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| <p>K-5th Lesson Plans</p> | <p>KDOE: Consumer Decisions 2.30: Students evaluate consume products and services and make effective consumer decisions. (K-5th)</p> <p>KDOE: Psychomotor Skills (PE): 2.34: Students perform physical movement skills effectively in a variety of settings.</p> | <p>Vocabulary: Expectations, safety, stretching, warm up, needs, wants, taxes</p> | <p>Consumerism: I can identify the difference between needs and wants (K-3rd).</p> <p>Consumerism: I can describe the purpose of why people pay taxes. (4th - 5th)</p> <p>P.E.: I can jump over a jump rope while the rope is laying on the floor (K-2nd).</p> <p>P.E.: I can jump in unison with my peers while listening to music (K-2nd).</p> <p>P.E.: I can perform a variety of individual jump rope skills in a circuit format (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” next 9-15 minutes.</p> <p>Mini Lesson: (Health) Students will spend a few minutes watching a video from Brainpopjr.com titled “needs and wants”. DOK 1: Give me an example of a need. DOK 1: Give me an example of a want. DOK 2: Compare and contrast 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. (Consumerism) Students will spend a few minutes watching a video on brainpop.com titled “taxes”. Question: DOK 1: Describe the purpose of paying taxes. DOK 2: If taxes were not collected can you give me a way roads would be built and how would schools run. <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.) Stationary Rope Jumping (K-2nd) (SPARK Jumping) See attached lesson plan.</p> | <p>Daily Assessment: <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input checked="" 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> |
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Teacher: Clark Kuhn **Subject:** PL/V/S **Week:** March 22-25th, 2016 (Friday 4) **Topic:** jumping, jumping rope, taxes, needs and wants

Differentiated Instruction: Teacher will model the movements correctly for struggling students. Advanced students: They can play "Crazy 8 Challenges" or "Triangle Challenges", or "Leaping Lizards".

Exit slip: Demonstrate the correct way to jump or a stationary rope. (DOK 1)
Compare and contrast stationary rope jumping and jumping rope (DOK 2).

Fitness Activity #2: (P.E.) Jumping Rhythmically (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 can play the game "Jump Rope Chants", or "Weasel Leaders" or "Rope Writing or Partner Rope Writing".

Exit Slip: What type of pathway did you follow in the activities you did today? (DOK 1). How does jumping positively affect our body (DOK 2).

Fitness Activity #1: Jump the Circuit (SPARK curriculum 3rd-5th) (P.E.)

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: Once each trick is mastered, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover.

Exit Slip: DOK #1: Demonstrate how to perform a jump rope trick. DOK #2
How is jumping is used in sports and give an example of how jumping benefits the body?

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".

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 (4d) PL/V/S Lesson Plan:

Topic: Spanish, dance, soccer, basketball dribbling, soccer dribbling, relay

Primary: Soccer Tag
(OPEN curriculum):
Standard 1-5: E18.3-5,

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| <p>E5.3-5a, E3.3-5, E1.3&5, SE1.3-5</p> <p>Primary: Soccer Red Light, Green, Light (OPEN curriculum): Standard 1: E18.K-2 Standard 2: E3.K-2 Standard 3: E3.K-2 Standard 4: E6.K-2 Standard 5: E1.K-2</p> <p>Intermediate: Down and Back Relay (OPEN curriculum): Standard 3: E2.3-5, Standard 4: E1.3-5, Standard: E4.3-5</p> <p>Intermediate: Squirrels and Acorns (SPARK curriculum): Dribbling, volleying, and striking, pg. 9. 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</p> | | |
| <p>Spanish Lesson 11: Go to weebly website, go to P.E., then click on the lesson plans tab. Look for Spanish lessons 2016. Today's lesson is Spanish lesson #11. (K-5th)</p> <p>Friday only: "I can" statements</p> <p>P.E. (K-2nd) I will tap the ball forward with a safe amount of force – keeping the ball close and under control. P.E. (K-2nd) I will make smooth transitions from dribbling to passing while rescuing classmates who have been tagged. P.E. (3rd-5th) I will pass/hand off my team's objects under control and in a safe manner. P.E. (3rd-5th) I will work cooperatively with my team and collect objects while dribbling.</p> <p>Friday 4 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.</p> <p>Friday 4: only: Mini lesson: (P.E.) Go over rules and expectations, check shoes, use Powerpoint slides as needed.</p> <p>Fitness Activity #1: (K-2nd) Soccer Red Light, Green Light (Open Online PE curriculum), pg. 1, see attached lesson plan!</p> <p>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 students up one or two grade levels with more advanced activities.</p> <p>Exit Slip: DOK 1: Describe how to correctly dribble a soccer ball? DOK 2: What strategies did you use to help you be successful in our dribbling game?</p> <p>Fitness Activity #2: (K-2nd) Soccer Tag (OPEN online PE curriculum) pg. 14, see attached lesson plan!</p> | | |

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 students up one or two grade levels with more advanced activities.

Exit Slip: DOK 2: Taggers: How would you apply offensive strategy (trying to get the soccer ball away from the flier) in Soccer Tag? Flier: How did you apply a defensive strategy (keeping the ball away from the tagger) in Soccer Tag? DOK 3: Compare and contrast soccer and basketball?

Fitness Activity #1: (3rd-5th) Down and Back Relay (OPEN online PE curriculum) pg. 16-17, 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 students up one or two grade levels with more advanced activities.

Exit Slip: DOK 1: What does independent mean? DOK 2: How does your ability to work independently affect your team's performance? Support your answer with facts and examples. DOK 1: What does cooperation look like in physical education class? DOK 2: Can you summarize how well your team cooperated during the Down and Back Relay? Provide specific examples. DOK 3: How is cooperation related to performance in your favorite sport or recreational activity? Support your answer with facts and examples.

Fitness Activity #2: (3rd-5th) Squirrels and Acorns, (SPARK pg. 9-10), see attached lesson plan!

Differentiated Instruction: For struggling students: Struggling students will need more modeling. Advanced students: Their groups will have fewer students in them to make the activity more challenging.

Exit Slip: DOK 1: Where should your eyes be looking while you move and dribble? DOK 2: What strategies did you use while playing this game to help your group get the greatest number of objects?

Teacher: Clark Kuhn **Subject:** PL/VS **Week:** March 22-25th, 2016 (Friday 4) **Topic:** jumping, jumping rope, taxes, needs and wants

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| | | | <p><u>Cool down and Rewarding Positive Behaviors:</u> 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".</p> | |
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.



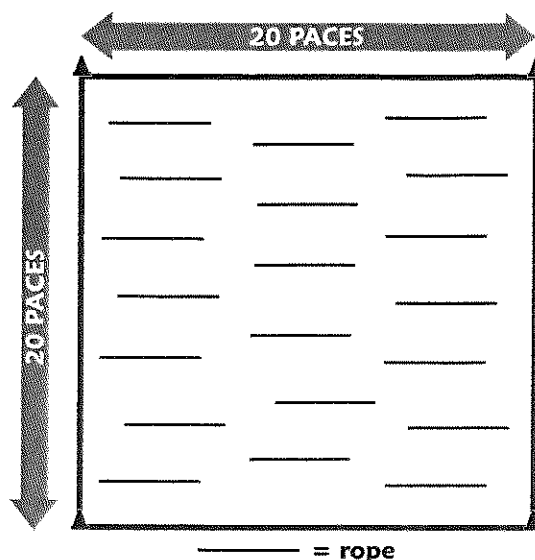
Ready

- 4 cones (for boundaries)
- 1 7' rope per student
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes parallel to one another within area.

GO!



1. Introduction

- Jump rope activities are a great way to make your heart strong, build strength in your legs, and have a lot of fun!
- To stay safe, make sure there is plenty of space between you and others.
- When we're ready, I'll send you to a rope, make sure everyone is spread out safely, then give you a challenge or a rope trick to try.
- Practice while music plays (or on "Go!"); freeze when it stops (or on "Freeze!").

2. Straight Rope Jumping

- **Challenges** – Can you. . .
 - Walk forward along the side of your rope, to the end and back?
 - Walk the rope like a tightrope? Don't step on the handles.
 - Gallop to the end of your rope, switch feet, and gallop back?
 - Hop on 1 foot to the end of your rope, switch feet and hop back?
 - Straddle (1 foot on each side of the rope) and jump down the rope and back?
 - Keep your feet together and jump over your rope side to side like a skier?
 - Jump from side to side the length of your rope and back?
 - Cross your legs like an "X" on either side of the rope, then uncross them? Do this as you jump the length of your rope and back.

3. Circle Jumping

- Make a circle with your rope; then stand inside.
- **Challenges** – Can you. . .
 - Jump out of your circle? Back in? Jump around your circle at a high level?
 - Hop around your circle? Switch feet; go back in the other direction?
 - Hop in and out of your circle while traveling around it?
 - Jump over your circle? Jump back again?
 - Side-slide quickly around your circle? Gallop the other way?
 - Leap across your circle? Now turn around and leap back?
 - Side-slide around 3 circles and jump back into your circle? Now jump in place?

4. Wrap It Up

- What kinds of things can you jump over in your neighborhood or at home?

* Crazy 8 Challenges – Can you . . .

- Make the number 8 with your rope? Now we have 2 circles to play with!
- Leap gracefully from 1 circle to the other?
- Gallop slowly around your 8?
- Make a bridge so your hands are in 1 circle and your feet are in another?
- Move slowly on all 4s around your 8?

* Triangle Challenges – Can you . . .

- Make a triangle? (See my triangle?) Jump up really high inside your triangle?
- Walk on tip-toes around your triangle 3X, then change direction and heel-toe back?
- Place a body part on each corner of your triangle and balance yourself?

* Leaping Lizards

(Lay 8-10 ropes in a path like spokes on a wheel. Line students up 2-3 per rope.) On my signal, leap over the rope in front of you, then run to the next rope and leap over it. Continue running and leaping around our circles until you hear the stop signal.



HOME

Jumping rope is a great activity to do at home – indoors (if there's room and you get permission) or outside (highly recommended to make parents happy!). Borrow a rope from me (*incorporate a check out system for ropes*), and try to make patterns with your jumps on each side of the rope. How many times can you repeat your pattern before you're really tired? If you don't have a rope, use a line anywhere at home (on the floor, from 1 carpet to another, etc.), and practice jumping, hopping, or leaping over it.

STANDARDS ADDRESSED

• NASPE

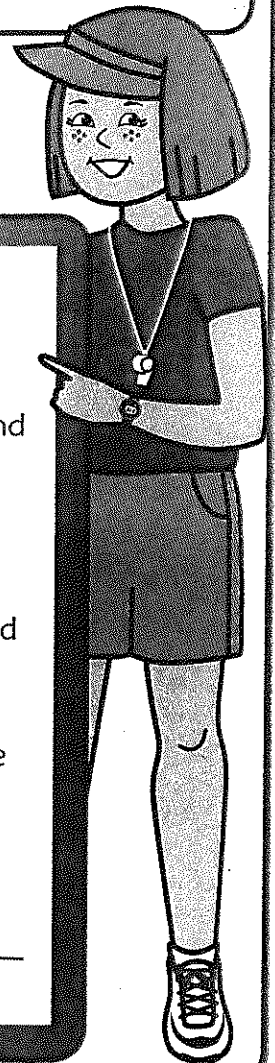
- #1, 2 Spatial and body awareness, locomotor skills
- #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance
- #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Constantly recheck the environment for safety. Maintain plenty of space between ropes and students.
- Lay ropes parallel to maximize space and allow all students to move in the same direction. This provides easier cueing for you and helps the visual learners follow along.
- Watch for those students who are skilled jumpers and use them to demonstrate.

NOTES



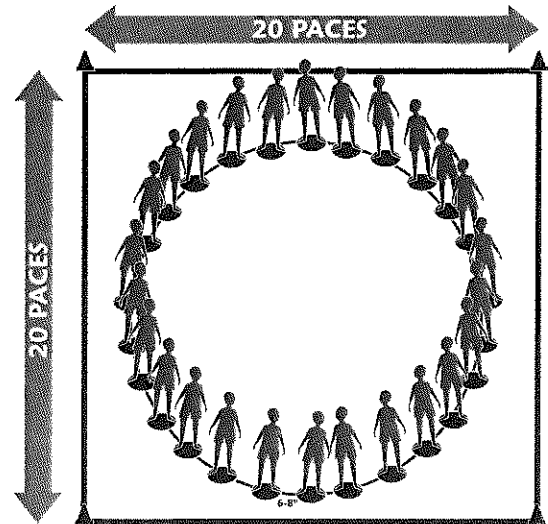


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music: “Pop Goes the Weasel” and “Jumpin’ Joe” (SPARK K-2 Music CD)
- Music player
- Jump Rope Chants (SPARKfamily.org) (optional)

Set

- Create medium (20X20 paces) activity area.
- Arrange spot markers a little closer than 1 step apart, in a circle.
- Send students to stand on 1 spot marker each.



GO!

1. Introduction

- Today we are going to jump in time to the beat of 2 different songs.
- Stay on your spot and copy my actions (*perform non-locomotor actions such as a clap, twist, bend, stretch, etc.*).
- If you’re ever not sure what to do, don’t worry, just keep your arms and legs moving!

2. Pop Goes the Weasel

- Our 1st song is “Pop Goes the Weasel.” Each time you hear the word “pop,” jump counterclockwise (*point*) to the next spot in our circle.
- Be ready to perform new moves I show you at your new spot.

3. Jumpin’ Joe

- Our next song is “Jumpin’ Joe.” You’ll be traveling in curved pathways, changing tempo, locomotor skill, and direction within our area.
 - **Counts 1-4:** move counterclockwise (*point*) with 2 slow jumps, then take 3 quick jumps in place.
 - **Counts 5-8:** turn in place with 4 slow jumps.
 - **Counts 9-12:** move counterclockwise (*point*) with 2 slow slides, then stamp 3X in place.
 - **Counts 13-16:** take 4 quick running steps to your R (*point and demonstrate*) and jump quickly in place 3X.

4. Wrap It Up

- What type of pathway did you follow in the activities you did today? (*curved*)
- Have you ever seen dancers jump, hop, or leap high in the air? A form of classical dance is the Ballet. Who has heard of it before? Ballet dancers must be graceful, strong, and in excellent condition to perform the moves they do.

Jump Rope Chants

(Need Jump Rope Chants from SPARKfamily.org. Choose from the 1st 2-3; save the others for a future session.) I'll read different rhymes and rhythms to you. See if you can keep the beat with your jumping. Once you learn the words, say them out loud with me.

Weasel Leaders

I'll name several students to be *Weasel Leaders*. I'll work with them to change the movements we do between "pops." Follow them, because when it's time, they'll be leading the way!

Rope Writing

Who can spell the word "jump" for us? Can you make your rope in the shape of a J? Now try a U. An M, and a P. You've spelled J.U.M.P! Now try spelling dance: D.A.N.C.E. Can you spell your name with your rope?

Partner Rope Writing

(Pair students, each with their own rope.) When I say a shape, letter, or number, you and your partner use both ropes to create it. Ready? Triangle - T - W - 4 - 14, etc.



ACADEMIC

Language Arts

(Read Grover's Own Alphabet (Sesame Street book)

Read Alpha Bugs by David A. Carter

Read The Story of Jumping Mouse (Caldecott Honor Book) by John Steptoe)

STANDARDS ADDRESSED

NASPE

#1, 2 Spatial and body awareness, locomotor skills, rhythmic sequencing

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

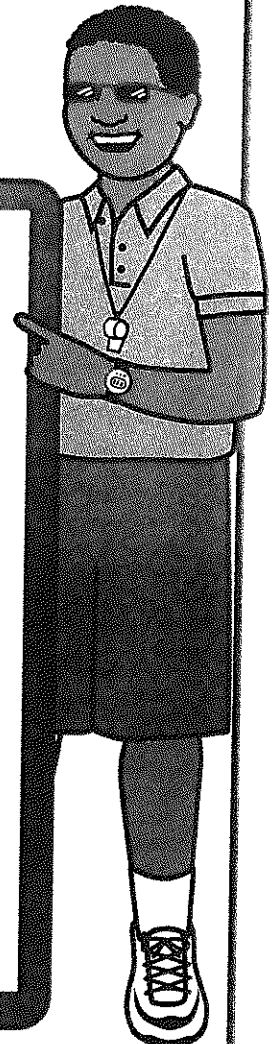
#5, 6 Participates, appreciates, enjoys movement

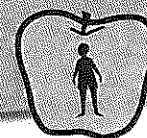
Your State (Write in here)

TONY'S TIPS

- Jumping is vigorous exercise. Be sure to warm up before starting, stretch students' muscles and joints well when finished, and make sure children stay hydrated.
- Use the *Jump Rope Chants* on SPARKfamily.org to help students keep time while jumping.

NOTES



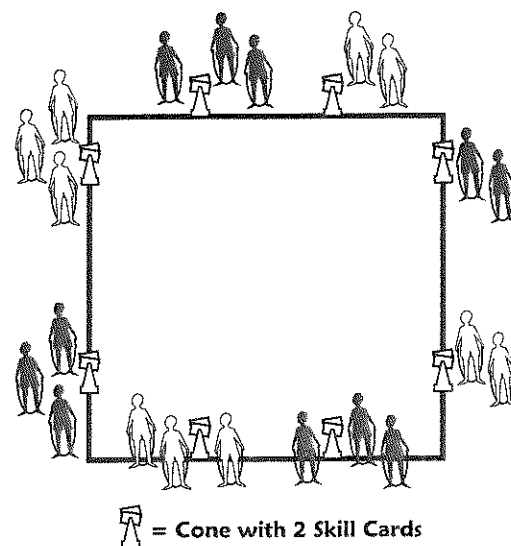


Ready...

- 1 individual jump rope per student
- 6-8 cones (for 6-8 stations)
- 12-16 *Jump Rope Skill Cards* - Individual Tricks (SPARKfamily.org)
- Music and player

Set...

- Create a circuit with chosen *Jump Rope Skill Cards* around perimeter.
- Place 2 cards at each station (1 basic, 1 more advanced).
- Distribute students evenly at all stations; each with a rope.



GO!

1. The object is to practice a variety of individual jump rope skills in a circuit format.
2. (*Teach and demonstrate the various stations chosen for the circuit.*)
3. On music, practice the skill at your station. On signal (*music off*), *Jog and Jump* to the next station, and practice the next trick.
4. We'll continue until you have been active at all of the stations.

CHALLENGES

- ✦ While at your station, how many times can you do the trick without error?
- ✦ Once you've mastered it, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover, etc.?

CUES

- ✦ Move to stations quickly; more time to practice skills.
- ✦ Bend your knees when you land.
- ✦ Turn with your wrists; keep elbows in at your sides.
- ✦ (*More cues found on each Skill Card.*)

More Tricks

(Repeat lesson for several days, introducing 3-5 new tricks each day. Review the old and add the new to build students' repertoire.)



WELLNESS

Why do boxers jump rope? Jumping rope is a great aerobic activity that you can do almost anywhere. Skipping rope develops agility, balance, leg strength and coordination. It also helps a boxer develop fast footwork (are you athletes out there listening?). Finally, the cardiovascular benefits are well known. Get a rope, and use it often.

STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills

#3, 4 Cardiovascular endurance

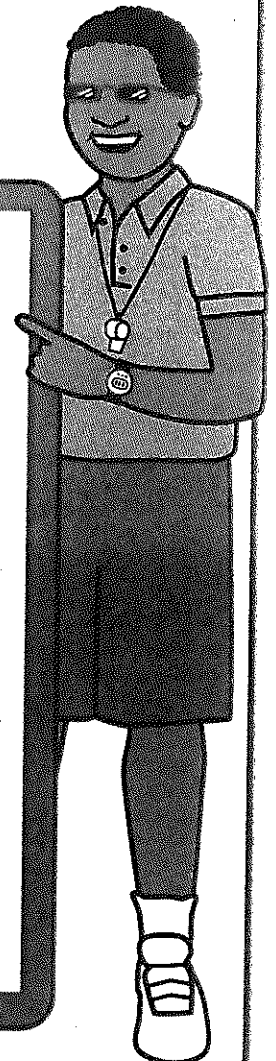
#6 Accepting challenges

Your State (Write in here)

TONY'S TIPS

- Divide number of minutes you have to teach by the number of stations to determine amount of time per station. Remember to save some time for rotation.
- Prepare a music CD or cassette that contains an interval of music followed by an interval of silence (e.g., 1 minute on and 15 seconds off).
- Allow enough room so students can turn ropes without hitting others.

NOTES



Read learning target!



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

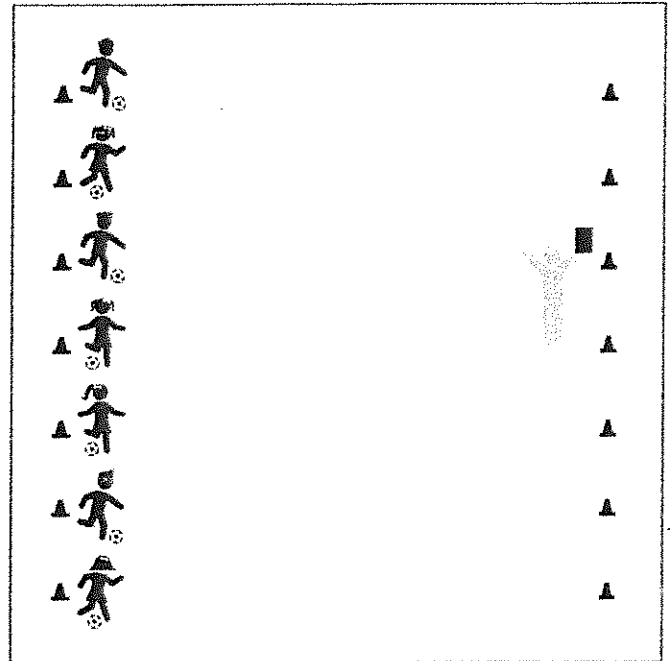
ACTIVITY SET-UP & PROCEDURE

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."



Connect Soccer to real world.

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."

1st: Keep a walking pace with a focus on ball control and light inside taps.

2nd: 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.

DOWN AND BACK RELAY

STUDENT TARGETS

- ✔ **Skill:** I will pass/hand off my team's objects under control and in a safe manner.
- ✔ **Cognitive:** I will define the word "independent" and discuss how it applies to my behavior in physical education.
- ✔ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✔ **Personal & Social Responsibility:** I will demonstrate personal responsibility through teamwork and cooperation.

TEACHING CUES

- ✔ Stay Ready
- ✔ Pass Quickly with Control

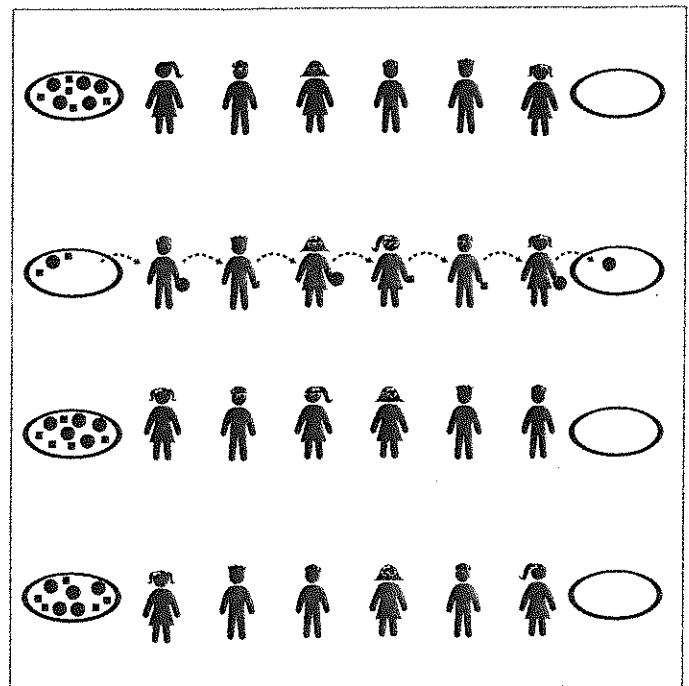
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 2 hoops per 6 students
- ✔ 6 beanbags per 6 students
- ✔ 6 foam balls per 6 students

Set-Up:

1. Using hoops, create 2 parallel lines 20-30 feet apart.
2. Place 5 beanbags and 5 foam balls in the hoops along one side of the activity area.
3. Create teams of 6 students and space each team evenly between two hoops.



Activity Procedures:

1. This is a Down and Back Relay. The object is to see how many times your team can send the pile of foam balls and beanbags back and forth between the hoops in 2 minutes.
2. Here's the rules:
 - a. You can only hold 1 object at a time.
 - b. You must pass objects to the person next to you (do not skip anyone).
 - c. All objects must make it to the opposite hoop before you reverse directions.
 - d. All objects must remain in the hoop until you hear the GO signal.
 - e. After each 2-minute round, teams will have 1 minute to revise their strategy.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Add a rule. Allow the team who completes the most repetitions to create a rule for the next round of play.
- 5th: Add referees. One player from each team rotates and acts as a referee for one of the other teams.



DOWN AND BACK RELAY

CHALLENGE PROGRESSIONS

Add a muscular endurance component with students playing from plank or crunch positions.

MODIFICATIONS

Use large objects, such as large foam balls, that are easier to hold and pass.

ACADEMIC LANGUAGE

Personal Responsibility, Independent, Interpersonal, Referee, Teamwork, Cooperation

STANDARDS & OUTCOMES ADDRESSED

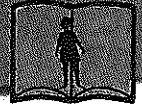
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3), Exhibits responsible behavior in independent group situations (4), Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- **DOK 1:** What does independent mean?
- **DOK 2:** How does your ability to work independently affect your team's performance? Support your answer with facts and examples.
- **DOK 1:** What does cooperation look like in physical education class?
- **DOK 2:** Can you summarize how well your team cooperated during the Down and Back Relay? Provide specific examples.
- **DOK 3:** How is cooperation related to performance in your favorite sport or recreational activity? Support your answer with facts and examples.

TEACHING STRATEGY FOCUS

Help students elaborate on content: It would be very easy for students to say that their team worked independently or cooperatively. Don't let them off the hook. Ask for facts and specific examples in order to help students develop the ability elaborate on new information and experiences.

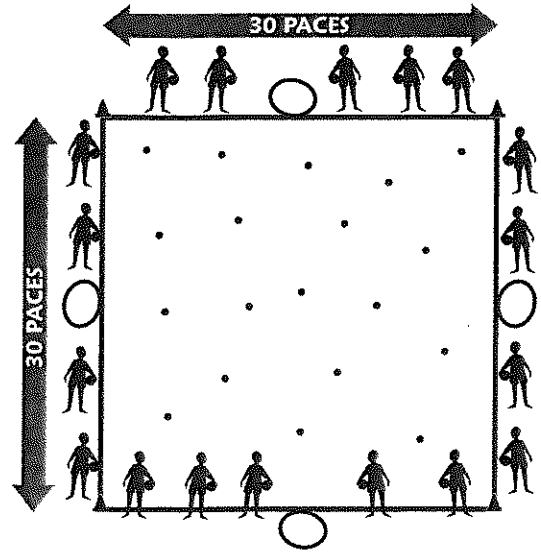


Ready

- 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!**

GRADES 3-5

DRIBBLING, VOLLEYING,
AND STRIKING

★ 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.)



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)

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

