

# K-5th Lesson plans

**KDOE: Practical Living (P.E.): Academic Standards 2.34:** P.E.: Students perform physical movement's skills effectively in a variety of settings.

**KDOE: Practical Living (Health): Academic Expectations: 4.1:** Students effectively use interpersonal skills. (K-5th)

**KDOE: Practical Living: Academic Expectations: 5.4:** Students use decision-making process to make informed decisions among options. (K-5th)

**KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:** Students evaluate consumer products and services and make effective consumer decisions. (K-5th)

**KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:** Students use strategies for choosing and preparing for a career.

**KDOE: Practical Living (Health): 2.32:** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)

**KDOE: Practical Living (Health): 4.1:** Students effectively use interpersonal skills. (3<sup>rd</sup>-5<sup>th</sup>)

**Vocabulary:**

Fiber, protein, fairness, bandwagon, endorsement, testimonial, emotional appeal, Type 2 diabetes, Hike, perimeter, center, quarterback, straddle, touchdown, clock and counter clockwise,

**Learning Targets (relate all targets to real life):**

**P.E.:** I can perform physical movement skills correctly. (K-5<sup>th</sup>)  
**Health:** I can define and provide an example of the word fairness. (K-5<sup>th</sup>)  
**Health:** I can provide an example of a healthy snack. (K-5<sup>th</sup>) I can give a side effect of a diet too high in sugar. (K-5<sup>th</sup>)  
**Consumerism:** I can give an example of a technique that advertisers use. (K-5<sup>th</sup>)  
**Vocational Studies:** I can give an example of a career from the health science career cluster. (K-5<sup>th</sup>)

**P.E.:** I can cooperate with a partner by passing a beanbag. (K-2<sup>nd</sup>) I can move my group's beanbag down the line without dropping it. (K-2<sup>nd</sup>) **P.E.:** I can hike a football to a teammate. (3<sup>rd</sup>-5<sup>th</sup>) I can throw a flying disc into a hoop (target). (3<sup>rd</sup>-5<sup>th</sup>)

Tuesday, Sept. 26<sup>th</sup>-Sept. 30<sup>th</sup> (sub plans...See attached...Kuhn was absent)

**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 (Health/Citizenship/Employability Traits):** Character word of the week on Power Point: Review integrity and introduce diligence. Set goals and work hard to achieve them. **DOK #1:** Define the meaning of the word fairness. **DOK #2:** Compare and contrast fairness and trustworthiness.

**Mini Lesson: (Health):** Healthy food of the week (oatmeal) versus a negative side effect of sugar and an example of a food (donuts) that is high in sugar. **DOK #2:** Compare and contrast healthy food choices and foods that are high in sugar.

**Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within health sciences. Remind students about Monday's guest speaker: Bullitt County Health Department! Review the content discussed from the previous Monday's

**Daily Assessments:**

- 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

**National Standards (NASPE)**  
See attached lesson plans for NASPE standards!

guest speakers. **DOK#2:** Compare and contrast a career in law, public safety, corrections, and security with a career in health sciences.

**Mini lesson: (Consumerism):** Critical vocabulary: Review the meaning of the word advertising. Introduce the techniques that advertisers use to convince you that you need their goods and services. **DOK #1:** Explain a technique used in advertising. **DOK #2:** Compare and contrast two different advertising techniques.

**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 9-15 minute mark (“Chinese Challenge”)

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Line Boogie, pg. 9. (manipulatives, pg. 9), See attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They can brainstorm a unique way to pass the beanbag. **Assessments/Exit Slip:**  
**DOK 1:** How did your group work together to make this activity fun?  
**DOK 2:** Name a sport. Now compare and contrast that sport with the game we just played.

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) Twist and Turn/Bend and Stretch, (manipulatives, 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: Before the signal, how many times can you get the beanbag back to the partner holding it now.

**Assessments/Exit Slip: DOK 1:** What is flexibility? **DOK 2:** Compare and contrast dynamic and static stretching.

**Tuesday-Thursday** (4<sup>th</sup> and 5<sup>th</sup> grade students will be learning about archery from Mr. Cook and/or Mr. Kendall).

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Center-pede, (Football, pg. 21), 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: Can you group score a touchdown without dropping the ball? How quickly can you score a touchdown?

**Assessments/Exit Slip:** DOK #2: DOK 2: Compare and contrast “hiking in the woods” and “hiking” the football.

**P.E. Activity #2:** Intermediate: Target Throw, (Flying Disc, pg. 13) 3<sup>rd</sup>-5<sup>th</sup> 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 quickly can you score 20 points? Can you aim for a target farther away next time?

**Assessments/Exit Slip:** DOK 2: Compare and contrast football golf and target throw.

**Mini lesson (Careers):** Students will watch a brainpopjr.com video titled “handwashing”. (K-2<sup>nd</sup>). DOK 2: Compare and contrast handwashing and taking a shower. Students will watch a video from brainpop.com titled “personal hygiene”. (3<sup>rd</sup>-5<sup>th</sup>) DOK 2: Compare and contrast handwashing and taking a shower.

**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.

**FRIDAY (5) PL/VS Lesson Plan:**

**Topics:** Cooperatives, flying disc, locomotor skills, hula hoops, dance,

**Vocabulary:** Static stretching, clock and counter clockwise,

**Learning Targets (relate all targets to real life):**

**KDOE: Practical Living**

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

**Standards 2.3.4: P.E.:**

Students perform physical movement’s skills effectively in a variety of settings.

<p><u>NASPE Standards:</u> See attached lesson plans!</p>	<p><b><u>P.E.:</u></b> I can quickly move a hoop around the circle without letting go of your hands. (K-2<sup>nd</sup>)</p> <p><b><u>P.E.:</u></b> I can I can pull as many flags as possible. (K-2<sup>nd</sup>)</p> <p><b><u>P.E.:</u></b> I can move all pieces of equipment around the circle without using hands. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b><u>P.E.:</u></b> I can make accurate passes to my partner by standing in a hoop. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b><u>Friday only: Mini lesson:</u></b> (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.</p> <p><b><u>Friday only: Warm-up:</u></b> Students will run three warm up laps.</p> <p><b><u>Friday only: Mini lesson (Spiral Review):</u></b> Review concepts taught earlier in the week from consumerism, healthy food choices, career cluster, character trait, PE vocabulary.</p> <p><b><u>Friday only: P.E. Warm-up Activity:</u></b> Students will dance to 2-3 songs from Just Dance on youtube.com.</p> <p><b><u>Friday only: P.E. Activity #1:</u></b> Catch a tail (Games, pg. 17) See attached lesson plan! (K-2<sup>nd</sup>)</p> <p><b><u>Friday only: Differentiated Instruction:</u></b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: How quickly can your group pass your hoop around your circle 2 times?</p> <p><b><u>Friday only: Assessments/Exit Slip:</u></b> DOK 1: Physical activity makes our hearts beat faster. Because your heart is a muscle, it becomes stronger. Who will name another physical activity that makes your heart beat fast? DOK 2: Compare and contrast the games “Tag” and “Catch a Tail”.</p> <p><b><u>Friday only: P.E. Activity #2:</u></b> K-2<sup>nd</sup>): Houdini Hoops, (Games, pg. 15), see attached lesson plan!</p> <p><b><u>Friday only: Differentiated Instruction:</u></b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: Add more than one hoop to the game.</p> <p><b><u>Friday only: Assessments/Exit Slip:</u></b> DOK 1: What did you say or do to help your group move your hoop successfully. DOK 2: Compare and contrast the game “Houdini Hoops” and with the traditional way you use a hula hoop.</p>
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**Friday only: P.E. Activity:** Hoop to Hoop (Flying Disc, pg. 19), see attached lesson plan (3<sup>rd</sup>- 5<sup>th</sup>):

**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: How quickly can you make 3 successful catches? How many times can you be the receiver before the signal?

**Friday only: Assessments/Exit Slip:** The student was able to make accurate passes to their partner standing in a hoop.

**Friday only: P.E. Activity:** Pass It Around (Cooperatives, pg. 31), (3<sup>rd</sup>-5<sup>th</sup>):

**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: Can you move the equipment around the circle without allowing it to touch the ground? Each of you has 5 seconds to pass the object. Referee yourself and count when you receive the object. Do 5 sit-ups if you take longer than 5 seconds.

**Friday only: Assessments/Exit Slip:** DOK 2: Compare and contrast Tug O' War and Pass It Around.

**Static Stretching (Cool Down) and Rewarding Student Behavior:**

Students will walk a cool down lap prior to exiting the gym and line up at the door.

**(1) FRIDAY P.E. and Health Lesson Plan:**

**Topic:** dance/movement, sportsmanship, cooperative play, partner game, striking a ball, static stretching

**P.E.:** I can give an example of a type of dance and how dance benefits the body. (K-2<sup>nd</sup>)

**Health:** I can define and provide an example of static stretching. (K-5<sup>th</sup>)

**Health:** I can give an example of good sportsmanship. (3<sup>rd</sup>-5<sup>th</sup>)

**P.E.:** I can work cooperatively to either knock down cones or pick them up. (K-2<sup>nd</sup>)

**National Standards (NASPE):**

**(Friday 1 only) NASPE:**

**Grouping and moving together (Building a Foundation) (K-2<sup>nd</sup>)** #1,2

Spatial awareness, locomotor skills #3,4 Cardiovascular endurance, participate in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities

<p><u>(Friday 1 only) NASPE: Crazy Cones (Games) (K-2<sup>nd</sup>)</u> #1,2 Spatial awareness, locomotor skills, #3,4 Participates in enjoyable, challenging activities, aerobic capacity, agility #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting</p> <p><u>(Friday 1 only) NASPE: Workout Buddies (Cooperatives) (3<sup>rd</sup>-5<sup>th</sup>)</u> #1 Various motor skills #4 Participation in fitness activities #5,6 communication/cooperation</p> <p><u>(Friday 1 only) NASPE: 2-Square (Recess Activities) (3<sup>rd</sup>-5<sup>th</sup>)</u> #1,2 Striking #2,6 Offensive game strategies #5,6 Cooperation, fair play</p> <p><b>KDOE: Practical Living: (Physical Education): Academic Expectation:</b> 2.34: Students perform physical movement skills effectively in a variety of settings. (K-5<sup>th</sup>)</p> <p><b>KDOE: Practical Living: (Health):</b> 4.1: Academic Expectations: Students effectively use interpersonal skills.</p>	<p><b>P.E.:</b> I can work cooperatively and follow the directions of a student leader. (K-2<sup>nd</sup>)</p> <p><b>P.E.:</b> I can work cooperatively with a partner and be active. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can work cooperatively with a partner and strike a ball back and forth trying to score points. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Friday 1 only: "I can" statements:</b> Health: I can give examples of both good and bad sportsmanship. (3<sup>rd</sup>-5<sup>th</sup>) P.E. I can identify various motor skills. (K-2<sup>nd</sup>) P.E. I can use offensive strategies in a game. (3<sup>rd</sup>-5<sup>th</sup>) P.E. I can correctly perform various motor skills. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Friday 1 only: Warm-up:</b> Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5<sup>th</sup>)</p> <p><b>Friday 1 only: Mini lesson:</b> (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p><b>Friday 1 only: Mini lesson:</b> P.E. Students will watch the book "Kids Can Dance!" on bookflix.com. (Exit slip): DOK 1 Question: Give me examples of different ways kids can move. Example: walk, run, skip, hop, and etc. (K-2<sup>nd</sup>)</p> <p><b>Friday 1 only: Mini lesson:</b> (Health) Students will watch "Good Sportsmanship 1950" on youtube.com and will learn three ways that they can demonstrate good sportsmanship, 4 minute clip. (Exit slip): DOK 2: Question: Compare and contrast setting from the 1950's and present day. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Friday 1 only: P.E. Activity #1:</b> Primary (K-2<sup>nd</sup>): Crazy Cones (Games, pg. 3) See attached lesson plan</p> <p><b>Friday 1 only: Differentiated Instruction:</b> 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 play a variation of the game titled "Double Trouble", "Dribbling Crazy Cones", or "Colored Cones"</p> <p><b>Friday 1 only: Assessments/Exit Slip:</b> Students will demonstrate physically and/or verbally how to perform the locomotor skills in the game. DOK #2: Compare and contrast Crazy Cones with Tag.</p> <p><b>Friday 1 only: P.E. Activity #2:</b> Primary (K-2<sup>nd</sup>): Grouping and Moving Together (Building a Foundation, pg. 41)</p>	
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**Friday 1 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: Can you topple cones...using only your feet, elbows, or a different body part?

**Friday 1 only: Assessments/Exit Slip:** Went are the key phrases that we learned today during our game? DOK #2: Give me an example of an activity or game that involves teamwork and then give me an example of how this particular game that was play could be played individually.

**Friday 1 only: P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Workout Buddies (Cooperatives, 5-7)

**Friday 1 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: When the teacher calls an activity, can you find your buddy and get active before I count down from 5?

**Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to perform various motor movements.  
DOK 1: Recall some of the activities that you completed today in workout buddies.

**Friday 1 only: P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) 2-Square (Recess Activities, 17-18)

**Friday 1 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: How many hits can you and your partner make in a row? Can you use your R hand as well as your L to make 1-handed hits?

**Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally various strategies used in 2-Square. DOK # 2: Compare and contrast 2-Square and volleyball.

**Static Stretching (Cool Down):** Students will learn the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will practice stretching then neck. 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" or review critical vocabulary.

Teacher: Clark Kuhn Subject: PL/VS Week: September 26<sup>th</sup>-30<sup>th</sup> & Oct. 2<sup>nd</sup>-7<sup>th</sup>, 2016 Topics: hiking a football, beanbag activities, flying disc, types of ads, fairness, archery, food choices, health career

	<p><b>**Emergency Drills:</b> 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>				
	<p><b>Drills:</b>  <b>**Fire drills:</b> exit following the emergency exit plan &amp; close doors (prevents spread of flames)  <b>**Earthquake drills:</b> doors open (you would be trapped if door is stuck), everyone gets under desks/tables including teachers  <b>**Lockdown drills:</b> Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.  <b>**Tornado drills:</b> File into the hallway, head covered....this will take some maneuvering with class sizes that have changed.  <b>**Evacuation drills:</b> 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.  <b>**Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.</b></p>				

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





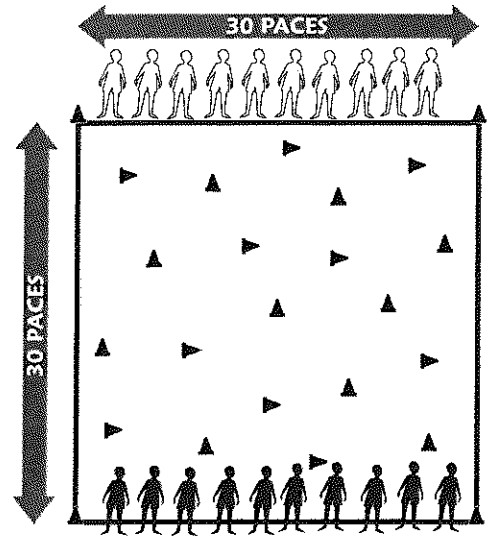
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## Ready

- 4 cones (for boundaries)
- 1 or more cones (variety of sizes) per student
- Music and player
- Different color cones (optional)
- 1 8½" playground ball per student (optional)

## Set

- Create large (30X30 paces) activity area.
- Scatter cones within area, half down (on their side) and half up.
- Divide class into 2 groups: "Standers" and "Squatters."
- Send Standers to 1 sideline, Squatters to the other.



## GO!

1. The object of *Crazy Cones* is to finish with more cones up or down than the other group.
2. Standers: When the music starts, fast walk to stand up as many "squatting cones" as you can.
3. Squatters: Fast walk to turn over (topple) as many "standing cones" as you can.
4. Use only your hands to stand or turn over a cone. No guarding cones.
5. When the music stops, move quickly to your sideline.
6. We'll count the number of cones squatting and standing, then switch roles.
7. (After trials.) Let's play again; this time, everyone gallop (next time side-slide, jump and hop, run, etc.).
8. **Challenges** – Can you topple cones. . .
  - Using only your feet? (Switch roles after each round.)
  - Using just your elbows?
  - Using another strategy or body part?
9. **Wrap It Up**
  - Were you able to maintain your personal space while you moved throughout the cones?
  - Who can explain the difference between personal space and general space?

## ★ Double Trouble

(Pair students.) Same game, but this time with a partner. Join hands (or grip wrists, interlock elbows, etc.) and don't let go! Move together to topple or stand cones. Count out loud so when we play again, you can try to beat your score.

## ★ Dribbling Crazy Cones

(Distribute 1 playground ball per student.) We'll play again – this time without partners. On my signal, dribble your own ball (basketball style or soccer style) while moving from cone to cone. Topple cones with your foot (or if soccer-style dribbling, students topple cones with their hands).

## ★ Colored Cones

(Use a variety of colored cones.) Each time we stop, I'll choose a color. We'll count the cones of that color that are up and those that are down, and compare the numbers.



## WELLNESS

Do any of you walk or ride a bike in your neighborhood, or back and forth from school? Do you ever see cones on the sidewalk or street? What are they for? (To make you aware of a hazard.) When you see a cone, slow down and be careful. You may need to change your pathway and move around it. Cones help us stay safe, and they're fun to use for SPARK PE games, too!

## STANDARDS ADDRESSED

### ● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity, agility

- #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

**Your State** (Write in here)

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## TONY'S TIPS

- Sand-filled water bottles of various sizes may be used for extra cones.
- Prompt students to stay alert, and watch for objects low and people high while playing.
- Caution students not to move their heads or faces too near the cones.
- Vary the locomotor skills and movement concepts used to move from cone to cone.

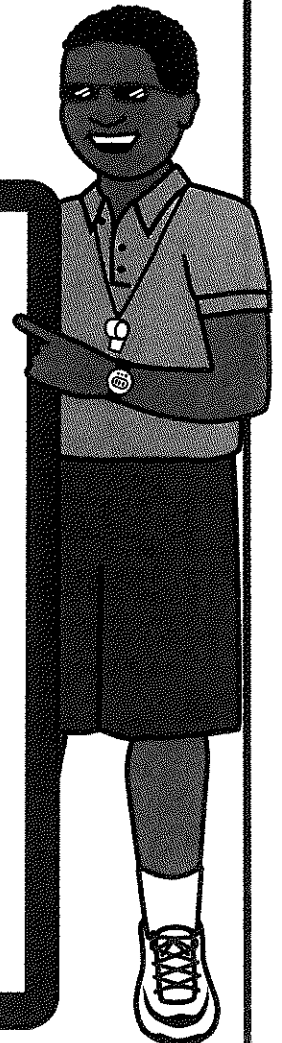
### Vocabulary

Topple

### NOTES

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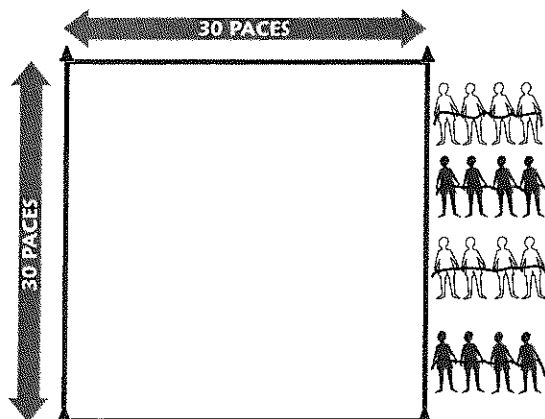


## Ready

- One jump rope per 4 students
- 4 cones (for boundaries)
- 1 hoop per student (optional)
- Music and player

## Set

- Create a large (30X30 paces) activity area.
- Create groups of 4 standing in single file lines. The leader of each is on a line, facing the opposite sideline.
- Give each group a rope to hold.



## GO!

### 1. Trains at the Station

- Today we will play 2 small-group games that keep us moving and use our imaginations. Remember to take turns, communicate, and cooperate with others in your group.
- For our 1<sup>st</sup> activity, *Trains At The Station*, each group holding a rope pretends they are a “train.” The 1<sup>st</sup> in line is the “Conductor.”
- When you hear, “All aboard!” all trains leave their stations and travel cross-country to safely deliver passengers to their next stop (*other sideline*).
- Hold on to your rope the entire time and your train will operate smoothly.
- When you arrive at your destination, turn your train around. Conductors, move to the “caboose” (*end of line*). Next in line becomes the new conductor.
- If you hear, “Emergency,” stop your train quickly and safely.

### 2. Chariot Drivers

- For *Chariot Drivers*, the first 2 of you in line are “Horses.” Horses, hold the front (*first few feet*) of the rope with both hands. The next 2 are “Chariot Drivers.” Chariot Drivers, stand behind the Horses, holding the back end (*last few feet*) of the rope together.
- On signal, Drivers begin moving your Horses slowly and safely within our area.
- Switch roles on my signal. (*Switch roles every 30-45 seconds.*)

### 3. Wrap It Up

- When you were the conductor or driver, were you respectful of the others in your group? Other groups? How did you show your respect? Did your group work together to take turns and change roles fairly? How did you cooperate to follow directions and keep moving while playing the game?
- Let’s review today’s key phrases while we stretch.

## ★ Change the Pathway

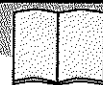
Train tracks are not always straight. They move in curved and zigzag pathways, too. Conductors, you decide your train's route (*pathway*).

## ★ Change the Locomotor Skill and Tempo

We began with the trains chugging along at a slow walk. Each time you arrive at the station, I'll change the locomotor skill. Those trains operating safely will enjoy a change in tempo, too.

## ★ Add Hoops

(Pair students, then distribute 2 hoops per pair.) One of you is a "Chariot," the other a "Driver;" decide now. Chariots: Stand inside both hoops and hold the front of the hoops with both hands. Drivers: Stand behind your partner, outside the hoops, facing the same direction. Hold the back of the hoops with both hands. On my signal, drivers begin moving their chariots slowly and safely within our "coliseum."



## ACADEMIC

### Language Arts

(Read The Little Engine that Could by Watty Piper.)

(In the classroom, discuss the uses of chariots in ancient times —simple transportation as well as during battle; racing and competition. On a world map, show where the Roman Empire began.)

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

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

**Your State** (Write in here)

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### TONY'S TIPS

- Plan your time so everyone can be the Conductor, Driver, and Horse at least once.
- For *Add Hoops*, use 2 hoops per pair to strengthen the hoop and keep it from bending.

#### Vocabulary

Communicate, cooperate, imagination, conductor, caboose, chariot, coliseum

#### NOTES

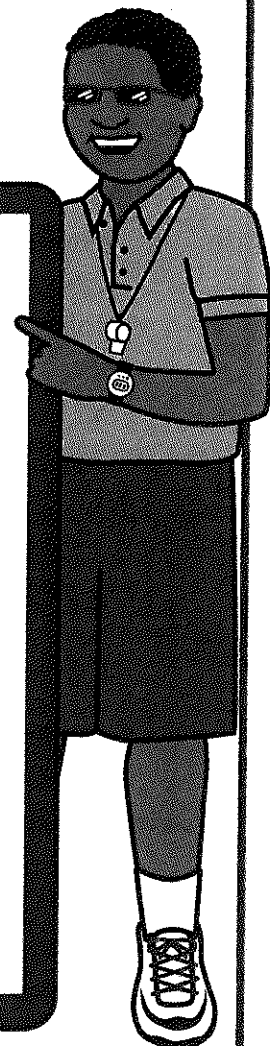
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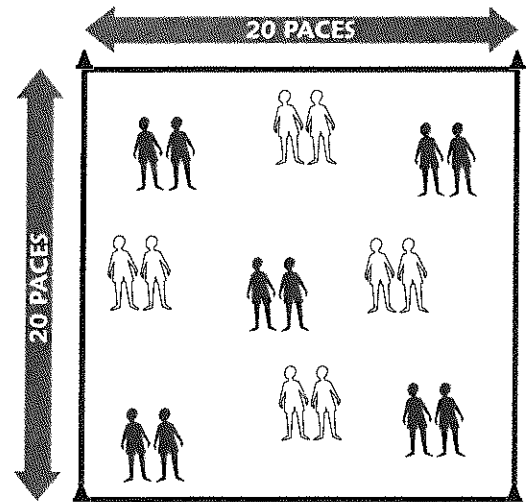
**Ready...**

- 4 cones (for boundaries)
- *Sample Workout Buddies Activities*

**Set...**

- Create medium (20X20 paces) activity area.
- Pair students; scattered in area.

**GO!**



1. The object is to have fun and be active with different Workout Buddies during class today.
2. On signal, find a buddy. This buddy is your “\_\_\_\_\_” buddy. (*Fill in blank with activities on Sample Workout Buddies Activities*). You will do that activity with this buddy. Anytime during PE, when you hear, “Find your \_\_\_\_\_ buddy,” join them, and do that activity until the signal.
3. (*Complete 1 Workout Buddies activity.*)
4. Now, let’s find a new Workout Buddy, and do a different activity.
5. (*Complete 3-4 Workout Buddies activities during this lesson, and add others periodically throughout this unit.*)

**CHALLENGES**

- ★ When I call an activity, can you find your \_\_\_\_\_ buddy and get active before I count down from 5?

**CUES**

- ★ Call your buddy’s name while looking.
- ★ Go to “Lost and Found” if you can’t find your buddy.
- ★ Safety first – speed second.

COOPERATIVES

GRADES 3-6

## ★ Animal Adjectives

Travel to find your Workout Buddy, like an elated elephant, agitated armadillo, lazy lion, happy hippo, perky penguin, cranky crocodile, goofy gorilla, etc.

## ★ Add On

(Allow partners to add 1, 2 or 3 activities to their initial partner Workout Buddies routine.)

## ★ Travel Challenges

(Challenge students to find their Workout Buddies, using a variety of locomotor patterns, pathways, and movement directions. For example, hopping forward in a zigzag pathway, tip-toe backward in a curved pathway, or slide sideways in a straight pathway.)



## HOME

**Workout Buddies helps you commit to staying fit and healthy at home. Parents, brothers, sisters, friends, aunts and uncles make great Workout Buddies. Pet hamsters and goldfish do not!**

### ● STANDARDS ADDRESSED

#### NASPE

#1 Various motor skills

#4 Participation in fitness activities

- #5, 6  
Communication/cooperation

**Your State** (Write in here)

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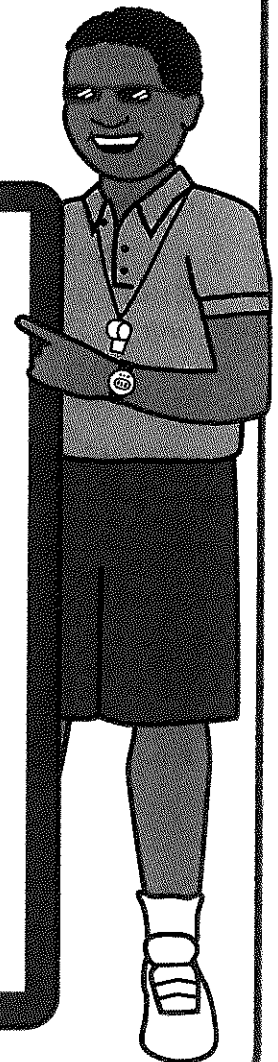
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### TONY'S TIPS

- This is great way to establish the routine of finding partners. Keep these buddies throughout the month, unit or year. Add more periodically. Remember to use them, so students don't forget them!
- If a buddy is absent, students come to a designated "Lost and Found" area to find another. If there is an odd number, you are a Workout Buddy, or students can work in 3s.

### NOTES

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<b>Thumb Wrestling</b>	Thumb wrestle with your buddy.
<b>Secret Handshake</b>	Create your very own secret handshake.
<b>Partner Stretch</b>	Choose a stretch to do with your buddy.
<b>Aerobic Activity</b>	Choose an aerobic activity to do with your buddy.
<b>Clay and Sculptor</b>	1 buddy is the Sculptor; the other is the Clay. Sculptor molds Clay into a statue.
<b>Bodybuilding</b>	Do bodybuilding poses together.
<b>Knee Tag</b>	Face your buddy. On signal, both try to tag buddy's knee with your hand.
<b>Toe Tag</b>	Face your buddy, and hold their shoulders. On signal, try to tag buddy's toes with your toes.
<b>Partner Stunt</b>	Do a partner stunt with your buddy.
<b>Talk About...</b>	(Choose a topic for them.) Walk and talk about _____.
<b>Add 1-4-Fun!</b>	Ask students to work with their partners and create their own buddy activity.

①

⑧



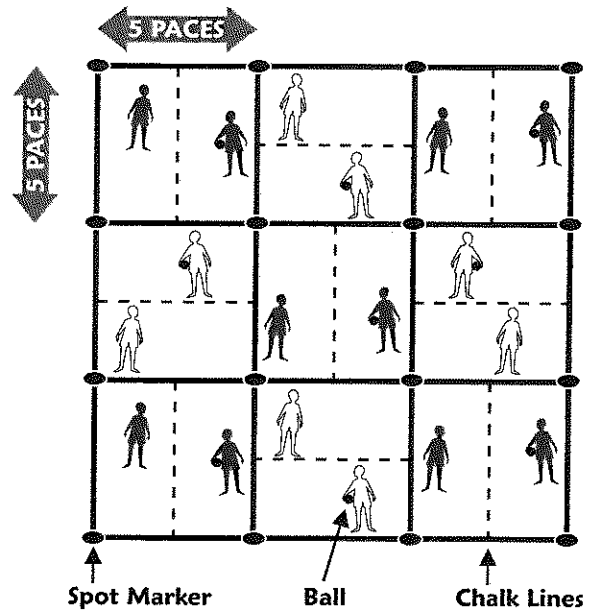


**Ready...**

- 1 utility ball per pair
- Lines on courts, spot markers, rope or chalk (for boundaries)

**Set...**

- Create a 5X5 pace court per 2 students (or use pre-existing courts).
- Divide each court in 1/2 using chalk, rope, spots, etc.
- Pair students; 1 pair per court, each pair with a ball.



**GO!**

1. The object is to be the 1st player to reach 15 points.
2. On signal, the player with the ball serves (drop the ball, let it bounce, then use the heel of your hand to strike it to your partner).
3. Receiver strikes the ball back, using 1 or both hands.
4. Play continues until:
  - A player strikes the ball (or is hit by the ball) before it bounces once in their square.
  - A player does not strike the ball before it bounces twice.
  - A player strikes the ball out of bounds before it lands in the other square.
5. Server scores a point each time the receiver makes an error. When the Server makes an error, the other player is awarded the serve.

**CHALLENGES**

- ★ How many hits can you and your partner make in a row?
- ★ Can you use your R hand as well as your L to make 1-handed hits?

**CUES**

- ★ Swing your hand from low to high.
- ★ Strike the ball with the heel of your hand.
- ★ You only score when you are Server.

## ★ 4-Square

(Create a 4-square court per group of 4, or use pre-existing courts.) Play as in 2-Square, but with 4 squares and 4 players. When the Server loses the serve, the serve moves to the player to the Server's L (clockwise).

## ★ Royal Court

Play 4-Square. Squares are numbered 1, 2, 3 and 4. The object is to move to, and then stay on, Square #1 – the Royal Court. Server starts in Square #1. When the Server makes an error, they move to Square #4, and all others move up a square.

## ★ Around the World

As you play 4-Square, the ball must move in 1 direction around the square. Direction changes with each serve.

## ★ FUN FACT

Do you recognize some of the following 4-Square terms: **cherry bomb, black magic, chicken feet, peppermint sticks, baggage claim, grouper flop, and Texas Twister?** Probably not – but somewhere these are standard rules to somebody's game. Confused? No worries; the folks at [www.squarefour.org](http://www.squarefour.org) have posted a set of "official" rules for 4-Square.

### STANDARDS ADDRESSED

#### NASPE

- #1, 2 Striking
- #2, 6 Offensive game strategies
- #5, 6 Cooperation, fair play

**Your State** (Write in here)

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### PAULA'S POINTERS

- Allow students to choose their own partners. Like-skilled players work best for this activity.
- Offer a variety of sizes and types of balls to provide choices for students.

### NOTES

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