

# K-5th Lesson plans

P.E. KY Core Content:	Vocabulary:	Learning Targets (relate all targets to real life)	Daily Assessment:
<p>PL-EP-2.34: Students perform physical movement skills effectively in a variety of settings. (K-5<sup>th</sup>)</p> <p><u>Practical Living KY Core Content:</u></p>	<p>Expectations, rules, rewards, consequences safety, warm up, cool down, gymnastics, stunt, hockey, goal setting, teamwork, leadership, income, expenses, Savings, Skeleton, bones</p>	<p><u>PL-1</u> <del>can</del> describe in meaning of income and expenses.</p> <p>P.E.: I can identify expectations and safety rules for my PE class. (K-5<sup>th</sup>)</p> <p>P.E.: (K-2<sup>nd</sup>) I can shift my weight from one body part to another.</p> <p>P.E.: (K-2<sup>nd</sup>) I can share, take turns, and help the person I pair with.</p> <p>P.E.: (3<sup>rd</sup>-5<sup>th</sup>) I can face-off against my partner in hockey.</p> <p>P.E.: (3<sup>rd</sup>-5<sup>th</sup>) I can shoot on a goal and defend the goal.</p> <p><del>Practical Living: I can understand the purpose of teamwork and leadership. (K-2nd)</del></p> <p><del>Practical Living: I can understand the importance of setting goals. (3<sup>rd</sup>-5<sup>th</sup>)</del></p> <p><del>I can describe the function of the skeletal system. <del>the skeletal system</del></del></p> <p><del>the skeletal system</del></p> <p><u>Mini lesson:</u> (P.E.) Tuesday-Thursday P.E. and Health Lesson Plans</p> <p><u>Mini lesson:</u> (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p><u>Warm-up:</u> (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.</p> <p><u>Mini lesson:</u> (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission).</p> <p><u>Warm-up:</u> (P.E.) Mr. Kuhn will get into their personal space. (K-5th) Students will be lead in a variety of warm ups by listening and watching Adventures to Fitness- <del>Artic Freeze</del> (first 1-5 minutes). <del>Colleen Al Cross</del></p> <p><u>Mini lesson:</u> (Practical Living) Students will watch a video from <del>youtube.com titled "Kid President: Pep Talk about Teamwork and Brain Pop Jr. com (bones)"</del></p> <p><u>Leadership:</u> (Flashback): Give me an example what you learned from the guest speaker on Monday. (Exit slip): Question: Give me an example of how you can demonstrate teamwork or leadership skills. (K-2<sup>nd</sup>) Students will watch a video from <del>youtube.com about "One Step At a Time: Great Brain Pop.com Achieving cartoon doodle?"</del> "Setting Goals" on <del>youtube.com</del> is also a titled <u>Skeleton resource if time permits. (Flashback): Give me an example what you learned from the guest speaker on Monday (3<sup>rd</sup>-5<sup>th</sup>) (Exit slip): Question: Why is it important to set goals? <del>Compare/Contrast - Nervous and skeletal system</del></u></p> <p>P.E. Activity #1: Primary (K-2<sup>nd</sup>) <u>Partner Stunts, pg. 19:</u> See attached lesson plan!</p> <p><u>Differentiated Instruction:</u> Struggling students will receive one on one and/or small group instruction through additional modeling the movement</p>	<p><input checked="" type="checkbox"/> Assessment: Observation</p> <p><input checked="" type="checkbox"/> Oral responses</p> <p><input checked="" type="checkbox"/> Self-Evaluation</p> <p><input checked="" type="checkbox"/> ORC</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Individual</p> <p><u>Formative and Summative Assessments</u></p> <p><input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips</p> <p><input checked="" type="checkbox"/> Oral Questions</p> <p><input checked="" type="checkbox"/> Student Self-Assessment</p>
<p>PL-04-1.11 Coping/Self-Management: The learner will be able to identify self-management and coping strategies (setting goals).</p> <p>National Health Standards: PL-4.PW-S-SMETS: identify self-management and coping strategies (goal setting, refusal skills, decision making and time management) that enhance health</p>			
<p>① face-off/shooting at goal</p> <p>② basketball shoot</p> <p>③ hula hoops/jump ropes</p>			

P.E. National Standards (NASPE)

Partner Stunts: (Balance, Stunts, and Tumbling) pg. 19:  
#1, 2 Spatial awareness, body awareness, balance, nonlocomotor skills, locomotor skills #3, 4 Cardiovascular endurance, flexibility, muscular strength, muscular endurance #5, 6 Participates, appreciates, enjoys movement, cooperates with others. (K-2<sup>nd</sup> grade)

Weight Transfer and Rolls (Balance, Students, and Tumbling, pg. 21): #1, 2 Spatial and body awareness, balance, nonlocomotor skills, locomotor skills, weight transfer #3, 4 Cardiovascular endurance #5, 6 Participates, appreciates movement, respects others (K-2<sup>nd</sup> grade)

Face Off. (Hockey pg. 13)  
#1, 2 Face-off, shooting on goal #3, 4 Cardiovascular fitness (3<sup>rd</sup>-5<sup>th</sup> grade)

Shooting Drills, pg. 15) #1, 2 Shooting on goal, defending goal #3, 4 Cardiovascular Fitness (3<sup>rd</sup>-5<sup>th</sup> grade)

correctly from the teacher or from peers. Advanced students: They will play the games Wheelbarrow Walk, Partner Log Rolls, or Leap Frog (see page 20)

Assessments/Exit Slip: You needed to depend on your partner to accomplish these challenges. What make you a helpful partner? Why is being safe so important in this activity?

P.E. Activity #2: Primary (K-2<sup>nd</sup>) Weight Transfer and Rolls, 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: Try the Forward Roll to sitting and then to standing. They can also try the Backward Roll, the Eagle Roll, or the Straddle Forward Roll.

Assessment/Exit Slip: How does a ball roll compared to a building block? What can you do to make sure you roll like a ball and not like a block?

P.E. Activity #1: Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Face Off. (Hockey, pg. 13). See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How quickly can you gain control of the ball? How quickly can you be ready for the next round? Assessments/Exit Slip: Explain how to correctly face-off with a partner.

P.E. Activity #2: Intermediate (3<sup>rd</sup>-5<sup>th</sup>): Shooting Drills. (Hockey, pg. 15). See attached lesson plan.

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you make 5 goals in a row? After 4 goals, take a step back. Can you score using your backhand? Assessments/Exit Slip: Demonstrate how shoot on a goal and how to defend your goal.

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".

	<p><u>Practical Living KY Core Content:</u></p> <p>PL-EP-2.2.2: Practice: The learner will be able to explain the importance of practice for improving performance in games and sports. National Health Standards: PL-P-LPW-S-5: explain the importance of practice for improving performance in games and sports for individuals. (K-2<sup>nd</sup>)</p> <p>PL-04-1.1.1 Coping/Self-Management: The learner will be able to identify self-management and coping strategies (time management). National Health Standards: PL-4-PW-S-SMEHS: identify self-management and coping strategies (time management) that enhance health. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><u>National PE (NASPE) standards:</u></p> <p>(K-2) Toys Alive! #1.2. Spatial awareness, nonlocomotor skills, locomotor skills, balance, #3.4: Cardiovascular endurance, #5.6: Participates, appreciates, enjoys movement, cooperates in large group activities.</p> <p>National Standards (NASPE) (K-2) PL-P-PS-S-1: Demonstrate fundamental motor skills and movement concepts</p> <p>(3-5) Centipede Bucket Brigade: #1.2: Spatial awareness, manipulation of tossables, #3.4 Cardiovascular endurance, #5.6: Cooperation, accepting challenges</p> <p>(3-5) PL-4-PS-S-3:</p>		<p><b>FRIDAY (1c) P.E. and Health Lesson Plan:</b></p> <p><b>Topic:</b> importance of practice, time management, dance, locomotor movements, cooperative teams, tag</p> <p><b>Friday 4 only: "I can" statements:</b></p> <p>Practical Living: I can give examples of why practice is important. (K-2<sup>nd</sup>) I can give an example of a time management strategy. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p>P.E. I can correctly perform locomotor movements. (K-2<sup>nd</sup>)</p> <p>P.E. I can work cooperatively with my team. (3<sup>rd</sup>-5<sup>th</sup>) P.E. I can score a point for my team by not getting tagged. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Friday 1c 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>) See list of Just Dance songs with appropriate lyrics.</p> <p><b>Friday 1c only: Mini lesson:</b> (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p><b>Friday 1c only: Mini lesson:</b> (Practical Living) Students will watch a video from brainpopjr.com titled "Michael Jordan: The Importance of Practice". (Exit slip): Question: Why is practice important? (K-2<sup>nd</sup>)</p> <p><b>Friday 1c only: Mini lesson:</b> (Practical Living) Students will watch a video on youtube.com titled "Time Management Tips (Ana Pratus)". (Exit slip): Question: Give me a strategy you could use to help you manage your time better. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Fitness Activity #1:</b> (P.E.) Toys Alive (ASAP) (K-2<sup>nd</sup>)</p> <p><b>Materials:</b> 4 cones, 1 beanbag per student</p> <ol style="list-style-type: none"> <li>1. Who has seen the movie Toy Story? What toys belonged to Andy, the young boy in the film?</li> <li>2. On my signal, pretend you are at toy and move within our area.</li> <li>3. In the movie, toys can only move when humans are not around. So when you hear "Andy's coming!" Freeze in a shape that looks like one of his toys. Hold your balance for the count down, "3, 2, and 1."</li> <li>4. On "All clear!" you may start moving again.</li> <li>5. (Play several rounds, using a variety of locomotor skills.)</li> </ol> <p>Differentiated Instruction: For struggling students: Students will need modeling and repeated instructions for each of the commands. For the</p>	
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<p>Teacher: Clark Kuhn</p>	<p>Subject: P.E./Practical Living</p>	<p>Week: December 15th-18th, 2015 (Friday 3rd)</p>	<p>Topic: gymnastics, hockey, goal setting, leadership, teamwork</p>
<p>demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and sports</p>	<p>advanced: Have advanced students give examples of various locomotor activities that can be added to the game.</p> <p>Exit slip: What kinds of shapes did you make when you froze? What was your "Base of support?" What happens when your base of support get wider? Narrower?</p> <p><u>Friday 1c only: P.E. Activity #2: Primary (K-2<sup>nd</sup>) "Monsters Inc."</u></p> <p><b>Materials Needed:</b> 8 to 10 hula hoops</p> <p>This is a cooperative version of musical chairs.</p> <p>Most children have seen the movie "Monsters, Inc." If not, explain to them that today they are going to be "monsters" hiding in "closets." (Of course, reassure them that there ARE no such things as monsters in closets, and make sure this is a light-hearted activity!)</p> <p>Scatter the hoops about on the floor, leaving enough space between the hoops for the children to move freely. Tell them, as the music plays, they will be "monsters" wandering about looking for a closet to jump into. The students may perform any type of locomotive skill during this activity. (Hopping, skipping and jumping work well.) When the music stops, they must jump into a "closet" (hoop) and give their very best monster growl. (Kids love doing this!) Once they have completed this, take away 2 or 3 of the hoops and repeat the activity, until there are only about 2 hoops left. You'll be amazed at how many children can stand in one of these hoops!</p> <p><b>Differentiated Instruction:</b> Struggling students will need more modeling and higher students can add their own locomotor movements into the game.</p> <p><b>Exit Slip:</b> Ask the class, "What did you have to do to let another monster in your closet?" Most will say things like "move over" and "scrunch together." Encourage them and state that they are exactly right and that they had to be willing to give up some space to make sure they could include another "monster." Reinforce this is what it means to cooperate with each other and to work together.</p> <p><u>Friday 1c only: Fitness Activity # 1: Centipede Bucket Brigade (Aerobic Games): (3<sup>rd</sup>-5th) (P.E.) Materials: 1 tossable per student, 2 hoops per group of 5 students.</u></p> <p><b>Build Background:</b> Go over the meaning of the word brigade (group organized for a specific task. Give an example from history.</p>		

		<p>1. The object is to move the tossables from your hoop to the one on the opposite sideline.</p> <p>2. You do that by passing it down your line in centipede fashion, where all are in a line facing the filled hoop.</p> <p>3. The 1<sup>st</sup> in line grabs the tossable and hands it overhead to 2<sup>nd</sup> in line. The 2<sup>nd</sup> in line takes it and hands it between legs to the 3<sup>rd</sup> in line. Third in line hands it overhead. Fourth between the legs, and so forth.</p> <p>4. As soon as you have passed the tossable, run to the other end of your line and wait to receive it.</p> <p>5. Continue until you reach the opposite sideline with the tossable. Drop it in, and the whole group runs back to the other hoop and repeats until all the tossables are out of their hoop.</p> <p>6. When finished, your group moves around the perimeter, moving 1 tossable in centipede fashion.</p> <p>Cues: As soon as you hand off the tossables, run to the end of your line. It's not a race. Focus on working together well.</p> <p><b>Differentiated Instruction:</b> Struggling students will need more modeling and higher students move to the end of your line using X (call out various animal walks, such as bear walk, crab walk, 3-legged dog, etc.).</p> <p><b>Exit Slip:</b> What is meaning of a brigade? Can you provide examples of a brigade? The teacher will give some examples and non-examples of brigades. Students will show thumbs up and thumbs down as to if the example given is or isn't a brigade.</p> <p><b>Fitness Activity #2 (3<sup>rd</sup>-5<sup>th</sup> grade) "Don't Steal The Bacon"</b>  <b>Activity:</b> Students are divided into two teams and will be numbered off. The numbers will be called off, students will run to the middle of court and will try to grab the "bacon". The student that tags the student gets one point. The student that makes it back to their group earns two points.</p> <p><b>Differentiated Instruction:</b> Struggling students will need more modeling and higher students will be paired with struggling students to help them with strategies.</p> <p><b>Exit Slip:</b> What was a strategy you used that helped you earn a point for your team.</p> <p><b>Cool down and Rewarding Positive Behaviors:</b> Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".</p>	

Teacher: Clark Kuhn

Subject: P.E./Practical Living

Week: December 15th-18th, 2015 (Friday 3b)

Topic: gymnastics, hockey, goal setting, leadership, teamwork

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

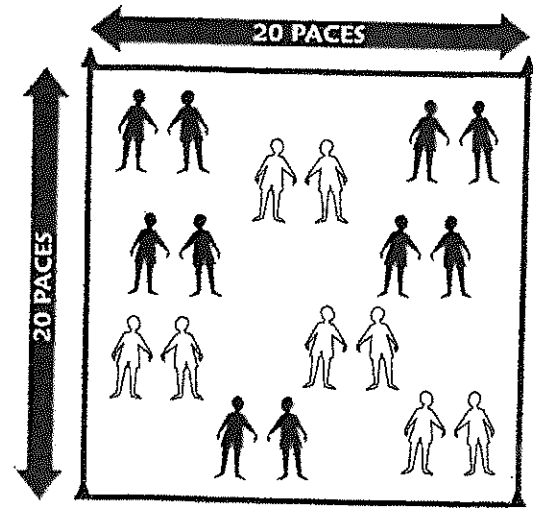


## Ready

- 4 cones (for boundaries)
- *Stunts Skill Cards – Partner Counterbalances* (SPARKfamily.org)

## Set

- Create medium (20X20 paces) activity area, preferably on grass or mats.
- Scatter pairs within area.



## GO!

1. Today we will learn and practice in pairs. Be a good partner by sharing, taking turns, encouraging, and helping each person you pair with.
2. **Partner Stunt Lead-Ins**
  - Choose 1 partner to be Leader. Followers stand 1 arm's length behind Leaders.
  - On the music, Leaders walk very slowly, and Followers stay just behind them.
  - Can you move your legs and arms at the same time? How closely can you walk behind your partner without touching?
  - Switch! Followers become Leaders.
  - Face each other, and place your hands on your partner's shoulders.
  - Can you hop within our boundaries together? Can you take off and land at the same time as your partner? Talk to each other and problem solve.
  - Turn so both of you face the same direction; then join hands. Can you skip together? Gallop in a zigzag pathway? Jog slowly in a curved pathway?
  - Stand back-to-back and lock elbows. Decide who is the leader. Can you walk together in our area? Can you change directions?
3. **Partner Stunts**
  - Partner stunts are fun! We will learn and practice "counterbalances" where you use your weight in "opposition" to your partner's weight to support each other.
  - (Use *Partner Counterbalances Cards* to teach *Side-by-Side*, *Forward Squat*, *Back-to-Back*, *Forward V*, *Shoulder-Foot Counterbalance*, *Double Push-up*, *Push-up and Kneel Support*, *Push-up and Kneel Reverse*, and *Back Push-up Support*.)
4. **Wrap It Up**
  - You needed to depend on your partner to accomplish these challenges. What makes a helpful partner? Why is being safe so important in this activity?
  - Did anyone play actively with a partner this past weekend (or plan to this weekend)?

## ★ More Stunts

(For advanced learners.) Who's ready to try the *Wheelbarrow Walk*; *Partner Log Rolls*; and *Leap Frog*?

## ★ Two Plus Two

How quickly can your pair join another and form a group of 4? Let's repeat our *Partner Stunts Lead-In* activities, and see if you can do them with your group.

## ★ Partner Simon Says

(Play *Simon Says*, incorporating dynamic balances, jump turns, and line walking challenges learned/practiced thus far.) If you hear *Simon Says* first, you and your partner do the activity I call together. If you don't hear *Simon Says* first, don't do it! Let's see how well we remember all the stunts and tricks we've learned so far. You may talk and help each other.



## HOME

A workout partner helps you commit to staying active and healthy at home. Who can you ask to be your workout partner this weekend? Parents, brothers, sisters, friends, aunts, and uncles all make great workout partners. Canaries and guinea pigs do not – so don't bother asking!

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, body awareness, balance, nonlocomotor skills, locomotor skills

● #3, 4 Cardiovascular endurance, flexibility, muscular strength, muscular endurance

#5, 6 Participates, appreciates, enjoys movement, cooperates with others

**Your State** (Write in here)

● \_\_\_\_\_  
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### TONY'S TIPS

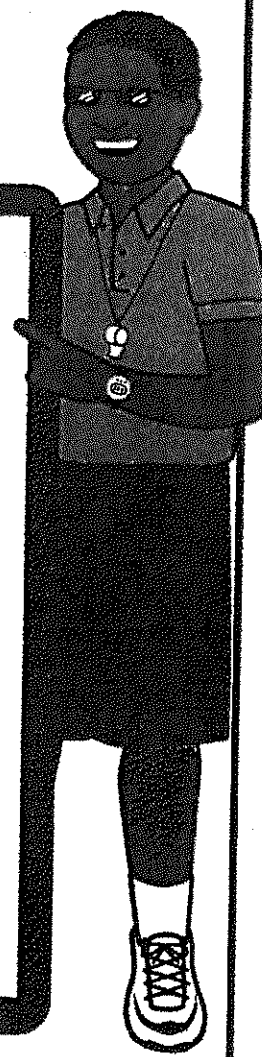
- Help children pair and group with students of similar size.

#### Vocabulary

Opposition, counterbalance

#### NOTES

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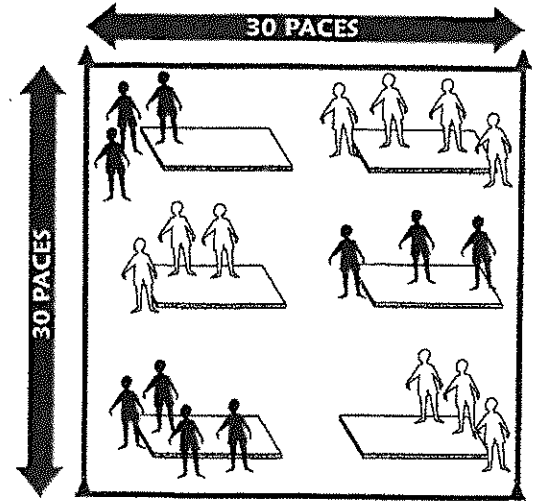






## Ready

- 4 cones (for boundaries)
- Mats (for forward rolls)
- *Rolls and Weight Transfers Skill Cards* ([SPARKfamily.org](http://SPARKfamily.org))
- Music and player
- Incline mat (optional)
- 1 raw egg in shell (optional)



## Set

- Create large (30X30 paces) activity area, preferably on mats (and/or grass).
- Group students in 3s or 4s, depending on number of mats.
- Have students remove their shoes and stand 3-4 to a mat.

## GO!

1. Today we will learn and practice tumbling tricks where we “transfer,” or shift, our weight from one body part to another.
2. **Mat Safety and Procedures**
  - Before we begin, we will learn how to move across the mats.
  - The 1<sup>st</sup> person leads the way. When they are safely ahead (halfway down the mat), the next person in line may go. Continue until everyone has a turn.
  - When you reach the other end of the mat, move off and fast walk back to the start.
  - Before we do our tumbling tricks, let’s practice by pretending to walk a tightrope across the mat. (*Have all practice the flow from one end of the mat to the other and fast walking back to the start.*)
3. **Rolls**
  - Now we are ready to learn different ways to roll our bodies.
  - (*Use the Rolls Skill Cards to teach Log Roll, Egg Roll, and Shoulder Roll.*)
  - (*Allow students at least 3 practice trials down the mat per stunt before moving on.*)
4. **Weight Transfers**
  - “Shift” means move. Let’s learn ways to shift our weight onto different body parts.
  - Spread out on your mats so everyone can practice at the same time.
  - (*Use the Weight Transfers Skill Cards to teach Back Rocker, Back Rocker to Stand.*)
  - (*Allow 2-3 minutes to practice each stunt.*)

## WEIGHT TRANSFER AND ROLLS

### GO! (continued)

#### 5. Wrap It Up

- How does a ball roll compared to a building block? What can you do to make sure you roll like a ball and not like a block? (*Curl and streamline the body to reduce resistance points.*)
- Who will name a different kind of roll? I'm thinking of the roll we eat! Whole grain rolls and breads are healthier than white breads. Ask a parent to choose whole grains, and let the white bread "roll on by."

### \* SPARK™ IT UP!

#### \* More Rolls

Who's ready to learn more challenging rolls? Try the *Forward Roll* – to sitting and then to standing. The *Eagle Roll*. The *Straddle Forward Roll*. For advanced learners, the *Backward Roll*.

#### \* Centipede Log Roll

(*Move mats in a pattern so there is no space between them – e.g., 1 long straight line. Have students form a single-file line.*) Can we get everyone to *Log Roll* from the first mat all the way to the last – like a long centipede?

# WEIGHT TRANSFER AND ROLLS

## STANDARDS ADDRESSED

### NASPE

#1, 2 Spatial awareness, body awareness, balance, nonlocomotor skills, locomotor skills, weight transfer

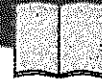
#3, 4 Cardiovascular endurance, flexibility, muscular strength, muscular endurance

#5, 6 Participates, appreciates, enjoys movement, respects others

**Your State** (Write in here)

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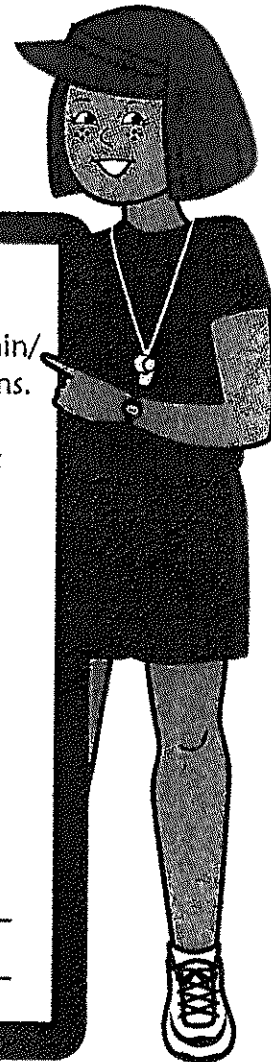
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## ACADEMIC

### Science

(Need 1 raw egg.) Watch how this egg rolls. Does it travel in a straight line? Why not? The wobbling helps keep eggs from rolling away from the hen in the nest. Why is that helpful?



## PAULA'S POINTERS

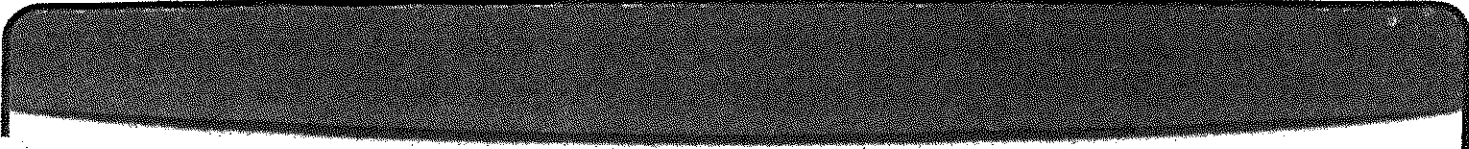
- Use a demonstration mat to explain/demonstrate stunts and taking turns. Use tape to show where the 1<sup>st</sup> tumbler should be before the next tumbler begins.
- Give anyone waiting for a turn something active to do (e.g., balance on 1 foot, march in place, 3 push-ups, etc.).
- Incline mats help with rolls.

**Vocabulary** – Weight transfer, shift, centipede

### NOTES

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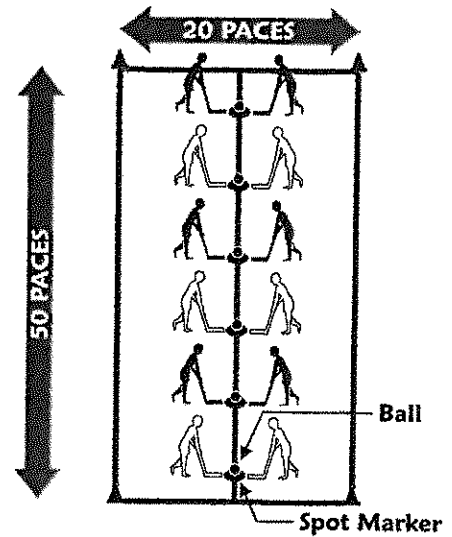


## Ready...

- 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.



## 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.

# SPARK IT UP!

## ★ Add Goals

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

## ★ Small Targets

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

## ★ 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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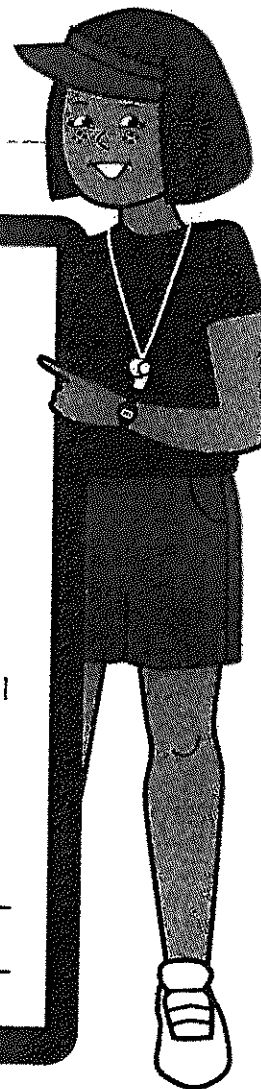
## PAULA'S POINTERS

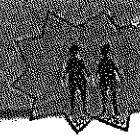
- After each round, count down from 5 to motivate students to hustle back to mid-court line and get ready for the next round.
- For efficient partner rotation, get all the balls back to the spot markers, and all the students in 1 line shift to their R. The student farthest R runs behind their line all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

## NOTES

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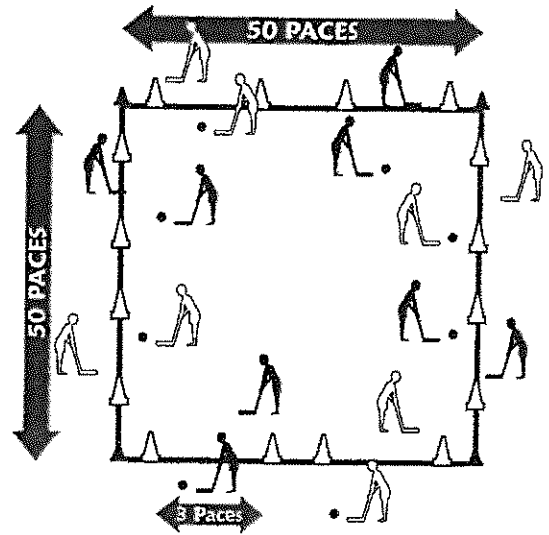


## Ready...

- 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.



## 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.

# 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.

### NOTES

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