Content:

PL-EP-1.1.8: Behavior Choices: The learner will be able to identify behavior choices (tobacco, alcohol) that result in negative consequences.

PL-04-1.1.6: Behavior: The learner will be able to identify behavior choices (tobacco, alcohol) that result in negative consequences.

Vocabulary:

Expectations, rules, rewards, consequences safety, warm up, cool down, Kin-ball, Omnikin, defense, serve, fault, sleep, fats,

Learning Targets (relate all targets to real life)

P.E.: I can identify expectations and safety rules for my PE class. (K-5th)

P.E.: I can catch and roll a ball correctly with a partner. (K-2nd)

P.E.: I can correctly throw a ball underhand and hit a target. (K-2nd)

P.E.: I can work together as a team and demonstrate how to play Kin-ball. (3rd-5th)

Practical Living: I can give an example of why smoking is bad for my health. (K-2nd)

Practical Living: I can give examples of why alcohol is bad for my health. (3rd-5th)

Tuesday-Thursday P.E. and Health Lesson Plans

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-Dino Disaster-Adventure Break.

Mini lesson: (Practical Living) Students will watch a video from www.brainpopir.com titled "smoking". (Flashback): Give me example of why sleep is important. (Exit slip): Question: Give me a reason why smoking is dangerous. (K-2nd) Students will watch a video from brainpop.com titled "alcohol". (Flashback): Describe the career of Monday's guest speaker. (3rd-5th) (Exit slip): Question: Give me a reason why drinking alcohol is dangerous.

P.E. National Standards (NASPE):

Self-Toss and Catch (Catching and Throwing pg. 9) #1,2 Tossing, catching, spatial awareness, body awareness #3,4 Participates in enjoyable, challenging

Daily Assessment:

- X Observation
- X Oral responses
- Self-Evaluation
- ORQ
- X Whole Class
- X Small Group
- X Individual

Formative and Summative Assessments

- X Entrance (flashback) and Exit Slips
- X Oral Questions
- Student Self-Assessment

activities #5,6 Participates, appreciates, enjoys movement, cooperates with a partner (K-2nd)

Partner Throw and Catch (Catching and Throwing, pg. 15) #1,2 Spatial awareness, throwing, catching #3,4 Participates in enjoyable, challenging activities #5,6 Participates, appreciates, enjoys movement, cooperates with a partner (K-2nd)

Kin-Ball Sport (World Games, pg. 19) #1 Motor skill development, #2 Defending open space #3,4 Aerobic capacity, upper body strength #5,6 Communication/cooperation, appreciation of diversity, accepting challenges (3rd-5th)

Backhand Throw and Catch (Flying Disc, pg. 5) #1,2 Backhand throw, clap catch #5,6 Accepting challenges, cooperation

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

P.E. Activity #2: Primary (K-2nd) Partner Throw and Catch (Catching and Throwing, pg. 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: Toss the beanbag above your partner's waist? Below their waist? At their knees? Chest? Toss to 1 side of your partner? The other side? **Assessment/Exit Slip:** Why do we step forward with the opposite foot when throwing? Why do we use different types of tosses and throws depends on how close we are to our partners? Who knows what putting an arch on the ball means?

(If time permits) P.E. Activity #3: Primary (K-2nd) Kin-ball Sport/Popcorn, 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 times can you play this game without you allowing the ball to hit the ground or go out of bounds?

Assessment/Exit Slip: Turn and talk and explain to a partner how to play the Omnikin game "Popcorn".

P.E. Activity #1: Intermediate (3rd-5th) Kin-ball Sport (World Games), page 19, 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 points can you score before the signal? How few faults?

Assessments/Exit Slip: Explain how to object and rules of Kin-ball. Why do you think it is important to communicate as a team?

P.E. Activity #2: Intermediate (3rd-5th) Backhand Throw and Catch (Flying Disc, 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: How many catches can you make before the signal? How quickly can you make 20 catches? Jump up and down when you get there! Can you tell your partner 1 thing that will make them a better thrower? Catcher?

Assessments/Exit Slip: Demonstrate the proper grip, backhand throw, and how to catch a Flying Disc (Frisbee).

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”.

FRIDAY (4) P.E. and Health Lesson Plan:

Topic: anger, immune system, dance, tag, cooperative games, catching and kicking

Friday 4 only: “I can” statements:

Practical Living: I can use strategies that deal with anger. (K-2nd) I can understand the purpose and function of immune system. (3rd-5th) P.E. I can correctly perform flexibility exercises. (K-2nd) I can help the “squirrel” (a student) find a safe place between 2 Trees. (K-2nd) P.E. I can earn my partner’s trust by allowing them to “drive” them though “hazards”. (3rd-5th) P.E. I can correctly serve a ball by kicking it. (3rd-5th)

Friday 4 only: Warm-up: 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.

Friday 4 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.

Friday 4 only: Mini lesson: (Practical Living) Students will listen to a book and helps the students effectively deal with anger. (Exit slip): Question: Give me an example of a strategy that can be used in dealing with anger. (K-2nd)

Friday 4 only: Mini lesson: (Practical Living) Students will watch a video on brainpop.com titled “immune system”. (Exit slip): Question: Give me the purpose and/or function of the immune system. (3rd-5th)

Practical Living KY Core Content:

PL-EP-1.1.9 Feelings: The learner will be able to describe social and emotional health. (K-2nd)

PL-04-1.1.6: Behavior: The learner will be able to describe how an individual’s behavior and choices related to diet, exercise and rest affect body system. (3rd-5th)

National Standards (NASPE):

(Friday 4 only) NASPE:
Stuck-in-the-Mud (Games K-2nd) #1.2 Spatial awareness, locomotor skills, chasing and fleeing, throwing and catching #3,4 Participates in enjoyable, challenging activities, aerobic capacity #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting

(Friday 4 only) NASPE:
Catch and Chase (Games) (K-2nd) #1,2 Spatial awareness, locomotor skills, chasing and fleeing, throwing and catching #3,4 Participates

Teacher: Clark Kuhn

Subject: P.E./Practical Living

Week: October 27-30, 2015 (Friday 4)

Topic: Kin-ball, tobacco, alcohol, throwing and catching

in enjoyable, challenging activities, aerobic capacity #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting

(Friday 4 only) NASPE:
Houdini Hoops
(Cooperatives) (3rd-5th) #1
Body Awareness #2 Problem-solving #5,6 Cooperation and teamwork
(Friday 4 only) NASPE: 3
Flies Up (Recess Activities)
(3rd-5th) #1,2 Kicking, catching #5,6 Cooperation, fair play

Friday 4 only: P.E. Activity #1: Primary (K-2nd): Stuck-in-the-Mud (Games, pg. 9) See attached lesson plan
Friday 4 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: They will come up with their own variations of the game by adding their own ideas for gameplay.
Friday 4 only: Assessments/Exit Slip: Who freed someone from the mud today? How did it feel to be freed? Did you remember to thank the person that rescued you? Today at recess, lunch, after school, or at home, you may have another opportunity to help someone. It's always the right thing to do.

Friday 4 only: P.E. Activity #2: Primary (K-2nd): Catch and Chase (Games, pg. 11)
Friday 4 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: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday 4 only: Assessments/Exit Slip: Why was it safer to use a soft, underhand toss in this game? Could you and a friend play this game at recess, after school, or at home?

Friday 4 only: P.E. Activity #1: Intermediate (3rd-5th) Houdini Hoops (Cooperatives, 21)

Friday 4 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: They will add more than one hoop to the activity.
Friday 4 only: Assessments/Exit Slip: Students will give an example of a strategy that they used to get the hoops around the group of students.

Friday 4 only: P.E. Activity #2: Intermediate (3rd-5th) 3 Flies Up (Recess Activities, 25)

Friday 4 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: They will be given the option of having to catch the ball two additional times before they become the kicker. How high can you kick the ball? Can you watch the ball all the way into your hands?

Teacher: Clark Kuhn

Subject: P.E./Practical Living

Week: October 27-30, 2015 (Friday 4)

Topic: Kin-ball, tobacco, alcohol, throwing and catching

			<p>Friday 4 only: Assessments/Exit Slip: Students will explain how they played the game and the strategies that were used in the game "3 Flies Up".</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.



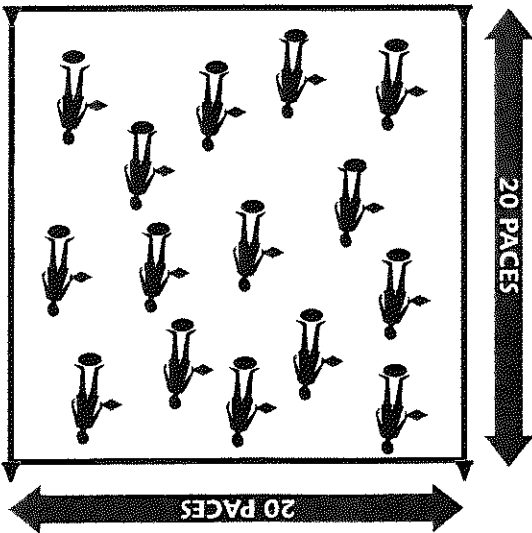
**CATCHING AND
THROWING**

Ready

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

Set

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



GO!

1. Exploration

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

2. Low Tosses

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

3. Medium Tosses

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

4. High Tosses

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

• **Challenges – Can you...**

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

5. 1-Hand Catch

- Try catching it with 1 hand. Watch the beanbag fall into your hand.
- **Challenges – Can you...**

- o Low toss and catch it with the same hand?

- o Low toss with 1 hand and catch with the other? How many times in a row?

- o Catch 1-handed after a medium toss? Try the other hand.

- o Catch with your palm facing out, like giving the beanbag a high-five? If you make 5

- o catches in a row, you may high toss and catch with 1 hand. Then try the other hand.

- o Hold your beanbag high, drop it, then catch it below your waist? Below your knees? Just before it hits the floor?

6. Wrap it Up

- Show the proper hand position for catching a beanbag with 2 hands below your waist

- (*thumbs out*). Now with 2 hands above your head (*thumbs in*).

- How would you catch it with 1 hand on your R side (*with the R hand*)? How would you

- catch it with 1 hand on your L side (*with L hand*).

SELF-TOSS AND CATCH



More Challenges

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

Small Ball Challenges

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

STANDARDS ADDRESSED

NASPE

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

Your State (Write in here)

PAULA'S POINTERS

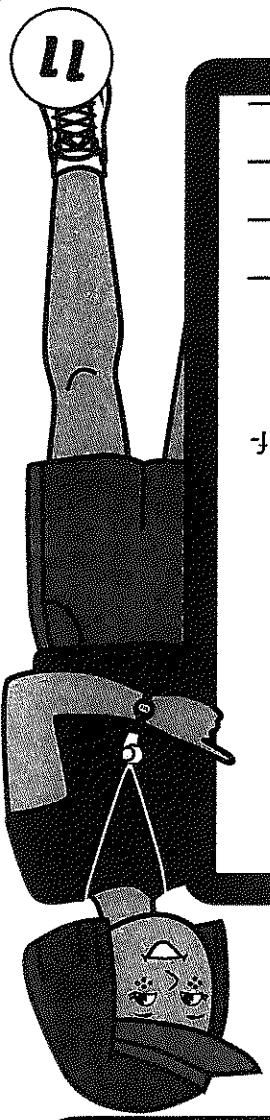
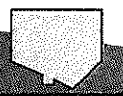
- If students already toss and catch well, reduce time explaining/demonstrating. (Talk less and let them practice more!)
- Allow students to exchange a beanbag for a small, soft, ball if/when ready; then repeat challenges.
- Encourage students to practice self-toss and catch at home.

NOTES

Grocery Bag Grab

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

HOME





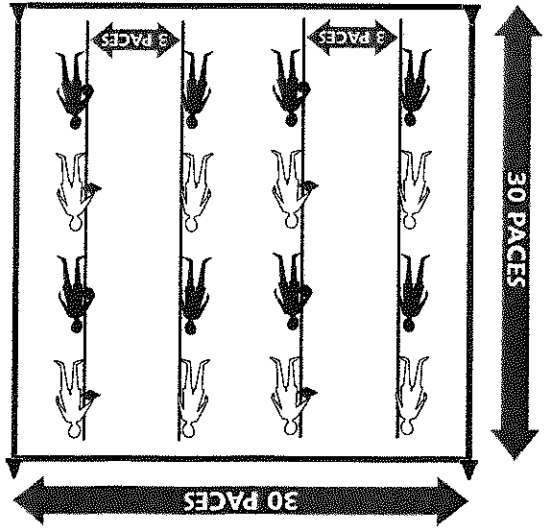
CATCHING AND THROWING

Ready

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

Set

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



GO!

1. **Exploration**

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

2. **Challenges** – Can you...

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

PARTNER THROW AND CATCH

GO!

(continued)

3. Partner Step Back

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

4. Wrap It Up

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

PARTNER THROW AND CATCH



★ Bee Catchers

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

★ Partner Wall Ball

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

STANDARDS ADDRESSED

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

Your State (Write in here)

PAULA'S POINTERS

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

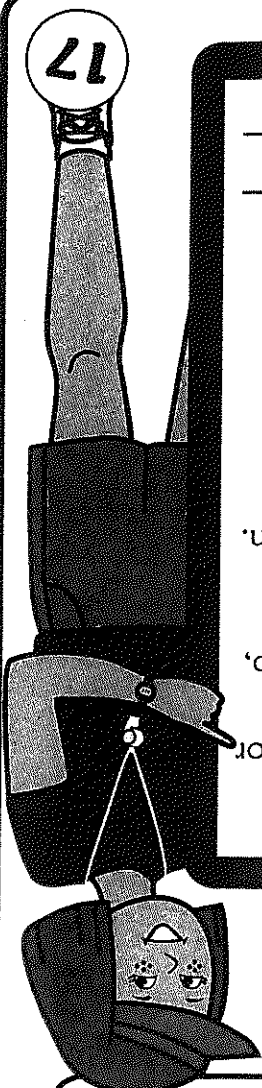
Vocabulary

Arch, extend

NOTES

Language Arts

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





Prep

- 4 cones (for boundaries)
- 3 sets of different color pinnies (4 pinnies per color) per 12 students
- 1 Kin-Ball® (40")
- Kin-Ball® Scoreboard (optional) *dry erase boards*
- Create large (30X30 paces) activity area.
- Form groups of 4; 3 groups with different pinnie colors and 1 Kin-Ball® per match.

Set

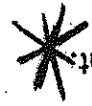
Teach

1986

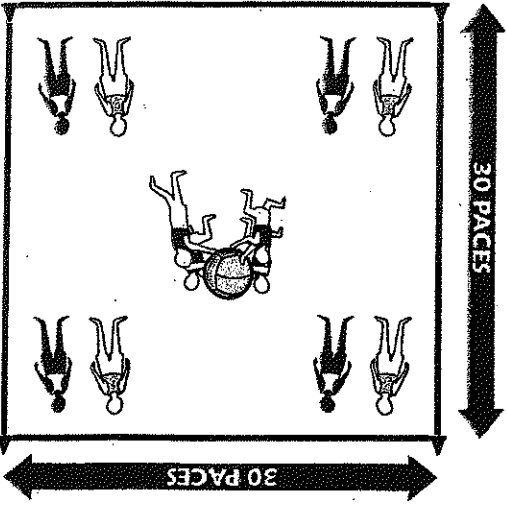
1. Today you'll play Kin-Ball® Sport, a Canadian game that is played around the world. The object is to serve the ball to 1 of the 2 opposing groups so they can't catch and control it. Receivers work together to control the ball; then serve to another group.

2. The Rules

- Play begins when Serving Group calls, "OMNIKIN™" and names the color of another group. All but 1 player in Serving Group touches ball with both hands, hold it high overhead, and drops to 1 knee. Server uses 2 fists to punch ball into open space.
- Serves must be hit up and travel at least 3 paces. No spiking allowed.
- The group whose color is called must catch and control the ball; then serve it up to another color group. Rotate servers within your group.
- Continue until a fault is made. A fault occurs when:
 - o ball hits the ground.
 - o ball goes out of bounds.
 - o the same player hits ball 2X before it is controlled.
 - o ball does not travel 3 paces.



4. **Cues**
- Spread your group around to defend the entire court. Stay ready and alert.
- Ball should be served to the leading group (the one with the highest score).
5. **Challenges**
- How many points can you score before the signal? How few faults?
6. **Think About...**



EXTENSIONS

 Pedometer Points

(Need 1 pedometer per group.) We're going to add group step-count to our scoring. The group with the most steps at the end of the match will get 3 bonus points.

 Speed Play

As soon as the ball is touched, you will have 3 seconds to serve it away. Listen for a 3-count.

The International Kin-Ball® Federation serves nearly 4 million participants around the world. If you like the action and teamwork of Kin-Ball® sport, check out the official website and get involved in a growing global game. In 2011, Japan hosts the 6th Kin-Ball® Sport World Cup. Visit www.kin-ball.com to read more about it – in both English and French!

GLOBAL INTEGRATION 

STANDARDS ADDRESSED 

NASPE

- #1 Motor skill development
- #2 Defending open space
- #3, 4 Aerobic capacity, upper body strength
- #5, 6 Communication/cooperation, appreciation of diversity, accepting challenges

Your State (Write in here)

- Keep a minimum of 3 paces between the playing area and a wall or obstacle.
- Focus on cooperation, technique, and strategy – not score.

NOTES

TEACHING TIPS 

Kin-Ball, is a team sport created in Quebec, Canada in 1966 by Mario Demers, a physical education professor, in which the main distinctive characteristics are the big size of the ball (about 1.5 meters of diameter) and that the matches are played between three teams at the same time instead of traditional one-vs-one like the most of the team games. The International Kin-Ball Federation counts 3.8 million participants, primarily from Canada, the U.S., Japan, Belgium, France, Switzerland, Spain, Germany, Denmark and Malaysia.

Gamedit!



3 periods
7 min. each
Kin-Ball game

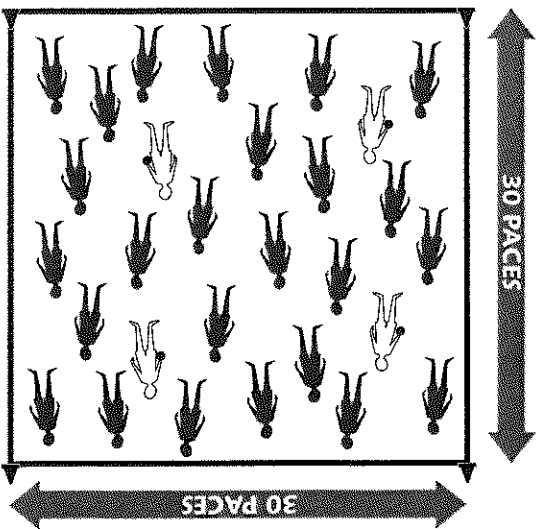
Games have three periods lasting between 7 to 15 minutes each, depending on the age level of the participants, with a one-minute intermission between each period. At the beginning of each period, the ball is put into play from the center of the gym by the team with the fewest points. The team with the most points at the end of the three periods wins the game.

Teams are composed of 4 players (with up to 4 substitutes), all of which wear a jersey or pinny of a different colour, with grey, pink and black being the official colours internationally, except in Quebec where blue replaced pink in 2004.

Each team has 4 players. When the game starts, the player at the center throws the ball up while yelling the word "Omnikin" and the corresponding color of a team. The named team must catch the ball before it touches the floor. The catching team must have three players holding the ball from below, each player with one leg bent and with both hands on the ball. The remaining player may stand, then hit the ball with his/her hands while clearly yelling "Omnikin" and the color of another team which will then run and catch the ball. If the named team does not prevent the ball from hitting the floor, the other two teams are each awarded one point. The ball then goes to the team which failed to score. If a player mistakenly yells the color of his/her own team when hitting the ball, the other teams are awarded points and play restarts.

A player can commit a series of fouls during the match.

1. Yelling the color of his/her own team when hitting the ball.
2. Yelling the color simultaneously with hitting the ball.
3. Allowing the ball to touch the walls of the room without the named team touching it.
4. Hitting the ball in a downwards direction.
5. The offensive team takes longer than 5 seconds to hit the ball once there are 3 contacts.
6. A player hits twice in a row. (serves)
7. The ball is hit less than 6 feet in distance. (serves)
8. Hitting the ball when there are less than 3 contacts on the ball. (serves)
9. Intentionally blocking a player who is on a different team.



Ready

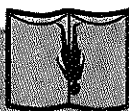
- 4 cones (for boundaries)
- 1 fluffball per 8 students
- Music and player

Set

- Create large (30X30 paces) activity area. (Note: This activity requires students to crawl; play indoors on a soft surface or outdoors on dry grass.)
- Scatter individuals within area.
- Designate 4 students as "Its," and give 1 fluffball to each.

GO!

1. The object of *Stuck-in-the Mud* is to avoid being tagged by the "Its" (taggers) while freeing others who have been tagged.
2. When the music starts, fast walk (then skip, side-slide, gallop, run) within our boundaries and avoid being tagged by an It.
3. If tagged, stand in a straddle position (feet wide apart) with your arms straight up. You are "stuck in the mud!"
4. Players: Free those stuck in the mud by crawling through their legs!
5. Its: Safely and gently tag as many as you can with your fluffball. You may not tag anyone while they are crawling through someone's legs or getting up.
6. (Play 2-3 minutes, then stop and designate new Its.)
7. **Wrap it up**
 - Who freed someone from the mud today? How did it feel to be freed?
 - Did you remember to thank the person that rescued you?
 - Today at recess, lunch, after school, or at home, you may have another opportunity to help someone. It's always the right thing to do.



STANDARDS ADDRESSED

NASPE

- #1, 2 Spatial awareness, locomotor skills, chasing and fleeing
 - #3, 4 Participates in enjoyable, challenging activities, aerobic capacity
 - #5, 6 Participates, appreciates, enjoys movement, cooperates, in a group setting
- Your State (Write in here)*

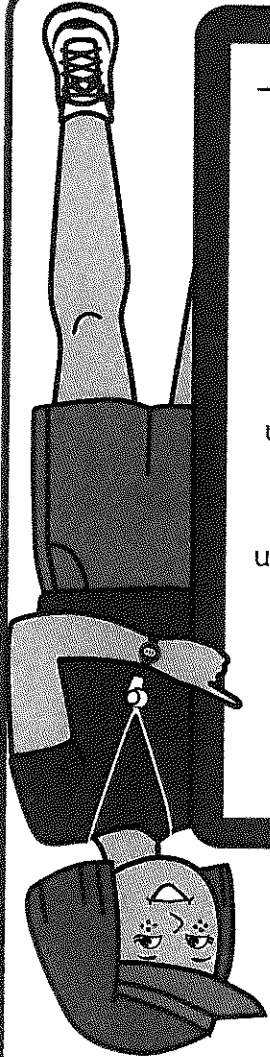
PAULA'S POINTERS

- If an indoor surface or grass field are not available, have students free tagged players by doing 3 jumping jacks (or another activity where they don't have to crawl on the ground) with them.
- Progress from moderate to vigorous tempos as children warm up and demonstrate safe play.
- Vary the locomotor skill each round.

Vocabulary

Rescue

NOTES



ACADEMIC



Social Studies

The game we played today, *Stuck-in-the-Mud*, originated in England. It rains a lot there, so it's easy to see how people could **really** get stuck in the mud. And speaking of England, did you know that the version of baseball we play today is said to have its roots in England? It comes from a game called Cricket that's still popular today. No, not the cricket that rubs its legs together and makes noise at night, but a game played with paddles and a hard ball on a very large grass field. (Discover playground games children play in England: <http://www.woodlandsjunior.kent.sch.uk/studentssite/playgroundgames.htm>)

★ **High-Five Tag**

When tagged, stand frozen and balance on 1 foot with 1 hand raised high (*demonstrate*). Free a frozen player by giving them a high-five. Be sure to thank your rescuer.

★ **Leap Frog Tag**

When tagged, squat very low. Free a squatting player by leap-frogging over them. Thank your rescuer.

GO!

1. Today's game is called *Catch and Chase*. We will use throwing, catching, chasing, and fleeing skills.

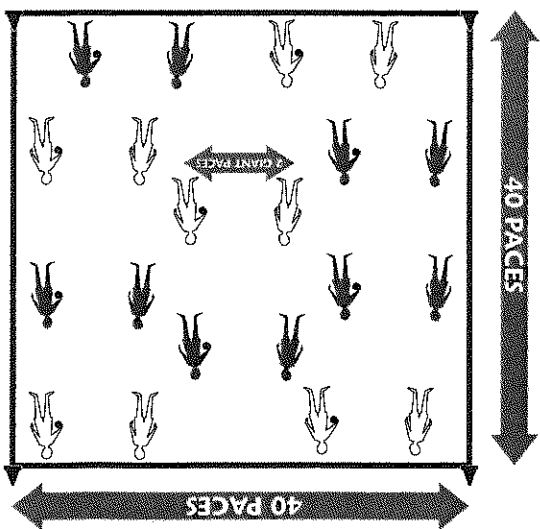
2. When the music starts, play catch with your partner using underhand tosses.
3. When the music stops, the partner with the ball is the "Chaser" and tries to tag their partner using a safe and soft 2-finger tag.
4. Chasers: If you tag your partner, give them the ball. They become the new Chaser.
5. New Chasers: You must do 3 jumping jacks before you can chase your partner.
6. When the music starts again, partners come back and play catch.
7. (Switch partners every few minutes or after several rounds.)
8. **Wrap it Up**
 - Why was it safer to use a soft, underhand toss in this game? (Because you and your partner are close together.)
 - What does the P in SPARK stand for? (Play actively.)
 - Could you and a friend play this game at recess, lunch, after school, or at home?

Set

- 4 cones (for boundaries)
- 1 3" foamball per 2 students
- Music and player
- Assorted tossables (optional)
- 2 paper plates per student (optional)
- Create extra large (40X40 paces) activity area.
- Pair students; send them to select a ball/tossable.
- Scatter pairs within area to face off, 2 giant paces apart.

Ready

- 4 cones (for boundaries)
- 1 3" foamball per 2 students
- Music and player
- Assorted tossables (optional)
- 2 paper plates per student (optional)



★ Slow It Down

(Each student needs 2 paper plates, i.e., crayon boxes, or other cardboard surface, under their feet.) Can you and your partner keep the plates under your feet while we play? (This stops students from running, as they must shuffle to keep their feet on the plates.)

★ Speed It Up

(After students show they are moving safely.) I'll call a locomotor skill for everyone to do (e.g., skip, side-slide, gallop, run) and increase the tempo (e.g., skip at a medium pace, gallop quickly, run as fast as you can, etc.).

★ Change the Distance and Throw

(Increase the size of the activity area and ensure pairs are spread out safely before starting.) When you and your partner return to toss and catch again, stand further apart from one another, and change the type of throw you use. Can you roll the ball back and forth? Toss it higher in the air? Use a soft 1-hand overhead throw? Can anyone catch it with 1 hand?

STANDARDS ADDRESSED

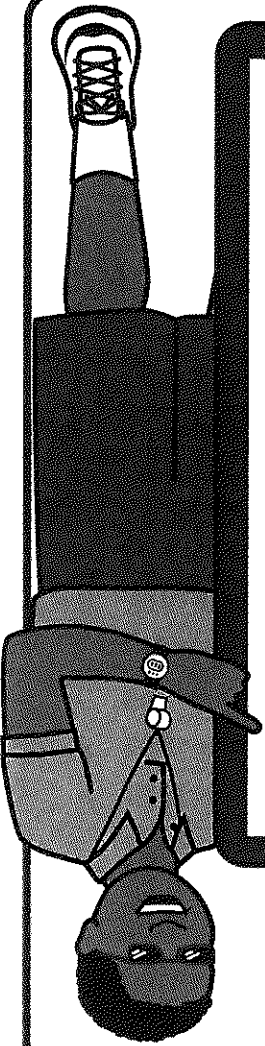
NASPE

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TONY'S TIPS

- You may choose to play with beanbags first – especially helpful for Ks – and/or provide pairs with choices of different tossables.
- Begin by having partners standing near each other for tossing and catching. Gradually increase the distance between them when they are catching consistently.
- Remind students to tag lightly with 2 fingers of their free hand. Do not tag with the ball.

NOTES



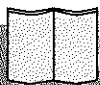
Language Arts

I'll give you a word to spell. Each catch (not throw) allows you to call 1 letter. Keep going, and see if you and your partner can spell the entire word together.

Use your spelling words and/or: Ks: Dog – Me – Cat – You

1st: Lion – Bear – Here – There

2nd: Horse – Water – First – Little



HOUDINI HOOPS



Ready...

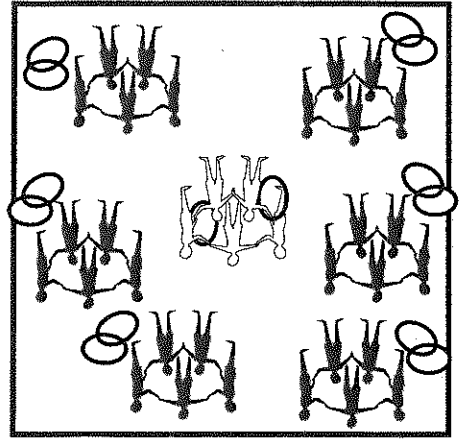
- 2 hoops per 5 students

Set...

- Create circles of 5, hands joined, scattered within boundaries.
- 2 hoops near each group.

GO!

1. The object of the game is to see how fast your group can pass a hoop around the circle without letting go of your hands.
2. I will place a hoop over 2 students' joined wrists, so it dangles like a bracelet.
3. On signal, move the hoop around your circle by stepping and ducking through it. Remember, keep your hands joined at all times.
4. Once successful, add a 2nd hoop.



CHALLENGES

- ★ How many times can your group move the hoop around your circle in 1 minute?
- ★ How quickly can your group pass your hoop around your circle 2 times?

CUES

- ★ Bend, twist, turn! Talk to each other and work together!
- ★ Try not to use your individual fingers.

COOPERATIVES

STANDARDS ADDRESSED

NASPE

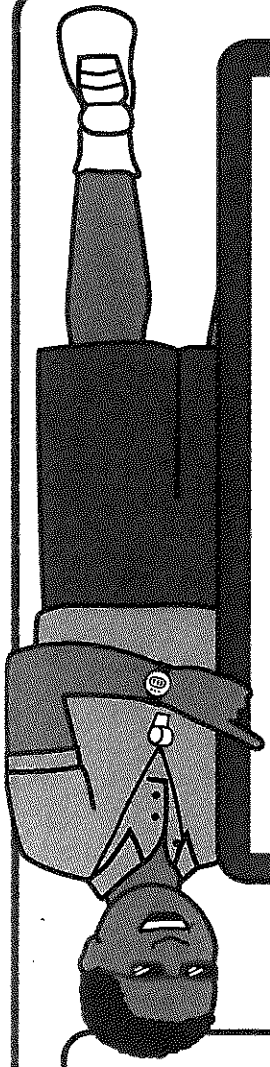
- #1 Body awareness
- #2 Problem-solving
- #5, 6 Cooperation and teamwork

Your State (Write in here)

TONY'S TIPS

- Allow students to choose groups and whose hand they hold.

NOTES



HOME

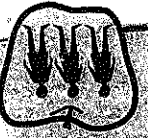
Ask your parents if they remember Harry Houdini. Maybe not, since he died in 1926, but most likely, they've heard of him. Considered America's most talented magician, Houdini was famous for his escape tricks. He was born exactly 26 years before the turn of the 20th century, and died on Halloween exactly 26 years after the turn of the 20th century. He was 52 when he died - the exact number of cards in a standard deck.

Switcheroo When you hear "Switcheroo!" move the hoop(s) in the opposite direction.

Criss-Cross Move 2 hoops in opposite directions. When the hoops criss-cross, figure out a way to get 1 to pass through the other - no hands (yes, the hoops can do this).

Caterpillar 5-6 students in a line - 2 hoops. As the hoop clears the first student in line, they let go and run to other end and joins hands with the last student in line. The line moves from 1 point to another.

3 FLIES UP



Ready...

- 1 utility ball per group of 4 students
- 3 spot markers per group of 4 students

Set...

- Create a circle of spot markers 10 paces apart in the center of a very large area; 1 spot marker per group of 4 students. These spots mark the kicking spot for each group. Walk out 20 paces away from inner circle of spots, and create boundaries for each inner spot by placing 2 spot markers 30 paces apart.
- Form groups of 4; 1 ball per group.
- 1 player, the Kicker, starts at the spot marker 15-20 paces away from their Kicker.

GO!

1. The object is to be the first player to catch 3 fly balls kicked by your group's Kicker.
2. The Kicker punts the ball toward the Fielders.
3. Fielders each try to catch ball before it bounces. Call, "Mine!" when the ball comes in your direction. Do not cut in front of others to field it.
4. When a Fielder catches 3 fly balls, they become the new Kicker, and the Kicker becomes a Fielder.

CHALLENGES

- How high can you kick the ball?
- Can you watch the ball all the way into your hands?

CUES

- Kicker, drop the ball an arm's length in front of you. Step toward the ball, and kick it with your shoe laces.
- Fielders, try to get under the ball. Call, "Mine!" if it comes your way.

RECESS ACTIVITIES

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