

# K-5th Lesson plans

**Standards and "I can" statements: K-5th**

**Kindergarten:** I can identify the benefits of personal health care practices. Health (K.1.5) I can explore P.E. (K.1.1.1)

**1st Grade:** I can identify appropriate ways to express and deal with feelings. Health (1.1.15) I can perform a variety of locomotor movements using different body parts. P.E. (1.1.1.1)

**2nd Grade:** I can identify safety hazards in the home and the community Health (2.1.4) I can perform a variety of locomotor movements traveling in different directions, speeds, and pathways. P.E. (2.1.1.1)

**3rd Grade:** I can explain why rest and sleep are important. Health (3.1.5) I can perform a variety of locomotor movements at different levels and in different pathways and directions, with equipment. PE (3.1.1.1)

**4th Grade:** I can describe the symptoms of someone who is ill and needs immediate medical attention. Health (4.1.5) I can perform different combinations of locomotor movements

**Vocabulary:**

Washing hands, dentist, feelings, conflict resolution, divorce, safety signs, internet, safety signs, internet, sleep, dreams, first aid, CPR,

**Mini lesson:** (Health) Students will enter the gym and sit down on in their assigned spot on the floor. Students will go through the first few slides of a PowerPoint presentation.

**Warm-up:** (P.E.) Teacher will go over how to safely run laps. Students will run three laps as a warm up.

**Mini lesson (Health/Citizenship):** (P.E.) On Tuesday, Students will be introduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log & behavior log), entering and exiting the gym, bulldog voice levels. Rules and procedures will be reviewed on an as need basis throughout the rest of the week.

**Mini lesson:** (Careers): I will show the students the career cluster poster and introduce students to careers based on who the guest speaker will be next Monday (Junior Achievement).

**Warm-up:** (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. **Tuesday:** All students will learn about "dynamic" stretching before a workout and will watch a video from youtube.com. (K-5th) Wednesday & Thursday: Students will warm up with four different dynamic stretches as a station. Friday: Students will dance as a warm-up.

**Mini lesson:** (Health & Character Education)

**Tuesday:** 4<sup>th</sup>-5<sup>th</sup> (brainpop) First Aid (5<sup>th</sup>) First Aid (4<sup>th</sup>) (K-3rd) (r.brainpop) Sleep (3<sup>rd</sup>) Safety Signs (2<sup>nd</sup>) Conflict Resolution (1<sup>st</sup>) Washing Hands (K)

**Wednesday:** 4th-5th Timed Pair Share: 4<sup>th</sup> & 5<sup>th</sup> Discuss different types of first aid. (K-3rd) Timed Pair Share: 3<sup>rd</sup>: What are the benefits of sleep. 2<sup>nd</sup>: Give an example of a safety sign. 1<sup>st</sup>: What are some ways you can resolve conflict? K: What are the benefits of washing your hands?

**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

with equipment.  
(4.1.L1)

**5th Grade:** I can describe safety precautions for playing and working outdoors in different kinds of weather and climates. Health (5.1.5) I can explore different combinations of locomotor movements with equipment. P.E. (5.1.L1)

Thursday: (4<sup>th</sup> & 5<sup>th</sup>) brainpop.com Bicycle Safety (5<sup>th</sup>) CPR (4<sup>th</sup>) (K-3rd) jr.brainpop.com Dreams (3<sup>rd</sup>) Internet Safety (2<sup>nd</sup>) Divorce (1<sup>st</sup>) Going to the Dentist (K)  
Friday: 4th-5<sup>th</sup> Timed Pair Share: 5<sup>th</sup>: Give an example of a safety rule for riding a bicycle. 4<sup>th</sup>: Describe CPR and why it may be necessary to perform. (K-3rd) Timed Pair Share: 3<sup>rd</sup>: Explain what you learned about dreams. 2<sup>nd</sup>: What are some safety rules for the internet? 1st: What are some strategies for coping with divorce? (K) What is a benefit of going to the dentist?  
**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) T: Rolling and Catching with a Partner (Spark: Catching and Throwing) pg. 1-3 & Partner Throw and catch Challenges (Spark: Catching and Throwing) pg. 19-21. W: Throwing Underhand to Targets (Spark: Catching and Throwing) pg. 5-6 & Self-Toss and Catch (Spark: Catching and Throwing) pg. 9-11. Th: Bean Bag Exploration 1 & 2 with Bean bag Activity Card (Open Curriculum, pg. 1-2). F: Ball Skills 1 & 2 with Hand Skills Activity Card (Open Curriculum, pg. 1-2).

**Differentiated Instruction:** Struggling students will receive one on one /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Students will complete activities each day from the “challenges” section of the lesson plan.

**Assessments/Exit Slip:** Students will demonstrate (T)...how to roll and catch a ball. (W)...how to throw a beanbag towards a target and catch it themselves. (Th)...how to throw and catch beanbag using various techniques. (F)...how to throw and catch a ball using various techniques.

**P.E. Activity #1:** Intermediate (3rd-5th) T: Introduction to Stick-Handling, (Spark: Hockey) pg. 5-6 & Dribbling Skills, (Spark: Hockey) pg. 7-8. W: Dribble Keep Away, (Spark: Hockey) pg. 9-10. Passing Drills, pg. 11-12. Face-Off, (Spark: Hockey) pg. 13-14. Th: Shooting Drills, (Spark: Hockey) pg. 15-16. Hockey Hoopla, pg. -17-18. F: Defense! (Spark: Hockey) Pg. 27-28. Students will briefly review each of the lessons taught throughout the week.

			<p><b><u>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. Advanced students: Students will complete activities each day from the “challenges” section of the lesson plan.</p> <p><b><u>Assessments/Exit Slip:</u></b> Students will demonstrate how to (T) ...correctly handle a hockey stick and dribble a puck. (W) ... dribble, trap, and correctly handle a hockey stick. Students will demonstrate how to pass and trap a puck with a partner. (Th.)...face off in hockey against each other and shoot a puck into a goal. (F)...collect balls from other hoops and dribble them to your home hoop.</p> <p><b><u>Cool down and Rewarding Positive Behaviors:</u></b> Mr. Kuhn will pass out Full Steam Ahead Tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door.</p>	
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn’s lesson plan binder.

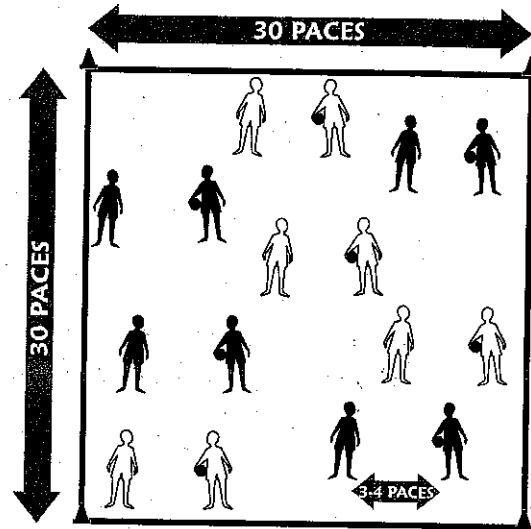


## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 3" foamball per 2 students
- Music and player (optional)
- 1 cone per student (optional)

## Set

- Create large (30X30 paces) activity area.
- Pair students, give each pair 1 ball.
- Scatter pairs within area, facing their partners, standing 3-4 paces apart.



## GO!

### 1. Introduction to Throwing and Catching Balls

- Before we begin, let's talk about playing safely.
- When the music stops (or on "Freeze!"), place the ball between your feet and listen.
- What else can we do to be safe when we play with balls? (*Be far from others, make sure your partner is ready to catch before tossing the ball at them, watch for loose balls underfoot, stay within boundaries, etc.*)

### 2. Rolling with 2 Hands

- We are going to practice rolling and catching a ball with our partners.
- Stand with your feet apart (straddled). Hold the ball with both hands in front of your body. Aim between your partner's feet.
- Bend your knees, reach between your legs with the ball, then bring it forward. Release it very low (just above the ground) so it rolls but doesn't bounce.

### 3. Catching

- Watch the ball and move your feet until your body is in front of it. Bend your knees to get to a low-level, then catch the ball with both hands.

### 4. Rolling and Catching with A Partner

- On the music, roll the ball back and forth with your partner using 2 hands. (*Allow 3-5 minutes for practice, then pose challenges.*)
- **Challenges.**
  - o How many catches can you and your partner make in 15 seconds? Do it again; see if you can beat your score!

# ROLLING AND CATCHING WITH A PARTNER

## GO! (continued)

- o Stand in a wider straddle. Can you score a goal by rolling the ball through your partner's legs? How many can you score in 30 seconds?
- o If your partner scores 3 goals in a row, bring your feet closer together.

### 5. Rolling with 1 Hand

- *(Use balls small enough for students to hold with 1 hand.)*
- Aim between your partner's feet. Bend your knees to get low, reach back with the ball, step with your opposite foot (*R hand roll, L foot step, vice-versa*), then swing your arm forward holding the ball just above the floor. Release the ball when it points to your target (between your partner's feet).
- On the music, roll the ball back and forth with your partner.
- *(Repeat Challenges with 1-handed rolling. In time, have students change partners, and choose a different size and color ball to practice with.)*

### 6. Wrap It Up

- What happens when you roll the ball harder? Softer?
- What popular activity is based on rolling a ball? (*Bowling.*) Bowling is a game of "accuracy."
- What is the difference between throwing for accuracy and throwing for distance?

# ROLLING AND CATCHING WITH A PARTNER

## \* SPARK™ IT UP!

### \* Roll to Bowl

(Place 2 cones, i.e., "bowling pins," between each pair.) Take turns with your partner rolling the ball at your pins. Set up any you knock down for your partner. How many hits can you make before the signal? Now try it with 1 pin. Why is it harder with only 1 pin?

### \* Rolling For Dollars

Roll your ball to your partner. If your partner can reach the ball without having to take a step, you earn a point. If the ball rolls onto your partner's toes, you earn 2 points. If your partner has to take more than 3 steps to touch the ball, subtract a point from your score. Play until the signal or 10 points.



## HOME

Using any ball you can find – in the garage, in a closet, or under your little brother's bed – roll it to a wall (fence, garage door, etc.) and catch the rebound. Try rolling the ball at different angles, and see how the rebound changes with each roll.

### STANDARDS ADDRESSED

#### • NASPE

#1, 2 Spatial awareness, rolling, catching

#3, 4 Participates in enjoyable, challenging activities

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

**Your State** (Write in here)

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### PAULA'S POINTERS

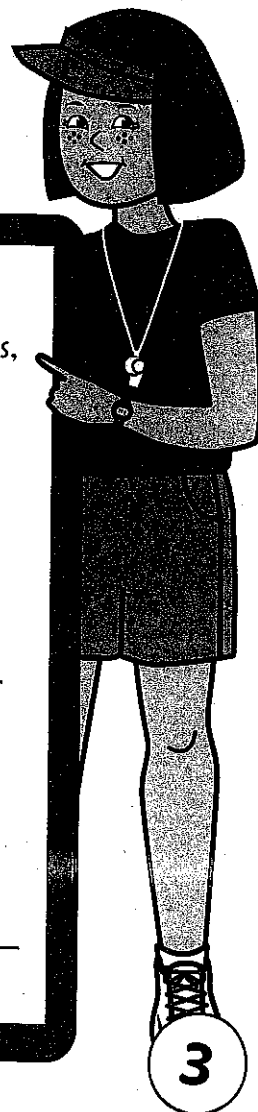
- Provide a choice of sizes, densities, weights, and colors of balls.
- Plan time to send students to exchange equipment for a new experience.
- After playing with backs bent, signal students to stand and stretch.
- Allow partners to determine their distance from each other.

#### Vocabulary

Accuracy, bowling, pins

#### NOTES

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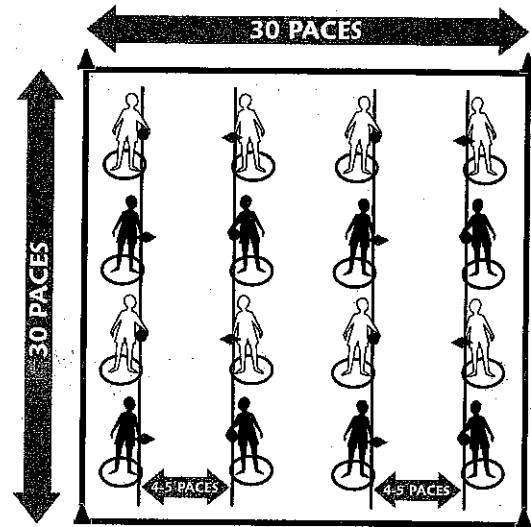


## Ready

- 4 cones (for boundaries)
- 1 hoop per student
- 1 7" foamball per 2 students
- 1 3" foamball per 2 students
- 1 beanbag per 2 students
- Assorted safe, soft, tossables
- Music and player
- 1 hoop holder per 2 students (optional)

## Set

- Create large (30X30 paces) activity area.
- Place hoops on parallel lines 4-5 paces apart.
- Pair students; send pairs to select 1 ball and 1 beanbag.
- Send pairs to stand in 1 hoop each, facing their partner.



**CATCHING AND  
THROWING**

## GO!

### 1. Exploration

- You have 2 minutes to self-toss and catch with your ball or beanbag inside your hoop. Show how quickly you can freeze when you hear the stop signal.

### 2. Challenges – Can you...

- (Review and use signals from Activity 3, *Self-Toss and Catch*.)
  - Low toss (as high as your head) and catch it with 2 hands? 2X in a row? Three or more? If you catch it 3X in a row, try tossing it as high as you can reach.
  - Toss accurately so you don't have to leave your hoop to make the catch.
  - How high can you toss and still make the catch inside your hoop?

### 3. Hoop to Hoop

- We'll play *Hoop to Hoop* to practice throwing accurately to a partner. We'll start by tossing beanbags. (Signal students to put their balls on the ground outside their hoops.)
- On the music start, carefully underhand toss your beanbag to your partner. Can you toss it so well your partner can keep 1 foot inside the hoop and still catch it?
- Can you and your partner each make a catch inside your hoops?
- How many catches can you make in a row? Count them together out loud; how high can you count?
- (Prompt students to exchange their beanbags for balls.)



# PARTNER THROW AND CATCH CHALLENGES

## GO! (continued)

### 4. Partner Step Back in Hoops

- If you each make a catch with at least 1 foot in your hoops, pick your hoops up, take 1 step back, and try to do it again.
- If there's a drop, practice at that distance until you make 2 catches in a row.
- How far back can you and your partner go in 3 minutes?
- *(Next round.)* Let's start again, this time choose a different tossable to play with.

### 5. Wrap It Up

- Did anyone throw overhand today? When is it better to use an overhand throw?
- Who will name a sport where people throw and catch a lot? *(Softball, basketball, water polo, football, etc.)*
- Remember to practice what we do in SPARK PE even when we don't have class. Who knows what the P in SPARK stands for? *(Play actively.)*

# PARTNER THROW AND CATCH CHALLENGES

## \* SPARK™ IT UP!

### \* Hoop It Up

(Create groups of 3, give each group 1 hoop and 1 beanbag, then scatter groups.) One person stands between the other 2 and holds the hoop waist high (demonstrate). The outside 2 play catch with the beanbag through the hoop! "Hoop holders," move your hoop a little after each throw. (Switch hoop holders often, giving students equal time in the middle.)

### \* Hoop Rally

(Scatter hoops in hoop holders throughout the area. Pair students, then send each pair to select 1 beanbag and 1 hoop. Scatter the pairs.) On the music, partners move together (skip, gallop, side-slide, etc.) within boundaries. When the music stops, find the nearest hoop and stand on opposite sides facing each other. Play catch with your beanbag through the hoop. When the music plays again, move together in our area. When it stops again, move to find a different hoop to play catch through. Stand further apart each time you're at a new hoop!



## ACADEMIC

### Language Arts

I'll give everyone a word from our spelling list. With each successful catch, say another letter until you and your partner spell the entire word. (After trials.) Let's do the same thing, but this time we'll practice our math skills. (Have advanced learners count by 2s, 3s, etc.)

## 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)

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## TONY'S TIPS

- Challenge advanced learners to catch keeping both feet inside the hoop.
- Have advanced learners play where 1 partner leaves the hoop so the other can practice throwing to a moving target.
- If time, have pairs practice rolling their hoops back and forth. This is trapping, not catching, but a good skill-builder.

## NOTES

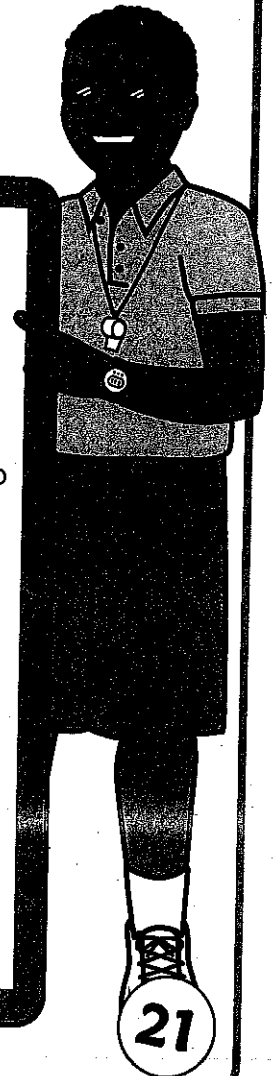
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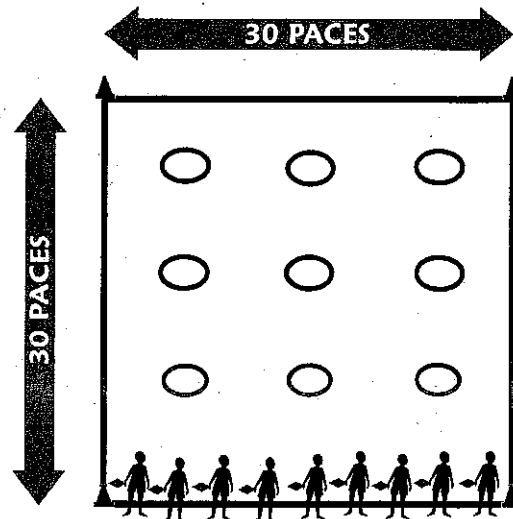


## Ready

- 4 cones (for boundaries)
- 1 beanbag per student
- 1 hoop per student
- Music and player
- 10 hoop holders (optional)
- 1 7" foamball per student (optional)
- 3 empty cans per 2 students (optional)

## Set

- Create large (30X30 paces) activity area.
- Distribute beanbags, 1 per student.
- Scatter students along a sideline, facing 3 rows of hoops.
- If you have hoop holders, arrange several hoops as vertical targets.



## GO!

### 1. Exploration

- Today, we will be playing with beanbags. You have 2 minutes to safely explore with your beanbag in your own space.
- When the music stops, set your beanbag on the floor next to you.
- Today we will practice throwing underhand to a target.

### 2. Underhand Throw

- Choose a target hoop in the first row and face it. Reach back with your throwing arm.
- Step towards your target with the opposite foot.
- Swing your arm forward and release the beanbag when your hand points at your target.
- On "Throw," underhand toss your beanbag to your target hoop.
- On "Go," walk quickly (*gallop, skip, etc.*) to retrieve **your own** beanbag, then run back.
- **Challenges...**
  - How many times can you throw your beanbag into a hoop in 5 tries?
  - Are you ready to aim for the 2<sup>nd</sup> row?
  - Can you and a friend throw your beanbags into the same hoop?
  - Are you ready to aim for the 3<sup>rd</sup> row?
  - Can you call the color hoop your beanbag will land in?
  - What is the farthest hoop you can throw your beanbag into?

**CATCHING AND  
THROWING**

# THROWING UNDERHAND TO TARGETS

**GO!** (continued)

### 3. Wrap It Up

- How can you control the direction of your beanbag when using an underhand throw?
- Are there really beans inside a beanbag? Usually not real beans, but plastic pieces.
- Does anyone know the word that describes the bean food group? (*Legumes.*)  
“Legumes” should be in everyone’s healthy diet.

## \*SPARK™ IT UP!

### \* Roll To Targets

(Need 1 7" foamball per student.) On my signal, exchange your beanbag for a foamball, and practice a 2-hand roll to targets.

### \* Operation “Hoop Removal”

(Need 8-10 hoops scattered within area.) When the music starts, everyone slow jog around our perimeter. When you hear “Throw,” speak with a friend nearby and aim for the same hoop. If both of your beanbags land in that hoop, on “Go,” retrieve them and remove the hoop together! (Choose a safe place for students to set their hoops). How quickly can we remove all of our hoops?

### \* Carnival Throw

(Need 3 cans and 1 beanbag per pair. Note: If without cans, play with 2 balls balanced on 2 different sized cones.) You and your partner may set up your cans any way you like (3 stacked, 2 with 1 on top, etc.). One of you throws the beanbag, trying to topple as many cans as possible. The other’s job is to set the cans back up between throws and return the beanbag to the thrower. Switch roles after 3 throws.

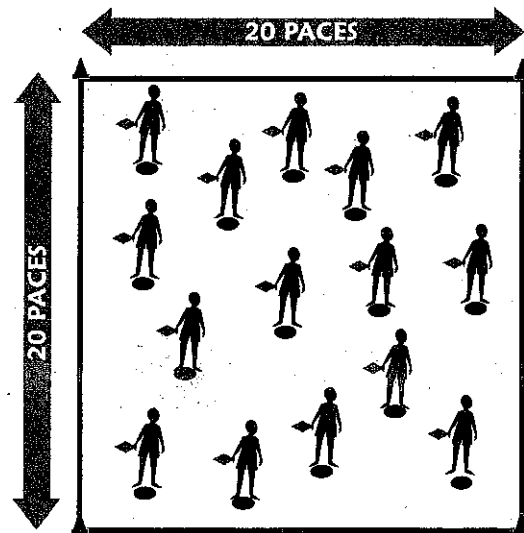


## Ready

- 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...
  - Low toss side-to-side, hand-to-hand?
  - 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...
  - Catch the beanbag below your waist? How low can you go?
  - 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.

# SELF-TOSS AND CATCH

## GO! (continued)

- **Challenges** – Can you...
  - Toss your beanbag, clap, (*touch your ears, touch your knees*) then catch it?
  - 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...
  - Low toss and catch it with the same hand?
  - Low toss with 1 hand and catch with the other? How many times in a row?
  - Catch 1-handed after a medium toss? Try the other hand.
  - Catch with your palm facing out, like giving the beanbag a high-five? If you make 5 catches in a row, you may high toss and catch with 1 hand. Then try the other hand.
  - 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

## \*SPARK™ IT UP!

### \* 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.



## HOME

### 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!

### 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)

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### 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.

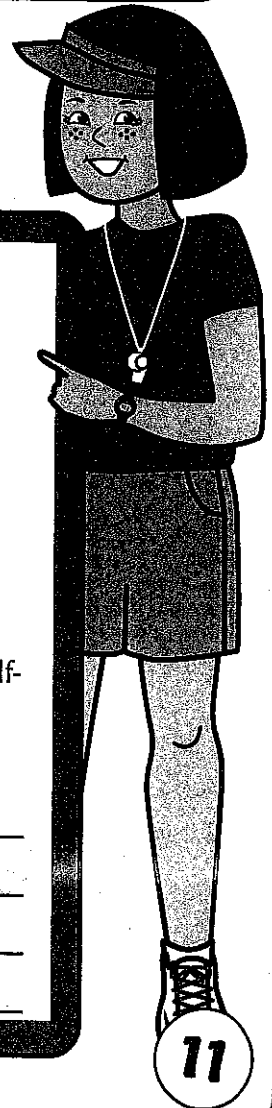
### NOTES

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**Bean Bag Exploration 1**

**STUDENT TARGETS**

- ✔ **Skill:** I will keep the beanbag under control as I toss it in the air.
- ✔ **Cognitive:** I will discuss the different locomotor skills that I used in class.
- ✔ **Fitness:** I will work to stay actively engaged during all of the beanbag activities.
- ✔ **Personal & Social Responsibility:** I will use the equipment and activity space appropriately.

**TEACHING CUES**

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See Skill Cue Teach Sheets for Skill-Specific Cues

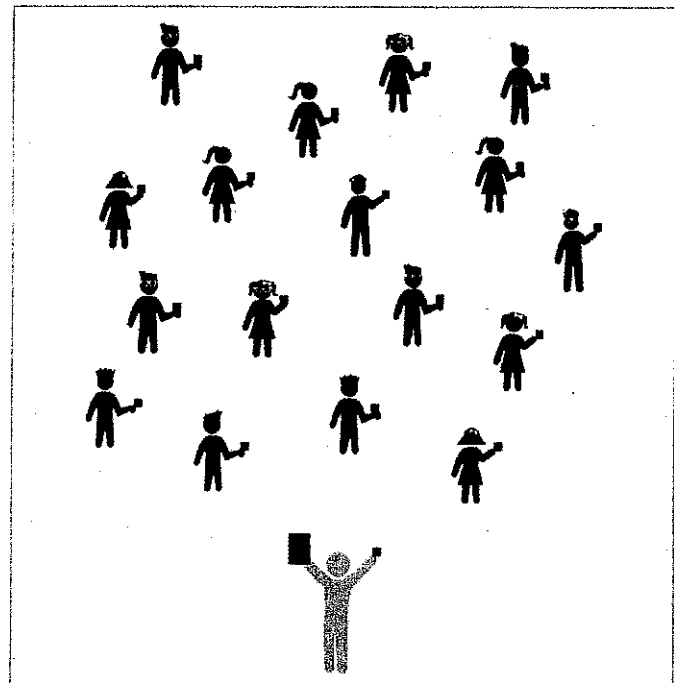
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✔ 1 bean bag per student
- ✔ Bean Bag Activity Card
- ✔ Up-tempo Music

**Set-Up:**

1. Students scattered in activity area, each with a bean bag.
2. Bean Bag Activity Card ready on clipboard or tablet.



**Activity Procedures:**

1. Today we're going to have fun exploring movement with bean bags.
2. I will show you a movement activity and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Locomotor Moves; 2) Toss and Try; 3) Super Moves (Grades 1 & 2).

**Grade Level Progression:**

**K:** Prompt students to perform locomotor skills and movements safely with balance.

**1<sup>st</sup>:** Students perform with developing maturity, control, and increasing complexity. Introduce Super Moves.

**2<sup>nd</sup>:** Students demonstrate mature movements and successful tosses with catches and can also stay on task during practice with minimal reminders.

## Bean Bag Exploration 1

### CHALLENGE PROGRESSIONS

- Prompt students to create their own movements and challenges to share with the class.
- Move more quickly through the series of challenges with a focus on mastery performances.

### MODIFICATIONS

- Provide a variety of small manipulatives for students to choose from with variations in weight, texture, and size.

### ACADEMIC LANGUAGE

Control, Demonstrate, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk

### STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E10.K-2]** Contrasts the actions of curling & stretching (K); Demonstrates twisting, curling, bending, & stretching actions (1); Differentiates among twisting, curling, bending, & stretching actions (2).
- **Standard 1 [E16.1]** Catches a soft object from a self-toss before it bounces (1a).
- **Standard 2 [E2.K-2]** Travels in three different pathways (K); Travels demonstrating low, middle and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel sequences (2).
- **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

### DEBRIEF QUESTIONS

- **DOK 1:** What is a locomotor skill? What are examples of locomotor skills?
- **DOK 2:** When do you perform locomotor skills?
- **DOK 2:** What are the differences between a skip and a gallop? Walk and run?
- **DOK 1:** What does demonstrate mean?
- **DOK 2:** How do you demonstrate appropriate behavior in physical education class?
- **DOK 3:** How is appropriate behavior related to physical education equipment?

### TEACHING STRATEGY FOCUS

**Review content:** Now that students have worked with and explored several different locomotor skills it's important to review what they've learned in order to highlight the idea that they are building their "movement vocabularies." Provide activity time in which all students choose their favorite movement and share the ways they've discovered their new skills can be used.

## Bean Bag Exploration 2

### STUDENT TARGETS

- ✔ **Skill:** I will use the cues for underhand tossing in order to hit a target with the beanbag.
- ✔ **Cognitive:** I will be able to repeat the cues for underhand tossing.
- ✔ **Fitness:** I will work to stay actively engaged during all of the beanbag activities.
- ✔ **Personal & Social Responsibility:** I will share my beanbag with a partner with no reminders from the teacher.

### TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

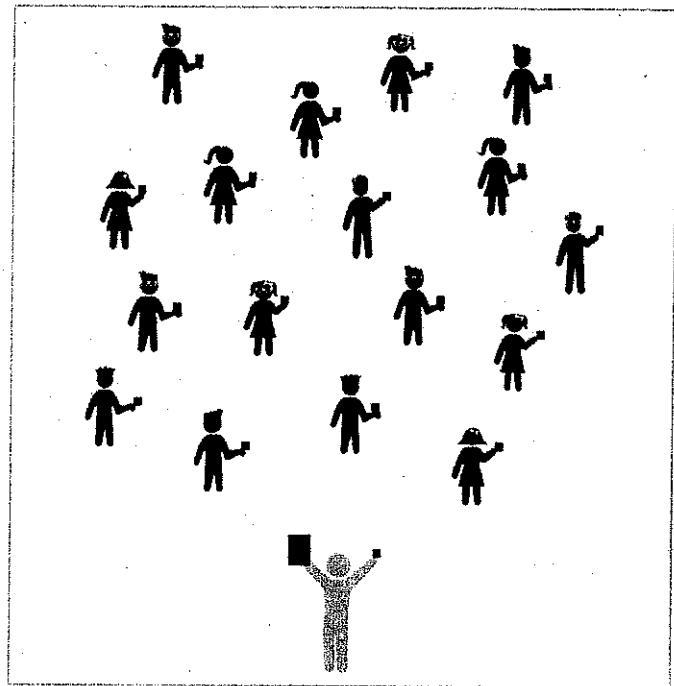
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ 1 bean bag per student
- ✔ Bean Bag Activity Card
- ✔ Up-tempo music

**Set-Up:**

1. Students scattered in activity area, each with a bean bag.
2. Bean Bag Activity Card ready on clipboard or tablet.



**Activity Procedures:**

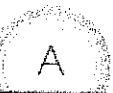
1. Today we're going to have more fun exploring movement with Bean Bags.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Balancing Act; 2) Slow and Fast; 3) Push Passes; 4) Target Practice; 5) Partner Fun (Grades 1 & 2).

**Grade Level Progression:**

**K:** Focus on safe movement and travel at different speeds. During Target Practice focus on stepping toward the target with the opposite foot.

**1<sup>st</sup>:** Introduce strong and light force during push passes. Emphasize the critical elements of an underhand throw.

**2<sup>nd</sup>:** Prompt students to focus on a mature underhand throwing pattern along with gradual variations in both speed and force.



**Bean Bag Exploration 2**

**CHALLENGE PROGRESSIONS**

- Allow skilled students to act as peer coaches.

**MODIFICATIONS**

- Provide a towel or net to students during catching activities. Students hold the towel out in front of them and use it to catch gently tossed beanbags.

**ACADEMIC LANGUAGE**

Balance, Effort, Mature, Movement Concepts, Relationship, Transfer of Weight

**STANDARDS & OUTCOMES ADDRESSED**

- **Standard 1 [E8.1-2]** Transfers weight from one body part to another in self space (1); Transfers weight from feet to different body parts/bases of support for balance and/or travel (2).
- **Standard 1 [E13.K-2]** Throws underhand with opposite foot forward (K); Throws underhand, demonstrating 2 of the 5 critical skill elements of a mature pattern (1); Throws underhand using a mature pattern (2).
- **Standard 2 [E3.1-2]** Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- **Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2).

**DEBRIEF QUESTIONS**

- **DOK 1:** What are the cues for underhand tossing?
- **DOK 2:** What do you know about the word mature?
- **DOK 3:** How are skill cues related to mature skill performance?
- **DOK 1:** How do you recognize when people are sharing equipment in physical education?
- **DOK 2:** How does sharing equipment affect our ability to learn new skills in physical education class?

**TEACHING STRATEGY FOCUS**

**Help students practice skills:** In order to develop mature skill patterns students need time to practice and develop their abilities. Although you may feel like you need to cover a certain amount of content in a short timeframe, sometimes it pays to be patient, practice and review skills and cues in order to help students to progress toward desired outcomes. Underhand tossing is a good example of a skill that might be covered quickly with few students truly reaching set targets and outcomes. However, if students are provided an ample amount of deliberate practice time, skill and concept transfer will strengthen future development down the road.

**ACTIVITY CARD**

**BEAN BAG**

Activity Name	Description	Outcome Focus
<b>PART 1</b>		
Locomotor Moves	With bean bag on the floor in personal space: <ul style="list-style-type: none"> <li>Walk around the activity area and count all of the bean bags.</li> <li>Jog in the area. On signal, freeze and point to any beanbag.</li> <li>Gallop in the area. Freeze, listen for a color, and then find a beanbag that color and touch it with your toe.</li> <li>Leap over beanbags in area.</li> <li>Slide (jump, hop, skip) in the area. When music stops, find a new bean bag and stand on it.</li> </ul>	Travels in Relationship with Objects
Toss and Try	Toss bean bag straight up and then: <ul style="list-style-type: none"> <li>Clap 1 time before it hits the floor.</li> <li>Clap 1 time and then try to catch it.</li> <li>Clap as many times as you can before it hits the floor.</li> <li>Clap as many times as you can and then try to catch it.</li> <li>Toss with right hand only (repeat tasks above)</li> <li>Toss with left hand only (repeat tasks above)</li> <li>Toss and turn 360 degrees before the bean bag hits the floor.</li> <li>Start with the beanbag on top of your foot. Flip it into the air and try to catch it.</li> </ul>	Catches a Soft Object
Super Moves	With bean bag on the floor: <ul style="list-style-type: none"> <li>Stretch your body and log roll over it back and forth.</li> <li>Start low like a frog, and then jump over it backward and forward; side-to-side.</li> <li>Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down.</li> </ul>	Demonstrates Twisting, Bending, Stretching
<b>PART 2</b>		
Balancing Act	With bean bag balancing on head, shoulders, or back: <ul style="list-style-type: none"> <li>Balance on one foot. Shift to balance on the other foot.</li> <li>Sit and then stand again. If the beanbag falls, try again.</li> <li>In plank position, slowly slide your feet around in a circle.</li> </ul>	Weight Transfer and Balance/Stability
Slow and Fast	<ul style="list-style-type: none"> <li>Use your foot to slowly slide the bean bag around the activity area.</li> <li>Slide the bean bag on the ground, back and forth from hand to hand. How fast can you make the bean bag slide while keeping it under control?</li> </ul>	Differentiates between fast and slow speeds and strong and light force.
Target Practice	Each student finds a spot on the wall as a target (e.g., a brick, piece of paper, etc.) Toss the bean bag underhand to: <ul style="list-style-type: none"> <li>Hit the center of the target.</li> <li>Hit the edges of the target.</li> <li>Hit just above (below, to the sides) of the target.</li> </ul>	Throws Underhand Using a Mature Pattern
Partner Fun	Using 1 beanbag per pair: <ul style="list-style-type: none"> <li>Toss and catch the bean bag.</li> <li>Slide it back and forth on the ground.</li> <li>Pass it back and forth like a soccer ball, using your feet.</li> <li>Try all of the above using 2 bean bags</li> </ul>	Working With Others

**Ball Skills 1**

**STUDENT TARGETS**

- **Skill:** I will keep my ball under control as I work to toss and catch it.
- **Cognitive:** I will demonstrate the difference between clockwise and counter clockwise using the ball.
- **Fitness:** I will work to stay active during all activities.
- **Personal & Social Responsibility:** I will listen to feedback from my teacher and work to make my performance better based on suggestions.

**TEACHING CUES**

- Work Safely
- Respect Self-Space
- Actively Engage
- See Skill Cue Teach Sheets for Skill-Specific Cues

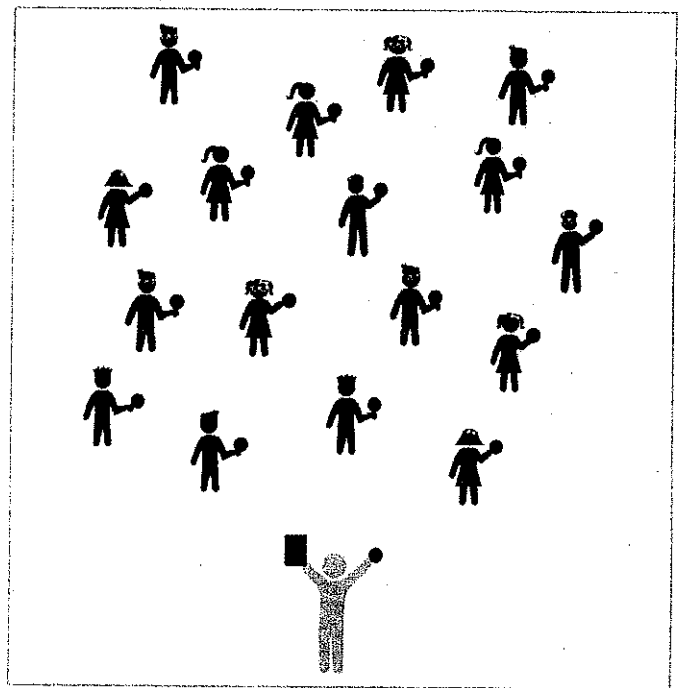
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- 1 foam ball per student
- Ball Skills Activity Card
- Up-tempo music

**Set-Up:**

1. Students scattered in activity area, each with a foam ball.
2. Ball Skills Activity Card ready on clipboard or tablet.



**Activity Procedures:**

1. Today we're going to have fun exploring movement with foam balls.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Toss and Try; 2) Sorta Sporty; 3) Cool It Down.

**Grade Level Progression:**

**K:** As students complete Toss and Try activities, move to each student and toss them a ball for catching with both hands and arms against the body.

**1<sup>st</sup>:** Prompts students to catch a self-tossed ball before it bounces.

**2<sup>nd</sup>:** Prompt students to catch with their hands out in front of their bodies (rather than cradling against their bodies).



**Ball Skills 1**

**CHALLENGE PROGRESSIONS**

- Play up-tempo music and progress through each challenge to a rhythm. As students master each challenge, increase the tempo of the music and try again.

**MODIFICATIONS**

- Remove challenges that involve catching. Allow tosses to fall to the ground.

**ACADEMIC LANGUAGE**

Clockwise, Counter-Clockwise, Control, Demonstrate, Direction, Manipulative Skill

**STANDARDS & OUTCOMES ADDRESSED**

- **Standard 1 [E16.K-2]** Drops a ball and catches it before it bounces twice (Ka); Catches a large ball tossed by a skilled thrower (Kb); Catches a soft object from a self-toss before it bounces (1a); Catches various sizes of balls self-tossed or tossed by a skilled thrower (1b). Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (2).
- **Standard 2 [E2.K-2]** Travels in three different pathways (K); Travels demonstrating low, middle, and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g. over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences (2).
- **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (S4.E3.2).

**DEBRIEF QUESTIONS**

- **DOK 1:** What does clockwise mean? Counter-clockwise?
- **DOK 2:** Why is it important to know the difference between the two directions?
- **DOK 3:** What might happen if everyone in our class were trying to move around the activity area and we didn't know the difference between clockwise and counter-clockwise?
- **DOK 1:** What does control mean?
- **DOK 2:** What are the different things that we control during physical education class? What things do we control during the school day?

**TEACHING STRATEGY FOCUS**

**Help students examine their reasoning:** The word control can mean different things in different contexts. Prompt students to explore those various meanings and listen attentively to their responses. As you listen, carefully question the logic that students use within their answers and prompt them to examine their overall logic. This requires careful interaction between teacher and student, but is essential to applying rigor in a developmentally appropriate way.



**Ball Skills 2**

**STUDENT TARGETS**

**TEACHING CUES**

- **Skill:** I will use the cues for underhand tossing during partner activities.
- **Cognitive:** I will be able to repeat the cues for tossing.
- **Fitness:** I will work to stay actively engaged during all activities.
- **Personal & Social Responsibility:** I will work with my partner independently without reminders from the teacher.

- Work Safely
- Respect Self-Space
- Actively Engage
- See Skill Cue Teach Sheets for Skill-Specific Cues

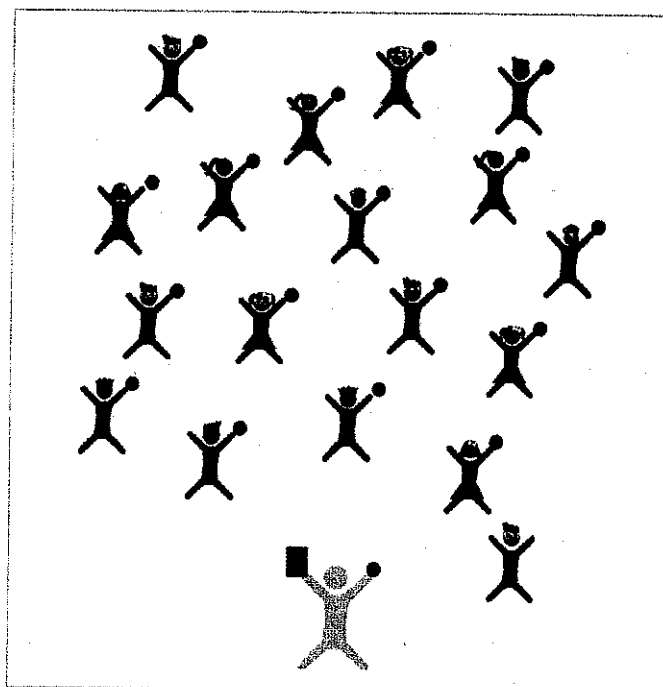
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- 1 foam ball per student
- Ball Skills Activity Card
- Up-tempo music

**Set-Up:**

1. Students scattered in activity area, each with a foam ball.
2. Ball Skills Activity Card ready on clipboard or tablet.



**Activity Procedures:**

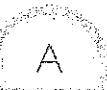
1. Today we're going to have more fun exploring movement with foam balls.
2. I will show you a movement activity, and then you'll repeat after me. As we move through space, we'll work to move our bodies to the rhythm of the music.
3. Teachers, use the following activity sequence: 1) Rolling Around; 2) Partner Passes; 3) Double Trouble (Grade 2).

**Grade Level Progression:**

**K:** Focus on underhand tossing with opposition as well as safe and controlled travel in general space.

**1<sup>st</sup>:** Introduce strong and light force during rolling and tossing activities. Emphasize critical elements of underhand throw.

**2<sup>nd</sup>:** Prompt students to focus on a mature underhand throwing pattern along with gradual variations in both speed and force.



**Ball Skills 2**

**CHALLENGE PROGRESSIONS**

- Progressively increase the distance between students as they toss and catch the ball.

**MODIFICATIONS**

- Allow all students to choose whether to work with a ball or a scarf during toss and catch activities.

**ACADEMIC LANGUAGE**

Control, Demonstrate, Direction, Effort, Manipulative Skill, Mature, Relationship

**STANDARDS & OUTCOMES ADDRESSED**

- **Standard [E13.K-2]** Throws underhand with opposite foot forward (K); Throws underhand demonstrating two of the five critical elements of a mature pattern (1); Throws underhand using a mature pattern (2).
- **Standard 2 [E1.K-2]** Differentiates between movement in personal (self-space) and general space (Ka); Moves in personal space to a rhythm (Kb); Moves in self-space and general space in response to designated beats/rhythms (1); Combines locomotor skills in general space to a rhythm (2).
- **Standard 4 [E4.K-2]** Shares equipment and space with others. (K); Works independently with others in a variety of class environments (e.g., small & large groups) (1); Works independently with others in partner environments (2).

**DEBRIEF QUESTIONS**

- **DOK 1:** What are the cues for underhand tossing?
- **DOK 1:** What is a manipulative skill?
- **DOK 2:** How does using the cues affect how well you toss a ball?
- **DOK 2:** How is underhand tossing similar to/different from other manipulative skills?
- **DOK 3:** How is effort related to skill cues when tossing a ball?

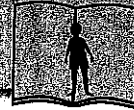
**TEACHING STRATEGY FOCUS**

**Help students revise knowledge:** Most students have had some sort of interaction/play experience with a ball. Oftentimes this interaction is generally positive. However, most students will come to physical education with bad habits with respect to tossing, throwing, and catching. Helping them identify and correct errors and bad habits is critical to developing mature skills. While you're correcting these errors try to infuse new content into your interaction. Work to help students view each skill from an alternative perspective in order to overcome resistance to change.

**ACTIVITY CARD**

**HAND SKILLS**

Activity Name	Description	Outcome Focus
<b>PART 1</b>		
Toss and Try	With ball in personal space: <ul style="list-style-type: none"> <li>• Bounce the ball and catch it.</li> <li>• Toss the ball up and catch it.</li> <li>• Toss the ball up, clap and catch it.</li> <li>• Toss and catch with the right hand only.</li> <li>• Toss and catch with the left hand only.</li> <li>• Toss from hand to hand.</li> </ul>	Catches a soft object/ball from a self-toss.
Sorta Sporty	<ul style="list-style-type: none"> <li>• Dribble with hands and then feet, moving in different pathways.</li> <li>• Shoot like a basketball so it arcs and lands right in front of your feet.</li> <li>• Bowl (roll) the ball against the wall.</li> <li>• Toss against the wall and catch on a bounce off the floor; without a bounce.</li> <li>• Kick against the wall so it bounces straight back to you.</li> </ul>	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Rolling Around	Standing, roll the ball around your body: <ul style="list-style-type: none"> <li>• In a circle, clockwise around both feet together; counterclockwise.</li> <li>• Back and forth in front of the body; behind the body.</li> <li>• In a circle around 1 leg and then the other.</li> </ul> On the floor: <ul style="list-style-type: none"> <li>• In plank position, back and forth from hand-to-hand.</li> <li>• In sit-up position, between feet and then up overhead.</li> </ul>	Transfers Weight, Changes Directions and Understands Relationships with Objects
<b>PART 2</b>		
Partner Passes	With a partner: <ul style="list-style-type: none"> <li>• Roll the ball back and forth.</li> <li>• Bounce the ball to each other. Try light and strong bounces.</li> <li>• Toss and catch with an underhand throw.</li> <li>• Toss the ball high and jump to make a catch.</li> <li>• Toss the ball low and bend to make a catch.</li> </ul>	Throws Underhand Using a Mature Pattern, Catches a Well-Thrown Ball with Hands, Works with Others
Double Trouble	With a partner, each partner with a ball: <ul style="list-style-type: none"> <li>• Roll the balls at the same time so they crash into one another.</li> <li>• Roll the balls at the same time so they pass each other and make it to the opposite side.</li> <li>• One partner bounce passes, the other tosses across.</li> <li>• Mirror: One partner moves the ball in personal space while the other mirrors the movements.</li> <li>• Follow the leader: With one partner in front and the other in back, the front partner will move through the activity area performing ball "tricks" while the other follows and copies the movements.</li> </ul>	Differentiates Between Self and General Space, Works with Others



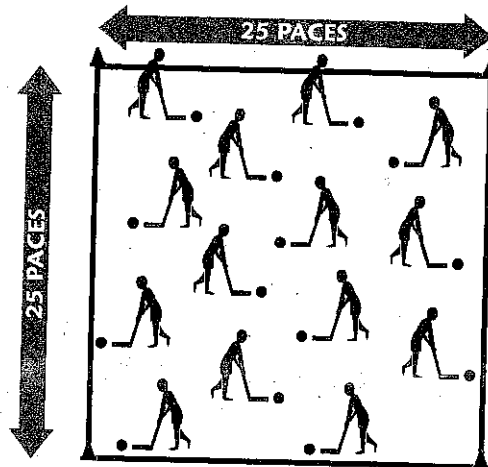
**Ready...**

PL-4-PS-S-4  
PL-5-PS-S-4

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

**Set...**

- Create medium activity area (25X25 paces).
- Scatter students in area; each with a stick and a ball.



**GO!**

1. The object is to learn and practice stick-handling.
2. *(Teach students how to hold and handle the stick.)*
3. **Stick Grip**
  - Use your dominant hand to “shake hands” with the stick at mid-shaft. Place your other hand near the top of shaft, and shake hands with it.
  - Practice slowly drawing the stick back, keeping the blade close to the ground, then swinging forward under control. Never let the blade go higher than your waist!
- 4 **Front to Back**
  - L foot forward, push the ball forward with the front side of the stick (side facing away from you); then backward with the backside of the stick.
  - Transfer your weight from front foot to back foot.
5. **Side to Side**
  - Straddle your feet wider than your shoulders, and move the ball R to L using both sides of the stick.
  - Keep the ball between your feet.

HOCKEY

**CHALLENGES**

- \* How quickly can you move the ball front to back? Side to side?
- \* How many front-to-back touches can you make in 15 seconds? How many side-to-side touches?
- \* Can you control the ball without looking directly at it?

**CUES**

- \* Keep stick blades down low.
- \* Use gentle taps and touches.
- \* Work toward controlling the ball while keeping your head up.

GRADES 3-6

# SPARK IT UP!

## ★ Tap-Tap-Pull

Try 2 short taps forward, followed by 1 long pull backward. Then make 2 short taps in 1 direction, followed by 1 long pull in the opposite direction.

## ★ Trick Moves

Invent a trick dribbling move. Try behind the back; through the legs; fake 1 way, and go another way. Keep the ball in control at all times.

## ★ Air Dribble

Try tapping the ball into the air using the blade of the stick. Keep the stick below your waist.



## ACADEMIC

**Math - Hold up fingers on both hands. Students multiply the numbers on both hands and call out the product. Add them together and call out "odd" or "even."**

### ● STANDARDS ADDRESSED

#### NASPE

- #1, 2 Ball control, balance
- #3, 4 Cardiovascular fitness

● **Your State** (Write in here)

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### PAULA'S POINTERS

- Safety first! Have students, who raise their hockey stick above waist-level, practice 20X in "slow motion." This encourages proper form and keeps others safe.

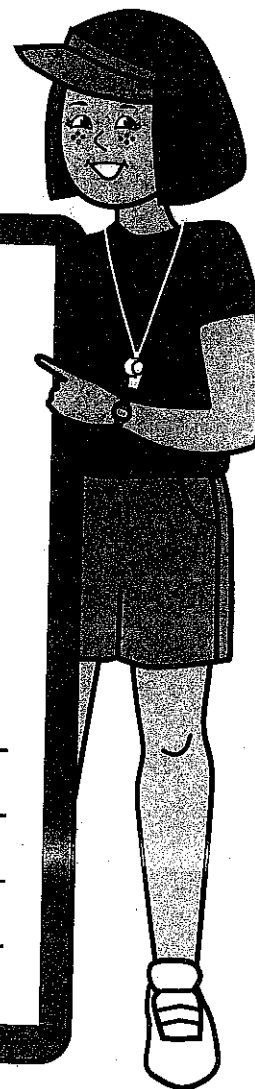
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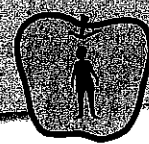
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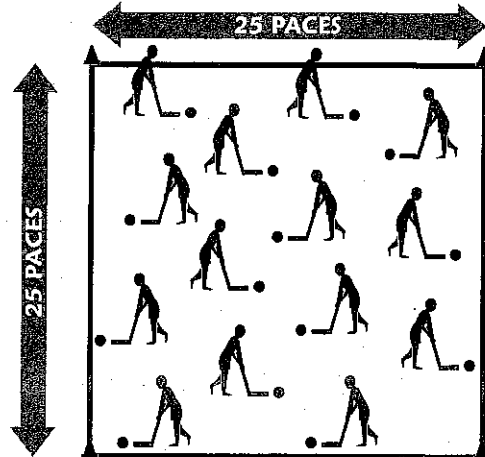


**Ready...**

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

**Set...**

- Create medium (25X25 paces) activity area.
- Scatter students in area; each with a stick and a ball.



**GO!**

1. The object is to practice dribbling.
2. On signal, walk in any direction inside our area while dribbling your hockey ball.
3. On "Trap," quickly trap your ball with the front side of the stick ("give" with the ball). I'll count down "3, 2, 1, 0." Can you trap your ball before I reach "0?" Try to be quicker each time.
4. (Practice dribbling and trapping quickly several times.)

**CHALLENGES**

- \* Can you trap your ball before I reach "0?"
- \* How quickly can you all trap the ball?

**CUES**

- \* Dribbling:
  - Keep ball close (1-2' away) while dribbling for control.
  - Head up, look for open space, and watch for others.
  - Use both sides of the blade.
  - Keep stick low to ground, and do not rise above knee level.
- \* Trapping:
  - Keep blade on the ground.
  - As the ball approaches, "give" with it by relaxing lower hand grip and angling top hand forward.
  - Try not to let ball rebound off your stick.

HOCKEY

GRADES 3-6

# SPARK IT UP!

## ★ Faster

As you gain more control, try moving at a faster pace.

## ★ Tap, Tap, Pull

On the stop signal, perform tap, tap, pull rather than trapping. Now change direction and continue dribbling.

## ★ Dodge and Go

(Scatter cones, 1 per student, inside area.) Dribble to a cone, trap, then dribble to another cone. Continue until the signal.

## ★ Follow the Leader

(Students in pairs; each with a ball.) Lead partner dribbles throughout the area, while other follows. On signal, freeze. If the follower can reach out and touch leader, they score a point. If not, leader scores 1 point. Switch roles on signal.



## WELLNESS

During the course of an average game, ice hockey players may lose 5 to 8 pounds. What percentage of your weight would that be? This loss is mostly water, so players need to make sure they drink plenty of fluids. You need to stay hydrated, too - hockey or no hockey!

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Dribbling, trapping

**Your State** (Write in here)

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### TONY'S TIPS

- Stress the importance of controlling the ball.
- Allow all to move at their own pace. Experienced players may be dribbling at a jog or run, while beginners may be walking.

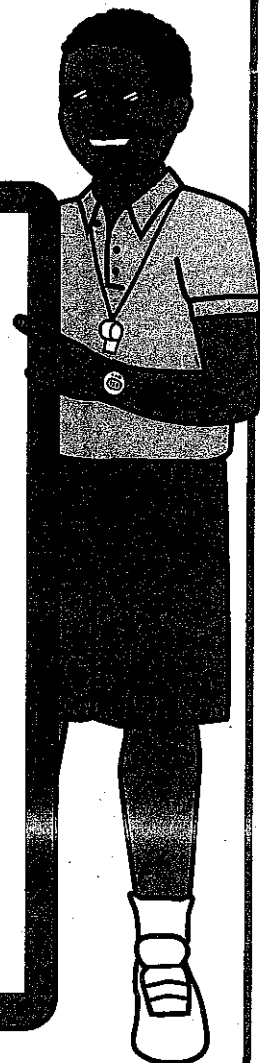
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## Ready...

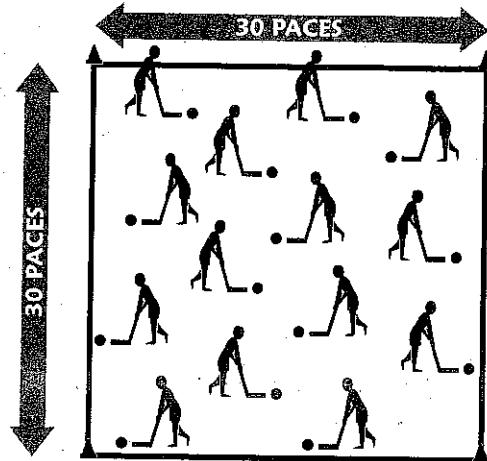
- 4 cones (for boundaries)
- 1 stick and ball per student

## Set...

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

## 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.



HOCKEY

### 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.

### CUES

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



**Small Ice**  
(Make the activity area smaller.)

**Holes**  
(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.

**Shark**  
(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.



## 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.

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Dribbling, trapping, dodging, agility, balance, eye-hand coordination

#2 Critical thinking

#3, 4 Cardiovascular fitness

**Your State** (Write in here)

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### TONY'S TIPS

- 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.

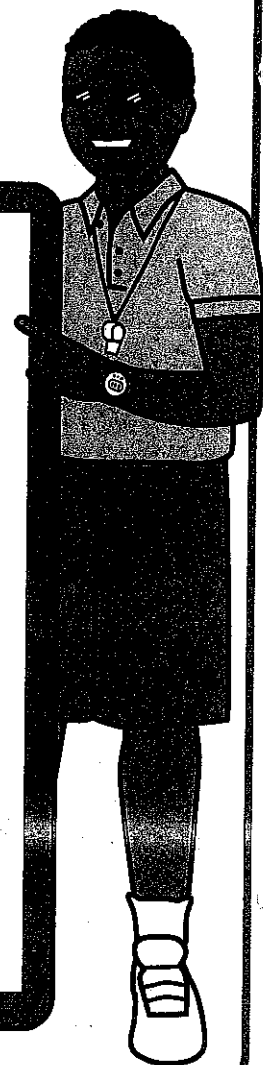
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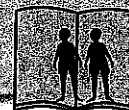
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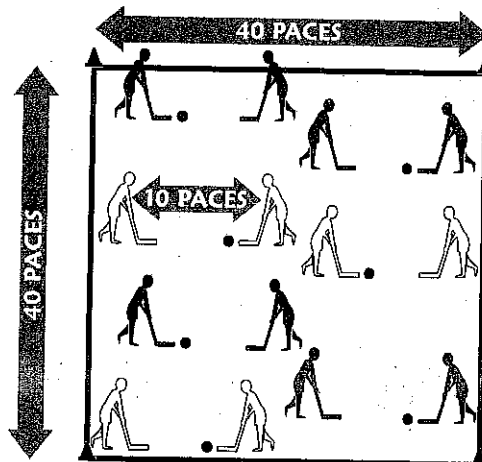


## Ready...

- 4 cones (for boundaries) or spot markers if using grids
- 1 hockey stick per student
- 1 hockey ball per pair

## Set...

- Create large (40X40 paces) activity area, or create 1 10X10 pace grid per pair.
- Pair students; each with a stick; 1 ball per pair.
- Partner face-off formation, about 10 paces apart (or 1 pair per grid).



## GO!

1. The object is to practice passing and trapping (receiving) with a partner.
2. Teach students to pass and receive. To pass, keep the ball on the front side of your stick. With top hand angled forward, push the ball to your partner using your lower hand, and keep the stick along the ground. Finish with the lower hand forward, and snap your wrists.
3. To receive, keep blade on the ground and give with the ball as it approaches your stick. Relax your lower hand grip, and angle your top hand forward. Try not to let the ball rebound off your stick.
4. On signal, begin passing with your partner. Focus on control and accuracy.

### CHALLENGES

- ★ How many traps can you make with your partner before the signal? (For example: 30 seconds, 1 minute. Play several rounds, and increase the distance after each round.)
- ★ Can you make a backhand pass using backside of stick? Pass the ball directly to your partner's stick.
- ★ Can you dribble a few steps before you pass?

### CUES

- ★ Keep stick along the ground.
- ★ Push ball to partner using lower hand.
- ★ Snap your wrists.
- ★ Give with the ball as it touches your stick.
- ★ Don't let the ball rebound off your stick.

HOCKEY

GRADES 3-6

## ★ Partner Step Back

(Partner face-off formation.) The object is to pass accurately at different distances. After 2 successful traps (1 each), both partners take 1 step back and try again. How far back can you both go in 3 minutes?

## ★ Give and Go

The object is to pass, then move to an open space. The partner with the ball is stationary. The other partner runs to an open space to receive the pass. Make the pass (Give); then run to an open space (Go). Pass to where your partner is going. "Lead" them with your pass.

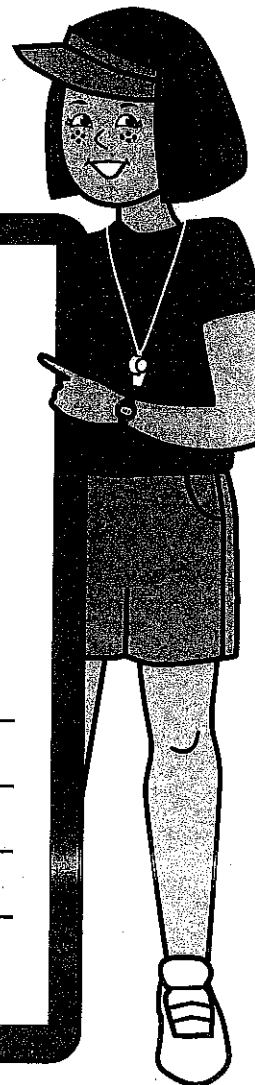
## ★ Pass Pass

(Partners around perimeter.) The object is to pass back and forth with your partner as you both move around the perimeter. Continue until the signal. Advanced: add a fake before passing.



## ACADEMIC

Author Roy MacGregor has written a mystery series about a team's adventures on and off the ice. The **Matt Christopher Series** chronicles the different players and the peer, family and personal issues they each face.



### STANDARDS ADDRESSED

#### NASPE

#1, 2 Dribbling, trapping, passing

#2 Critical thinking

#3, 4 Cardiovascular fitness

#5, 6 Cooperation

**Your State** (Write in here)

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### PAULA'S POINTERS

- Rotate partners often. The player with the ball stays, and the other player moves 1 partner/grid up.
- Expand grid size if necessary.

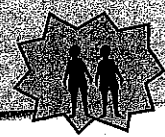
### NOTES

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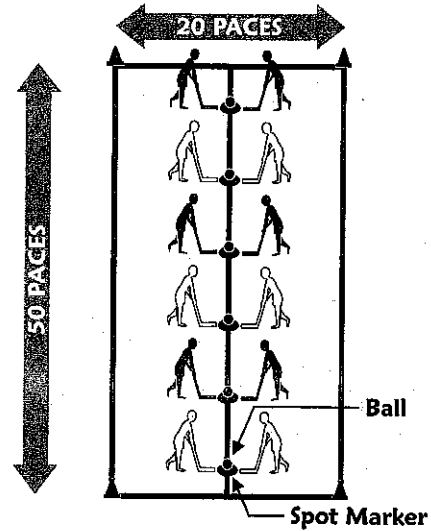


**Ready...**

- 4 cones (for boundaries)
- 1 spot marker per pair
- 1 hockey stick per student
- 1 hockey ball per pair

**Set...**

- Create large (50X20 paces) activity area.
- Spot markers spread along half-court line.
- Pair students; each with hockey sticks and a ball.
- Partners face each other from opposite sides of spot marker. Ball is on spot marker.



HOCKEY

**GO!**

1. The object is to practice the face-off. Use the face-off to begin all the mini-games.
2. On signal, tap the ground with your sticks, then tap each other's sticks above the ball ("ground sticks"), alternately 3X. After the 3rd tap above the ball, attempt to get control of the ball and dribble to the opponent's endline (in front of you).
3. (Rotate partners every other round.)

**CHALLENGES**

- \* How quickly can you gain control of the ball?
- \* How quickly can you be ready for next round?

**CUES**

- \* Count aloud, "1, 2, 3" while ground sticking.
- \* Straddle feet wide and bend knees to get low.

GRADES 3-6

# SPARK IT UP!

## 1 Add Goals

(Create 2-4 goals along endlines.) After winning the face-off, attempt a shot.

## 2 Small Targets

(Place cones or water bottle targets along the endline for targets.)

## 3 Get Your Ball

(Pairs in face-off formation on opposite endlines. Place balls on spot markers along half-court line.) On the "Get-Your-Ball!" signal, partners run to the center and complete the face-off. The winner attempts to score on the opponent's endline.

## FUN FACT

The first hockey puck was a frozen piece of cow poop. No kidding! Today, an official game puck is 3" in diameter and 1" thick. It weighs 6 ounces and is constructed of vulcanized rubber. The puck is frozen before games to make it bounce-resistant. It smells much better than the old ones.

## STANDARDS ADDRESSED

### NASPE

#1, 2 Face-off, Shooting on goal

#3, 4 Cardiovascular fitness

**Your State** (Write in here)

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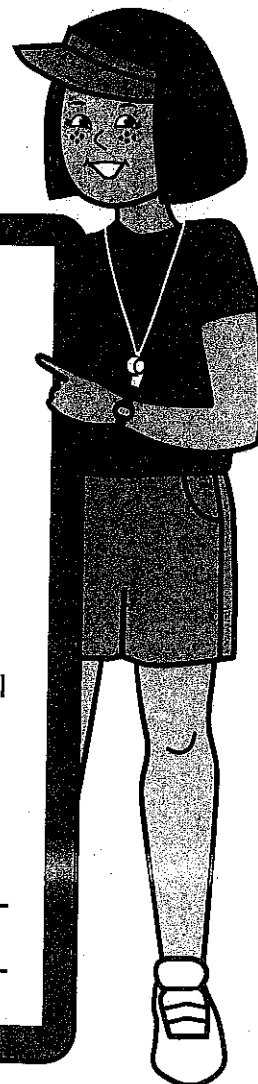
## PAULA'S POINTERS

- After each round, count down from 5 to motivate students to hustle back to mid-court line and get ready for the next round.
- For efficient partner rotation, get all the balls back to the spot markers, and all the students in 1 line shift to their R. The student farthest R runs behind their line all the way to the L end.

## NOTES

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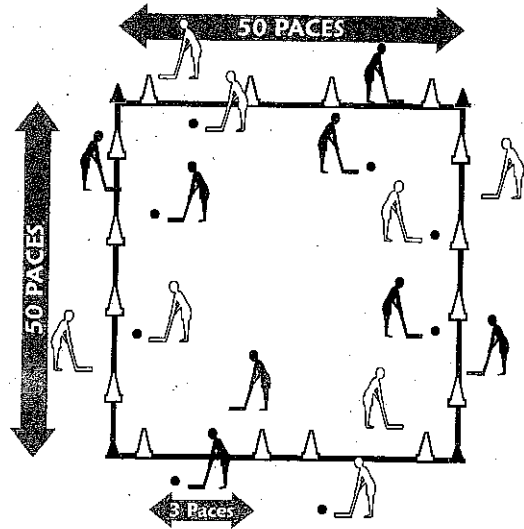


**Ready...**

- 4 cones (for boundaries)
- 2 tall cones per pair (for goals)
- 1 hockey stick per student
- 1 hockey ball per pair

**Set...**

- Create large (50X50 paces) activity area.
- Make small goals (3 paces wide) using tall cones all around perimeter (1 per pair).
- Pair students; each with hockey sticks and a ball.
- Partners face each other at opposite sides of goal.



**HOCKEY**

**GO!**

1. The object is to practice shooting on the goal and defending the goal.
2. On signal, take turns shooting at your goal from opposite sides. Dribble toward goal, and when 5 paces from goal, use wrist shot (similar to forehand pass). Flick wrists and follow through by turning wrists over.
3. Partner receives the ball on the other side of the goal and repeats in the opposite direction.
4. The ball must roll between the cones to score a goal. There's no score if the ball is higher than the top of the cone.
5. Shoot back and forth until the signal.

**CHALLENGES**

- \* Can you make 5 goals in a row?
- \* After 4 goals, take a step back.
- \* Can you score using your backhand?

**CUES**

- \* Work on accuracy first, then power.
- \* For close shots, turn your wrists over as you shoot.
- \* Use the drive for shots farther back.

**GRADES 3-6**

# SPARK IT UP!

## ★ Wall Targets

(If a wall is available, post targets, like tape or stickers, below waist-level along wall.)

## ★ Small Targets

(Move the target goal cones closer together to 1-2' apart, or shoot at water bottle targets.)

## ★ Straddle Switch Goal

(Groups of 3.) There are 2 Shooters. The 3rd player is the "Goal" (in straddle position) facing Shooter with ball. Goals, when the shot passes you, immediately switch positions with Shooter. A new Goal sets up for the next Shooter. Continue the cycle until signal.

## FUN FACT

**Smart Girl!** The first person to wear a hockey mask was **Elizabeth Graham**. In 1927, Elizabeth put on a fencing mask to protect her face. However, masks only became widely used when the **Montreal Canadiens' Goalie Jacques Plante**, began wearing 1 in 1959, after he broke his skull, cheekbones, nose and jaw!

## STANDARDS ADDRESSED

### NASPE

#1, 2 Shooting on goal, defending goal

#3, 4 Cardiovascular fitness

**Your State** (Write in here)

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## PAULA'S POINTERS

- Remind students to be careful with the height of their stick, and to be aware of other classmates moving around in their area.

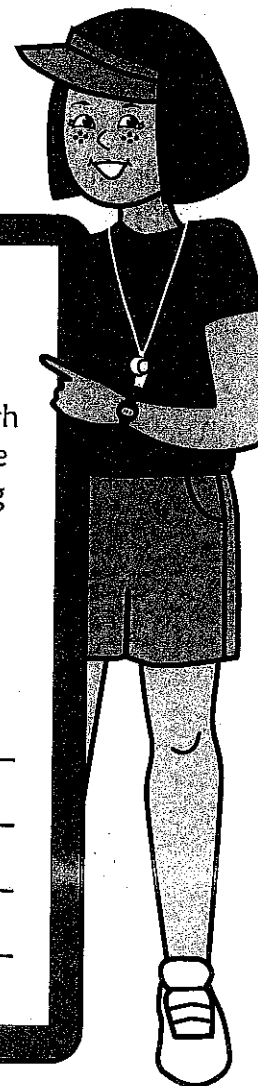
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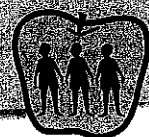
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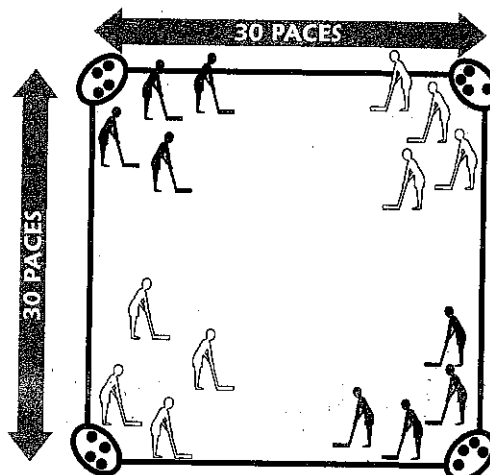


## Ready...

- 4 hoops (for boundaries)
- 1 hockey stick per student
- 1 hockey ball per student

## Set...

- Create large (30X30 paces) square activity area; 1 hoop at each corner.
- Distribute hockey balls evenly among hoops.
- Create 4 groups; 1 group per corner.



HOCKEY

## GO!

1. The object is to collect balls from other hoops and dribble them to your home hoop.
2. On signal, run to another hoop, use your stick to take only 1 ball, and dribble it back to your home hoop.
3. Continue visiting other hoops – don't stay at your home hoop.
4. Keep going until you hear the signal. We'll see which group finishes with the greatest number of hockey balls in their home hoop.
5. *(Distribute balls evenly among hoops, and play again.)*

### CHALLENGES

- \* How many balls can you dribble back to your group's home before the stop signal?
- \* Can you dribble while watching where you are going?

### CUES

- \* Keep the ball close while dribbling.
- \* Keep head up, look for open space, and watch for others.
- \* Keep stick low to the ground.



## ★ Recycle

The object is to “recycle” all the balls from your hoop to others. Dribble from your hoop, and put it in another. Continue until signal.

## ★ Get the Point?

Keep score; 1 point per ball. The group with highest total on the stop signal gets to choose a ball handling skill for all to practice before the game begins again.

## ★ Loco for Coconuts

*(Students scattered; each with a ball inside a hoop).* The object is to collect 3 “coconuts” (balls) in your hoop. Travel to another hoop, and dribble a ball back to your hoop. You may not take a ball from the same hoop twice in a row. When you get 3 coconuts, yell, “Loco for Cocol!”



## WELLNESS

Food fun! Carrot sticks make a great hockey stick, and grapes can be pucks. Set half a peanut butter sandwich up as a goal. Use the carrots to shoot grapes at the peanut butter. Celebrate your victory, and eat all the “equipment.”

## ● STANDARDS ADDRESSED

### NASPE

- #1, 2 Dribbling, trapping
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation

● **Your State** (Write in here)

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## TONY'S TIPS

- Students may not guard their hoop.
- Watch for eager students who want to hit their ball long distances (back to their home hoop).

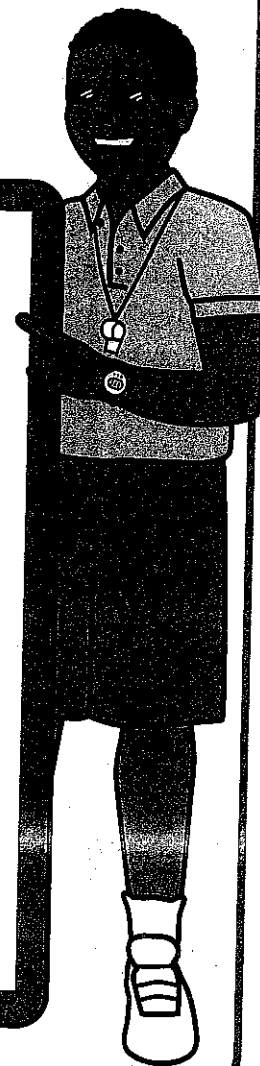
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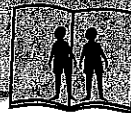
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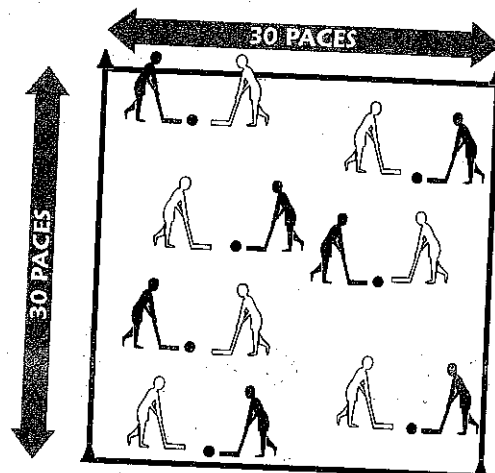


## Ready...

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

## Set...

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



**HOCKEY**

## GO!

1. The object is to practice stick control, dribbling under pressure and protecting the ball.
2. On "Go," the partner with the ball dribbles away from the partner without the ball. On "Defense!" the player without the ball runs after the Dribbler and attempts to "legally" gain possession of ball. If the Defender steals the ball, the Dribbler tries to steal it back.
3. Stop play on signal.
4. Switch roles and repeat.

### CHALLENGES

- \* How close can you dribble to your partner and still keep it away?
- \* Defenders, how many times can you steal the ball?

### CUES

- \* Checking (pushing with your body) is not allowed.
- \* Look forward while you dribble.
- \* Move into open space

## ★ No Head Start

(Call "Defense" immediately after "Go" to make it easier for Defenders.)

## ★ 2 on 1

(Add a player to the Offense.) Now 2 Offensive players dribble and pass to keep the Defender from stealing.

## ★ Partner Dribble Tag

(Partners; each with a ball.) While keeping control of your own ball, try to steal your partner's ball.



## ACADEMIC

**Science (Predators and Prey) -** Sharks and minnows. Coyotes and rabbits. Lions and gazelles. Bats and mosquitoes. Predators are animals that hunt and eat other animals. This brings balance to every ecosystem. The Dribbler is the prey, and the Defender is the predator.

### STANDARDS ADDRESSED

#### NASPE

#1 Dribbling, trapping, dodging

#2 Critical thinking

#3, 4 Cardiovascular fitness

**Your State** (Write in here)

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### PAULA'S POINTERS

- Students should be paired according to experience, ability, speed.
- Switch partners every few minutes.

### NOTES

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