

K-5th Lesson plans

<p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills (K-5th)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.</p> <p>National Standards (NASPE) Locomotor Skills, Levels, and Directions (Building a Foundation) (K-2nd) #1,2 Spatial awareness, locomotor skills, levels, directions #3,4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities</p>	<p>Vocabulary: Expectations, rules, rewards, consequences safety, warm up, cool down, stretching, offensive, defensive strategies hand-offs, chasing, fleeing, dodging, offensive, defensive, football, skipping, side-sliding, leaping, galloping, hiping, jumping, running, walking, style grace, business, goods, services, respect</p>	<p>Learning Targets (relate all targets to real life): Health: I can define the meaning of the word responsible and provide example of how to demonstrate respect. (K-5th) Health: I can give a side effect of a diet too high in sugar. (K-2nd) I can give an example of a way to eat healthy. (K-5th) Consumerism: I can define and provide examples of both goods and services. (K-5th) Vocational Studies: I can provide examples of careers in agriculture. (K-5th) I can explain how we get water to where we live and go to school. (3rd-5th)</p> <p>P.E.: I can correctly perform 8 basic locomotor skills. (K-2nd) I can move in different pathways. (K-2nd) P.E.: I can use both offensive and defensive strategies. (3rd-5th) I can correctly carry and hand-off a football. (3rd-5th)</p> <p style="text-align: center;">Tuesday-Thursday 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. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p>Warm-up: (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run two laps as a warm up.</p> <p>Mini lesson (Health/Citizenship): (P.E.) Students will be reintroduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log & behavior log), entering and exiting the gym, bulldog voice levels and their first two homework assignments (photos of them being active and P.E. required form). Character word of the week on Power Point: Responsible and responsibility. DOK #1: Define the meaning of the word responsible.</p> <p>Mini Lesson: (Health): Healthy food of the week versus a negative side effect of sugar and an example of a food that is high in sugar. DOK #2: Compare and contrast the effects of a healthy food and an unhealthy food.</p> <p>Mini lesson: (Careers): I will show the students the career cluster poster and introduce students to careers within business. Remind students about next Monday's guest speaker: Salt River Electric. Review the content discussed from last Monday's guest speakers (BC Rod and Gun Club).</p>	<p>Daily Assessment: <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input checked="" type="checkbox"/> Self-Evaluation <input checked="" type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" 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 checked="" type="checkbox"/> Student Self-Assessment</p>
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<p>Pathways and Creative Moves (Building a Foundation) K-2nd #1,2 Spatial awareness, locomotor skills, pathways #3,4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities</p> <p>Ball Carrying Drills, Football #1,2 Ball carrying, taking hand-offs #3,4 Cardiovascular endurance #5,6 Cooperation, accepting challenges (3rd-5th)</p> <p>Capture the Flag, Aerobic Games #1,2 Spatial awareness, chasing, fleeing, dodging #2 Offensive and defensive strategies #3,4 Cardiovascular endurance #5,6 Cooperation, teamwork, accepting challenges</p>	<p>DOK#2: Compare and contrast boat and gun safety (flashback from Monday's guest speaker). Mini lesson: (Consumerism): Critical vocabulary: What are goods and services? Provide examples on Power Point of both. DOK #2: Compare and contrast goods and services.</p> <p>Warm-up: (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. All students will learn about "dynamic" stretching before a workout and will complete one upper body and one lower body stretch. (K-5th) Students will watch a video from Adventure to Fitness if the Internet is repaired. Students will watch from 3-8 minute mark.</p> <p>P.E. Activity #1: Primary (K-2nd) Locomotor Skills, Levels, and Directions (Building a Foundation, pg. 9-11) See attached lesson plan! Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you walk at a low level? Skip at a medium level? Gallop at a high level? See page 10 for additional differentiated instruction examples. Assessments/Exit Slip: Students will demonstrate physically and/or verbally how to move forward, sideways, clockwise or counterclockwise.</p> <p>P.E. Activity #2: Primary (K-2nd) Pathways and Creative Moves (Building a Foundation, pg. 13-15). See attached lesson plan! Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you... Walk in a straight line? Jog slowly in a zigzag pathway. See page 13 for additional examples. Assessments/Exit Slip: Students will demonstrate physically and/or verbally all the pathways we traveled today. Real world example: Who can give an example of a sport and a pathway an athlete might travel to play it?</p> <p>P.E. Activity #1: Intermediate (3rd-5th) Ball Carrying Drills (football), page 9-10, see attached lesson plan. Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many</p>	
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hand-offs can you make in 30 seconds? Can you alternate which side you hand off to? R, then L.
Assessments/Exit Slip: Students will demonstrate physically and/or verbally how to hand-off and carry a football.

P.E. Activity #2: Intermediate (3rd-5th) Capture the Flag (Aerobic Games), page 25-26, see attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many opponents can you tag? How many groupmates can you rescue?

Assessments/Exit Slip: Students will demonstrate physically and/or verbally the various offensive and defensive strategies used in "Capture the Flag".

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green tickets and 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.

(1) FRIDAY P.E. and Health Lesson Plan:

Topic: dance/movement, sportsmanship, cooperative play, partner game, striking a ball, static stretching

P.E.: I can give an example of a type of dance and how dance benefits the body. (K-2nd)

Health: I can define and provide an example of static stretching. (K-5th)

P.E.: I can give an example of good sportsmanship. (3rd-5th)

P.E.: I can work cooperatively to either knock down cones or pick them up. (K-2nd)

P.E.: I can work cooperatively and follow the directions of a student leader. (K-2nd)

P.E.: I can work cooperatively with a partner and be active. (3rd-5th)

P.E.: I can work cooperatively with a partner and strike a ball back and forth trying to score points. (3rd-5th)

Friday 1 only: "I can" statements: Health: I can give examples of both good and bad sportsmanship. (3rd-5th) P.E. I can identify various motor

National Standards (NASPE):

(Friday 1 only) NASPE:
Grouping and moving together (Building a Foundation) (K-2nd) #1,2

Spatial awareness, locomotor skills #3,4 Cardiovascular endurance, participate in physical activities that are enjoyable and challenging #5,6 Participates, cooperates, enjoys movement, cooperates in large group activities

(Friday 1 only) NASPE:

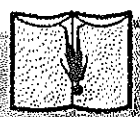
Crazy Cones (Games) (K-2nd) #1,2 Spatial awareness, locomotor skills, #3,4 Participates in enjoyable, challenging activities, aerobic capacity, agility #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting

Good
 sportsman-
 ship,
 locomotor,
 static
 stretching,
 serve, aerobic,
 conductor,
 caboose,

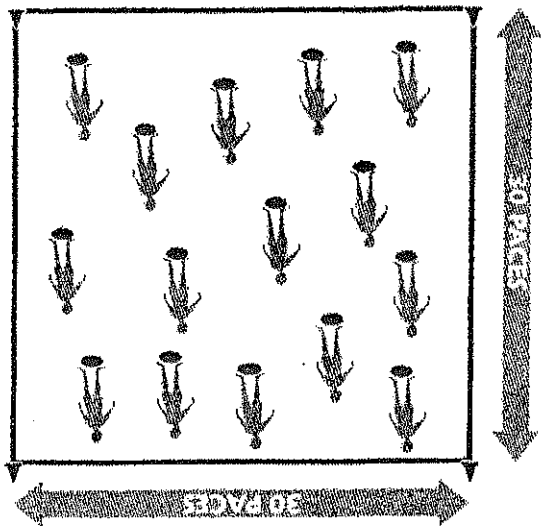
<p>(Friday 1 only) NASPE: Workout Buddies (Cooperatives) (3rd-5th) #1 Various motor skills #4 Participation in fitness activities #5, 6 communication/cooperation</p> <p>(Friday 1 only) NASPE: 2-Square (Recess Activities) (3rd-5th) #1, 2 Striking #2, 6 Offensive game strategies #5, 6 Cooperation, fair play</p> <p>KDOE: Practical Living: (Physical Education): Academic Expectation: 2.34: Students perform physical movement skills effectively in a variety of settings. (K-5th)</p> <p>KDOE: Practical Living: (Health): 4.1: Academic Expectations: Students effectively use interpersonal skills.</p>	<p>skills. (K-2nd) P.E. I can use offensive strategies in a game. (3rd-5th) P.E. I can correctly perform various motor skills. (3rd-5th)</p> <p>Friday 1 only: Warm-up: Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5th)</p> <p>Friday 1 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p>Friday 1 only: Mini lesson: P.E. Students will watch the book "Kids Can Dance!" on bookflix.com. (Exit slip): DOK 1 Question: Give me examples of different ways kids can move. Example: walk, run, skip, hop, and etc. (K-2nd)</p> <p>Friday 1 only: Mini lesson: (Health) Students will watch "Good Sportsmanship 1950" on youtube.com and will learn three ways that they can demonstrate good sportsmanship, 4 minute clip. (Exit slip): DOK 2: Question: Compare and contrast setting from the 1950's and present day. (3rd-5th)</p> <p>Friday 1 only: P.E. Activity #1: Primary (K-2nd): Crazy Cones (Games, pg. 3) See attached lesson plan</p> <p>Friday 1 only: Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: They will play a variation of the game titled "Double Trouble", "Dribbling Crazy Cones", or "Colored Cones"</p> <p>Friday 1 only: Assessments/Exit Slip: Students will demonstrate physically and/or verbally how to perform the locomotor skills in the game. DOK #2: Compare and contrast Crazy Cones with Tag.</p> <p>Friday 1 only: P.E. Activity #2: Primary (K-2nd): Grouping and Moving Together (Building a Foundation, pg. 41)</p> <p>Friday 1 only: Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: Can you topple cones...using only your feet, elbows, or a different body part?</p> <p>Friday 1 only: Assessments/Exit Slip: Went are the key phrases that we learned today during our game? DOK #2: Give me an example of an</p>	
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		<p>activity or game that involves teamwork and then give me an example of how this particular game that was played could be played individually.</p> <p>Friday 1 only: P.E. Activity #1: Intermediate (3rd-5th) Workout Buddies (Cooperatives, 5-7)</p> <p>Friday 1 only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: When the teacher calls an activity, can you find your buddy and get active before I count down from 5?</p> <p>Friday 1 only: Assessments/Exit Slip: Students will demonstrate physically and/or verbally how to perform various motor movements.</p> <p>DOK 1: Recall some of the activities that you completed today in workout buddies.</p> <p>Friday 1 only: P.E. Activity #2: Intermediate (3rd-5th) 2-Square (Recess Activities, 17-18)</p> <p>Friday 1 only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: How many hits can you and your partner make in a row? Can you use your R hand as well as your L to make 1-handed hits?</p> <p>Friday 1 only: Assessments/Exit Slip: Students will demonstrate physically and/or verbally various strategies used in 2-Square. DOK # 2: Compare and contrast 2-Square and volleyball.</p> <p>Static Stretching (Cool Down): Students will learn the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will practice stretching then neck. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game “Mr. Kuhn says” or review critical vocabulary.</p>	
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LOCOMOTOR SKILLS, LEVELS, AND DIRECTIONS



BUILDING A FOUNDATION



Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- 3 Movement Cubes (1 w/locomotor skills, 1 w/directions, 1 w/numbers)
- Note: 1 small die (dice) may substitute for the numbered Movement Cube
- Locomotor Skill, Level, Direction, and Number Cards (SPARKfamily.org)
- Music and player

Set

- Create large (30X30 paces) activity area.
- Call students in small groups to select and place their own spot.

GO!

1. Home Base Review
 - Today you selected a spot and placed it yourself! Were you mindful of others? Do you have enough safe space to move? Who remembered to do the "helicopter" movement to create their safe space?
2. Introduce/Review Locomotor Skills
 - There are 8 basic locomotor skills for us to practice. Locomotor skills move us from one place to another. Walking and running are locomotor skills. Who can name another?
 - Even though you may have done some or all of them before, I want you to learn them by name and to do them even better. We all know the 1st one!
 - (Briefly introduce the skill by name and show the corresponding skill card, then signal students to practice it while moving safely within general space. Intersperse signals to "Go home.")

- Walking – Point your toes straight ahead; swing your arms; hold your tummy in; and keep your chest up. Stand tall and show good posture!
- Running (slowly) – Hold your hands near waist height; relax your shoulders, head, and wrists. Keep your head steady, elbows in, and arms moving forward and back. Don't let your arms swing across the mid-line of your body (demonstrate). Running (fast) – Lean forward and land on the balls of your feet.
- Jumping – Take off from 2 feet and land on 2 feet.
- Hopping – Take off from 1 foot and land on the same foot. Switch feet after a few hops.
- Galloping – Lead with one foot and step-together-step. Switch your lead foot.

- **Skipping** – Take a step, then hop on that foot, then hop on the other, then hop on it. Continue alternating step-hop, step-hop.
- **Side-sliding** – Move sideways, step-together-step. It is like a sideways gallop. Switch your lead foot every few steps.
- **Leaping** – Take a long step. Pretend you are trying to get over a big puddle. You take off on one foot and land on the other.

3. One Movement Cube (Locomotor Skills)

- This is a movement cube. We'll roll it and practice whatever locomotor skill is on top when it stops.
- When you hear, "Go home," return to your home base.
- (Allow students to take turns rolling the cube and calling the name of the skill on top.)

4. Levels

- You can move in space at different levels. Show me what a low level looks like (place hands on knees or ankles, kneel, squat, etc.). A medium level. A high level.
- **Challenges** – Can you...
 - o Walk at a low level? Skip at a medium level? Gallop at a high level?
 - o Side-slide at a medium level? Jump at a high level? Leap gracefully at a high level?
 - o (Prompt students, combining a variety of locomotor skills and levels.)

5. Directions

- To be good movers, we should be able to change the direction of our movement. We can move forward, sideways, and backward. We can turn to our right (R) clockwise, or to our left (L) counterclockwise. (Show *Direction Skill Cards*.)
- **Challenges** – Can you...
 - o Walk forward; turn R? Is that clockwise or counterclockwise?
 - o Walk forward; turn L? Is that clockwise or counterclockwise?
 - o Side-slide R? Jump L? Gallop R, switch feet; then gallop L?
 - o (Prompt students, combining a variety of locomotor skills and directions.)

6. Two Movement Cubes (Locomotor Skills and Levels/Directions)

- Let's add a second movement cube. This one will tell us which level or direction to move in. Remember to return home when you hear, "Go home."
- (Allow students to take turns rolling both cubes and calling the name of the locomotor skill and the direction or level on top.)

7. Wrap It Up

- Show me how you move forward. Sideways? Clockwise? Counterclockwise? How is the gallop like the side-slide? (You lead with 1 foot; the motion is step-together step, etc.) How is it different? (Side-slide moves the body forward while positioned sideways, gallop has the body facing straight ahead, etc.)
- Do you have a favorite locomotor skill to do? When I say go, show me your favorite by doing it slowly within our boundaries. When I call you back, be ready to say why you chose it as your favorite. Go!
- Let's review the key words from today. (These are the underlined words/phrases in the GO section.)

LOCOMOTOR SKILLS, LEVELS, AND DIRECTIONS

SPARK IT UP!

* Locomotor Roll

(Use both the Locomotor Skills and Numbers Movement Cubes.) I'll roll 2 "Walk," and the number 3, walk and touch 3 spots with your foot. Stay where you finish, and wait for the next roll.

* Locomotor/Direction/Level/Roll

(Use all 3 Movement Cubes.) I'll roll 3 Movement Cubes. If one shows "Walk," the other "Forward," and the third says "Low," walk forward in low space until the next roll.

STANDARDS ADDRESSED

NASPE

- #1, 2 Spatial awareness, locomotor skills, levels, directions
 - #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging
 - #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities
- Your State (Write in here)

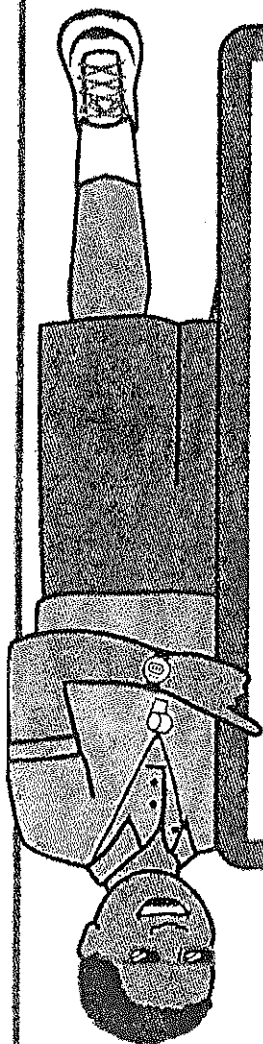
TONY'S TIPS

- Make the time to prepare the 3 Movement Cubes in advance.
- Children really enjoy rolling the "dice." Plan ahead so all have a turn before class ends.
- Help those having difficulty with any movement skill by having them "shadow" another student (or yourself).

Vocabulary

Clockwise, counterclockwise, die (dice), locomotor skills, gracefully

NOTES

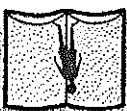


Language Arts

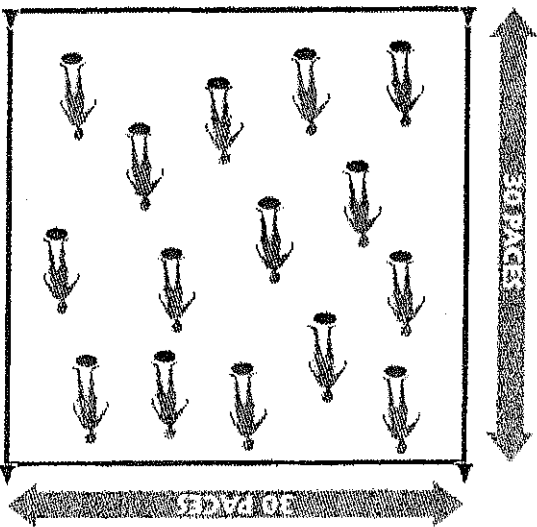


ACADEMIC

(Read *Move With Me* by Charlene Schade & Steve Pileggi. In the classroom, have students work in pairs or groups to list the 8 locomotor skills in alphabetical order.)



BUILDING A
FOUNDATION



- 4 cones (for boundaries)
- 1 spot marker per student
- 3 Movement Cubes (1 w/locomotor skills, 1 w/levels and directions, 1 w/pathways)
- Locomotor Skill, Level, Direction, and Pathway Cards (SPARKfamily.org)
- 2 paper plates per student (optional)
- Music and player

Set

- Create large (30X30 paces) activity area.
- Scatter spot markers within boundaries.
- Call students in small groups to select and place their own spot.

GO!

1. Home Base Review

- Did you choose a new location for your spot today?
- Remember where your home base is. If you hear "Go home!" this is where you return.

2. Creative Words and Moves II

- How would you walk on ice? On hot sand? In a strong wind? Through the jungle?

3. Locomotor Challenges – How many...

- Gallops does it take you to reach the nearest sideline?
- Side-slides can you do in 10 seconds?
- Jumps does it take you to cross our activity area?

4. Pathways

- We are going to explore moving in different pathways. A movement pathway may be straight, curved, or zigzag. (Show Pathway Skill Cards.)

• Challenges – Can you...

- o Walk in a straight line?
- o Jog slowly in a zigzag pathway?
- o Walk on tiptoes in a curved pathway?
- o Gallop in a straight line? Change your lead foot and try again.
- o Side-slide in a zigzag pathway? Change your lead foot and try again.

(continued)

PATHWAYS AND CREATIVE MOVES

GO! (continued)

- o Hop in curved pathway? Switch feet and hop the other way?
- o (Continue prompting students by combining locomotor skills and pathways. Intersperse "Go Home," when you want students to return to home base.)

5. Movement Cubes

- Today we will use 3 Movement Cubes. One for locomotor skills, a 2nd for levels and directions, and a 3rd for pathways.
- Your challenge is to combine all the skills we've learned, and perform them with grace and style!
- (Allow students to take turns rolling cubes and calling the name of the locomotor skill, the direction or level, and the pathway for all to practice.)

6. Wrap it Up

- Who can name all the pathways we traveled today?
- Do sport athletes move in different pathways? Who can give an example of a sport and a pathway an athlete might travel to play it?
- In which sports or activities might people do a lot of jumping? How about side-sliding?
- Let's review the key words from today.

PATHWAYS AND CREATIVE MOVES



✧ Snowshoeing

(Distribute 2 paper plates per student.) Pretend the paper plates are snowshoes. While you stand on your snowshoes, shuffle different pathways in the "snow" around you.

✧ Here Comes the Fox

Pretend you are a "rabbit." Your home base is your "rabbit hole." On my signal, jump (because rabbits don't hop, they jump!) happily through our "forest." When you hear, "Here comes the fox!" quickly jump back to your bunny hole!

Language Arts



ACADEMIC

(Write various letters on the board.) Which letters have straight pathways? Curved? Zigzag? A combination of pathways? Who can think of a 3-letter word that consists of straight and curved pathways? (E.g., dog, cat.) Let's write it, then walk it. (After trials.) (Read Hop Jump by Ellen Stoll Walsh.)

PAULA'S POINTERS

- Some children may be unable to combine/perform more than 2 movement concepts. Facilitate differentiation (e.g., some children do 2 Cubes, others 3, others all 4).
- Draw chalk lines on the blacktop to help illustrate the various pathways. If indoors, use painter's tape to mark the pathways.

Vocabulary

Style, grace

NOTES

STANDARDS ADDRESSED

• **NASPE**

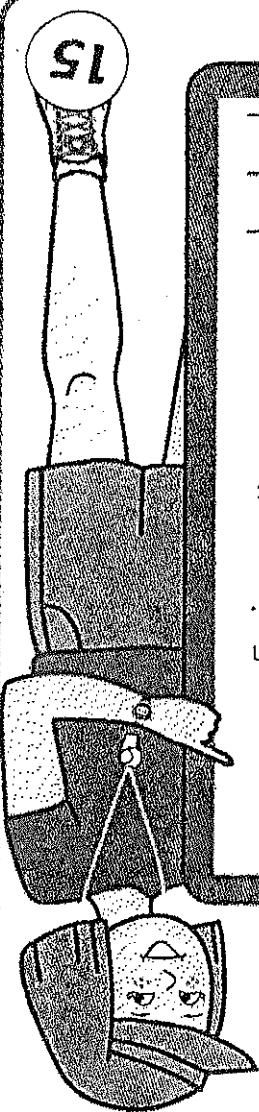
#1, 2 Spatial awareness, locomotor skills, pathways

#3, 4 Cardiovascular

endurance, participates in physical activities that are enjoyable and challenging

#5, 6 Participates, appreciates, enjoys movement, cooperates, in large group activities

• **Your State** (Write in here)



GO!

1. The object is to practice taking a hand-off, and carrying the ball.

2. (Teach the following ball carrying skill cues)

- Keep forearm under the ball.
- Cover tip of the ball with hand.
- Put other tip of ball in the bend of forearm and elbow.
- Keep arm close to body.

3. (Teach the following skill cues for taking hand-offs)

- Keep arms parallel, like 12 inches apart.
- Keep top arm below shoulders, elbow up.
- Keep bottom arm above belly button.
- Wrap ball with both arms.

4. When I signal, those of you with the ball run across the area to your group mate, hand the ball off, and take their place.

5. The new Ball Carrier runs back across to your other group mate, hands off the ball, and takes their place.

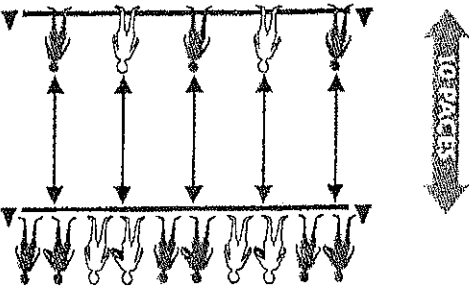
6. Continue handing off and running with the ball until I signal (about 2 minutes). Then we'll stop, review skill cues, rotate groups and begin again.

Ready...

- 1 ball per 3 students
- 4 cones (to create lines)

Set...

- Create 2 parallel lines, 10 paces apart. Length of lines should accommodate 1/3 of your students.
- Form groups of 3; each group with a ball.
- 2 students in face-off formation, the 3rd with a ball, standing next to either of the others.



BALL CARRYING DRILLS

SPARK SKILL BUILDER

CUES

- When you see the ball carrier coming to you, get your arms up and ready for the hand-off.
- When handing off the ball, look for the "up" elbow. Hand the ball to them on that side.

CHALLENGES

- How many hand-offs can you make in 30 seconds?
- Can you alternate which side you hand off to? R, then L.



STANDARDS ADDRESSED

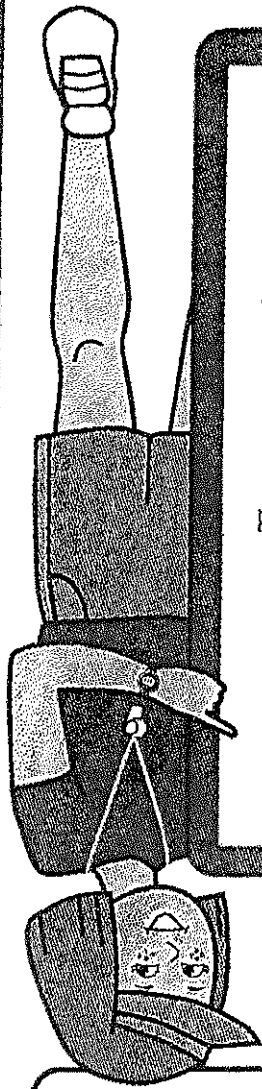
- #1, 2 Ball carrying, taking hand-offs
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Practice the traveling pattern before giving groups a ball.
- This activity is very aerobic. Therefore, practice in short intervals (i.e., 1-2 minutes). Between intervals, review cues and change groups.

NOTES



In the 1929 Rose Bowl game between Georgia Tech and California, Roy Riegels scooped up a fumble, got spun around by a tackler and started sprinting...in the wrong direction! A teammate finally tackled him at the 1-yard line. They lost by 1 point. The press gave him the nickname Wrong Way Riegels, and covered it so heavily that it is considered a turning point in the general popularity of college football.

FUN FACT

(Create a large [30X30 paces] activity area. Students in pairs, each pair with a ball, and all wearing flag belts.) One partner is the Ball Carrier, and the other is the Tackler. On signal, the Ball Carrier runs away from their partner (Tackler), who does 5 jumping jacks. Then, Tacklers, chase your Ball Carrier, and try to pull their flag. If your flag is pulled, Ball Carriers, give the ball to your Tacklers, and do 5 jumping jacks, reversing roles. Note that "tackling" means flag pulling, not dragging them down!

Breaking Away

Scatter a bunch of cones in between the 2 lines – the carriers, fake and dodge the cones as you travel across.

Cone Creatures

(Place an obstacle between the 2 lines, e.g., a jump rope, cone, hurdle, etc.) Ball Carriers, jump over the hurdle when traveling across to your teammates.

Hurdle

CAPTURE THE FLAG



AEROBIC GAMES

Ready...

- 1 "Flag" (scarf, rubber chicken, etc.) per group of 7-10
- 6 spot markers per group of 7-10 (to create flag circle) +20 or so more to divide area into territories
- 4 cones per group of 7-10 (for "Jail")
- 1 pinnie/marker per student (a different color for each group of 7-10)
- Boundaries (landmarks, cones, etc.)

Set...

- Use a very large activity area with landmarks (or cones) as boundaries. Divide into equal-sized territories; 1 per group of 7-10.
- Make a "flag circle" (6 paces across) with spot markers near outside edge of each territory.
- Place "Flag" in center of circle.
- Create 1 "Jail" per group away from flag circle.
- Students in groups of 7-10 scattered in own territory; each group wearing own colored pinnies/markers.

GO!

1. The object of the game is to capture another group's flag and bring it to your territory.

2. On signal, any or all of each group leave their territory, enter others' territories and try to capture their flag. Tag anyone not in your group who enters your territory.

3. When tagged go immediately to that group's "jail" and wait to be rescued by a groupmate's high-five. While in jail, stay active by stretching, doing push-ups, or curl-ups. Rescuers may save only 1 player at a time. If rescued, you and your rescuer join hands and must return to your territory before trying for the flag again.

4. You may enter the flag circle only if you are trying to capture it. No one from that territory may enter. Flags may be thrown out of the circle to players on your team.

5. To successfully capture the flag, bring it back to your territory before being tagged. If tagged, the flag goes back to the circle, and you go to jail.

CUES

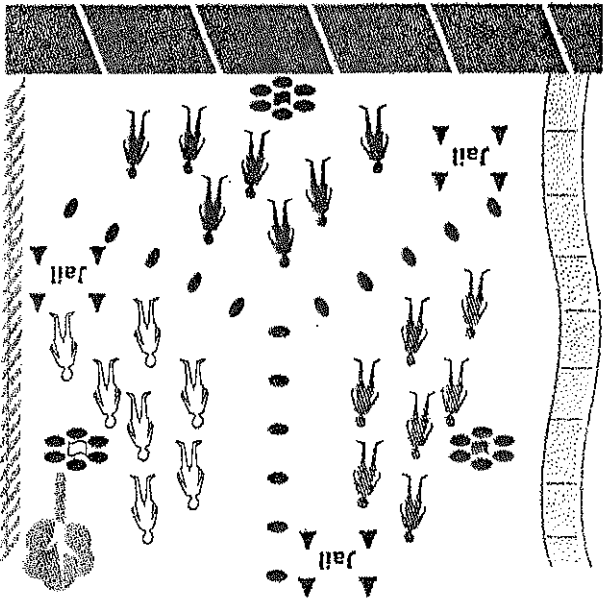
- * Watch for players from other territories.
- * Decide who is going to be Offense (trying to capture others' flags) and who will be Defense (tagging others).

CHALLENGES

- * How many opponents can you tag?
- * How many groupmates can you rescue?

(Use Landmarks as Boundaries)

● = Flag Circle ■ = Flag



STANDARDS ADDRESSED

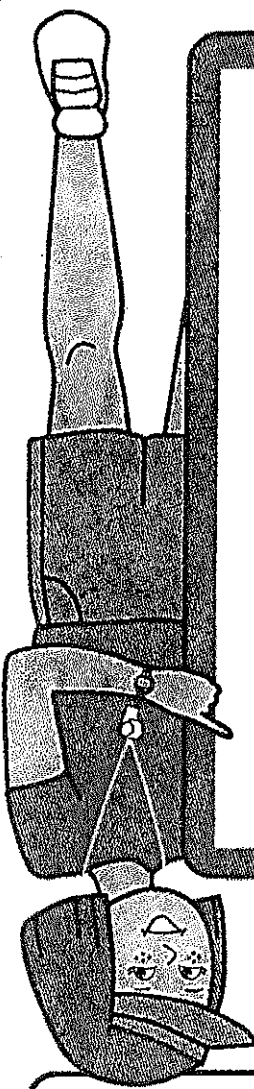
NASPE

- #1, 2 Spatial awareness, chasing, fleeing, dodging strategies
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, teamwork, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

NOTES



ACADEMIC

Social Studies (People, Places and Environments) -
 Vexillology is the study of flags. The first flags were called vexilloids (a Latin word meaning "guide"). Vexilloids were metal or wooden poles with carvings on top. They helped guide armies during combat. Each country has its own flag. Design your own country. Distinguish landforms, geographic features, the location of cities, etc. Design your own, unique flag.

- Jail Break** (If all students in jail are active [doing stretches, push-ups, etc.] call, "Jail Break" to allow them all to have a free ticket out!)
- Half the Class** (Divide your activity area in half; students are in 2 large groups.)
- 3 Steps** Flag carriers may only take 3 steps while carrying the flag. Use teamwork to bring it back to your side.

1. The object of Crazy Cones is to finish with more cones up or down than the other group.
2. Standers: When the music starts, fast walk to stand up as many "squatting cones" as you can.
3. Squatters: Fast walk to turn over (topple) as many "standing cones" as you can.
4. Use only your hands to stand or turn over a cone. No guarding cones.
5. When the music stops, move quickly to your sideline.
6. We'll count the number of cones squatting and standing, then switch roles.
7. (After trials.) Let's play again; this time, everyone gallop (next time side-slide, jump and hop, run, etc.).
8. **Challenges** – Can you topple cones. . . .
 - Using only your feet? (Switch roles after each round.)
 - Using just your elbows?
 - Using another strategy or body part?
9. **Wrap It Up**
 - Were you able to maintain your personal space while you moved throughout the cones?
 - Who can explain the difference between personal space and general space?

GO!

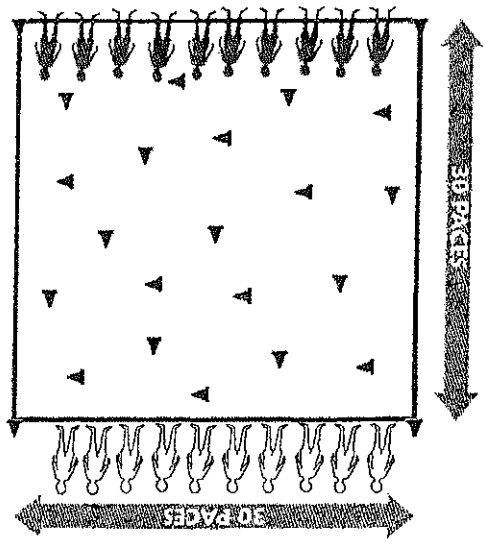
- Divide class into 2 groups: "Standers" and "Squatters."
- Send standers to 1 sideline, squatters to the other.

GAMES

Set

- 4 cones (for boundaries)
- 1 or more cones (variety of sizes) per student
- Music and player
- Different color cones (optional)
- 1 8 1/2" playground ball per student (optional)

Ready



CRAZY CONES



STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, locomotor skills
 - #3, 4 Participates in enjoyable, challenging activities, aerobic capacity, agility
 - #5, 6 Participates, appreciates, enjoys movement, cooperates, in a group setting

Your State (Write in here)

- ✦ **Double Trouble** (Pair students.) Same game, but this time with a partner. Join hands (or grip wrists, interlock elbows, etc.) and don't let go! Move together to topple or stand cones. Count out loud so when we play again, you can try to beat your score.
- ✦ **Dribbling Crazy Cones** (Distribute 1 playground ball per student.) We'll play again – this time without partners. On my signal, dribble your own ball (basketball style or soccer style) while moving from cone to cone. Topple cones with your foot (or if soccer-style dribbling, students topple cones with their hands).
- ✦ **Colored Cones** (Use a variety of colored cones.) Each time we stop, I'll choose a color. We'll count the cones of that color that are up and those that are down, and compare the numbers.

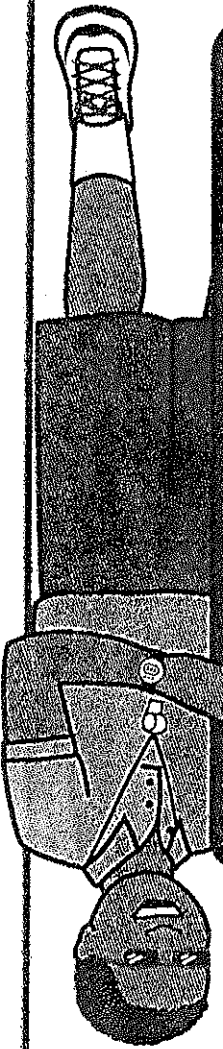
TONY'S TIPS

- Sand-filled water bottles of various sizes may be used for extra cones.
- Prompt students to stay alert, and watch for objects low and people high while playing.
- Caution students not to move their heads or faces too near the cones.
- Vary the locomotor skills and movement concepts used to move from cone to cone.

Vocabulary

Topple

NOTES

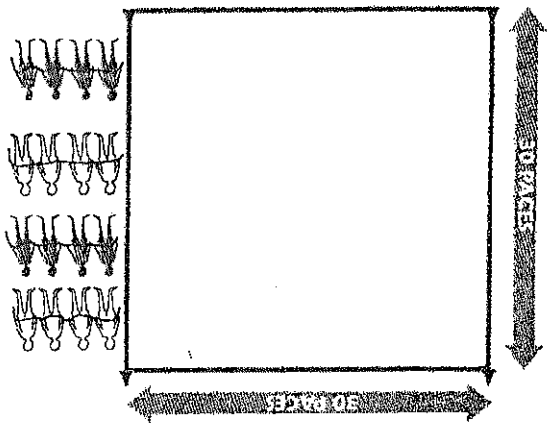


WELLNESS

Do any of you walk or ride a bike in your neighborhood, or back and forth from school? Do you ever see cones on the sidewalk or street? What are they for? (To make you aware of a hazard.) When you see a cone, slow down and be careful. You may need to change your pathway and move around it. Cones help us stay safe, and they're fun to use for SPARK PE games, too!



BUILDING A
FOUNDATION



- Ready**
- One jump rope per 4 students
 - 4 cones (for boundaries)
 - 1 hoop per student (optional)
 - Music and player

- Set**
- Create a large (30X30 paces) activity area.
 - Create groups of 4 standing in single file lines.
 - The leader of each is on a line, facing the opposite sideline.
 - Give each group a rope to hold.

GO!

- 1. Trains at the Station**
 - Today we will play 2 small-group games that keep us moving and use our imaginations. Remember to take turns, communicate, and cooperate with others in your group.
 - For our 1st activity, *Trains At The Station*, each group holding a rope pretends they are a "train." The 1st in line is the "Conductor."
 - When you hear, "All aboard!" all trains leave their stations and travel cross-country to safely deliver passengers to their next stop (other sideline).
 - Hold on to your rope the entire time and your train will operate smoothly.
 - When you arrive at your destination, turn your train around. Conductors, move to the "caboose" (end of line). Next in line becomes the new conductor.
 - If you hear, "Emergency," stop your train quickly and safely.

- 2. Chariot Drivers**
 - For *Chariot Drivers*, the first 2 of you in line are "Horses," hold the front (first few feet) of the rope with both hands. The next 2 are "Chariot Drivers." Chariot Drivers, stand behind the Horses, holding the back end (last few feet) of the rope together.
 - On signal, Drivers begin moving your Horses slowly and safely within our area.
 - Switch roles on my signal. (Switch roles every 30-45 seconds.)

- 3. Wrap It Up**
 - When you were the conductor or driver, were you respectful of the others in your group? Other groups? How did you show your respect? Did your group work together to take turns and change roles fairly? How did you cooperate to follow directions and keep moving while playing the game?
 - Let's review today's key phrases while we stretch.

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, locomotor skills
 - #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging
 - #5, 6 Participates, appreciates, enjoys movement, cooperates, in large group activities

Your State (Write in here)

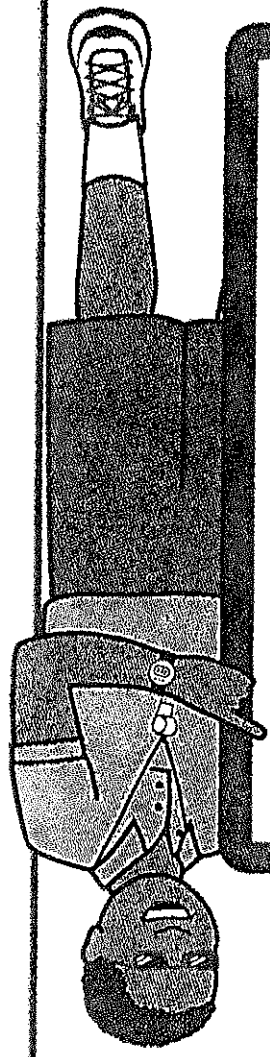
TONY'S TIPS

- Plan your time so everyone can be the Conductor, Driver, and Horse at least once.
- For *Add Hoops*, use 2 hoops per pair to strengthen the hoop and keep it from bending.

Vocabulary

Communicate, cooperate, imagination, conductor, caboose, chariot, coliseum

NOTES



(Pair students, then distribute 2 hoops per pair.) One of you is a "Chariot," the other a "Driver;" decide now. Chariots: Stand inside both hoops and hold the front of the hoops with both hands. Drivers: Stand behind your partner, outside the hoops, facing the same direction. Hold the back of the hoops with both hands. On my signal, drivers begin moving their chariots slowly and safely within our "coliseum."

- ✦ **Change the Pathway**
Train tracks are not always straight. They move in curved and zigzag pathways, too. Conductors, you decide your train's route (pathway).
- ✦ **Change the Locomotor Skill and Tempo**
We began with the trains chugging along at a slow walk. Each time you arrive at the station, I'll change the locomotor skill. Those trains operating safely will enjoy a change in tempo, too.
- ✦ **Add Hoops**
(Pair students, then distribute 2 hoops per pair.) One of you is a "Chariot," the other a "Driver;" decide now. Chariots: Stand inside both hoops and hold the front of the hoops with both hands. Drivers: Stand behind your partner, outside the hoops, facing the same direction. Hold the back of the hoops with both hands. On my signal, drivers begin moving their chariots slowly and safely within our "coliseum."

ACADEMIC

Language Arts

(Read *The Little Engine that Could* by Watty Piper.)
(In the classroom, discuss the uses of chariots in ancient times—simple transportation as well as during battle; racing and competition. On a world map, show where the Roman Empire began.)

WORKOUT BUDDIES



Ready...

- 4 cones (for boundaries)

Set...

- Sample Workout Buddies Activities
- Create medium (20X20 paces) activity area.
- Pair students; scattered in area.

GO!

1. The object is to have fun and be active with different Workout Buddies during class today.

2. On signal, find a buddy. This buddy is your

" " buddy. (Fill in blank with activities on

Sample Workout Buddies Activities). You will do that

activity with this buddy. Anytime during PE, when you

hear, "Find your _____ buddy," join them, and

do that activity until the signal.

3. (Complete 1 Workout Buddies activity.)

4. Now, let's find a new Workout Buddy, and do a

different activity.

5. (Complete 3-4 Workout Buddies activities during this lesson, and add others periodically throughout this

unit.)

COOPERATIVES

CHALLENGES

- When I call an activity, can

you find your _____

buddy and get active before

I count down from 5?

CUES

- Call your buddy's name

while looking.

- Go to "Lost and Found" if

you can't find your buddy.

- Safety first – speed second.

STANDARDS ADDRESSED

NASPE

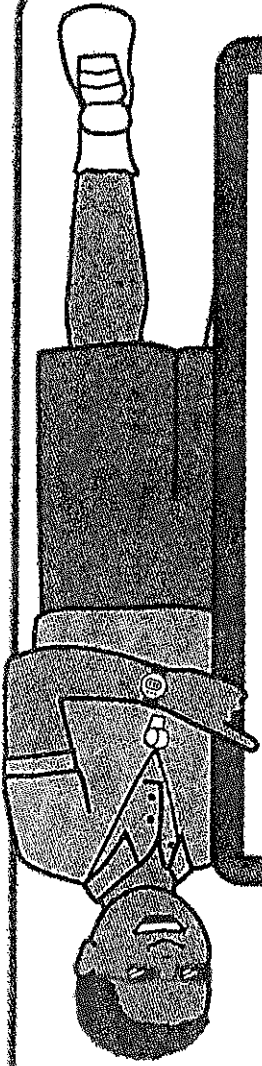
- #1 Various motor skills
- #4 Participation in fitness activities
- #5, 6 Communication/cooperation

Your State (Write in here)

TONY'S TIPS

- This is great way to establish the routine of finding partners. Keep these buddies throughout the month, unit or year. Add more periodically. Remember to use them, so students don't forget them!
- If a buddy is absent, students come to a designated "Lost and Found" area to find another. If there is an odd number, you are a Workout Buddy, or students can work in 3s.

NOTES



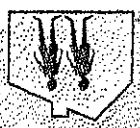
- Animal Adjectives** Travel to find your Workout Buddy, like an elated elephant, agitated armadillo, lazy lion, happy hippo, perky penguin, cranky crocodile, goofy gorilla, etc.
- Add On** (Allow partners to add 1, 2 or 3 activities to their initial partner Workout Buddies routine.)
- Travel Challenges** (Challenge students to find their Workout Buddies, using a variety of locomotor patterns, pathways, and movement directions. For example, hopping forward in a zigzag pathway, tip-toe backward in a curved pathway, or slide sideways in a straight pathway.)

HOME

Workout Buddies helps you commit to staying fit and healthy at home. Parents, brothers, sisters, friends, aunts and uncles make great Workout Buddies. Pet hamsters and goldfish do not!

Thumb Wrestling	Thumb wrestle with your buddy.
Secret Handshake	Create your very own secret handshake.
Partner Stretch	Choose a stretch to do with your buddy.
Aerobic Activity	Choose an aerobic activity to do with your buddy.
Clay and Sculptor	1 buddy is the sculptor; the other is the clay. Sculptor molds clay into a statue.
Bodybuilding	Do bodybuilding poses together.
Knee Tag	Face your buddy. On signal, both try to tag buddy's knee with your hand.
Toe Tag	Face your buddy, and hold their shoulders. On signal, try to tag buddy's toes with your toes.
Partner Stunt	Do a partner stunt with your buddy.
Talk About...	(Choose a topic for them.) Walk and talk about _____.
Add 1-4-Fun!	Ask students to work with their partners and create their own buddy activity.

COOPERATIVES



WORKOUT BUDDIES
SAMPLE ACTIVITIES



RECESS ACTIVITIES

CUES

- * Swing your hand from low to high.
- * Strike the ball with the heel of your hand.
- * You only score when you are Server.

CHALLENGES

- * How many hits can you and your partner make in a row?
- * Can you use your R hand as well as your L to make 1-handed hits?

1. The object is to be the 1st player to reach 15 points.
2. On signal, the player with the ball serves (drop the ball, let it bounce, then use the heel of your hand to strike it to your partner).
3. Receiver strikes the ball back, using 1 or both hands.
4. Play continues until:
 - A player strikes the ball (or is hit by the ball) before it bounces once in their square.
 - A player does not strike the ball before it bounces twice.
 - A player strikes the ball out of bounds before it lands in the other square.
5. Server scores a point each time the receiver makes an error. When the Server makes an error, the other player is awarded the serve.

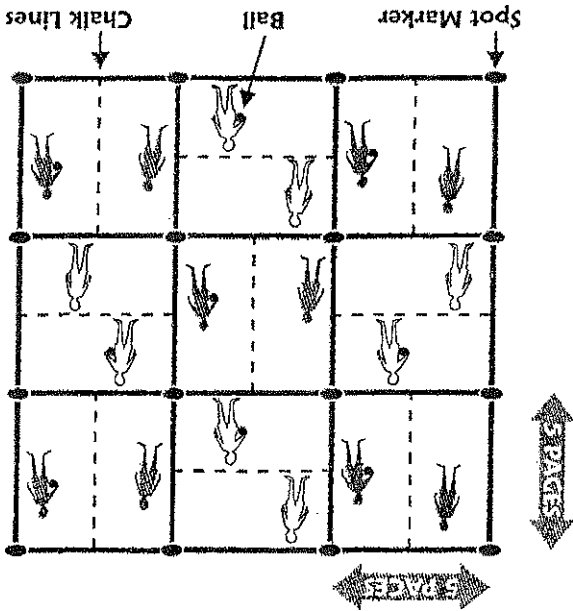
GO!

- Pair students; 1 pair per court, each pair with a ball.
- Divide each court in 1/2 using chalk, rope, spots, etc.
- Create a 5X5 pace court per 2 students (or use pre-existing courts).

Set...

- Lines on courts, spot markers, rope or chalk (for boundaries)
- 1 utility ball per pair

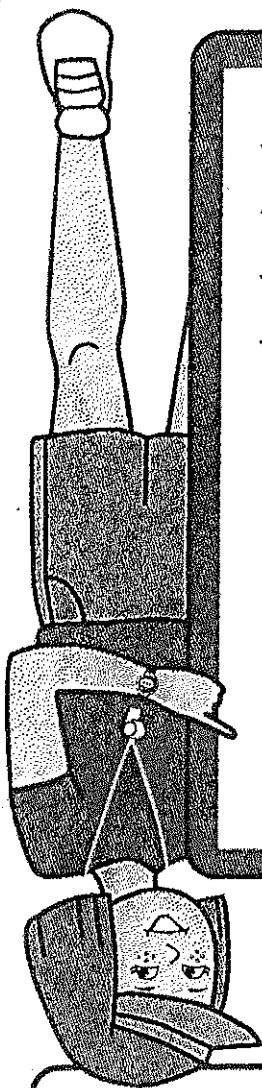
Ready...



2-SQUARE

SPARK ACTIVITY





PAULA'S POINTERS

- Allow students to choose their own partners. Like-skilled players work best for this activity.
- Offer a variety of sizes and types of balls to provide choices for students.

NOTES

STANDARDS ADDRESSED

- #1, 2 Striking
- #2, 6 Offensive game strategies
- #5, 6 Cooperation, fair play

Your State (Write in here)

FUN FACT Do you recognize some of the following 4-square terms: cherry bomb, black magic, chicken feet, peppermint sticks, baggage claim, grouper flop, and Texas Twister? Probably not – but somewhere these are standard rules to somebody's game. Confused? No worries; the folks at www.squarefour.org have posted a set of "official" rules for 4-square.

- ★ **4-square** (Create a 4-square court per group of 4, or use pre-existing courts.) Play as in 2-square, but with 4 squares and 4 players. When the Server loses the serve, the serve moves to the player to the Server's L (clockwise).
- ★ **Royal Court** Play 4-5-square. Squares are numbered 1, 2, 3 and 4. The object is to move to, and then stay on, Square #1 – the Royal Court. Server starts in Square #1. When the Server makes an error, they move to Square #4, and all others move up a square.
- ★ **Around the World** As you play 4-5-square, the ball must move in 1 direction around the square. Direction changes with each serve.