

# K-5th Lesson plans

**Practical Living KY Core Content:**

**PL-EP-1.1.7. Good Health:**  
The learner will be able to identify strategies (immunization) and good hygiene practices that promote good health and prevent diseases.

**National Health Standards:**  
1.2.1: Identify that healthy behaviors affect person health.

**PL-04-2.2.1:** The learner will be able to describe physical and social benefits that result from regular and appropriate participation in physical activities: physical benefits and social benefits.

**National Health Standards:**  
1.5.1: Describe the relationship between healthy behaviors and personal health.

**P.E. National Standards (NASPE):**

Squirrels and Acorns (Dribbling, Volleying, and Striking, pg. 9-10) (K-2<sup>nd</sup> grade)  
#1,2 Spatial awareness, hand dribbles a ball #3,4 Participates in enjoyable, challenging activities.

**Vocabulary:**

Expectations, rules, rewards, consequences safety, warm up, cool down, doctor, heart, cardiovascular dribbling, passing.

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

**P.E.:** (K-2<sup>nd</sup>) I can correctly roll and catch a ball with a partner.  
**P.E.:** (K-2<sup>nd</sup>) I can correctly bounce and catch a ball with a partner.  
**P.E.:** (3<sup>rd</sup>-5<sup>th</sup>) I can demonstrate a ball-handling technique.  
**P.E.:** (3<sup>rd</sup>-5<sup>th</sup>) I can demonstrate a dribbling technique.  
**Practical Living:** I can give reasons we should visit the doctor. (K-2<sup>nd</sup>)  
**Practical Living:** I can describe the purpose and a function of the heart. (3<sup>rd</sup>-5<sup>th</sup>)

**Tuesday-Thursday P.E. and Heath Lesson Plans**

**Mini lesson:** (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!

**Warm-up:** (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.

**Mini lesson:** (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, and bulldog voice levels.

**Warm-up:** (P.E.) Mr. Kuhn will get into their personal space. (K-5<sup>th</sup>) Students will be lead in a variety of warm ups by listening and watching Adventures to Fitness-Icelandic Meltdown (next 17-22 minute mark).

**Mini lesson:** (Practical Living) Students will watch a video from brainpopjr.com titled "Going to the doctor". (Flashback): Can you remind me of something you learned from Monday's guest speaker? (Exit slip): Question: Give me a reason we go to the doctor? Compare and contrast a teacher and a doctor. (K-2<sup>nd</sup>) Students will watch a video from brainpop.com titled "heart". (Flashback): Can you remind me of something you learned from Monday's guest speaker? (3<sup>rd</sup>-5<sup>th</sup>) (Exit slip): Question: Describe how the purpose or a function of the heart. Compare and contrast the heart and the lungs.

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Squirrels and Acorns, (Dribbling, Striking, and Volleying) pg. 9: See attached lesson plan!

**Differentiated Instruction:** Struggling students: Will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will play the game "Squirrel Buddies" and "Dribble Keep Away" if time

**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

**Teacher:** Clark Kuhn

**Subject:** P.E./Practical Living  
cardiovascular endurance #5,6  
Participates, appreciates  
enjoys movement, cooperates  
with a partner.

**Pivoting Drills, (Basketball)**  
**pg. 9** #1 Pivot #2 Defensive  
strategies #5,6 Cooperation  
(3<sup>rd</sup>-5<sup>th</sup> grade)

**Passing Drills, (Basketball)**  
**pg. 11** #1 Passing, catching,  
pivoting #5,6 Cooperation  
(3<sup>rd</sup>-5<sup>th</sup> grade)

**Week:** February 9<sup>th</sup>-12<sup>th</sup>, 2016 (Friday 3b) **Topic:** going to the doctor, heart, basketball (dribbling, passing)

permits. **Assessment/Exit Slip:** Where should your eyes be looking while you move and dribble? Describe a strategy that you used in the game “Squirrels and Acorns”.

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) Soccer Red Light, Green Light, Open online curriculum, pg. 1,2, see attached lesson plan!  
**Differentiated Instruction:** Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: see attached lesson plan under grade level progression to see how lessons can be adapted for higher level students, pg. 1.

**Assessments/Exit Slip:** DOK 1: Can you recall why good ball control was important in this activity? DOK 2: Can you tell me why each of those cues is important to foot dribbling? DOK 3: How would you help a friend for family member understand and practice good health balance?

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) **Pivoting Drills, (Basketball) pg. 9:** See attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: On the stop signal, can you stop using a 2-foot jump stop? Before dribbling, can you pivot to fake 1 way and then quickly start dribbling in another direction?  
**Assessments/Exit Slip:** Demonstrate for me how to pivot with the basketball correctly. Think of another sport or activity where pivoting could be used.

**P.E. Activity #2:** Passing Drills, **(Basketball) pg. 11:** See attached lesson plan.

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many passes can you and your partner make in 15 seconds. How quickly can you make 10 passes? Can you alternate between the 3 passes? No pass is the same as the last. **Assessments/ Exit Slip:** Demonstrate for me how to pass the basketball three different ways. Think of another sport or activity where passing could be used.

Teacher: Clark Kuhn

Subject: P.E./Practical Living  
National PE (NASPE) standards:

(K-2) Triangle Passing and 3-Player Kick and Score (Kicking and Trapping, pg. 31) #1,2 Spatial awareness, kicking, trapping #3,4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods. #5,6 Participates, appreciates, enjoys movement, cooperates with a partner

(K-2) Soccer Red Light, Green Light, pg. 12, Open curriculum) See pg. 13 for Standards 1-5 in attached lesson plan.

(3<sup>rd</sup>-5<sup>th</sup>) Get Your Ball, (Soccer, pg. 31) #1,2 Dribbling #2 Defensive/offensive strategies #3,4 Cardiovascular fitness #5,6 Cooperation, accepting challenges

Week: February 9<sup>th</sup>-12<sup>th</sup>, 2016 (Friday 3b) Topic: going to the doctor, heart, basketball (dribbling, passing)

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

**FRIDAY (3b) P.E. and Health Lesson Plan:**

**Topic:** Spanish, dance, soccer

**Vocabulary:** kick, trap, force, dribbling

Spanish Lesson 4: Go to weebly website, under lesson plans clip PE Spanish Lessons 2016. Today’s lesson is Spanish lesson #4. (8-10 minutes K-5<sup>th</sup>)

**Friday 1 only: “I can” statements:**

P.E. (K-2<sup>nd</sup>) I can kick and trap a soccer ball.

P.E. (K-2<sup>nd</sup>) I will tap the ball forward with a safe amount of force – keeping the ball close and under control.

P.E. (3<sup>rd</sup>-5<sup>th</sup>) I can score a point by getting a ball from the center and dribbling it back to the end line.

P.E. I can (3<sup>rd</sup>-5<sup>th</sup>) I will look for and ten dribble into open area.

**Friday 1 only: Warm-up:** Students will run three 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.

**Friday 1 only: Mini lesson:** (P.E.) Go over rules and expectation, check shoes, use power point slides as needed.

**Fitness Activity #1: (K-2) Triangle Passing and 3-Player Kick and Score (Kicking and Tripping, pg. 31), see attached lesson plan!**

**Differentiated Instruction:** For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: They can play the games Keep Away (2 on 1) and 3-Player Kickball.

**Exit slip:** Did you earn the middle person’s trust? If so, how?

**P.E. Activity #2: (K-2<sup>nd</sup>) Soccer Red Light, Green Light (Open online curriculum, pg. 12, see attached lesson plan!**

			<p><b>Differentiated Instruction:</b> Struggling students will need more modeling and higher students will have the commands shouted out quickly or add cones inside the activity area as obstacles.</p> <p><b>Exit Slip:</b> DOK 1: Can you recall why good ball control was important in this activity? DOK 2: Can you tell me why each of those cues is important to foot dribbling? DOK 3: How would you help a friend or family member understand and practice good health balance?</p> <p><b>Fitness Activity #1: 3<sup>rd</sup>-5<sup>th</sup> Get Your Ball (Soccer, pg. 31), see attached lesson plan!</b></p> <p><b>Differentiated Instruction:</b> Struggling students will need more modeling and higher students: Which group can bring the most balls to their safe one? How quickly can you set up the balls for the next round?</p> <p><b>Exit Slip:</b> Can you show me how to correctly dribble and trap the soccer ball. Show me three different ways to trap the soccer ball.</p> <p><b>Fitness Activity #2 (3<sup>rd</sup>-5<sup>th</sup>) Shark Attack, Open online curriculum, pg. 10-11, see attached lesson plan!</b></p> <p><b>Differentiated Instruction:</b> Struggling students will need more modeling and higher students: see pg. 11 for grade level progression and ways to make it more challenging for advanced students.</p> <p><b>Exit Slip:</b> DOK 1: How can you recognize open space during an activity like Shark Attack? DOK 2: How would you compare and contrast open space with general space? DOK 3: How is open space related to general space.</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>

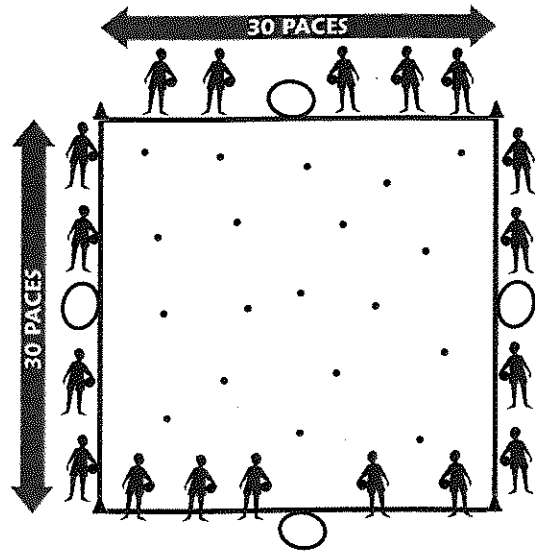


## Ready

- 4 cones (for boundaries)
- 4 hoops
- 1 8½" playground ball per student
- 1 fluffball per student
- Music and player

## Set

- Create large (30X30 paces) activity area.
- Place 1 hoop (tree) on each sideline.
- Scatter fluffballs (acorns) within area.
- Send students to select 1 ball each, then scatter along the perimeter.



## GO!

1. The object of *Squirrels and Acorns* is for our entire class of “squirrels” to gather all the “acorns” (fluffballs) and place them in our “trees” (hoops).
2. When you hear the music, dribble your ball with 1 hand to an acorn. Keep dribbling while you reach down with the other hand to pick up the acorn.
3. Dribble to a tree (hoop) and set the acorn inside.
4. We’ll play until all the acorns are in trees.
5. Before we begin, what do we need to do to play this game safely? (*Keep our heads up and watch for others, look before we turn and move, only dribble as quickly as we can maintain control of the ball, etc.*)
6. (*After 1-2 safe rounds, time how long it takes the class to finish; then scatter acorns and play again.*) It took us \_\_\_\_\_ minutes to gather all the acorns. Let’s see if we can reduce our time!
7. (*Next trial.*) Count how many acorns you gather this time.
8. **Wrap It Up**
  - Where should your eyes be looking while you move and dribble?
  - Who can tell us what the R in SPARK stands for? (*Reduce TV and media time.*)
  - It’s fun to watch sports on TV or play sport video games, but limit the time you sit and watch **others** play, and be more active **yourself!**

## \* Squirrel Buddies

(Pair students; have each pair place 1 hoop outside the perimeter.) When the music starts, you and your partner begin dribbling and collecting acorns, 1 acorn at a time, 1 per person, to set in your tree (hoop). You may not take acorns from others' trees. (Once finished, scatter acorns and play again.)

## \* Dribble Keep Away

(Distribute 1 ball per student.) When the music starts, dribble with 1 hand and use the other hand to tap someone else's ball away. If your ball goes out of bounds, run after it and rejoin the game. (Cue students to keep their heads up and not look at their own ball; keep their bodies between their ball and others; and dribble lower than their waists.)



## ACADEMIC

### Science

Here's a nutty idea! I'll wrap some acorns in moist paper towels and place them inside a sealed plastic bag. We'll tape the bag onto a window in our classroom so the sun can do its magic. Everyone will help me keep the towels moist. Let's see if our acorns sprout! If they do, we'll plant them outside and play *Squirrels and Acorns* with real acorns in a few years when our oak tree grows.

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, hand dribbles a ball

#3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

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

**Your State** (Write in here)

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### TONY'S TIPS

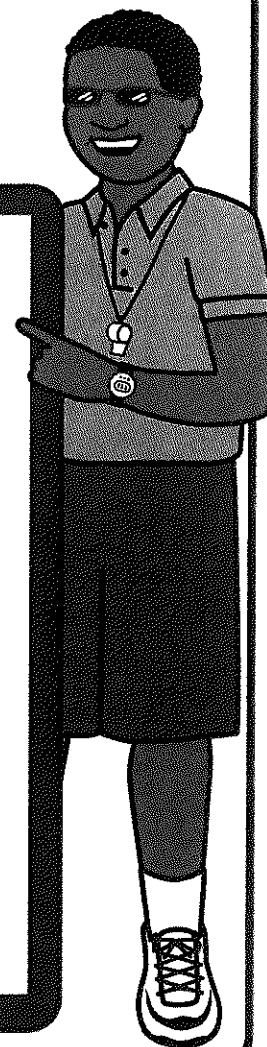
- Allow students to dribble with 2 hands until they are ready to progress to 1. Allow students to hold their ball while picking up a fluffball if needed.
- Continue to encourage low, controlled dribbling – waist-high or lower – and frequent hand changes.
- Remind students that if they're not looking at their ball, they can watch for others – and acorns!

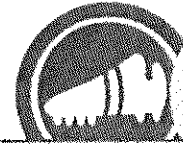
### NOTES

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**SOCCER RED LIGHT, GREEN LIGHT**

**STUDENT TARGETS**

- ✔ **Skill:** I will tap the ball forward with a safe amount of force – keeping the ball close and under control.
- ✔ **Cognitive:** I will explain what a Calorie is and what good health balance is
- ✔ **Fitness:** I will list the healthy foods that I like to eat in order to fuel my body for physical activity.
- ✔ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

**TEACHING CUES**

- ✔ Eyes Alert
- ✔ Eyes Up
- ✔ Quick Looks
- ✔ Inside/Outside Taps

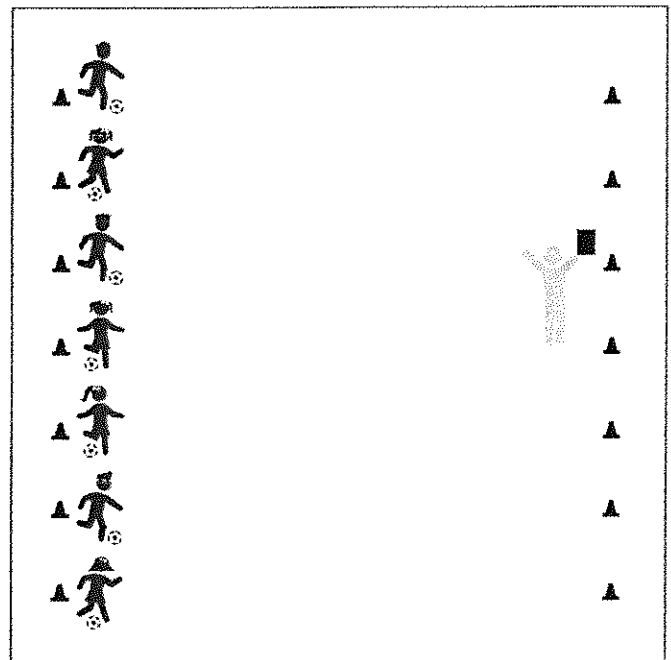
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✔ 1 soccer ball per student
- ✔ Enough low profile cones to create 2 parallel lines 20 yards apart
- ✔ Selected Academic Language Cards

**Set-Up:**

1. Create a large activity area with 2 parallel lines, wide enough for all students to stand safely on 1 line.
2. All students to 1 line, facing the opposite line.
3. Teacher stands on the opposite line as the "Traffic Light."



**Activity Procedure:**

1. It's time to play Red Light, Green Light while we dribble our soccer balls. Cars use gasoline as fuel and some use electricity. Our bodies use Calories for fuel and we get Calories from food. When we're physically active, we burn calories. It's important that we eat healthy food in order to refuel our bodies. Who can give me some examples of healthy foods?
2. Your goal is to dribble your soccer ball over the end line where I'm standing. I will be the traffic light first.
3. When I call out "Green Light," you will start to dribble toward the other end line. When I call out "Red Light," you have to stop and freeze immediately, keeping control of your soccer ball.
4. Any student who doesn't stop on time must go back to the start.
5. When you cross the end line that I'm standing on, you score a point and we'll restart the game.

**Grade Level Progression:**

**K:** Focus on safe behaviors and following directions (Standard 4). It's okay for students to work without a ball or carrying a ball. When ready, add a ball with a focus on "tap and follow."

**1<sup>st</sup>:** Keep a walking pace with a focus on ball control and light inside taps.

**2<sup>nd</sup>:** Allow students to jog using both inside and outside taps.



**SOCCER RED LIGHT, GREEN LIGHT**

CHALLENGE PROGRESSIONS

- ☑ Call out commands quickly.
- ☑ Add cones inside the activity area as obstacles.
- ☑ [If space allows] Students make a kick past a third line after crossing the traffic light line.

MODIFICATIONS

Add a "Yellow Light" command before saying "Red Light" to allow students to slow down before stopping.

ACADEMIC LANGUAGE

Dribble, Ball Control, Force, Fast, Slow, Inside of the Foot, Good Health Balance, Safety

STANDARDS & OUTCOMES ADDRESSED

- ☑ **Standard 1 [E18.K-2]** Taps ball forward using inside of the foot (K); Dribbles ball using inside of the foot while walking in general space (1); Dribbles with the feet in general space with control of ball and body (2).
- ☑ **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a) ...and strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ☑ **Standard 3 [E3.K-2]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the "good health balance" of good nutrition with physical activity (2).
- ☑ **Standard 4 [E6.K-2]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); ...without teacher reminders (1); Works safely with physical education equipment (2).
- ☑ **Standard 5 [E1.K-2]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of "good health balance" (2).

DEBRIEF QUESTIONS

- ☑ **DOK 1:** Can you recall why good ball control was important in this activity?
- ☑ **DOK 1:** Can you recite the cues that we used for ball control?
- ☑ **DOK 2:** Can you tell me why each of those cues is important to foot dribbling?
- ☑ **DOK 1:** What is a Calorie? What is a healthy food? What is an unhealthy food?
- ☑ **DOK 2:** How do healthy foods and physical activity relate to good health balance?
- ☑ **DOK 3:** How would you help a friend or family member understand and practice good health balance?

TEACHING STRATEGY FOCUS

**Helping students revise knowledge:** Many students will have misconceptions about good nutrition and health balance. Take this opportunity to correct their errors and add new information to their nutrition vocabulary. Find accurate nutrition information at [www.choosemyplate.gov](http://www.choosemyplate.gov).





## Ready...

- 1 ball per 2 students

## Set...

- Pairs students; each with a ball.
- Partners in face-off formation; 5 paces apart.

## GO!

1. The object is to practice passing and receiving, using the 3 basic basketball passes.
2. On signal, practice passing back and forth with your partner, using the following passes.

### 3. Chest Pass

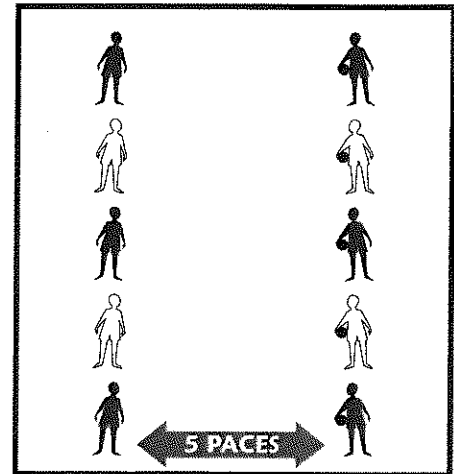
- Spread fingers, hands on the sides of the ball.
- Elbows flexed and out.
- Ball in the middle of chest.
- Step into pass and towards your target.
- Extend arms, snap wrists, and follow through with thumbs down.

### 4. Bounce Pass

- Hands on the sides of the ball, thumbs behind and fingers spread.
- Elbows flexed and out.
- Ball in the middle of chest.
- Step into the pass and push the ball towards ground.
- Aim a little past half-way to receiver.
- Extend arms, snap wrists and follow through with thumbs down.

### 5. Overhead Pass

- Similar to a soccer “throw-in.”
- Bring the ball over and behind the head.
- Step toward target; extend arms and wrists.
- Release the ball while hands are high and just in front of the head.



## CHALLENGES

- ★ How many passes (*name a type*) can you and your partner make in 15 seconds?
- ★ How quickly can you make 10 passes (*name a type*)?
- ★ Can you alternate between the 3 passes? No pass is the same as the last.

## CUES

- ★ Receivers “ask” for the ball. Look at the passer, and have your hands up and ready. “Feather” the catch. Bend your elbows to absorb the force of the pass.
- ★ Passers pass only when you see the receiver “asking” for the pass. Your receiver should be looking at you with “up-and-ready hands.”

## ★ Pivot, Fake and Pass

Add a pivot and a ball fake before passing.

## ★ Pivot, Pass, Move

Find a partner. Pivot once in each direction then pass to your partner. After passing, move to an open space. After receiving, pivot, pass and move.

## ★ Pivot Keep Away

*(Groups of 3; 1 ball per group.)* Two students pivot and pass to each other. The third student tries to prevent the pivoter from passing the ball. The pivoter must wait until the defender is guarding the ball before a pass may be attempted.

## FUN FACT

**Basketball became an official Olympic event at the Summer Games in Berlin, Germany, in 1936. It wasn't until 1974, at the Montreal Games, that women played basketball in the Olympics.**

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Passing, catching, pivoting

#5, 6 Cooperation

#### Your State (Write in here)

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### PAULA'S POINTERS

- Monitor the distance between partners. Skilled pairs will need more distance.
- Provide a variety of different balls (foam, playground, regulation basketball, etc.), and allow students to choose the ball that best suits them.

### NOTES

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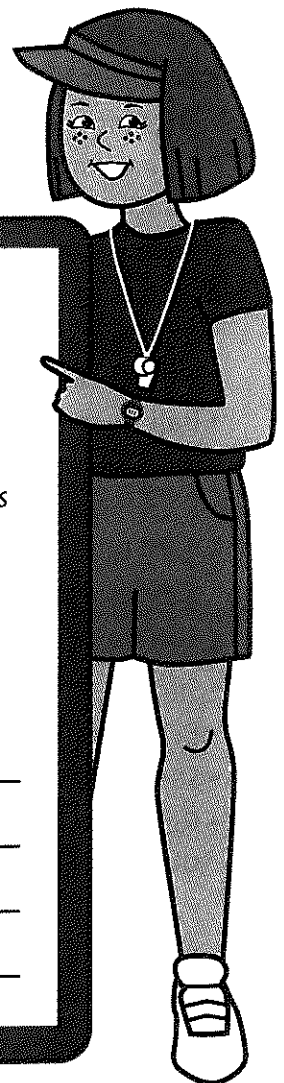
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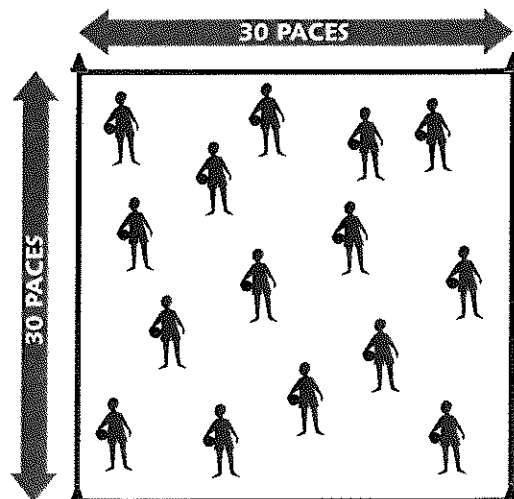


## Ready...

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

## Set...

- Create large (30X30 paces) activity area, or use a basketball court.
- Scatter students in area, each with a ball.



## GO!

1. The object is to learn and practice pivoting with either foot.
2. Pivot when you have the ball and are not dribbling.
3. First, practice pivoting in your own space:
  - Keep 1 foot on the ground; that is your pivot foot.
  - Step forward (front pivot) with your other foot.
  - Step backward (back pivot) with the same foot.
  - Keep the ball close to your body, and hold it securely.
4. Next, dribble through the area at your own pace.
5. On signal, stop and pivot.
6. Try again, this time when you stop, pivot on your other foot.

### CHALLENGES

- ★ On the stop signal, can you stop using a 2-foot jump stop?
- ★ Before dribbling, can you pivot to fake 1 way and then quickly start dribbling in another direction?

### CUES

- ★ Pivot on the ball of your foot.
- ★ Push yourself around with your other foot.
- ★ Keep the ball in tight.

6 Exclusive Basketball  
Pivot Drills

Basketball Drills- Pivot Drills

# SPARK IT UP!

## ★ Shadows

Find a partner. Only 1 ball needed. Leader dribbles throughout the area while partner “shadows” (no ball), following behind. On stop signal, Leaders stop and pivot. Shadows guard partner. Switch roles.

## ★ Pivot, Pass, Move

Find a partner. Pivot once in each direction; then pass to your partner. After passing, move to an open space. After receiving, pivot, pass and move.

## ★ Pivot Keep Away

(Groups of 3; 1 ball per group.) Two students pivot and pass to one another. The 3rd student tries to prevent the pivoter from passing the ball. The pivoter must wait until the defender is guarding the ball before a pass may be attempted.



## ACADEMIC

**Math** - The pivot foot is the center of a clock. Imagine the hours marked in a circle: 12 o'clock is at the top, 6 o'clock is behind you, etc. First, pivot to the different hours. Next, teach fractions, e.g., “Start at 3 o'clock. Step (you name fraction) of the way around.”

### • STANDARDS ADDRESSED

#### NASPE

#1 Pivot

#2 Defensive strategies

#5, 6 Cooperation

• **Your State** (Write in here)

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### PAULA'S POINTERS

- Allow students to dribble at their own pace.

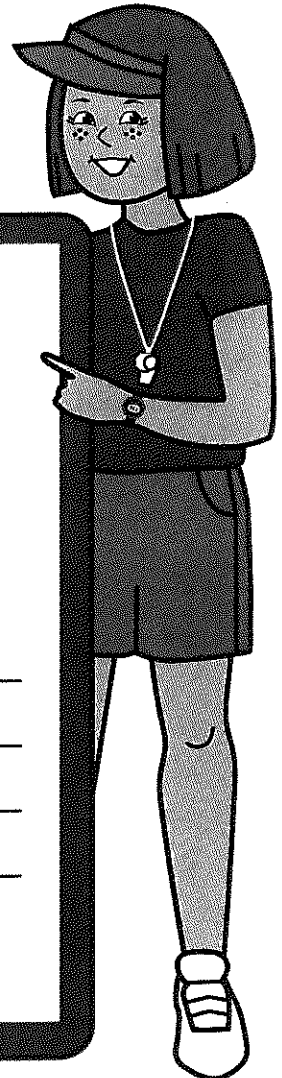
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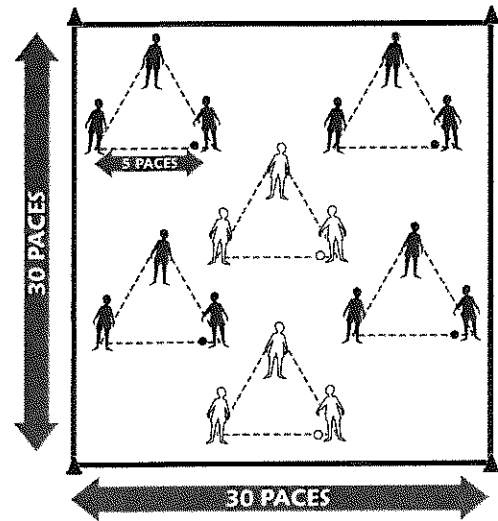


## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 3 students
- 1 whistle
- Stopwatch (optional)

## Set

- Create large (30X30 paces) activity area.
- Form groups of 3; then distribute 1 ball to each group.
- Scatter groups within area.
- Direct them to stand in triangles with 5-10 paces separating each group member.



**KICKING AND TRAPPING**

## GO!

### 1. Triangle Passing

- Today we are going to practice kicking and trapping skills in small groups.
- Don't pass to anyone in your group twice until everyone has been passed to once.
- Trap and stop the ball **before** you pass.
- **Challenges**
  - o How quickly can your group pass the ball **around** the triangle using the instep pass?
  - o When you hear, "Switch!" change the direction of your passes.
  - o (After trials.) Using any pass and trap you like, how quickly can your group pass the ball around your triangle 3X? March in place when you're finished.
  - o How many times can you pass the ball around your group in 1 minute? Count out loud.

### 2. 3-Player Kick and Score

- (Have 2 students in each group move to face each other 10 paces apart, and the 3<sup>rd</sup> move between them standing with legs straddled.)
- The object of 3-Player Kick and Score is to practice passing accurately.
- The 2 on the outside softly pass the ball so it **rolls** through the middle person's legs. Accuracy and control are the key.
- Middle people, turn and face whoever has the ball, and stand with your legs wide and hands up.
- Block the ball to protect yourself if needed, but don't stop it from rolling between your legs.

## TRIANGLE PASSING AND 3-PLAYER KICK AND SCORE

### GO! (continued)

- Before kicking, ask the middle person if they are ready. If they say, “Yes,” it is safe to try a “shot on goal.”
- When you hear “Switch!” change your middle person. Everyone will have a turn in the middle.
- **Challenges**
  - How many goals can you and your partner score in 1 minute?
  - Can you score without touching the legs of your goal?
  - If the middle person brings their feet closer together, can you still score?

### 3. Wrap It Up

- Did you earn the middle person’s trust? If so, how?

## \*SPARK\* IT UP!

### \* Keep Away (2 on 1)

The object of *Keep Away* is for the 2 outside people to pass the ball without the person in the middle stealing it. Use all the passes, traps, and dribbling techniques we’ve learned. When you hear “Switch!” show how quickly you can change places and start again. (*Call “switch” every 30 seconds or so.*)

### \* 3-Player Kickball

(*Create groups of 3, and scatter them within the area. The kicker, pitcher, and fielder are in a straight-line formation spaced equal distance apart.*) Pitchers, roll the ball to your Kicker. Kickers, kick the ball, and follow it out in the field. Stay out there and become the next Fielder. Fielders, retrieve the ball, and run it in to the Pitcher’s position. The original Pitcher is the new Kicker. Rotate quickly so everyone has a lot of turns to kick.

## ★ Creep in Closer

(Call out an action word, e.g. creep, twirl, jump, whirl, bounce, slither, etc. to describe how students travel toward center.) When you hear, "Get your ball!" sprint to get a ball. Each round, I will give you a new verb.

## ★ Village Ball

(Place 1 ball per 4 students on the center line.) Get Your Ball is now a group game, and the players on your line are from your "village." Come up with a name for your village. On "Get your ball!" run to the midline and get any ball you can, and work with your village to bring the balls back to your safe zone. Pass is encouraged.

## ★ 2 on 2 Get Your Ball

(Groups of 4 in long, narrow grids.) 2 begin on 1 endline; 2 on the other; 1 ball in the center. 1 player calls, "Get your ball!" and all run to get the 1 ball. The goal is to bring it back to your endline. Use passing, give and go and dribbling.



## FUN FACT

In 12th century England, whole villages played against each other. This "mob football" (as it was called) had no limit to the number of players per side and virtually no rules (the only thing outlawed was "murder and manslaughter"). It was so rough and violent that it was eventually banned by Royal decree.

## STANDARDS ADDRESSED

### NASPE

#1, 2 Dribbling

#2 Defensive/offensive strategies

#3, 4 Cardiovascular fitness

#5, 6 Cooperation, accepting challenges

**Your State** (Write in here)

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## PAULA'S POINTERS

- Tripping, shoving and slide tackling are not allowed. Students who foul must return to the starting line, and wait for the next round.

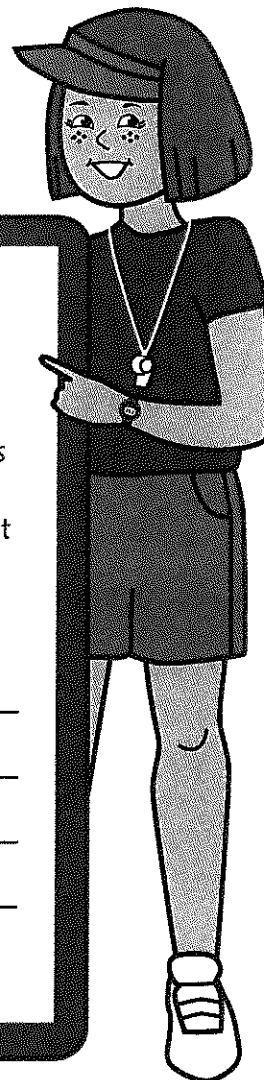
## NOTES

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# TRIANGLE PASSING AND 3-PLAYER KICK AND SCORE

## STANDARDS ADDRESSED

### ● NASPE

#1, 2 Spatial awareness, kicking, trapping

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

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

**Your State** (Write in here)

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## ACADEMIC

### Math

*(Before class, discuss the characteristics of triangles. Show pictures of different types of triangles, and have students identify some of those triangles within the school environment.)*

If we added another person (or point) to a triangle, what different shapes could it form? (e.g., square, rectangle, diamond)

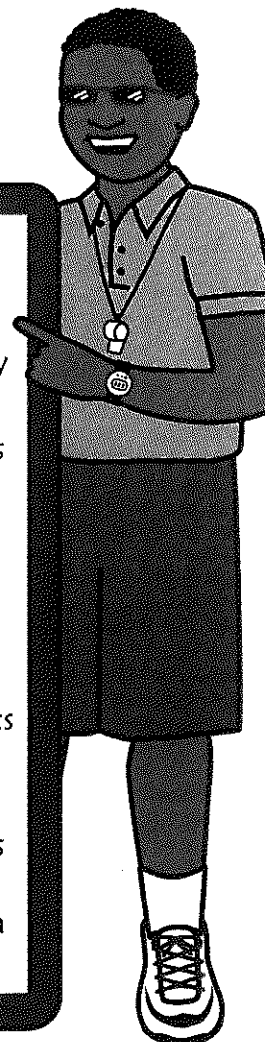
## TONY'S TIPS

### Triangle Passing Tips

- After practice, increase the difficulty of the challenges.
- Emphasize control; remind students to trap the ball before they pass.

### 3-Person Kick and Score Pointers

- Use different groups of 3 to demonstrate each activity.
- Use a stopwatch to switch the middle people consistently. Students will know if some have had more time in the middle than others.
- Respond immediately if a student is kicking the ball too hard and/or not waiting until the middle person is ready.







**SOCCER RED LIGHT, GREEN LIGHT**

STUDENT TARGETS

- ✔ **Skill:** I will tap the ball forward with a safe amount of force – keeping the ball close and under control.
- ✔ **Cognitive:** I will explain what a Calorie is and what good health balance is
- ✔ **Fitness:** I will list the healthy foods that I like to eat in order to fuel my body for physical activity.
- ✔ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

TEACHING CUES

- ✔ Eyes Alert
- ✔ Eyes Up
- ✔ Quick Looks
- ✔ Inside/Outside Taps

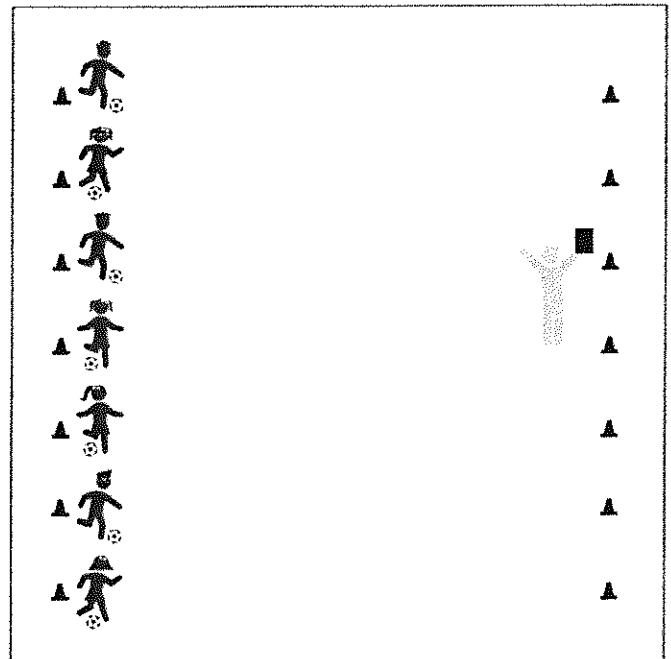
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ 1 soccer ball per student
- ✔ Enough low profile cones to create 2 parallel lines 20 yards apart
- ✔ Selected Academic Language Cards

**Set-Up:**

1. Create a large activity area with 2 parallel lines, wide enough for all students to stand safely on 1 line.
2. All students to 1 line, facing the opposite line.
3. Teacher stands on the opposite line as the “Traffic Light.”



**Activity Procedure:**

1. It's time to play Red Light, Green Light while we dribble our soccer balls. Cars use gasoline as fuel and some use electricity. Our bodies use Calories for fuel and we get Calories from food. When we're physically active, we burn calories. It's important that we eat healthy food in order to refuel our bodies. Who can give me some examples of healthy foods?
2. Your goal is to dribble your soccer ball over the end line where I'm standing. I will be the traffic light first.
3. When I call out “Green Light,” you will start to dribble toward the other end line. When I call out “Red Light,” you have to stop and freeze immediately, keeping control of your soccer ball.
4. Any student who doesn't stop on time must go back to the start.
5. When you cross the end line that I'm standing on, you score a point and we'll restart the game.

**Grade Level Progression:**

**K:** Focus on safe behaviors and following directions (Standard 4). It's okay for students to work without a ball or carrying a ball. When ready, add a ball with a focus on “tap and follow.”

**1<sup>st</sup>:** Keep a walking pace with a focus on ball control and light inside taps.

**2<sup>nd</sup>:** Allow students to jog using both inside and outside taps.



**SOCCER RED LIGHT, GREEN LIGHT**

CHALLENGE PROGRESSIONS

- ☑ Call out commands quickly.
- ☑ Add cones inside the activity area as obstacles.
- ☑ [If space allows] Students make a kick past a third line after crossing the traffic light line.

MODIFICATIONS

Add a "Yellow Light" command before saying "Red Light" to allow students to slow down before stopping.

ACADEMIC LANGUAGE

Dribble, Ball Control, Force, Fast, Slow, Inside of the Foot, Good Health Balance, Safety

STANDARDS & OUTCOMES ADDRESSED

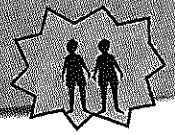
- ☑ **Standard 1 [E18.K-2]** Taps ball forward using inside of the foot (K); Dribbles ball using inside of the foot while walking in general space (1); Dribbles with the feet in general space with control of ball and body (2).
- ☑ **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a) ...and strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ☑ **Standard 3 [E3.K-2]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the "good health balance" of good nutrition with physical activity (2).
- ☑ **Standard 4 [E6.K-2]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); ...without teacher reminders (1); Works safely with physical education equipment (2).
- ☑ **Standard 5 [E1.K-2]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of "good health balance" (2).

DEBRIEF QUESTIONS

- ☑ **DOK 1:** Can you recall why good ball control was important in this activity?
- ☑ **DOK 1:** Can you recite the cues that we used for ball control?
- ☑ **DOK 2:** Can you tell me why each of those cues is important to foot dribbling?
- ☑ **DOK 1:** What is a Calorie? What is a healthy food? What is an unhealthy food?
- ☑ **DOK 2:** How do healthy foods and physical activity relate to good health balance?
- ☑ **DOK 3:** How would you help a friend or family member understand and practice good health balance?

TEACHING STRATEGY FOCUS

**Helping students revise knowledge:** Many students will have misconceptions about good nutrition and health balance. Take this opportunity to correct their errors and add new information to their nutrition vocabulary. Find accurate nutrition information at [www.choosemyplate.gov](http://www.choosemyplate.gov).



## Ready...

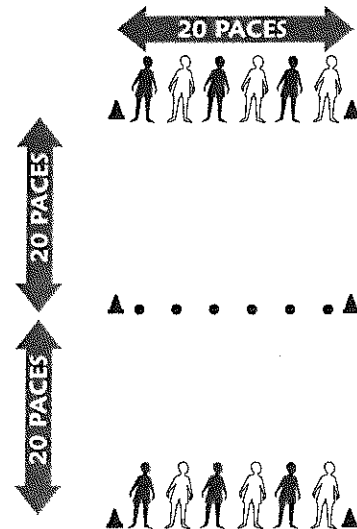
- 1 ball per pair
- 6 cones

## Set...

- Designate 3 (20 paces long) parallel lines, 20 paces apart using cones.
- Students in equally skilled pairs in partner face off on opposite endlines.
- Distribute balls evenly along center line.

## GO!

1. The object is to score a point by getting a ball from the center and dribbling it back to your own endline.
2. On "Get your ball!" you and your partner run from opposite endlines to midfield, and try to gain control of the ball in front of you. If you get the ball, dribble it back to your own endline (safe zone). Once there, trap the ball.
3. If you didn't get the ball, try to legally steal your partner's ball before they reach the safe zone. If you steal the ball, dribble it to your safe zone.
4. You and your partner continue to try to steal the same ball and bring it to your own endline until signal.
5. (Give stop signal after 30-45 seconds.)
6. Bring the balls back to midfield, and get ready for the next round.
7. (Continue for several rounds.)



### CHALLENGES

- ★ Which group can bring the most balls to their safe zone?
- ★ How quickly can you set up the balls for the next round?

### CUES

- ★ Dribblers, when in an open space, push the ball and run after it.
- ★ Remember, you can take a ball from your partner only.



## SHARK ATTACK

### STUDENT TARGETS

- ✔ **Skill:** I will look for and then dribble into open space.
- ✔ **Cognitive:** I will identify and define two or more academic language vocabulary words.
- ✔ **Fitness:** I will identify the components of health-related and skill-related fitness.
- ✔ **Personal & Social Responsibility:** I will demonstrate responsible behavior by following all safety rules.

### TEACHING CUES

- ✔ Ears Alert
- ✔ Eyes Up
- ✔ Quick Looks
- ✔ Inside/Outside Taps
- ✔ Control Your Speed

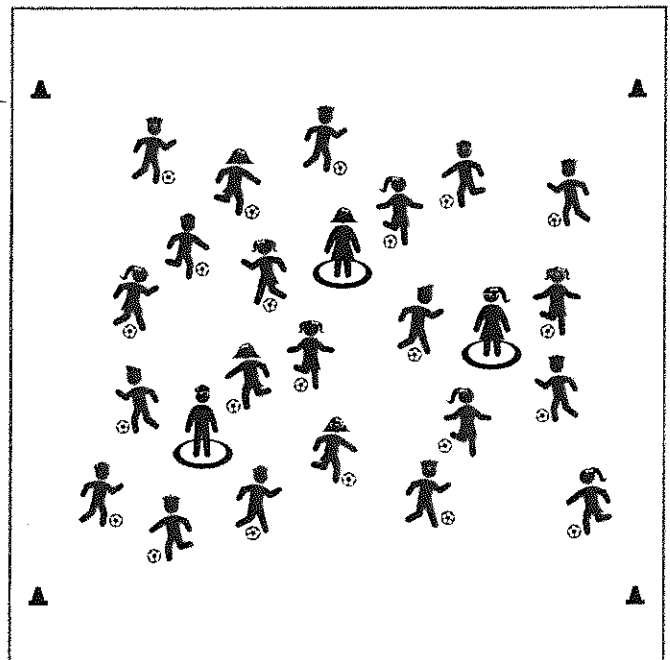
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✔ 4 large cones
- ✔ 1 soccer ball per student (minus 3)
- ✔ 3 hula hoops or low profile cones

#### Set-Up:

1. Create boundaries for a large activity with large cones.
2. Create Shark Cages by placing 3 hoops (or low profile cones) in the activity area.
3. Send 1 student (Shark) to each of the 3 hoops.
4. Scatter the remaining students throughout the



#### Activity Procedure:

1. This game is called Shark Attack. Your goal is to dribble your soccer ball all around the ocean without it being stolen by a Shark.
2. On the start signal, everyone but the Sharks will begin to dribble in open space. The 3 Sharks will stay in their cages (hoops) without a ball.
3. When you hear "SHARK ATTACK!" the 3 Sharks will come out and try to steal your ball. If your ball is stolen, you become a Shark and the Shark who stole your ball begins to dribble around. You can't steal the ball from the player who stole it from you.
4. On the stop signal, everyone will freeze and Sharks will return to their cages.

#### Grade Level Progression:

- 3<sup>rd</sup>: Play with only 2 Sharks. Everyone at a walking pace.
- 4<sup>th</sup>: Add the third Shark. Dribblers at a jogging pace, Sharks at a walking pace.
- 5<sup>th</sup>: Both Dribblers and Sharks at a Jogging pace.

#### Challenge Progressions:

- Sharks also play with soccer ball and dribble as they chase. Sharks attempt to kick other players' soccer balls out of bounds. If a Shark kicks a player's ball out of bounds, that player retrieves her/his ball, does 5 stationary ball taps, and then returns to the game.
- Everyone is a Shark!

#### Modifications:

Play with only 1 Shark.



**SHARK ATTACK**

ACADEMIC LANGUAGE

Dribble, General Space, Ball Control, Body Control, 1 v 1, Practice, Mature Skill Pattern, Small-sided Game, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E18.3-5]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1 v 1 practice tasks (5).
- ✔ **Standard 1 [E20.5]** Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✔ **Standard 2 [E1. 3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Dribbles in general space with changes in direction and speed. (S2.E1.4c); Combines spatial concepts with locomotor and non-locomotor movements in games environments (5).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✔ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize open space during an activity like Shark Attack?
- ✔ **DOK 2:** How would you compare and contrast open space with general space?
- ✔ **DOK 3:** How is open space related to general space?
- ✔ **DOK 1:** What is health-related fitness and what are its components? Skill-related fitness?
- ✔ **DOK 2:** How does (name fitness component) affect your physical performance in sports like soccer?
- ✔ **DOK 3:** What facts would you select to support improving (name fitness component)? Why did you select those facts?

TEACHING STRATEGY FOCUS

**Help students practice skills and strategies:** Students must be reminded to refocus on both the cognitive and physical aspects of deliberate practice. Activities like Shark Attack can easily become all for the sake of fun. Freeze the activity, review learning goals, and then restart with sharpened focus and effort.