

<p>K-5 Lesson plans</p> <p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th) (Golden Rule)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th) (politeness, courtesy)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th) (economy)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career. (agriculture, food & natural resources)</p> <p>KDOE: Practical Living (Health): 2.31: Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being. (water safety)</p>	<p>Vocabulary:</p> <p>bartering, Golden Rule jump, politeness, courtesy, consumers, caffeine, dairy farmer</p>	<p>Learning Targets (relate all targets to real life):</p> <p>P.E.: I can perform physical movement skills correctly (K-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>Career/Vocational Studies: I can give an example of a career in agriculture, food & natural resources. (K-5th)</p> <p>Health: I can describe the importance of water and swim safety. (K-5th).</p> <p>Career/Vocational Studies & Health: I can explain how to treat a person with politeness and courtesy (K-5).</p> <p>Consumerism: I can explain how producers and consumers work together. (K-5th).</p> <p>Career/Vocational Studies: I can give an example of the Golden Rule (K-5th).</p> <p style="text-align: center;">P.E. and Health Lesson Plans</p> <p>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 if needed. Record students that are prepared to work and learn (wore correct type of shoes).</p> <p>Warm-up: (P.E.) Teacher will go over how to safely run laps. 4th and 5th grade students will run in two separate groups. Students will run three laps as a warm up.</p> <p>Mini lesson (Health/Career/Employability Traits): Character word of the week on Power Point. Students will learn why the "Golden Rule" is important on a power point slide.</p> <p>Mini Lesson: (Health): Students will look at a power point slide that explains about the importance of water and swim safety.</p> <p>Mini Lesson: (Health): Students will look at a power point slide that explains the importance of social health and politeness and courtesy.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within</p> <p>Mini lesson: (Consumerism): Students will define the economy.</p>	<p>Daily Assessment:</p> <p>X Observation</p> <p>X Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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PE: National Standards (NASPE)
See attached lesson plans for NASPE standards!

Warm-up: (P.E. warm-up) (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 22-27 minute mark (“Everglades Exhaustion”)

Fitness Activity #1: (P.E.) Long Rope Turning in Pairs, pg. 13 (K-2nd) (SPARK Jumping) See attached lesson plan.

Differentiated Instruction: Teacher will model the movements correctly for struggling students. Advanced students: They will attempt to jump over the long rope while the rope is rotation.

Assessment/Exit slip: Demonstrate the correct way to turn a long rope. Compare and contrast stationary rope jumping and jumping rope (DOK 2).

Fitness Activity #2: (P.E.) Long Rope Jumping 1, pg. 15 (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 game Jumping School or Jumping Clock, see attached page 16.

Assessment/Exit Slip: Students can long-rope turn and perform jump rope skills. Anecdotal records.

Fitness Activity #1: Jumping Color Tag, pg. 19 (SPARK curriculum 3rd-5th) (P.E.)

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: Fleers, how long can you avoid being tagged? Chasers, how many can you tag before the signal? Those in re-entry zone, can you jump 10x without error?

Assessment/Exit Slip: 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?

Fitness Activity #2: Long Rope Basics, pg. 1 (Open online curriculum 3rd-5th) (P.E.), see attached lesson plans.

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

Assessment/Exit Slip: See attached lesson plan for DOK 1, 2, and 3 questions.

Mini Lesson: Intermediate students will watch a video on brainpop.com about caffeine. Primary students will watch a video about caring for pets on brainpopjr.com.

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green tickets and/or white clip up tickets. 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" or will review key vocabulary from the lesson.

Friday, March 31, 2017

FRIDAY PL/CS Lesson Plan:

Topics: social skills, technology, Kin-ball, Tag

Vocabulary: serve, offense, defense

Fitness Activity #1: Kin-ball Sport, pg. 19 (SPARK curriculum 3rd-5th) (P.E.)

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: How many points can you score before the signal? How few faults?

Assessment/Exit Slip: Demonstrate how to correct play Kin-ball. DOK #2 Compare and contrast Kin-ball and volleyball.

Fitness Activity #1: Cookie Monster Tag, pg. 1 (Spark curriculum K-2nd) (P.E.), see attached lesson plans.

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: See attached lesson page 2 for additional activities.

Assessment/Exit Slip: See Wrap it Up, attached lesson plan for DOK 1 and DOK 2 types questions.

KDOE: Practical Living

(P.E.): Academic

Standards 2.34: P.E.:

Students perform physical movement's skills effectively in a variety of settings: (K-5) (dance, Kin-ball, tag)

KDOE: Vocational Studies: Academic

Standards 1.16: Students use computers and other kids of technology to collect, organize, and communicate information and ideas. (touch screens)

KDOE: Vocational Studies (Career Studies):

Academic Expectations:

2.36: Students use strategies for choosing and preparing for a career. (Kid President, 20 things we should say more often)

Fitness Activity #2: Color Tag (Games) pg. 5 (SPARK curriculum K-2nd) (P.E.), see attached lesson plans.

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: See attached lesson plan, pg. 6 for additional activities.

Assessment/Exit Slip: See Wrap it Up, pg. 5, attached lesson plan for DOK 1 and DOK 2 types questions.

****Emergency Drills:** Open the door on the rolling cart.
On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

Drills:

- **Fire drills: exit following the emergency exit plan & close doors (prevents spread of flames)
- **Earthquake drills: doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers
- **Lockdown drills: Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.
- **Tornado drills: File into the hallway, head covered...this will take some maneuvering with class sizes that have changed.
- **Evacuation drills: We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.
- **Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.

Notes and Anecdotal records:

Teacher: Clark Kuhn Subject: PL/CS Week: March 28, 2017 Topics: jumping rope, caffeine, responsibility, water safety, golden rule, social skills

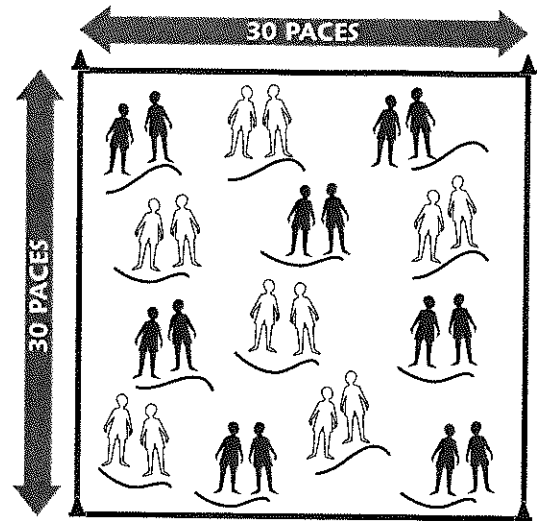


Ready

- 4 cones (for boundaries)
- 1 14' long rope per 2 students
- Music and player
- Jump Rope Chants (SPARKfamily.org) (optional)
- 1 8½" playground ball per 3-4 students (optional)
- 1 drum or anything to make and change beats (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Pair students; send pairs to stand by a rope.



GO!

1. Today we will practice turning a long rope. You must learn to turn before you learn to jump. Turns must be even and steady, or even skilled Jumpers will have trouble.
2. On my signal, pick up the rope by its handles, then step apart until the rope sags in the middle and lightly touches the floor (*ground*).
3. Stand with your feet shoulder-width apart, facing your partner.
4. One of you is the "Lead Turner." Lead Turner says, "Ready, Go!" and you both begin turning the rope in the same direction. Mirror your turning partner as you turn.
5. While turning, keep your arms and elbows close to your body, waist high, elbow bent to 90° (*demonstrate*).
6. Make sure the middle of the rope touches the floor as it turns.
7. **Challenges** – Can you and your partner. . .
 - Keep your rope turning at the same pace? Say "One, two, three" each turn of the rope.
 - Turn the rope slowly? Work together to slow down, and then hold a slow and steady pace.
 - Turn the rope really fast? Speed up, and when you've reached a speed you can control, try and keep it going.
8. **Wrap It Up**
 - What do you and your partner need to do while turning the rope so someone can jump successfully? (*Cooperate, communicate, compromise.*)
 - Are there ropes available during recess or lunch breaks? Why don't you and a friend ask a playground monitor if you can borrow one and practice rope turning again?

★ Jump Rope Chants

(Need Jump Rope Chants from SPARKfamily.org.)
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.

★ Keep the Beat

(Need a drum, bongos, whistle, or different musical selections.) I'll get a rhythm going by beating my drum. Work with your partner to turn your rope to the beat. I'll vary it from slow and steady, to faster, to a steady fast beat, and then we'll try a few surprises (e.g., see if children can mimic patterns – fast, fast, slow 2 counts, and repeat).

★ Watch the Bouncing Ball

(Create groups of 3.) As Turners stand ready, the 3rd member of the group tosses a ball upward so it bounces between the 2 Turners. Turners, turn the rope under the bouncing ball, and adjust your speed as the ball's bounces become smaller and faster.



HOME

Practice rope turning at home. Try tying your rope to a fence or another object that can't tip over. Check with a parent first to make sure your idea and what you plan to use are OK; then go for it! Is it easier or more difficult to keep a steady pace with the fence post or a partner? When you're ready, ask a friend or family member to jump while you turn, then switch so you have a chance. We'll all be jumping in class soon!

STANDARDS ADDRESSED

● NASPE

#1, 2 Rope turning

#3, 4 Participates in enjoyable, challenging activities

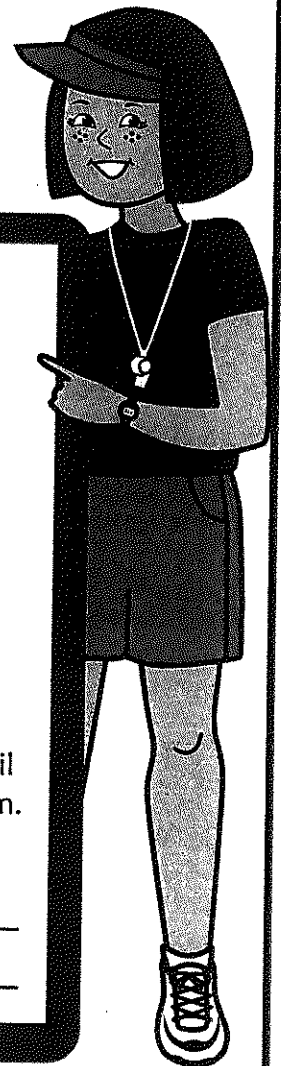
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

PAULA'S POINTERS

- Think safety: Ensure students respond quickly to stop and start signals before beginning rope activities.
- Use 9-12' ropes for K-1 students; 12-14' for 2nd graders.
- Use music, a drumbeat, or count out loud to help keep a steady beat.
- Turning the rope may be difficult for younger children. Practice until they can maintain a steady rhythm.

NOTES



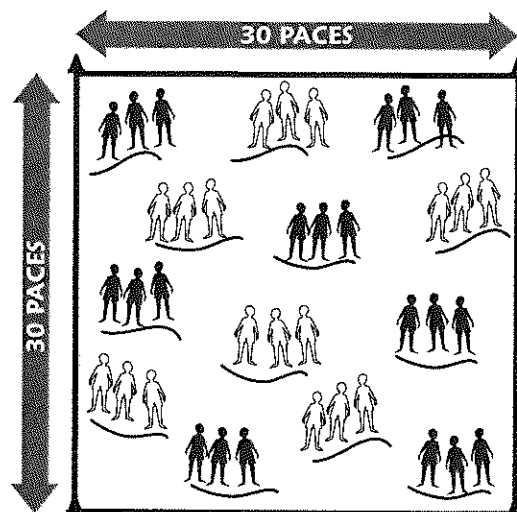


Ready

- 4 cones (for boundaries)
- 1 14' long rope per 3 students
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Create groups of 3; send groups to stand by a rope.



GO!

1. Introduction

- Today we are going to practice long-rope turning and jumping skills.
- Show you can be a good group-mate by sharing, taking turns, and doing your best.

2. Building a House

- Turners: Hold the rope 3" (*demonstrate*) above the floor (*ground*).
- Jumpers: Face the rope, and jump back and forth over it.
- Turners: Each time the Jumper makes it over and back, raise the rope a little higher.
- Switch roles on my signal.
- (*Rotate students every 1-2 minutes after this and each of these activities.*)

3. Ocean Waves

- Turners: Make waves by moving your arms up and down.
- Jumpers: Can you time it so you jump over the lowest part of the wave?

4. Snake in the Grass

- Turners: Squat down, and wiggle the rope side-to-side like a snake.
- Jumpers: Can you leap over the snake?

5. Blue Bells

- Jumpers: Stand in the center of the rope facing a Turner.
- Turners: Move the rope back and forth like a pendulum; let it swing as high as your shoulders.
- Jumpers: Jump over the rope just before it touches your feet. Watch the rope!

6. Wrap It Up

- When jumping over a swinging rope, should you jump high or low? (*Low.*)
- Give me a thumbs up if you:
 - o Did your best.
 - o Took turns.
 - o Shared your time and equipment fairly.

★ Jumping School

While the rope is being turned, one Jumper runs in (*front door*) without jumping. This is passing Kindergarten. To pass 1st grade, run in, take 1 jump, and run out. For 2nd grade, run in, take 2 jumps, and run out. You get it now! How many grades can you pass in the next 3 minutes? (*Rotate Jumpers and Turners.*)

★ Jumping Clock

(*Create groups of 4-5.*) While the rope is being turned, the 1st Jumper runs in (*front door*), jumps once (1 o'clock), and runs out. The next Jumper runs in, jumps twice (2 o'clock) and runs out. Continue taking turns, adding 1 jump each time. Can any groups reach 12 o'clock?



WELLNESS

Jumping rope for 15 minutes without stopping is as good for you as running for 2 miles or riding a bike for 3 miles. Now don't "jump" to conclusions; I don't expect you to jump rope for 15 minutes, just remember to "Play actively!"

STANDARDS ADDRESSED

● NASPE

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

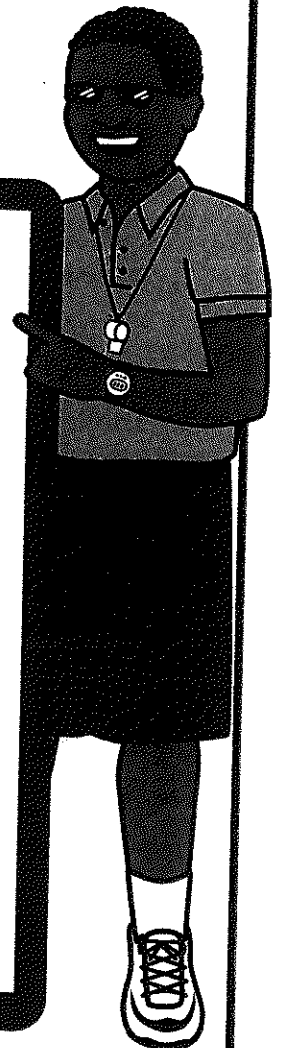
● #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

#5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

TONY'S TIPS

- This lesson (and the next) presents a challenging progression which may require additional sessions for students to attain all the skills.
- Don't hesitate to repeat these activities and/or include them any time of the year for a fun (and very active) break from the routine.
- Only those students able to jump up 2-3" with both feet are ready to jump rope. Teach in levels so groups are attempting activities that best align with their abilities.
- Remember to use *Jump Rope Chants* for fun and to help students obtain a steady rhythm.





Ready...

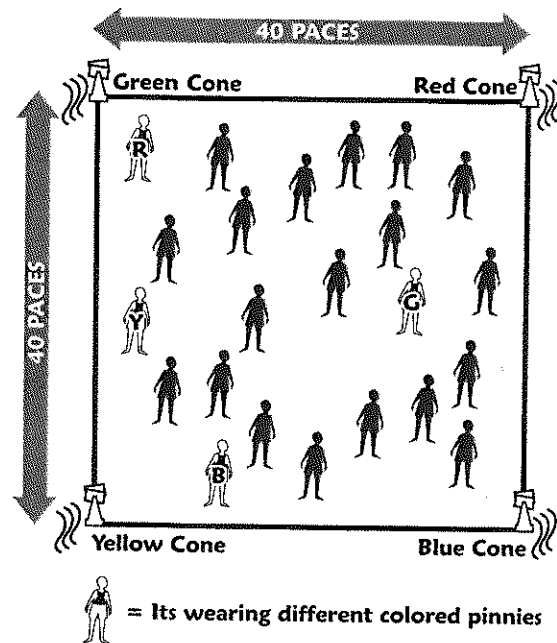
- 8-12 individual jump ropes
- 4 colored markers (fluff balls, pinnies, etc.) for Chasers to wear or carry (e.g., 1 red, 1 yellow, 1 blue and 1 green)
- 4 colored cones (1 to match each of the colors Chasers wear/carry)
- 8 *Jump Rope Skill Cards* (SPARKfamily.org)
4 basic/4 advanced
- Music and player (optional)

Set...

- Create large (40X40 paces) activity area.
- Use 4 corner colored cones as 4 re-entry zones; each with 2 *Jump Rope Skill Cards* and several jump ropes.
- Designate 4 Chasers with colored markers.
- Scatter students in area.

GO!

1. The object is to avoid being tagged by the 4 Chasers (1 of each color).
2. On "Jumping Color Tag," Chasers attempt to tag Fleers.
3. If tagged, go to the re-entry zone that matches the color of your Chaser (e.g., if tagged by the blue Chaser, go to the blue-coned re-entry zone).
4. Do 1 jump rope trick on the *Skill Cards* 10X; then re-enter the game.
5. We'll have new Chasers every minute or so.



CHALLENGES

- ★ Fleers, how long can you avoid being tagged?
- ★ Chasers, how many can you tag before the signal?
- ★ Those in re-entry zone, can you jump 10X without error?

CUES

- ★ When tagged, raise your hand and move quickly to the practice area.

SPARK IT UP!

★ Play It Safe

You can be safe from the Chaser by jumping an invisible jump rope for 10 jumps. Chasers may not wait around for you to finish. Use this only when you are in need of a break.

★ Partner Tag

(Need 8 Partner Trick Skill Cards.) Both Chasers and Fleers are in pairs, linked by joining hands. When tagged, Fleers complete partner tricks as their re-entry task.



ACADEMIC

(Create 4 pages of math problems that are appropriate for your students. One addition, 1 subtraction, 1 multiplication and 1 division. Post 1 in each corner. Assign 4 or more Chasers as follows: red=quotient; blue=product; yellow=sum; green=difference.) Chasers, announce your math skill when you tag someone. When tagged, Fleers move to the appropriate sign, compute a problem on the sheet, and rejoin the activity.

STANDARDS ADDRESSED

• NASPE

#1, 2 Individual rope jumping skills, chasing, fleeing, spatial awareness

#3, 4 Cardiovascular endurance

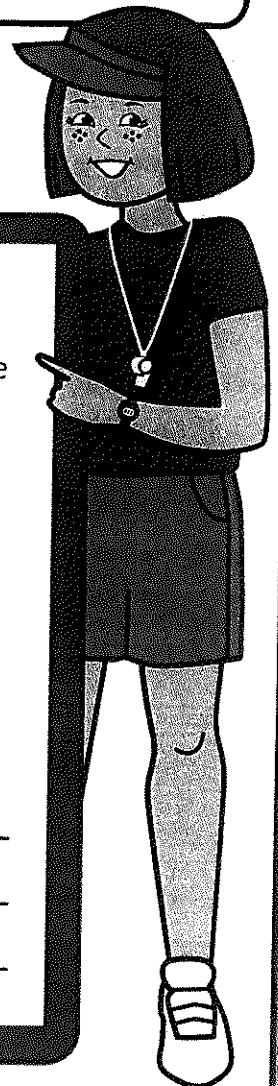
• #5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- Add more Chasers if the Fleers are not being challenged.
- Change the locomotor skills used in the tag area.
- Use a basic and an advanced trick for students to choose from at each of the re-entry jumping zones.

NOTES





LONG ROPE BASICS

STUDENT TARGETS

- ✔ **Skill:** I will successfully turn and jump a long rope.
- ✔ **Cognitive:** I will identify the components of skill-related fitness required for jumping and turning a long rope.
- ✔ **Fitness:** I will give an example of how I can improve my skill-related fitness at home.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with another rope turner in order to turn a rope for a jumper to jump.

TEACHING CUES

- ✔ Face Turner
- ✔ Watch Rope
- ✔ Small Jumps
- ✔ Keep the Rhythm
- ✔ Turn with Arms
- ✔ Watch Jumper's Feet
- ✔ Keep the Rhythm

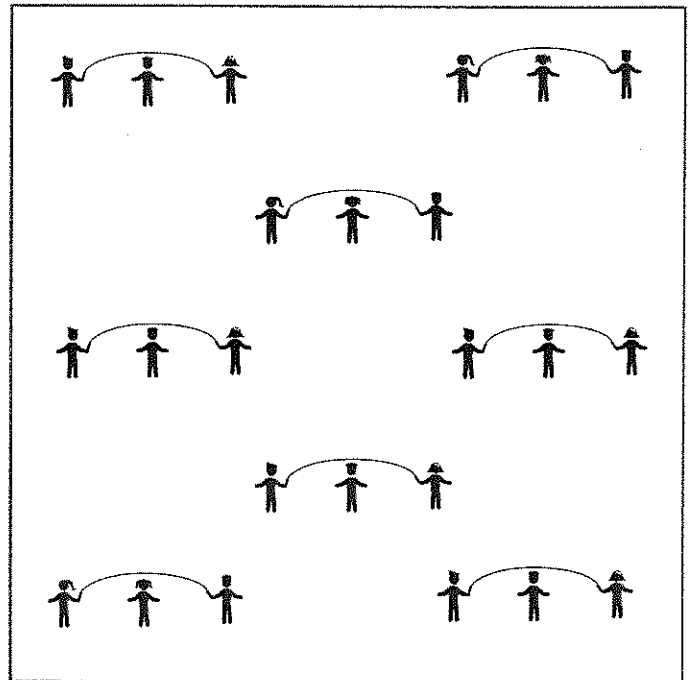
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 long jump rope per 3 students
- ✔ 1 Long Rope Progression Card per 3 students

Set-Up:

1. Divide students into groups of 3, each group with a long jump rope.
2. Scatter groups in general space with enough room to turn the rope safely.
3. Provide each group with a Long Rope Progression Card.



Activity Procedures:

1. Today we are going to work on skills using long jump ropes. In groups of 3 you will practice turning and jumping the rope by following the skill instructions on the Long Rope Progression Card.
2. When I see that a group has mastered one of the skills on the card, I'll stop the class so we can watch a demonstration.
3. When you hear the music, begin. When you hear the music stop, freeze and listen for instructions.

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Allow advanced students to perform basic tricks during their turn as jumpers.
- 5th: Allow groups of 3 or 4 to create basic long rope routines.



LONG ROPE BASICS

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Designate students as all-time turners.
- ✔ Provide a teaching assistant or peer coach to help students turn the rope.
- ✔ Turn the rope very slowly with students stepping over the rope.

ACADEMIC LANGUAGE

Success, Long Rope, Turn, Rhythm, Improve, Skill-Related Fitness

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (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 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

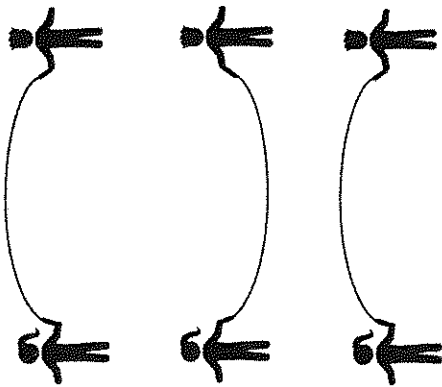
- ✔ **DOK 1:** What is skill-related fitness?
- ✔ **DOK 1:** What are the components of skill-related fitness?
- ✔ **DOK 2:** Which components of skill-related fitness are used when turning and jumping a long jump rope?
- ✔ **DOK 1:** What does the word rhythm mean?
- ✔ **DOK 2:** How does rhythm apply to jumping rope?
- ✔ **DOK 3:** What happens if the turners and jumpers are not in the same rhythm? Why?

TEACHING STRATEGY FOCUS

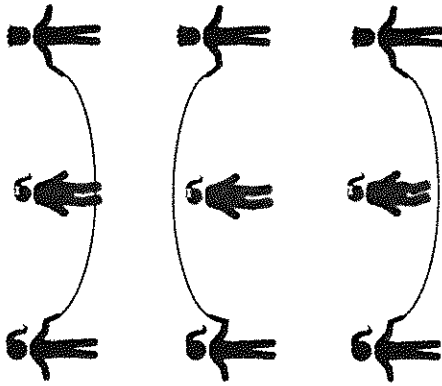
Help students examine similarities and differences: Students new to long rope jumping may be intimidated by the lack of control over the long rope turning. Taking time to explore the similarities to short rope jumping (e.g., rhythm, timing, basic jump technique) will help students connect prior success to this new task. Likewise, examining the difference between the two skills will help them understand the new cues and cooperative requirements of long rope jumping.

LONG ROPE PROGRESSION CARD

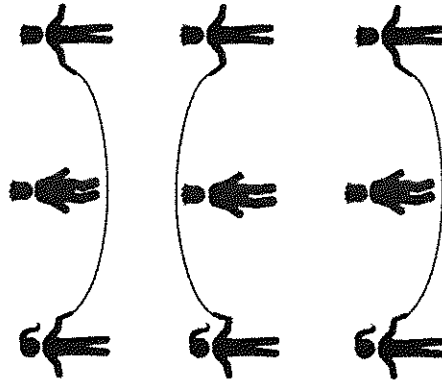
Level 1 – Cooperative Turning
1, 2, 3 and Over



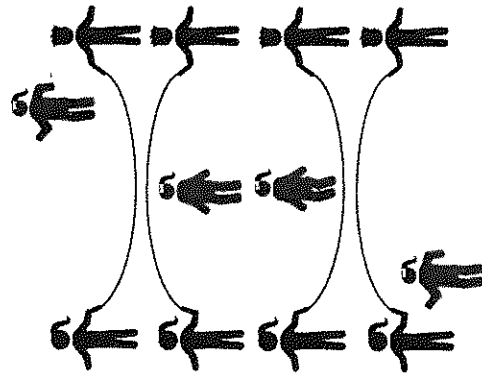
Level 2 – Center Jump
Stand in Center, Face 1 Turner,
Turn and Jump



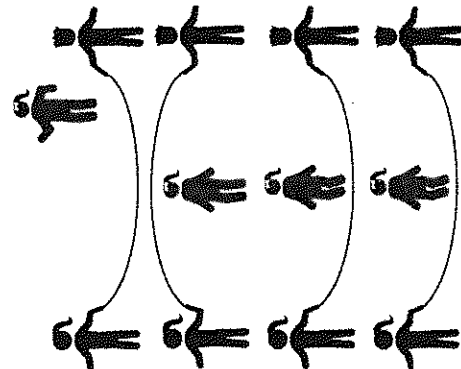
Level 3 – Continuous Jumping
Face 1 Turner, Turn, Jump, Turn, Jump



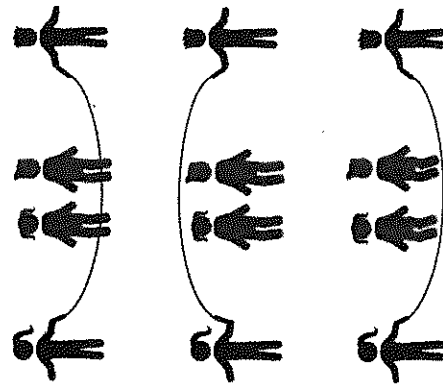
Level 4 – Enter and Exit
Enter Quick, Jump 1 Time, Exit Quick



Level 5 – Enter and Stay
Enter Quick, Jump, Turn, Jump



Level 6 – Add a Jumper
Stand in Center, Face 1 Turner,
Turn and Jump



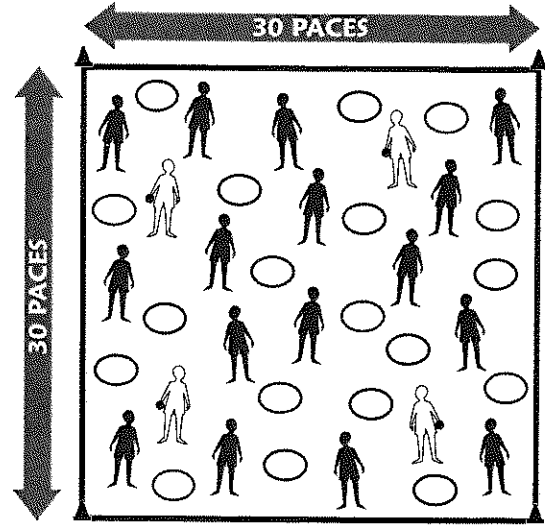


Ready

- 4 cones (for boundaries)
- 1 hoop per student (at least 3 different hoop colors)
- 4 fluffballs
- 1 spot marker per student (at least 3 different colors – optional)
- 1 deck of playing cards (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter hoops and students within area.
- Designate 4 students as “It,” and give 1 fluffball to each.



GO!

1. The object of *Color Tag* is to avoid being tagged by the “Its” by dodging or standing in the “safe” color hoop.
2. On the music, fast walk (*then gallop, side-slide, skip, run*) within our boundaries, and avoid being tagged by the Its’ fluffball.
3. If you are tagged, take the fluffball and become an It.
4. Our 1st safe color hoop is (*blue*). You may only stand in a (*blue*) hoop for a count of 3; then you have to leave.
5. More than 1 person can be in a safe hoop.
6. Each round, I will call a new color that will be safe that round.
7. (*Play 2-3 minutes, then stop and change the color.*)
8. **Add 1 for Fun**
 - Instead of standing in your hoop, each round I’ll give you something to do.
 - This time, do 3 push-ups!
 - (*Change the task each round; e.g., 3 sit-ups, 3 jumping jacks, 3-second jog in place, 3 imaginary rope jumps, etc.*)
9. **Wrap It Up**
 - Who can tell us a strategy you used to avoid being tagged?
 - There are 3 primary colors. These are the colors all other colors are made from. Who can name 1 of them?
 - They happen to be the SPARK colors, too!

★ Spots of Color

(Scatter different colored spot markers within the area.) This time, we'll use spot markers instead of hoops for our safe areas. One more change: Only 1 person at a time may stand on a spot marker (for a count of 3)!

★ Cone Zone

Now we'll add 1 more twist. If you can touch 1 of our 4 cones without being tagged first, you may skip around the outside of our area (*point direction*) 1 time like a free deer in the forest. Then come back in and join the game.

★ Card Counting

(Place a numbered playing card inside each hoop or under each spot.) There is a card hiding under your spot (or lying face down in your hoop.). This time, when you're in your safe color, look at the number on the card. The number represents how many seconds you can stay (or march in place, jog, etc.) in that hoop.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)



HOME

A fun way to stay healthy is by eating colorful fruits and vegetables. Yes, colors are good for you! Choosing a wide variety of colors means you'll eat many different vitamins and minerals. Pretend your plate is a blank canvas – that's what painters begin with. What kind of picture can you create using colorful fruits and vegetables? Remember, the S in SPARK stands for "Select fruits and vegetables." So add a little color to your plate, and make it a work of art!



PAULA'S POINTERS

- Children will often run outside the boundaries while fleeing a tagger. This is a learned skill over time, so stay positive and only encourage.
- If too many students run beyond your sidelines, either enlarge your boundaries or use more cones to designate the lines.
- Review safe tagging with a fluffball if a lot of time has passed between tag games.

Vocabulary

Canvas

NOTES

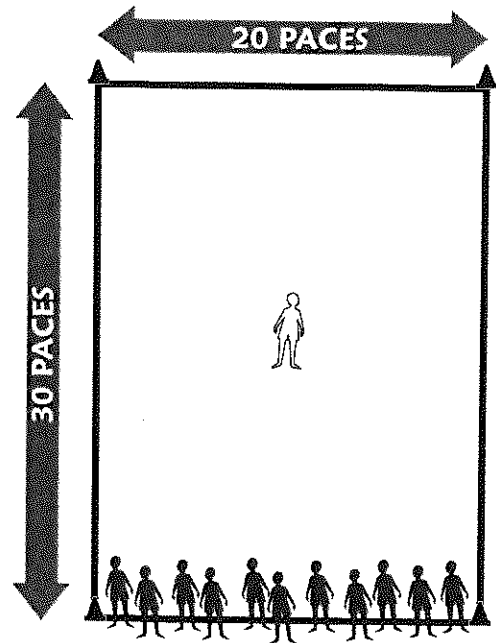


Ready

- 4 cones (for boundaries)
- Music and player
- 10-15 fluffballs
- 1 hoop (optional)

Set

- Create large (20X30 paces) activity area.
- Scatter individuals ("Cookies") on 1 endline facing the other endline 30 paces away.
- Designate 1 student to be the "Cookie Monster." They stand in the middle of the area facing the Cookies, holding a fluffball.



GO!

1. The name of our game is *Cookie Monster Tag*. The object is to avoid being tagged by the Cookie Monster.
2. Cookies begin by asking, "Cookie Monster, Cookie Monster, are you hungry?"
3. Cookie Monster says, "Yes, I'm hungry," or, "No, I'm not hungry."
4. If Cookie Monster says, "No, I'm not hungry," Cookies need to ask again.
5. When the Cookie Monster says, "Yes, I'm hungry!" all Cookies try and get to the other side without being tagged (or eaten by the Cookie Monster!).
6. Tagging is done with 2 fingers between shoulders and waist.
7. The Cookie Monster must move the same way as the Cookies: fast walking.
8. If you make it to the other side, wait for my signal, and we will begin again.
9. If tagged, you become a helper to the Cookie Monster. We'll play until most of our class are Cookie Monster helpers, then we'll begin again.
10. **Add 1 for Fun**
 - (After trials, change the locomotor skill, e.g., side-slide, gallop, skip, and tempo. Eventually let students chase and flee, moving as quickly as safely possible.)
11. **Wrap It Up**
 - Cookies are not a good snack choice. Who can name a healthier snack food?
 - Who knows what the A in SPARK stands for? (Avoid excess fats and sugars.) Cookies are alright to eat on special occasions, but almost all of them have too much fat and sugar, so they should not be in your lunch more than once a week.

★ Octopus Tag

Octopus Tag begins with 3 “Octopi” taggers. The rest of you are “Fish” who wait for the head Octopus to shout, “Swim Fish!” before you try and safely cross the ocean (without being tagged).

★ Zoo Animals

(Select 1 student to be the 1st Zookeeper, who stands in the middle. Divide the rest into 3 groups: Lions, Tigers, and Bears. They stand on the sideline.) The object is for the “animals” to cross our area without being “captured” (tagged) by the Zookeeper. When the Zookeeper calls your animal group, move across the area and avoid getting tagged. If tagged, become Zookeeper helper.

★ Frogs and Flies

(Need 1 hoop. Select one student to be the first “Frog” who kneels beside the hoop in the middle of the area. The rest of the class are “Flies” who scatter along the perimeter.) On the music, Flies move as I say (*fast walk, gallop, etc.*). While moving, watch the Frog. When the Frog jumps up, move quickly to the boundaries before it tags you. I will choose a new Frog each round.



WELLNESS

Did you know that fish are low in fat, high in protein, and full of healthy fatty acids called Omega-3s? Omega-3s can lower your risk of getting certain diseases, and they’re especially good for your heart. Eating fish 1-2 times each week can actually help reduce heart disease. Ask a parent to swim on over to the grocery store and catch a few for supper!

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

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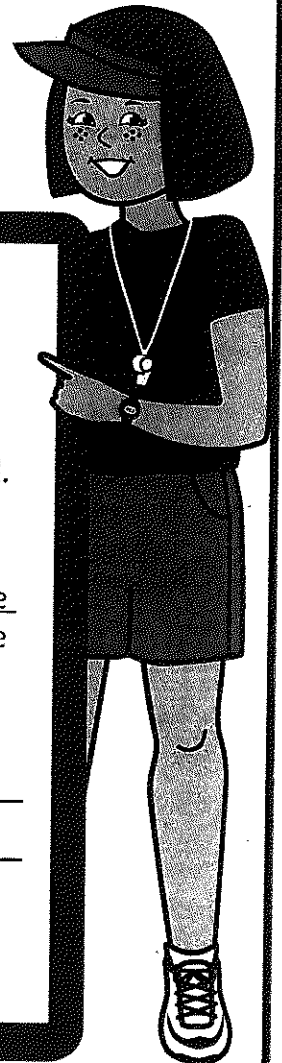
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Your State (Write in here)

PAULA’S POINTERS

- The Cookie Monster may not respond “No” more than 2 consecutive times.
- Play until most have been tagged. Choose the next Cookie Monster and start again.
- In the classroom, read *If You Give A Mouse A Cookie* by Laura Joffe Numeroff.

NOTES





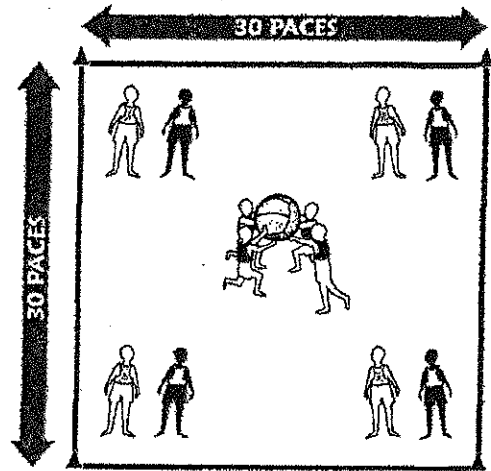
3rd-5th

Prep

- 4 cones (for boundaries)
- 3 sets of different color pinnies (4 pinnies per color) per 12 students
- 1 Kin-Ball® (40")
- Kin-Ball® Scoreboard (optional)

Set

- Create large (30X30 paces) activity area.
- Form groups of 4; 3 groups with different pinnie colors and 1 Kin-Ball® per match.



Teach

1. Today you'll play *Kin-Ball® Sport*, a Canadian game that is played around the world. The object is to serve the ball to 1 of the 2 opposing groups so they can't catch and control it. Receivers work together to control the ball, then serve to another group.
2. **The Rules**
 - Play begins when Serving Group calls, "OMNIKIN®" and names the color of another group. All but 1 player in Serving Group touches ball with both hands, hold it high overhead, and drops to 1 knee. Server uses 2 fists to punch ball into open space.
 - Serves must be hit up and travel at least 3 paces. No spiking allowed.
 - The group whose color is called must catch and control the ball; then serve it up to another color group. Rotate servers within your group.
 - Continue until a fault is made. A fault occurs when:
 - o ball hits the ground.
 - o ball goes out of bounds.
 - o the same player hits ball 2X before it is controlled.
 - o ball does not travel 3 paces.
 - When a fault is made, all other groups score a point.
 - Faulting group becomes the Serving Group.
3. Continue until the signal.
4. **Cues**
 - Spread your group around to defend the entire court. Stay ready and alert.
 - Ball should be served to the leading group (the one with the highest score).
5. **Challenges**
 - How many points can you score before the signal? How few faults?
6. **Think About...**
 - Why do you think it is important to communicate as a team?

World Games

WORLD GAMES

KIN-BALL® SPORT

EXTENSIONS

Pedometer Points

(Need 1 pedometer per group.) We're going to add group step-count to our scoring. The group with the most steps at the end of the match will get 3 bonus points.

Speed Play

As soon as the ball is touched, you will have 3 seconds to serve it away. Listen for a 3-count.

GLOBAL INTEGRATION

The International Kin-Ball® Federation serves nearly 4 million participants around the world. If you like the action and teamwork of Kin-Ball® Sport, check out the official website and get involved in a growing global game. In 2011, Japan hosts the 6th Kin-Ball® Sport World Cup. Visit www.kin-ball.com to read more about it – in both English and French!



STANDARDS ADDRESSED

NASPE

- #1 Motor skill development
- #2 Defending open space
- #3, 4 Aerobic capacity, upper body strength
- #5, 6 Communication/cooperation, appreciation of diversity, accepting challenges

Your State (Write in here)



TEACHING TIPS

- Keep a minimum of 3 paces between the playing area and a wall or obstacle.
- Focus on cooperation, technique, and strategy – not score.

NOTES
