

<p>K-5th Lesson plans</p>	<p>KDOE: Personal Wellness (Health Educ.) 3.2: Students demonstrate the ability to maintain a healthy lifestyle.</p> <p>KDOE: Consumer Decisions 2.30: Students evaluate consume products and services and make effective consumer decisions.</p> <p>KDOE: Psychomotor Skills (PE): 2.34: Students perform physical movement skills effectively in a variety of settings.</p>	<p><u>Vocabulary:</u> Expectations, safety, stretching, warm up, food groups, protein, dairy, whole grains, vegetables, grains, supply, demand, needs, wants, jump, land, two-foot take off, vertical, turn, enhance, fitness, safe, health-related fitness, skill-related fitness</p>	<p>Learning Goals – P.E.: I can identify expectations and safety rules for my PE class. (K-5) I can identify the components of fitness. (K-5)</p> <p>Health: I can identify and give an example of each of the food groups. (K-3rd).</p> <p>Consumerism: I can understand the relationship between supply and demand and how it effects our needs and wants. (4th& 5th)</p> <p>P.E.: I can jump and land in different ways (K-2nd).</p> <p>P.E.: I can demonstrate proper technique when jumping for distance (K-2nd).</p> <p>P.E.: I will practice a variety of jump rope skills using the cues my teacher gives me in class. (3rd-5th)</p> <p>Mini Lesson: (P.E.) Students will sit on the white circle and will review expectations and safety rules for P.E.</p> <p>Warm-up: (P.E.) Students will run three laps as a warm up.</p> <p>Mini Lesson: (Health-Stress reducer) Mr. Kuhn will choose a “Joke of the day” from the jokes submitted from the students.</p> <p>Warm-up continued: (P.E.) Mr. Kuhn will spend some time reviewing the hand symbol that lets students know when it is time to get into their personal space. Students will watch a video from Adventure to Fitness titled “Atlantis Aquaventure” first 3-9 minutes.</p> <p>Mini Lesson: (Health) Students will spend a few minutes watching a video from Brainpopjr.com titled “food groups”. Pick a food group and give an example of a food from that particular food group. DOK 1. Explain how eating healthy foods effects the body (DOK 2). <u>As a flashback</u>, students will be asked to give an example of something they remember or learned from Monday’s guest speaker. (Consumerism) Students will spend a few minutes watching a video on brainpop.com titled “supply and demand”. Question: Explain how supply and demand effects our needs and wants (DOK 2). <u>As a flashback</u>, students will be asked to give an example of something they remember or learned from Monday’s guest speaker.</p> <p>Fitness Activity #1: (P.E.) Jumping and Landing Patterns (K-2nd) (SPARK Jumping) See attached lesson plan.</p>	<p>Daily Assessment: <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Individual</p> <p>Formative and Summative Assessments <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips <input checked="" type="checkbox"/> Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
----------------------------------	--	--	--	--

Teacher: Clark Kuhn Subject: PL/VS Week: March 15-18th, 2016 (Friday 3) Topic: jumping, jumping rope, food groups, supply & demand

Differentiated Instruction: Teacher will model the movements correctly for struggling students. Advanced students: Students will brainstorm additional ways to jump and land.

Exit slip: Demonstrate the correct way to jump and land. (DOK 1) Give me an example of how jumping and landing is used in a particular sport. (DOK 2).

Fitness Activity #2: (P.E.) Jump for Distance (K-2nd) (SPARK: Jumping): See attached lesson plan.

Differentiated Instruction: Struggling students will receive more one on one with the teacher and the teacher will model and/or repeat directions for this particular activity. Advanced students: They will play the games "Swamp Jump and Swamp Jump with Gators, see page 6 on attached lesson plan.

Exit Slip: Demonstrate the correct way to jump for distance (DOK 1). Give an example of how jumping for distance would be used in a particular sport (DOK 2).

Fitness Activity #2: Jump Rope: Back to Basics: Open Curriculum (3rd-5th) (P.E.)

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: See grade level progression on attached lesson plan.

Exit Slip: DOK1: How can you recognize activities that enhance fitness? DOK 2: How does jumping rope enhance health-related fitness?

Fitness Activity #1: (3rd-5th) Introduction to Jump Rope (SPARK: Jump Rope, pg. 5)

Differentiated Instruction: Students that are struggling or have disabilities may need more one-on-one instruction and more modeling. Advanced students: Choose your favorite trick, how many jumps can you do in 15 seconds?

Exit slip: DOK: 1: Demonstrate a jump rope technique that was shown today. DOK 2: How does jumping rope effect our health?

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green or clip up tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, get a drink, and line up at the door by playing the game "Mr. Kuhn says".

Teacher: Clark Kuhn **Subject:** PL/V/S **Week:** March 15-18th, 2016 (Friday 3) **Topic:** jumping, jumping rope, food groups, supply & demand

Closing Exit slip (K-5th grade students) Exit slip: Answer various oral questions (specific recall and open ended higher level questions using various techniques like thumbs up, thumbs down, turn and talk, etc.)

Friday (4c) PL/V/S Lesson Plan:

Topic: Spanish, dance, soccer, cooperative games
Spanish Lesson 10: Go to weebly website, go to P.E., then click on the lesson plans tab. Look for Spanish lessons 2015. Today's lesson is Spanish lesson #10. (K-5th)

Friday only: "I can" statements

P.E. (K-2nd) I can carefully pass and receive the beanbag without dropping or throwing it.
P.E. (K-2nd) I will go counter-clockwise around the circle when it's my turn to run.
P.E. (3rd-5th) I will make smooth the transitions from dribbling to passing while rescuing classmates who have been tagged.
P.E. (3rd-5th) I will make and receive at least 5 accurate passes.

Friday 3 only: Warm-up: Students will run three warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5th) See list of Just Dance songs with appropriate lyrics.

Friday 1: only: Mini lesson: (P.E.) Go over rules and expectations, check shoes, use Powerpoint slides as needed.

Fitness Activity #1: (K-2nd) Hide and Seek, pg. 1, see attached lesson plan!

Differentiated Instruction: For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.

Exit Slip: DOK 1: How can you recognize appropriate behavior? DOK 2: How does appropriate behavior effect learning in physical education?

Hide and Seek (OPEN curriculum): Standard 4: E2.K-2, Standard 5 E3.K

Set the table (OPEN Curriculum: Standard 1-5 E2.2, 2 E2.1b, E2.K-2, E5.K-2, E3.K

Soccer Tag (OPEN curriculum): Standard 1-5: E18.3-5, E5.3-5a, E3.3-5, E1.#&5, 5E1.3-5

Windows (OPEN curriculum): Standard 1-5: E19.3-5, E20.4-5, E2.3-5

Teacher: Clark Kuhn **Subject:** PL/VS **Week:** March 15-18th, 2016 (Friday 3) **Topic:** jumping, jumping rope, food groups, supply & demand

DOK 3: How are the rules and protocol in physical education related to appropriate behavior?

Fitness Activity #1: (3rd-5th) Soccer Tag (OPEN online PE curriculum) pg. 14, see attached lesson plan!

Differentiated Instruction: Struggling students will need more modeling. Advanced students: See grade level progression on page 1 and move the advanced students up one or two grade levels with more advanced activities.

Exit Slip: DOK 1: What is offensive? What is defensive? DOK 2: How would you apply offensive strategy in Soccer Tag? Defensive strategy? DOK 3: Can you describe an offensive (or defensive) strategy and how it is executed?

Fitness Activity #2 (3rd-5th) Soccer Skills, Windows (OPEN online PE curriculum) pg. 1, see attached lesson plan!

Differentiated Instruction: Struggling students will need more modeling. Advanced students: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.

Exit Slip: DOK 1: What are the critical cues for passing? For trapping? DOK 2: How would you summarize your performance during Windows? DOK 3: How was your effort related to your performance?

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green or clip up tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, get a drink, and line up at the door by playing the game "Mr. Kuhn says".

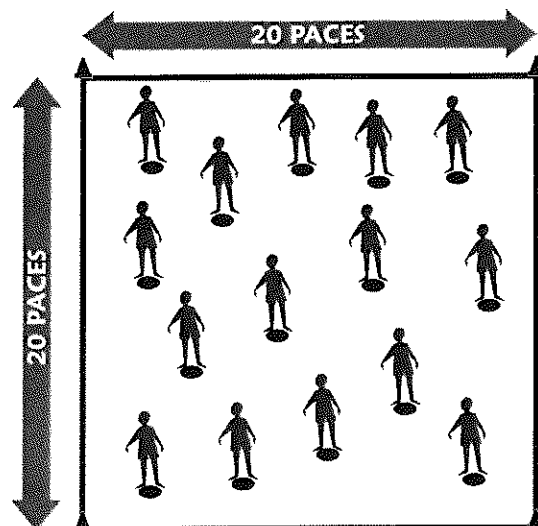


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- Chalk (optional)

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area; send students to stand on a spot.



GO!

1. Introduction to Jumping and Landing

- Today we will practice different ways to jump and land.
- When we leave the floor (or ground) we are jumping, and when we return we are landing.

2. Jumping and Landing Challenges – Can you take off from. . .

- Two feet and land on 2 feet? Can you do that 2X? 3-5X?
- Two and land on just 1? Practice until you can hold your balance for a count of 3 or longer.
- Two and land on 1 – this time landing on the other foot? Hold your balance for 3 seconds or longer. (*Move to help students balance.*)
- One and land on the same foot? Who remembers what locomotor skill that is? (*Hop.*) Can you do it 2X? 3-5X? Try again with the other foot.
- One and land on the other? Hold steady. Who remembers what locomotor skill that is? (*Leap.*)
- One foot and land on both feet? Change your take-off foot and try again. How high can you jump from 1 foot?
- One foot and make a straight shape in the air? A tucked shape? Bring your knees up to tuck?

3. Straight Jump

- Can you take off from both feet and land on your spot with both feet? That is a *Straight Jump*.
- Practice a few times, and try to “stick” your landing. That means to land without hardly moving at all. You do that by bending your knees to absorb the force and controlling your body so it is in perfect balance.
- *Straight Jump* over your spot. Can you *Straight Jump* backward over your spot? Can you stick your landing?

(continued)

JUMPING AND LANDING PATTERNS

GO! (continued)

4. Star Jump

- Can you jump in the air and make the shape of a star with your arms and legs? That is a *Star Jump*.
- Can you do 3 *Star Jumps* in a row?

5. Jack-in-the-Box

- To do a *Jack-in-the-Box*, begin in a squat, jump up, then land in a squat.
- (After trials.) How many can you do in 15 seconds? Ready, go!

6. Frog Jump

- To do a *Frog Jump*, begin in a squat; reach forward and shift your weight onto your hands. Then jump your feet forward and close to your hands. You're back in the squat position again.
- Can you do 2 in a row? Three in a straight line?

7. Kangaroo Jump

- Using a 2-foot take-off and 2-foot landing, do slow, long jumps forward, keeping your feet together. These are called *Kangaroo Jumps*.
- Can you do 3-5 in a zigzag pathway?

8. Rabbit Jumps

- *Rabbit Jumps* are quick, short jumps forward with your feet together.
- How many *Rabbit Jumps* can you do in 10 seconds? Ready, go!
- Can you *Rabbit Jump* over to 5 spots, then return to your "bunny hole?"

9. Jumping Shapes

- Can you jump, make a straight shape in the air, and stick your landing?
- Try it a few times; I'll move to look for some very straight shapes.
- Can you jump, bring your knees up, and land under control? This is a tucked shape.
- How smooth is your landing?

10. Wrap It Up

- Remember, when you land, it is important to bend your knees to absorb the shock. Show me how to bend your knees on your landing.
- Who can name a sport or activity where the players jump and land a lot? (e.g., basketball, volleyball, track and field, etc.)

JUMPING AND LANDING PATTERNS

* SPARK™ IT UP!

* Jump for Height

How high can you jump? Start with your knees bent and your arms back. Swing your arms forward and up while your legs push off like a rocket! Can you touch the sky?

* Vertical Jump (or Jump and Touch)

(Need a wall and chalk.) Your Vertical Jump is how high you can jump. I'll put chalk on your 3rd finger. Stand sideways to the wall, reach as high as you can, then touch that finger to the wall. That's your starting spot. Now, jump as high as you can, and when you think you're at the top of your jump, touch the same finger. Is the 2nd mark higher? The distance between the 2 marks is your Vertical Jump.



HOME

Have you ever heard of the game *Hopscotch*? It's a jumping and landing game that's been played by kids for a very long time – usually on a sidewalk. Ask a parent or older brother or sister to draw a hopscotch court with chalk for you. Then ask them to teach you how to play. *Hopscotch* is fun and very active as long as you don't stand in a long line waiting for a turn. Remember, the P in SPARK stands for "Play Actively." (Teachers: See *Hopscotch* in "Recess Activities" section.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body awareness, locomotor movements, nonlocomotor movements

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

#5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

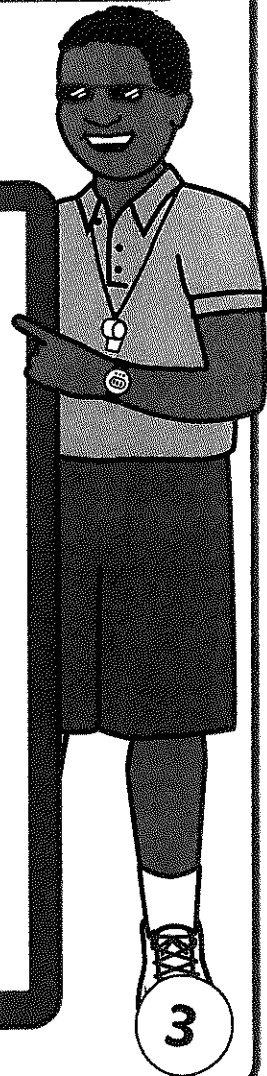
● _____

TONY'S TIPS

- Here's a simple teaching sequence for *Jumping and Landing* activities:
 - First, use students to demonstrate a jump and/or landing.
 - Turn on fun, active music to cue everyone to begin practicing.
 - Move to assist, encourage, and challenge students.
 - When ready to introduce a new skill, stop the music.
- Use students with gymnastic backgrounds to demonstrate and help others.

Vocabulary

Vertical Jump, "stick a landing"



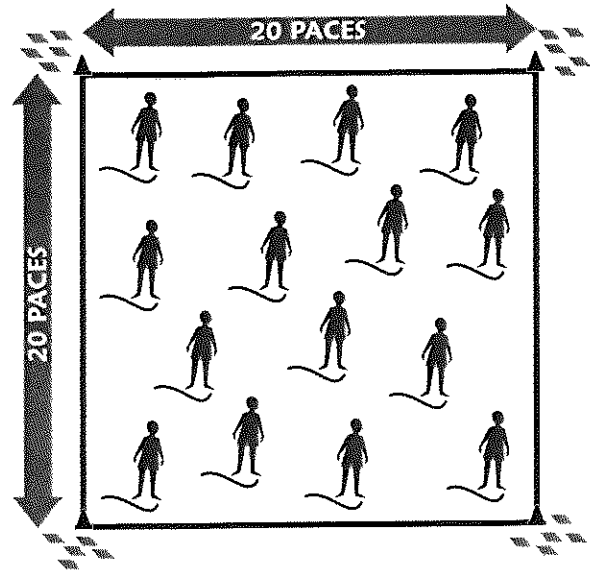


Ready

- 4 cones (for boundaries)
- 1 7' rope per student
- 1 beanbag per student

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes within the area.
- Send students to stand by a rope.
- Place beanbags in corners.



GO!

1. Jump for Distance

- Stretch your rope on the floor and practice jumping over it.
- When you land, bend your knees and think of your feet sinking into soft sand.
- Now stand at one end of your rope with your feet on each side of it.
- How far can you jump down the length of your rope?
- *(Cues for students while they are practicing: Swing your arms forward and upward; think of a rocket ship and take off; lean forward on your landing.)*

2. Jump the Distance of Your Height

- *(Send students in small groups to select 1 beanbag each.)*
- Hold your beanbag in one hand. Move your feet near one end of your rope.
- Lie down carefully and wherever the top of your head extends to, place the beanbag on the rope right on that spot.
- Ask a friend for help if you're having trouble.
- The distance from the end of your rope to the beanbag is your height!
- Stand at the end of your rope; then try to jump to the beanbag and beyond.

3. Leap the Puddle

- *(Pair students.)* Partners, place your ropes on the floor 1 step apart. Pretend the space between the ropes is a puddle of water.
- On my signal, take turns trying to leap over the puddle.
- Remember, a leap is when you take off from 1 foot and land on the other.
- If you leap over your puddle 2X in a row, move your ropes farther apart and try again.
- How many times can you leap your puddle in 30 seconds?

4. Wrap It Up

- What should you do with your arms to gain distance on your jumps? *(Swing forward and upward.)*
- Which foot did you prefer to take off from when you leaped over the puddle? Do you think you can leap farther when you take off from that foot?

★ Swamp Jump

(Scatter all spot markers within area, making sure they are close enough so students can jump from one spot to another, but far enough to provide a challenge. Send students to stand on one sideline.)

On my signal, jump from spot to spot across our play area (swamp). Can you make it to the other side without falling into the swamp? When you reach the other side, run around the perimeter and back to your starting spot (and keep going).

★ Swamp Jump with Gators

(Move spots so students cannot make it to another spot in 1 jump.) I'm going to hand 1 beanbag to each of the 3 students who will be our first "Alligators!" The Gators will try and tag you (safe tag with their beanbag) when you are off of a spot and standing in their swamp. If you are tagged, take that Gator's beanbag and become the new Gator (tagger).



ACADEMIC

Math

(Need tape measures or yardsticks to create a pre-measured jumping area with a start line and lines every 6".) Let's measure the distance you jump in feet and inches.

Language Arts

(Read Anna Banana by Joanna Cole. This book includes 101 jumping rhymes.)

(Read Five Little Monkeys Jumping on the Bed by Eileen Christelow. Have students jump along to the cadence of the rhyme.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, jumping, landing

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

● #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Teach 1 cue at a time (e.g., feet shoulder-width apart, bend hips and knees, push off balls of feet, swing arms back to front, etc.). When students show they are using the 1st cue, move to the next.
- When jumping for distance, students should still land on both feet under control and balanced – not fall to the floor.
- Set up "puddle" ropes at an angle to each other rather than parallel. Allow students to match their ability to the "puddle" distance, and encourage them to progress to greater angles.





BACK TO BASICS

STUDENT TARGETS

- ✔ **Skill:** I will practice a variety of jump rope skills using the cues my teacher gives me in class.
- ✔ **Cognitive:** I will give examples of physical activities that enhance fitness.
- ✔ **Fitness:** I will work to stay actively engaged during all of the jump rope activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

TEACHING CUES

- ✔ Work Safely by Respecting Self-Space
- ✔ See *Jump Rope Progression Card* for Basic Jump Rope Skill Cues

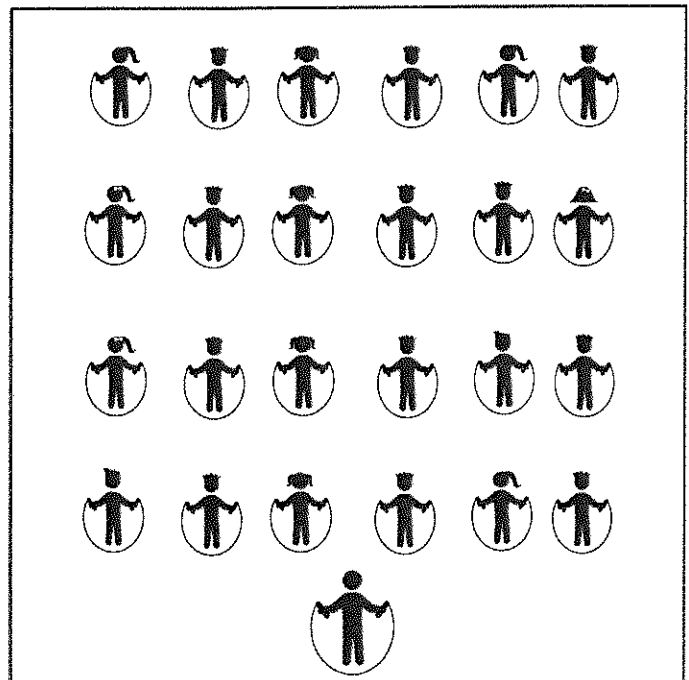
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 jump rope per student
- ✔ Rope Selection Rule Poster
- ✔ Jump Rope Progression Cards

Set-Up:

- ✔ Students spread out in general space facing the teacher, each with a jump rope.
- ✔ Jump Rope Progression Cards ready on clipboard or tablet.



Activity Procedures:

1. Today, we are going to review the progression for jumping rope.
2. It's important that everyone has a jump rope that is the proper length. The Rope Selection Rule posted near the jump ropes will help you make the correct choice.
3. Now that everyone has a jump rope, follow along and repeat the skills that I demonstrate. For safety, remember to stay within your own personal space.
4. *Teachers, follow the Jump Rope Progression Cards and lead the class through the progressions for jumping rope.*

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Students work in small groups, each with a progression card, to review basic jump rope technique.
- 5th: Combine this activity with Creative Mode Station Cards. Work through the progression card with students who need assistance. Allow more advanced students to complete Creative Mode Stations.



BACK TO BASICS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Allow students to use ropes in a variety of styles and lengths.
- ✔ Jump an invisible rope to music with a slow and steady beat. Increase the tempo of the music selection to increase the intensity of the activity.
- ✔ Provide ongoing verbal cues with individualized instruction and/or peer tutoring.

ACADEMIC
LANGUAGE

Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [S1.E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✔ **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 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize activities that enhance fitness?
- ✔ **DOK 1:** What are some examples of activities that enhance fitness?
- ✔ **DOK 2:** How does jumping rope enhance health-related fitness?
- ✔ **DOK 3:** Which components of fitness would be most impacted if you jumped rope every day? Why?

TEACHING
STRATEGY
FOCUS

Identify Critical Content: Jump rope success depends on students' ability to understand and perform the basic jump. At each grade level, students will benefit from a review of jump rope cues and content. Likewise, there will most likely be students at each grade level who haven't mastered the basic jump and will require remediation. Take time to assess where students are starting and then identify the critical content needed for progression.

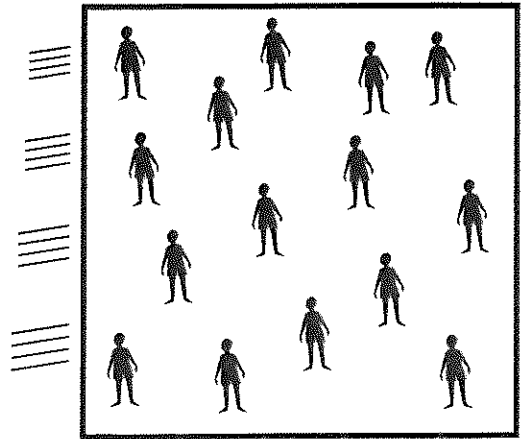


Ready...

- 1 individual jump rope per student
- *Jump Rope Skill Cards - Individual Tricks* (SPARKfamily.org)
- Music and player (optional)

Set...

- Scatter students with enough room between them to ensure they won't be hit with ropes.
- Lay jump ropes (grouped by length) away from center of area.



GO!

1. The object is to learn and practice basic rope jumping safety rules and individual rope jumping techniques.
2. To find the right size rope, hold the handles in both hands, step on the center with both feet and pull until the rope is taut. It should be long enough to reach your chest.
3. For safety we all need to follow these rules:
 - Ropes may only be used for jumping.
 - Keep a "safety zone" around you so you don't hit others with your rope.
 - When listening to instructions, lay your rope on ground.
4. (*Teach and demonstrate several of the basic individual tricks using the Jump Rope Skill Cards for visual and cues. Allow time for students to practice each.*)
5. (*Suggested skills to teach beginners include: Jog and Jump, Double Bounce, Single Bounce, Hop, Forward and Backward. Skill Cards are in order of difficulty.*)

CHALLENGES

- ★ Choose your favorite trick. How many jumps can you do in 15 seconds?
- ★ Choose another trick. Can you do it with a double bounce? Now try a single bounce. Can you do it backward? With a hop?
- ★ Can you jump 10X without an error?

CUES

- ★ Keep your elbows in at your sides.
- ★ Use your wrist to turn the rope.
- ★ Bend your knees slightly when you land.

More Tricks

(Repeat the lesson for several days, introducing new tricks each day. Review the old and add the new to build students' repertoire.)

FUN FACT

The rope has always been an essential tool of mankind. Ropes have been made using leather, reeds, grass, vines and even hair (maybe that is why Grandpa is bald). To increase the strength of rope, strands of fibrous materials are twisted and braided together. The Egyptians moved enormous stones to construct the pyramids by using very strong rope.

STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills/techniques

#3, 4 Cardiovascular endurance

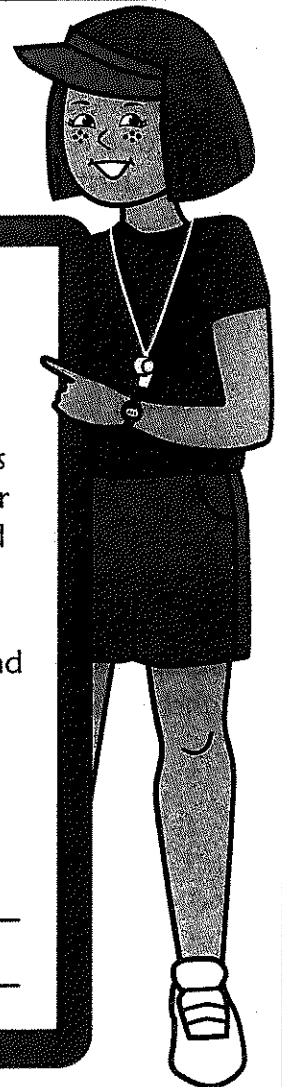
#6 Accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Use fun, high energy music to motivate your students.
- Challenge advanced rope jumpers by allowing them to practice their own tricks, while beginners spend time on the basics.
- Students having difficulty can simply grab both handles in 1 hand and turn the rope to the side as they practice each trick.

NOTES





HIDE AND SEEK

STUDENT TARGETS

- **Skill:** I will carefully pass and receive the beanbag without dropping or throwing it.
- **Cognitive:** I will listen to all of the rules of the game in order to understand how to perform.
- **Fitness:** I will actively participate in physical education while following class rules and protocol.
- **Personal & Social Responsibility:** I will show cooperation with my classmates by pretending to hide the beanbag when it is someone else's turn to hide the real beanbag.

TEACHING CUES

Hiders

- Pass and Receive when Music is On
- Stop and Hide when it's Off

Seekers

- Cover and Closer Your Eyes when the Music is On
- "Ready or Not.." When it's Off.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 beanbag per group of 5 or 6 students
- 1 cone per group of 5 or 6 students
- Music and music player

Set-Up:

1. Send groups of 5 or 6 students to a cone each group with 1 beanbag.
2. The shortest (tallest, youngest, etc.) student stands next to the cone. The other students stand in a circle around the cone.
3. The beanbag begins with the student standing in the circle.

Activity Procedures:

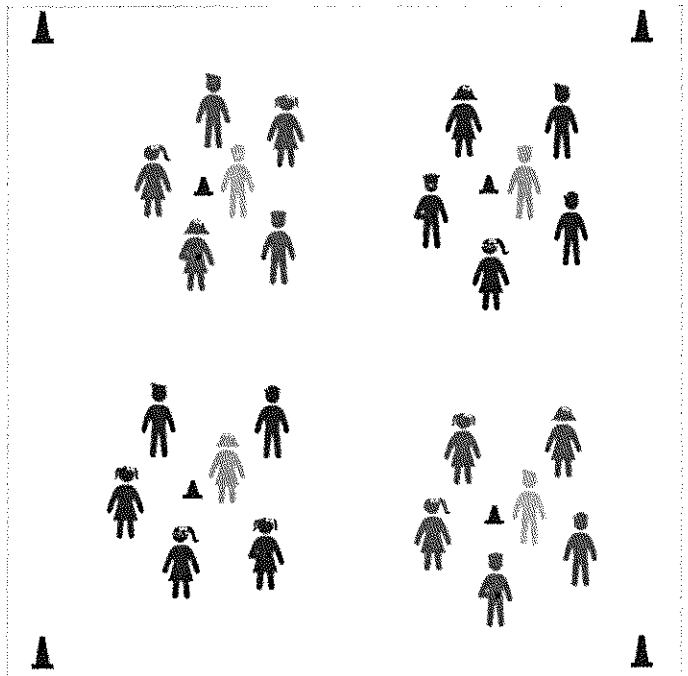
1. Playing Hide and Seek is really fun, but in order for everyone to have fun, we all have to follow the directions carefully.
2. In this game of hide and seek, the player in the center of the circle is the Seeker. She/he will try to find the beanbag.
3. When the music starts, the Seeker will close her/his eyes and the students in the circle pass the beanbag around the circle. When the music stops, everyone in the circle will hide their hands behind their backs.
4. The Seeker will say, "Ready or not, it's time to seek!" The Seeker will then open her/his eyes and try to guess who has the beanbag hidden behind their back.
5. Seekers get 1 guess. If she/he guesses correctly, she/he gets a bonus point. If she/he guesses incorrectly, all of the students in the circle get a bonus point.
6. Select a new Seeker and then play again.

Grade Level Progression:

K: Teacher directly selects the student who will hide the beanbag and the other children work together to try and trick the Seeker.

1st: Students now pass the beanbag with the music; teacher monitors the Seeker to avoid any peeking.

2nd: The game is played with little or no teacher intervention.



HIDE AND SEEK

CHALLENGE PROGRESSIONS

Students pass the beanbag in plank position. When the music stops, they quickly sit and hide the beanbag.

MODIFICATIONS

Teacher selects the student who will hide the beanbag and provides enough time for all students to “hide” before allowing the Seeker to open her/his eyes.

ACADEMIC LANGUAGE

Fun, Cooperation, Responsibility, Follow the Rules, Learning Environment

STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [E2.K-2]** Acknowledges responsibility for behavior when prompted (K); Follows the rules/parameters of the learning environment (1); Accepts responsibility for class protocols with behavior and performance actions (2).
- **Standard 5 [E3.K]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb).

DEBRIEF QUESTIONS

- **DOK 1:** What is cooperation?
- **DOK 2:** How did you cooperate during the game of Hide and Seek?
- **DOK 3:** What would happen to the game if some students did not cooperate?
- **DOK 1:** What is responsibility?
- **DOK 2:** What did responsibility look like in the game of Hide and Seek?
- **DOK 3:** Can you think of any other examples of activities or places where responsibility is important? Explain why you selected that example.

TEACHING STRATEGY FOCUS

Help students examine their reasoning: It is very likely that several young students will find it difficult to pretend to hide the beanbag when it’s time to cooperate as a unit. Plan for this teachable moment and use it to illustrate the need for full cooperation. In addition, allow students to accept responsibility for their actions without fear of serious consequences. Start by debriefing the results of the failed attempt at “hiding” and then allow the group to try again. If the result of the second attempt is positive and the group successfully hides the beanbag, praise the student who improved their performance and ask the class to examine all of the reasons why the improvement was so important to the group’s success. If the result of the second attempt continues to be negative, follow class protocol for gradually increasing the gravity of the consequence.



SET THE TABLE

STUDENT TARGETS

- **Skill:** I will go counter-clockwise around the circle when it's my turn to run.
- **Cognitive:** I will listen for the music to start and stop, and I will respond quickly and appropriately when it does.
- **Fitness:** I will actively participate in physical education in order to increase my heart rate.
- **Personal & Social Responsibility:** I will follow all of the class rules and behave appropriately.

TEACHING CUES

- Pass Clockwise to the Music
- Stop when Music Stops
- Drop the Beanbag and Run Counter-Clockwise

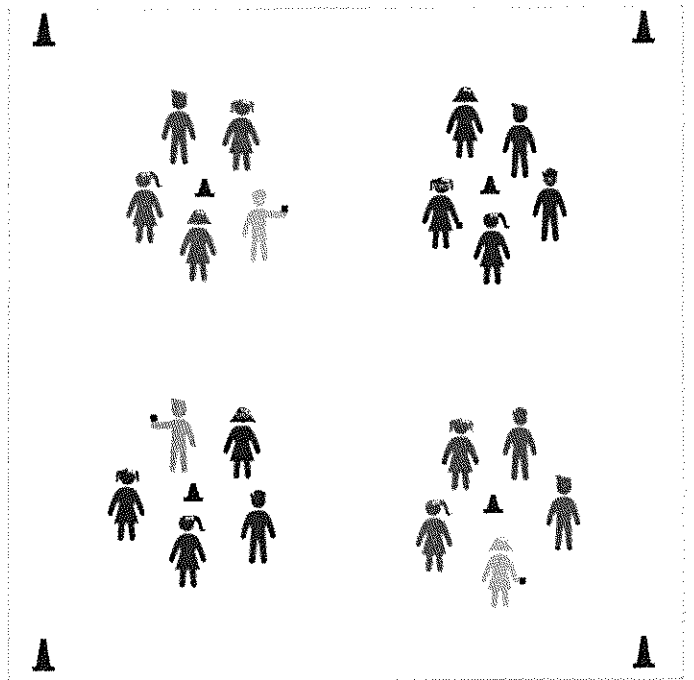
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 beanbag per group of 5 or 6 students
- 1 cone per group of 5 or 6 students
- Music and music player

Set-Up:

1. Send groups of 5 or 6 students to a cone, each group with 1 beanbag.
2. Students stand in a circle around the cone.
3. The beanbag begins with the shortest (tallest, youngest, etc.) student.



Activity Procedures:

1. One way that we can all be helpful and responsible at home is to help set the table at meal time. Let's play a game called Set the Table.
2. When the music starts, begin passing the beanbag clockwise around your circle. When the music stops, it's time to set the table. To do that, the person who is holding the beanbag will place the beanbag on the floor in front of them and then run around the circle counter-clockwise until they are standing back in their spot.
3. When the music starts again, we'll play another round.

Grade Level Progression:

K: When the music stops, teacher will call out the name of the player with the beanbag and say, "Run counter-clockwise!" while pointing in the correct direction.

1st: When the music stops, students will call out the name of the player with the beanbag and say, "Run counter-clockwise!"

2nd: When the music stops, students will move without an auditory cue. Students still forming the circle will complete an exercise while the runner is traveling (e.g., jumping jacks).

SET THE TABLE

CHALLENGE PROGRESSIONS

- Form larger circles with 2 or more beanbags.
- As runners travel counter-clockwise, players in the circle travel clockwise.

MODIFICATIONS

When the music stops, player with the beanbag performs a stationary activity or exercise.

ACADEMIC LANGUAGE

Helpful, Responsibility, Clockwise, Counter-Clockwise, Around, Appropriate Behavior

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E2.2]** Runs with a mature pattern.
- **Standard 2 [E2.1b]** Travels demonstrating a variety of relationships with objects (e.g., around).
- **Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K-1); ...in response to instruction and practice (2).
- **Standard 4 [E5.K-2]** Recognizes the established protocol for class activities (K); Exhibits the established protocol for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2).
- **Standard 5 [E3.K]** Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb).

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize appropriate behavior?
- **DOK 2:** How does appropriate behavior affect learning in physical education?
- **DOK 3:** How are the rules and protocol in physical education related to appropriate behavior?
- **DOK 1:** What activities would be on your list of fun ways to be physically active?
- **DOK 2:** What do you notice about the activities that you listed? What makes them fun?
- **DOK 3:** What specific examples can you talk about that would help prove to another person that an activity that you like is fun? Why did you choose those examples?

TEACHING STRATEGY FOCUS

Help students process content: This activity provides a fun way to allow young children to practice following rules and protocol in order to provide a safe and effective learning environment. However, the objective of this activity could be easily lost without an attentive and persistent debrief conversation. Ask questions that evoke thoughtful and complete answers while allowing students enough time to struggle with providing detail to support their responses.



SOCCER TAG

STUDENT TARGETS

- ✔ **Skill:** I will make smooth transitions from dribbling to passing while rescuing classmates who have been tagged.
- ✔ **Cognitive:** I will discuss offensive and defensive strategies used in the game of Soccer Tag.
- ✔ **Fitness:** I will identify the components of health- and skill-related fitness and how physical activity influences both.
- ✔ **Personal & Social Responsibility:** I will help classmates who have been tagged by rescuing them with a pass.

TEACHING CUES

Passing

- ✔ Step Up to the Target
- ✔ Inside Foot to Center of Ball
- ✔ Firm Kick
- ✔ Follow Through

Taggers

- ✔ Tag with Fingers
- ✔ Shoulders Only

ACTIVITY SET-UP & PROCEDURE

Equipment:

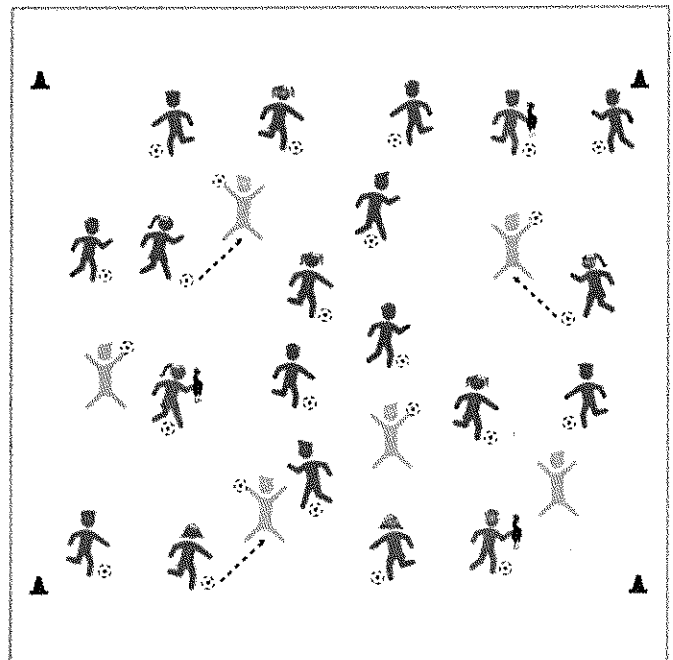
- ✔ 4 large cones
- ✔ 1 soccer ball per student
- ✔ 3 rubber chickens

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter all students throughout the area, each with a ball.
3. Give 3 students rubber chickens to indicate that they are taggers.

Activity Procedure:

1. It's time for Soccer Tag. On the start signal, work to dribble throughout the activity area without getting tagged by a player with a rubber chicken. Taggers, be sure to tag with your fingers.
2. If you're tagged, hold the soccer ball above your head and make a goal with your feet spread apart. You're free when someone passes a ball through your legs.



Grade Level Progression:

- 3rd: Play at a walking pace in a large activity area.
- 4th: Allow Dribblers to jog while Taggers walk.
- 5th: Decrease the size of the activity area. Everyone moves at a jogging pace.

Challenge Progressions:

Tagged players do jumping jacks. Passes must make it through their legs as they jump their feet to the out position.

Modifications:

Use a high-5 to rescue tagged players rather than a pass.



SOCCER TAG

ACADEMIC LANGUAGE

Dribble, General Space, Ball Control, Body Control, 1 v 1, Practice, Offense, Defense, Ready Position, Strategy, Health-related Fitness, Skill-related Fitness

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 2 [E5.3-5a]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies and tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a).
- ✔ **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:** What is offense? What is defense?
- ✔ **DOK 2:** How would you apply offensive strategy in Soccer Tag? Defensive strategy?
- ✔ **DOK 3:** Can you describe an offensive (or defensive) strategy and how it is executed?
- ✔ **DOK 1:** What are the components of health-related fitness? Skill-related fitness?
- ✔ **DOK 2:** How does regular physical activity affect health-related fitness? Skill-related fitness?
- ✔ **DOK 3:** How is health-related fitness related to performance in activities similar to soccer?

TEACHING STRATEGY FOCUS

Help students process content: Use small group discussion to encourage students to process content and generate conclusions. Pose questions for students to discuss, summarize, and elaborate on their responses.



WINDOWS

STUDENT TARGETS

- ✔ **Skill:** I will make and receive at least 5 accurate passes.
- ✔ **Cognitive:** I will review and recite the critical cues for both passing and trapping.
- ✔ **Fitness:** I will maximize my activity time by staying engaged in the Windows activity without teacher reminders.
- ✔ **Personal & Social Responsibility:** I will encourage my partner to work toward improvement throughout the Windows activity.

TEACHING CUES

Passing

- ✔ Leading Passes
- ✔ Inside Foot to Center of Ball
- ✔ Firm Kick
- ✔ Follow Through

Trapping

- ✔ Move to the Ball
- ✔ "Give" with Your Trapping Foot
- ✔ Soft Contact then Tap and Go

ACTIVITY SET-UP & PROCEDURE

Equipment:

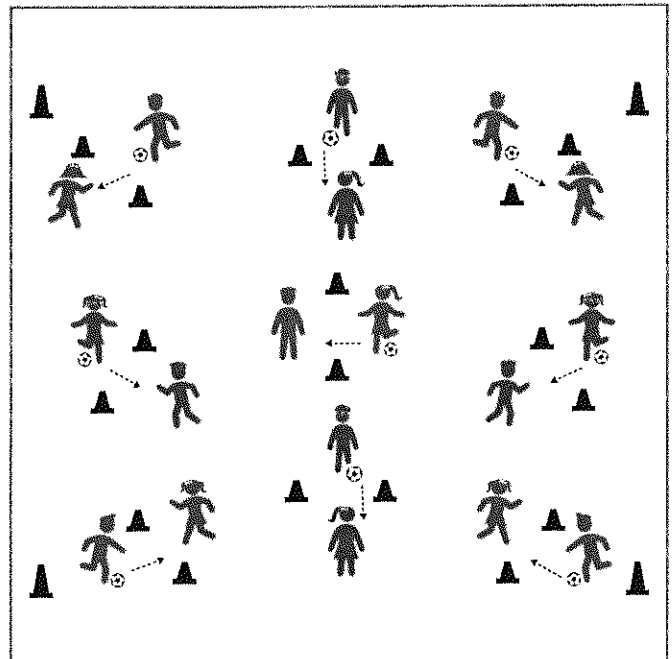
- ✔ 4 large cones
- ✔ 1 low profile cone per student
- ✔ 1 soccer ball per 2 students

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Create and scatter as many small goals as possible using 2 low profile cones per goal.
3. Pair students, each pair with a ball.
4. Send pairs to an open space within the boundaries.

Activity Procedures:

1. This is a partner game called Windows. You and your partner will dribble through the activity area, making as many passes as you can through open "windows" (cones). You must pass through a new window with every pass.



Grade Level Progression:

- 3rd: Begin play at a walking pace. Create large goals.
- 4th: Play at a jogging pace. Create medium-sized goals.
- 5th: Play at a jogging pace. Create small goals. Add signals for changing speed and direction.

Challenge Progressions:

Add goalkeepers to some or all of the goals.

Modifications:

All students with a soccer ball, playing as individuals. They must dribble through the windows rather than pass through them.



WINDOWS

ACADEMIC LANGUAGE

Dribble, Ball Control, Body Control, Practice, Skill Combination, Small-sided Game, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Follow Through, Center of the Ball, Stationary

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).
- ✔ **Standard 1 [E20.4-5]** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the critical cues for passing? For trapping?
- ✔ **DOK 2:** How would you summarize your performance during Windows?
- ✔ **DOK 3:** How was your effort related to your performance?
- ✔ **DOK 1:** What does encouragement look and sound like during an activity like Windows?
- ✔ **DOK 2:** How does encouragement affect a person’s ability to overcome a challenge? Support your answer with evidence.
- ✔ **DOK 3:** How would you adapt this activity in order to make it more (or less) challenging?

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks: In order to help students use new skills and concepts in authentic settings, it is essential to maintain a focus on the cognitive aspects of each activity. Encouraging the use of complex knowledge within practice tasks will lead students to recognize when skills and concepts transfer from one activity to another.