

<p><b>K-5th Lesson plans</b></p>	<p><b>KDOE: Practical Living (P.E.): Academic Standards 2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><b>KDOE: Practical Living (Health): Academic Expectations: 4.1:</b> Students effectively use interpersonal skills. (K-5th)</p> <p><b>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</b> Students use decision-making process to make informed decisions among options. (K-5th)</p> <p><b>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</b> Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p><b>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</b> Students use strategies for choosing and preparing for a career.</p> <p><b>KDOE: Practical Living (Health): 2.32:</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)</p>	<p><b>Vocabulary:</b> Needs, wants, goods, services, responsibility, integrity, transportation</p>	<p><b>Learning Targets (relate all targets to real life):</b>  <b>P.E.:</b> I can perform physical movement skills correctly. (K-5th)  <b>Health:</b> I can define the meaning of the word integrity and provide example of how to demonstrate integrity. (K-5th)  <b>Health:</b> I can provide an example of a healthy snack. (K-5th) I can give a side effect of a diet too high in sugar. (K-5th)  <b>Consumerism:</b> I can define and provide examples of both needs and wants. (K-5th)  <b>Vocational Studies:</b> I can provide examples of careers in transportation. (K-5th)</p> <p><b>P.E.:</b> I can (K-2nd)   can (K-2nd)  <b>P.E.:</b> I can (3rd-5th)   can (3rd-5th)</p> <p><b>Tuesday-Thursday P.E. and Health Lesson Plans</b></p> <p><b>Mini lesson:</b> (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><b>Warm-up:</b> (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><b>Mini lesson (Health/Citizenship):</b> Character word of the week on Power Point: Review responsibility and introduce integrity. DOK #1: Define the meaning of the word integrity.</p> <p><b>Mini Lesson: (Health):</b> Healthy food of the week (eggs) versus a negative side effect of sugar and an example of a food (candy) that is high in sugar. DOK #2: Compare and contrast the healthy food and the unhealthy food.</p> <p><b>Mini lesson: (Careers):</b> I will show the students the career cluster poster and introduce students to careers within Transportation. Remind students about Monday's guest speaker: Bus Safety! Review the content discussed from last Monday's guest speakers (Amazon).  <b>DOK#2:</b> Compare and contrast a career in business with a career in teaching.</p>	<p><b>Daily Assessment:</b>  <input checked="" type="checkbox"/> Observation  <input checked="" type="checkbox"/> Oral responses  <input type="checkbox"/> Self-Evaluation  <input type="checkbox"/> ORQ  <input checked="" type="checkbox"/> Whole Class  <input checked="" type="checkbox"/> Small Group  <input checked="" type="checkbox"/> Individual</p> <p><b>Formative and Summative Assessments</b>  <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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**KDOE: Practical Living (Health): 4.1:** Students effectively use interpersonal skills. (3<sup>rd</sup>-5<sup>th</sup>)

National Standards (NASPE)

**Mini lesson: (Consumerism):** Critical vocabulary: What are needs and wants? Provide examples on Power Point of both. DOK #2: Compare and contrast needs and wants.

**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. Students will watch from 9-15minute mark.

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) 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.E. Activity #2:** Primary (K-2<sup>nd</sup>) 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.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) 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

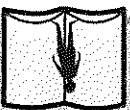
	<p><u>National Standards (NASPE):</u>  <i>(Friday 1 only) NASPE: Grouping and moving together (Building a Foundation) (K-2<sup>nd</sup>) #1.2 Spatial awareness, locomotor skills #3,4 Cardiovascular endurance, participate in physical activities that are enjoyable and challenging</i></p>	<p>hand-offs can you make in 30 seconds? Can you alternate which side you hand off to? R, then L.  <u>Assessments/Exit Slip:</u> Students will demonstrate physically and/or verbally how to hand-off and carry a football.  <b>P.E. Activity #2:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Capture the Flag (Aerobic Games), page 25-26, see attached lesson plan!  <u>Differentiated Instruction:</u> 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?  <u>Assessments/Exit Slip:</u> Students will demonstrate physically and/or verbally the various offensive and defensive strategies used in "Capture the Flag".  <b>Mini lesson (Health):</b> Students will listen to a story titled "We Are Citizens" from bookflix.com. (K-2<sup>nd</sup>) DOK 2: Compare and contrast using good citizenship in the community and at school. Students will watch a video from brainpop.com titled "Conflict Resolution". (3<sup>rd</sup>-5<sup>th</sup>)  DOK 2: Compare and contrast using conflict resolution skills and home and at school.  <b>Cool down and Rewarding Positive Behaviors:</b> Mr. Kuhn will pass out green tickets and/or write 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.  <p style="text-align: center;"><b>(2) FRIDAY PL/VS Lesson Plan:</b></p> <b>Topic:</b> dance/movement, static stretching  <u>Learning Targets (relate all targets to real life):</u>  <b>Health:</b> I can define and provide an example of static stretching. (K-5<sup>th</sup>)  <b>P.E.:</b> I can perform physical movement skills through dance correctly. (K-5<sup>th</sup>)  <b>P.E.:</b> I can (K-2<sup>nd</sup>)  <b>P.E.:</b> I can (K-2<sup>nd</sup>)  <b>P.E.:</b> I can (3<sup>rd</sup>-5<sup>th</sup>)</p>	
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**Teacher:** Clark Kuhn **Subject:** PL/V/S **Week:** August 23rd-26th, 2016 **Topic:** citizenship, conflict resolution, football.

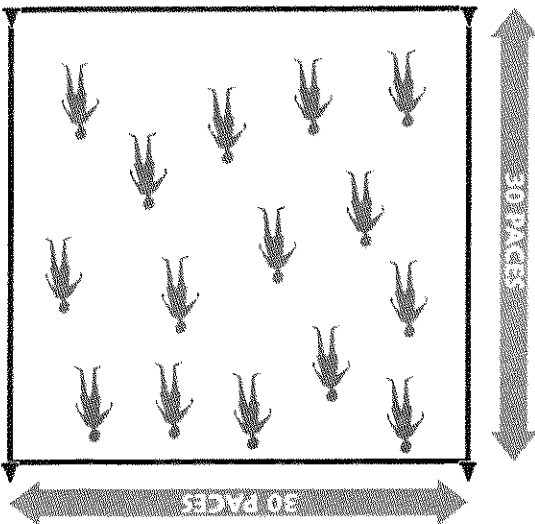
	<p>#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities</p> <p><b>(Friday 1 only) NASPE: Crazy Cones (Games) (K-2<sup>nd</sup>)</b> #1, 2 Spatial awareness, locomotor skills, #3, 4 Participates in enjoyable, challenging activities, aerobic capacity, agility #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting</p> <p><b>(Friday 1 only) NASPE: Workout Buddies (Cooperatives) (3<sup>rd</sup>-5<sup>th</sup>)</b> #1 Various motor skills #4 Participation in fitness activities #5, 6 communication/cooperation</p> <p><b>(Friday 1 only) NASPE: 2-Square (Recess Activities) (3<sup>rd</sup>-5<sup>th</sup>)</b> #1, 2 Striking #2, 6 Offensive game strategies #5, 6 Cooperation, fair play</p> <p><b>KDOE: Practical Living: (Physical Education): Academic Expectation:</b> 2.34: Students perform physical movement skills effectively in a variety of settings. (K-5<sup>th</sup>)</p> <p><b>KDOE: Practical Living (P.E.): Academic Standards 2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p>		<p><b>P.E.:</b> I can (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Friday 2 only: Mini lesson:</b> (P.E.) Check attendance and check to see if students are wearing the correct type of shoes</p> <p><b>Friday 2 only: Warm-up:</b> Students will run two warm up laps.</p> <p><b>Friday 2 only: Mini lesson (Spiral Review):</b> Review with students the career cluster of the week. Review the healthy and unhealthy food of the week. Review the consumerism vocabulary and character/employability skills word of the week.</p> <p><b>Friday 2 only: P.E. Warm-up Activity:</b> Students will dance to a Just Dance for Kids song on youtube.com (K-5<sup>th</sup>)</p> <p><b>Friday 2 only: P.E. Activity #1:</b> Primary (K-2<sup>nd</sup>): See attached lesson plan</p> <p><b>Friday 2 only: Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will play a variation of the game titled "Double Trouble", "Dribbling Crazy Cones", or "Colored Cones"</p> <p><b>Friday 2 only: Assessments/Exit Slip:</b> 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><b>Friday 2 only: P.E. Activity #2:</b> Primary (K-2<sup>nd</sup>): Grouping and Moving Together (Building a Foundation, pg. 41)</p> <p><b>Friday 2 only: Differentiated Instruction:</b> 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 topple cones...using only your feet, elbows, or a different body part?</p> <p><b>Friday 2 only: Assessments/Exit Slip:</b></p> <p><b>Friday 2 only: P.E. Activity #1:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Workout Buddies (Cooperatives, 5-7)</p>	
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			<p><b><u>Friday 2 only: Differentiated Instruction:</u></b> 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: When the teacher calls an activity, can you find your buddy and get active before I count down from 5?  <b><u>Friday 2 only: Assessments/Exit Slip:</u></b></p> <p><b><u>Friday 2 only: P.E. Activity #2:</u></b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) 2-Square (Recess Activities, 17-18)  <b><u>Friday 2 only: Differentiated Instruction:</u></b> 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 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?  <b><u>Friday 2 only: Assessments/Exit Slip:</u></b> Students will</p> <p><b><u>Static Stretching (Cool Down) and Rewarding Student Behavior:</u></b>          Students will review the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will go over numerous stretches presented on the Powerpoint. 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" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.</p>	

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.



BUILDING A  
FOUNDATION



Ready

- 4 cones (for boundaries)
- 6 small foamballs, yarnballs, or fluffballs, 2 of each color (red, yellow, green)
- 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 sticks (optional)
- Music and player

Set

- Create large (30X30 paces) activity area.
- Scatter students within boundaries; ask them to spread out safely and establish their home base (first lesson without a spot marker or hoop).

GO!

1. Home Base Review

- Were you able to find a home base without a spot to help you?
- What did you do to make sure your home base is large enough? (*Helicopter movement*)
- When you hear, "Go home!" where will you go? Correct, back to the home base you're at now.

2. Rock and Roll

- Let's Rock and Roll! Three different people will roll 1 Movement Cube each. If one shows "Walk," the other says "Forward," and the 3<sup>rd</sup> shows "Zigzag," walk forward in a zigzag pathway.
- Remember Rock and Roll because we'll do it again for a warm-up.
- (Play until all 8 locomotor movements, all directions, and all levels are reinforced.)

3. Introduce Tempos

- The speed we move is called the tempo. The tempo can be slow, medium, or fast.
- **Challenges** – Can you...
  - o Walk slowly? (*Intersperse "Go home," after every 2<sup>nd</sup> or 3<sup>rd</sup> challenge.*)
  - o Skip at a medium speed (about half of full speed)?
  - o Gallop at a fast tempo safely?

# TEMPOS AND CREATIVE MOVES

**GO!** (continued)

4. **Traffic Lights**
- o Side-slide at a medium tempo and touch 2 different sidelines with your foot?
  - o Run slowly around our activity area in this direction (point)?
  - o Jump quickly around the cone nearest you and back to home base?
  - o (Continue prompting students by combining various locomotor skills and tempos.)

- What colors are on a traffic light? What do these colors mean to drivers?
- In our game *Traffic Lights*, you are a car and need to obey the traffic lights.
- I'll choose students (4-6) to play the "traffic lights," and each of them will hold 1 red, yellow, or green ball.
- They'll try to softly touch others between shoulders and waist with their ball. This is called a "safe tag" or "2-finger tag."
- When you hear, "Traffic Lights," walk within our area at a medium tempo, trying to avoid the traffic lights (taggers).
- If tagged by a yellow traffic light, move slowly. If tagged by a green traffic light, move quickly. If tagged by a red traffic light, stop.
- If stopped, you may drive again when another driver gives you a high-five.

## 5. Creative Words and Moves III

- How would you walk on ice? On hot sand? In a strong wind? Through the jungle?
- Can you move like a: rabbit – cow – dog – snake – bird – duck – horse – fish? How about an angel – a scarecrow – a dragon?
- Can you move like: Lightning and thunder – rain – a snowflake?

## 6. Wrap it Up

- How are creative moves used in dance and sport? Who can give us an example?
- Instead of always driving a car to the park or store, ask a parent to walk or ride a bike with you if it isn't too far.
- Let's review our key word from today.

**TEMPOS AND CREATIVE MOVES**



**★ Moving to the Beat**

(Need a drum or 2 sticks.) Move to the speed and rhythm of the beat. (Create a slow, even beat for a walk; a fast, even beat for a run; a loud, forceful beat for a jump; and a double, uneven beat for a gallop.) After each set of 16 beats, I will change the speed or rhythm of the beats. Can you change your movement patterns to the beat without stopping? (Practice different combinations of beats and movements.)

**★ Add 1 for Fun**

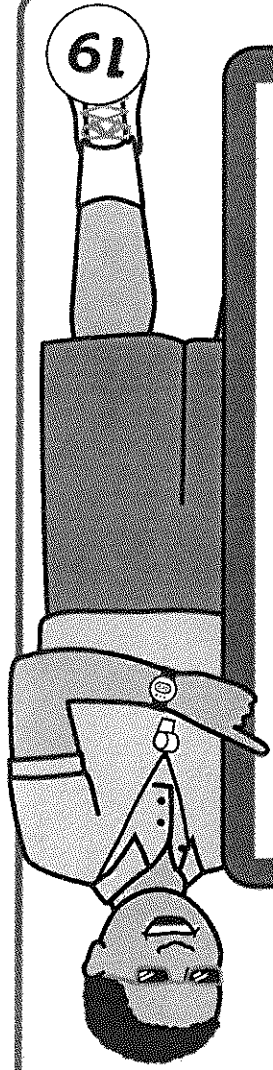
(Have students create their own descriptive words and corresponding moves.)

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Spatial awareness, locomotor skills, tempos
- #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**

- Use music with varying tempos to help students move slower and faster.
- Choose a musical selection pertaining to cars and drivers (e.g., "Drive My Car" by the Beatles).
- Don't single out students with specific praise; others will watch and mimic their movements instead of being original.

**Vocabulary**

Set, beat, snowflake, scarecrow

**NOTES**

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**Social Studies**

(Read Action Alphabet by Marty Neumeier & Byron Classer; Jiggle, Wiggle, Prance by Sally Knoll; and/or Sittin', Swoop, Swing by Alex Ayliffe.)

**Language Arts**

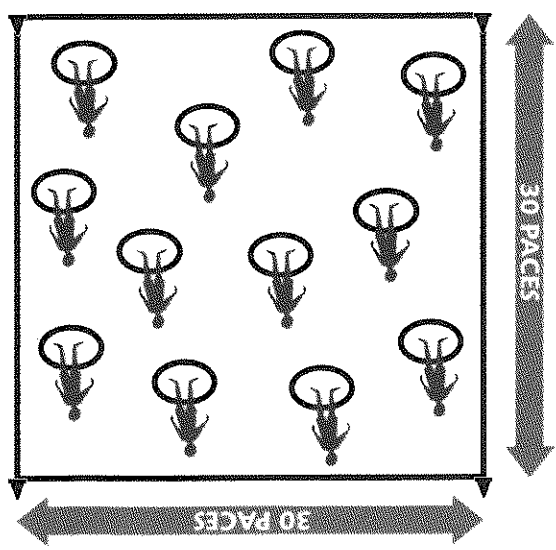
(In the classroom, ask which animals jump, hop, side-slide, gallop, leap.)







**BUILDING A  
FOUNDATION**



**GO!**

- 1 hoop per student
- 4 cones (for boundaries)
- Music and player
- Create large (30X30 paces) activity area.
- Scatter hoops within boundaries.
- Send each student to stand in 1 hoop.

**Set**

- 1 hoop per student
- 4 cones (for boundaries)
- Music and player

**Ready**

**1. Home Base Review**

- Today, the hoop is your home base. We will move over, under, around and through our hoops in many ways.
- Leave your hoop on the floor unless I instruct you to pick it up or move it.

**2. Challenges – Can you...**

- Balance on 1 foot inside your hoop? The other foot? Try it with your eyes closed!
- Balance on 1 foot with your eyes closed for 10 seconds?
- Jump (on 2 feet) up and down 3X?
- Jump forward out of your hoop? Jump back in?
- Jump sideways out of your hoop and back in?
- Jump out the other side and back in?
- Jump backwards out of your hoop and back in?
- Jump in and out of your hoop 3 times?
- Do it again going in a different direction on each jump?
- Jump out very far? Land softly with knees bent.
- How many times can you jump in and out of your hoop in 15 seconds?
- Hop (on 1 foot) around the outside of your hoop? Switch feet, hop in the other direction?
- How quickly can you hop around your hoop on 1 foot? Switch feet and change direction.
- Leap gracefully over your hoop at a high level? Practice until the signal.
- Gallop around the outside of your hoop at a medium level? Gallop in the other direction at a high level.

# MOVEMENT CONCEPTS USING HOOPS

**GO!** (continued)

3. **Musical Hoops**
  - Change feet and gallop to a different hoop, then return to your home base?
  - Side-slide around someone else's hoop and return to your home base?
  - Side-slide leading with a different foot around 2 hoops and return to home base?
  - Skip quickly around your hoop 3 times?
  - Skip in a curved pathway around 3 hoops and return to home base?
  - Move through your hoop from side to side?
  - Hold it up and move under and through?
  - Hold it low and step over and through it?
  - Balance on your hands and feet over your hoop and hold. This is called a "4-point bridge."

3. **Musical Hoops**
  - This game is called *Musical Hoops*. When the music starts, leave your home base (hoop) and side-slide (or walk, skip, etc.) within our area. Don't step on or in a hoop.
  - When the music stops, find a hoop to stand in. (Play several rounds.)
  - Next round, I am going to remove several hoops. What do you suppose will happen? (They will share hoops with others.)
  - (Play until students are squeezed into the fewest number hoops safety allows.)

#### 4. **Wrap It Up**

- How did you share when you played *Musical Hoops*?
- When you were in your hoops and posing, it looked like a creative dance. Has anyone ever been to a dance recital or a play where people were dancing?
- Let's review our key words and phrases from today while we stretch.

**MOVEMENT CONCEPTS USING HOOPS**



**★ Musical Hoop Challenges**

(When 2 or more students are in a hoop.) Can everyone in your hoop pose at a different level? Can you pretend you are a sport player?

**★ Math Magic**

(For use with Musical Hoops.) How many are in your hoop? Is it an even or odd number of students? Whose hoop has the most students? The fewest? If your hoop has more than 4 students, hop on 1 foot.

**STANDARDS ADDRESSED**

- **NASPE**
- #1, 2 Spatial awareness, locomotor skills, manipulative 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

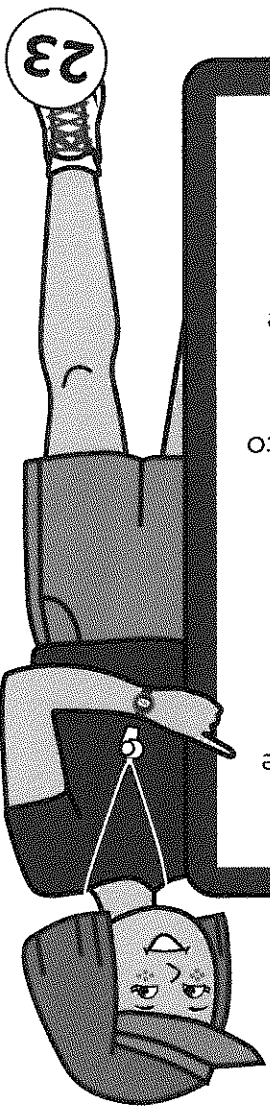
**Your State** (Write in here)

**PAULA'S POINTERS**

- This is the first lesson using a large manipulative. Give additional safety signals and/or spend more time reinforcing start and stop signals if needed.
- Before playing Musical Hoops, encourage children to watch for others looking for someone to play with and invite that person to join them in their hoop.
- Use Musical Hoops to teach/reinforce sharing and praise those that practice it.

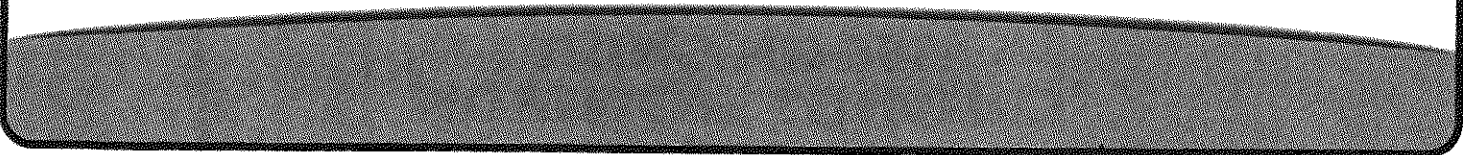
**Vocabulary**

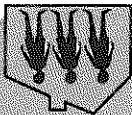
Balance, odd, even, sharing



**HOME**

Do you have a hoop at home? If not, make a circle with a rope. Practice jumping around it, making bridges and leaping over it, hopping in and out of it, etc. What other tricks can you do with your hoop?





**Ready...**

- 1 football per 2 students
- 1 flag belt or scarf per 2 students
- 4 cones (for boundaries)

**Set...**

- Create large (20X40 paces) activity area.
- Form 2 groups; Ball Carriers and Defenders.
- Ball Carriers hold a ball, and wear the flag belt, and stand along 1 sideline.
- Defenders are scattered in middle of the area.

**GO!**

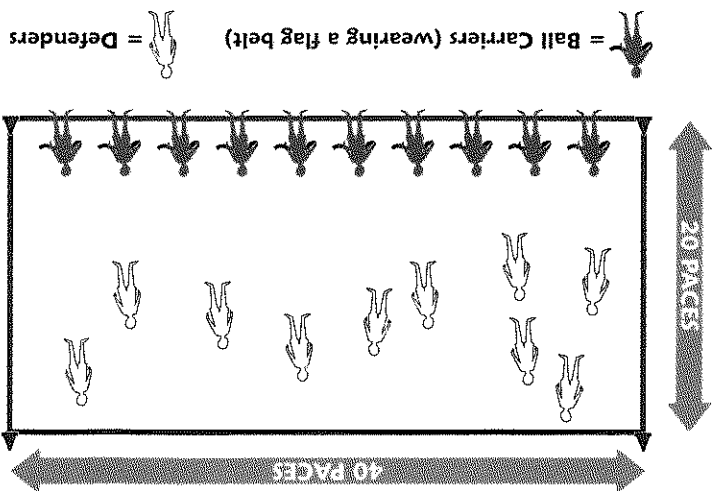
1. The object is for the Ball Carriers to run from 1 sideline to the other to score a touchdown, without having their flag pulled.
2. Those of you with a ball will run across the field to the other line when I say, "down, set, hike."
3. Defenders may not push, grab or shove the Ball Carriers, and you must stay on your feet when trying to pull a flag (no diving).
4. Ball Carriers are "down" if you fall, move out of bounds, or if a Defender pulls your flag.
5. If you make it across without having your flag pulled, you score 6 points.
6. If your flag is pulled, first, retrieve it, then hold it above your head to signal you are "down," and walk across the opposite sideline to get ready for the next play.
7. We'll switch roles/belts after 4 plays.

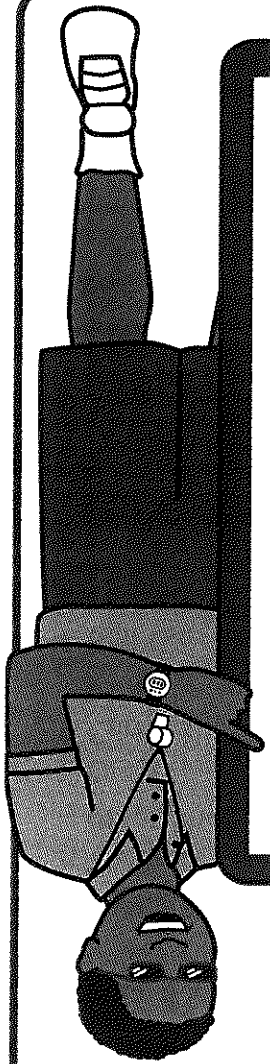
**CHALLENGES**

- \* Ball Carriers, score 1 touchdown to be a High School Standout; 2 to be a College All-American; 3 for All-Pro; and 4 makes you a SPARK All-Star!
- \* Defenders, pull 1 flag to be a High School Standout; 2 to be a College All-American; 3 for All-Pro; and 4 makes you a SPARK All-Star!

**CUES**

- \* Defenders, stay on your feet.
- \* Ball Carriers, fake and change directions quickly, and stay on your feet!
- \* Ball Carriers, get your flag back to get ready for the next play.





### TONY'S TIPS

- Monitor closely for students playing too rough or using too much body contact.
- If you have flag belts for all, use them all to save time exchanging belts.
- In the beginning, have all students skip instead of run. This slows the game down. Progress to running when students seem capable of playing within the parameters of safety (i.e., not falling, minimal body contact, etc.).

### NOTES

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### STANDARDS ADDRESSED

**NASPE**

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

**Your State** (Write in here)

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**3 Pedometer** (Need 4-8 pedometers. There should be an equal number of Defenders and Ball Carriers wearing pedometer.) At the end of 4 plays, all Defenders, add your steps together for a group score, and all Ball Carriers, total your steps. Which group took more steps?

**2 Partner Pull** (Students are in pairs; 1 the Ball Carrier and 1 the Defender.) Defenders, you may only pull your partner's flag. Defenders start along the midline between sidelines. Ball Carriers will be spread along 1 sideline. On "down, set, hike," Ball Carriers try to run to the opposite line, while Defenders try to pull your partner's flags.

**1 Turn Around** Defenders, begin with your backs turned to the Ball Carriers. We'll give them a 2-second start, and on signal, "Defenders," you may turn and chase.

**HOME**

Grab a friend and mark off a space in your yard. How many different flag pulling games can you invent? Do using different locomotor skills make a difference? How does changing the size of the activity area impact the game? Create a list describing your variations. Indicate which were the most fun. Send it to us at **SPARK**.



**Ready**

- 4 cones (for boundaries)
- 1 hoop per student (at least 3 different hoop colors)
- 4 fuffballs
- 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 fuffball 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.

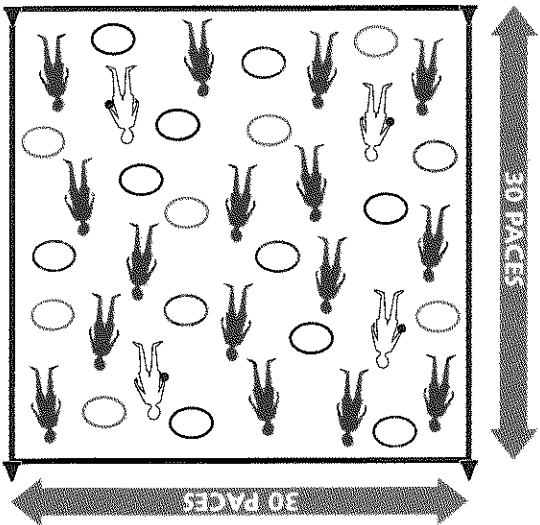
2. On the music, fast walk (then gallop, side-slide, skip, run) within our boundaries, and avoid being tagged by the Its’ fuffball.
3. If you are tagged, take the fuffball and become an It.
4. Our 1<sup>st</sup> safe color hoop is (blue). You may only stand in a (blue) hoop for a count of 3: then you 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!



**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)

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**PAULA'S POINTERS**

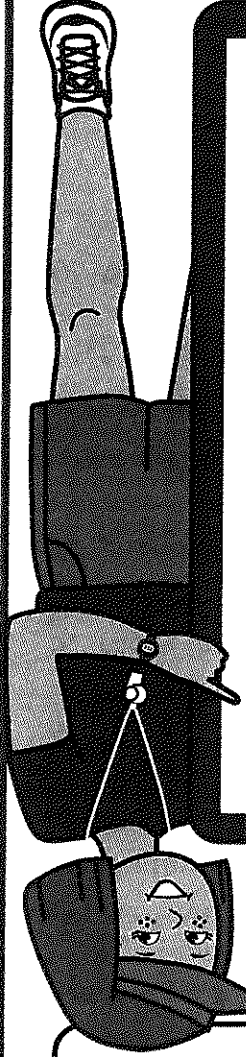
- Children will often run outside the boundaries while fleeing a tagger. This is a learned skill over time, so stay positive and only encourage.
- If too many students run beyond your sidelines, either enlarge your boundaries or use more cones to designate the lines.
- Review safe tagging with a fluffball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

**Vocabulary**

Canvas

**NOTES**

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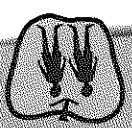


**HOME**

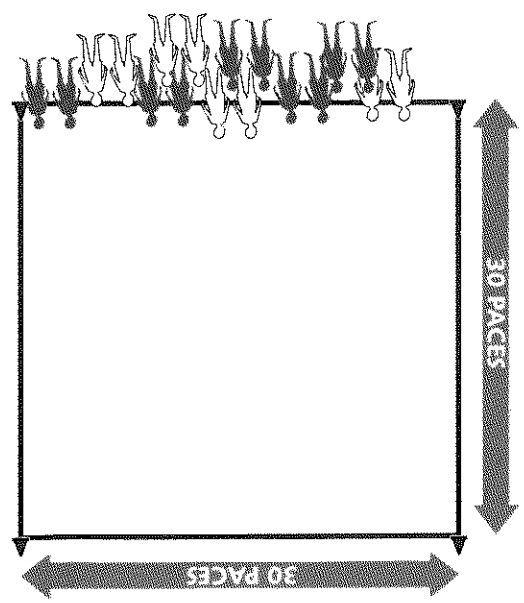
A fun way to stay healthy is by eating colorful fruits and vegetables. Yes, colors are good for you! Choosing a wide variety of colors means you'll eat many different vitamins and minerals. Pretend your plate is a blank canvas – that's what painters begin with. What kind of picture can you create using colorful fruits and vegetables? Remember, the 5 in SPARK stands for "Select fruits and vegetables." So add a little color to your plate, and make it a work of art!

- ★ **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.





BUILDING A FOUNDATION



Ready

- 4 cones (for boundaries)
- Choose a Chasing and Fleeing activity from Lesson 12 and gather the equipment
- Music and player
- Enough mats so students can perform activities on a soft surface. (optional)

Set

- Create a large (30X30 paces) activity area.
- Pair students and keep them nearby.

GO!

1. Introduction to Fitness

- Your heart is a muscle, and to keep it strong, you must be active. The word active is part of the word activities. Running, playing tag, and jumping rope are activities that make your heart happy.

2. Tag Game (Choose 1 from last lesson.)

- Today your heart will be very happy, because we'll play a tag game.
- Before we begin, place your hand on your chest. Can you feel your heart beating? How fast is it beating? Are you breathing very hard right now? Let's be active for a while, then check again.
- (Play a tag game(s), then have students feel their chests and check their breathing again.) Is your heart beating faster than it was before we started our game? Are you breathing heavier now? Why do you think that is?

3. Workout Buddies

- The activities we perform in class today help different muscles stay strong and healthy. I'll say the name of each exercise, we'll watch a brief demonstration, then you and your "workout buddy" (your partner), practice it together. When we're finished practicing, we'll all repeat the name of the exercise.
- (Ensure pairs spread out safely, then move to encourage and assist with technique.)
- **Abdominal Curl-Ups** — Lie on your back, bend your knees, and keep both feet flat on the floor. While sliding your hands along the floor, can you raise your shoulders off the floor? Return to the starting position and repeat.
- I'm looking for good form on these curl-ups. Do them slowly and gracefully.

- o **Modified Push-ups** — Begin on your hands and knees. Is your back straight? Starting with your arms straight, can you bend elbows and lower your body to the floor? Then, push back up to the starting position and try it again.
- o Can you do a perfect push-up? Is your back nice and straight?

- o **Oblique Curl-ups** — Lie on your back, bend your knees, and keep your feet flat on the floor. Cross arms over chest. Can you twist so your R shoulder points toward your L knee as you raise your shoulders off the floor? Lie back to the starting position and repeat to the other side. Is it just as easy to curl to one side as the other? Who is keeping their arms across their chest? Can you do this exercise with perfect form?

- o **Forward Lunges** — Stand with your feet together. Take a large step forward, bending your front knee. Hold your arms out to their sides for balance. Push off your front foot, to return to the starting position. Alternate your front foot each time. Can you hold your balance each time you lunge? Try not to wiggle much.

- o **Side Lunges** — Stand with your feet together. Take a large step R with your R foot, bending your R knee to no less than 90 degrees (*show/explain*). R foot must be farther forward than your front knee. Hold your arms out to their sides. Push off your R foot and return to the starting position. Repeat to your L. Which type of lunge is easier for you — forward or side? When you lunge, which foot do you balance on better — R or L?
- o **Squats** — Stand with your feet flat on the floor about shoulder-width apart (toes slightly turned out). Keep your abdominals (tummy) tight and back straight. Slowly squat until your bottom is nearly equal with your knees, then push back up to the starting position. Hold your body in an upright position and avoid leaning forward. Try pointing your toes out a little and looking up at the sky when you squat.
- o **Triceps Dips** — Use a chair, bench or crab-walk stance (weight on hands and feet while facing up). Turn your hands so fingers face your feet. Bend and straighten your elbows to lower and raise your body. Can you keep your back straight while you do these?

**4. Wrap It Up**

- Name some activities we did today that made your heart beat faster.
- Why does exercise make your heart healthy (*because it's a muscle and strengthens with use*)?
- Which skills or sports might you perform better with stronger muscles?
- Let's review today's key words and phrases while we stretch.



**FITNESS  
INTRODUCTION**

**★ Playground Fitness**

The following exercises are appropriate for each grade level using playground equipment:

- **K** – Hang from overhead bars for increasing periods of time. Climb a ladder, jungle gym, or similar apparatus.
- **1<sup>st</sup>** – Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.
- **2<sup>nd</sup>** – Travel across the horizontal ladder 1 bar at a time.

**★ Introduction to Fitness Stations**

(Make cards showing the different exercises instructed in today's class and post them around our room (classroom, gym, playground, etc.). I'll combine 2 workout buddies to make groups of 4, then send your group to a station. When the music plays, practice the activity at the station. When it stops, everyone in your group moves this way (point) to the next station. We'll keep going until you've circled our room at least once.

**★ Add 1 for Fun**

(Add non-exercise stations – e.g., dribble a ball, toss and catch a beanbag, jump over ropes laid on the floor, etc.)

**FITNESS INTRODUCTION**

**STANDARDS ADDRESSED**

- **NASPE**
- #1, 2 Spatial awareness, locomotor skills
- #3, 4 Cardiovascular endurance, muscular strength, muscular endurance, fitness concepts
- #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

**Your State** (Write in here)

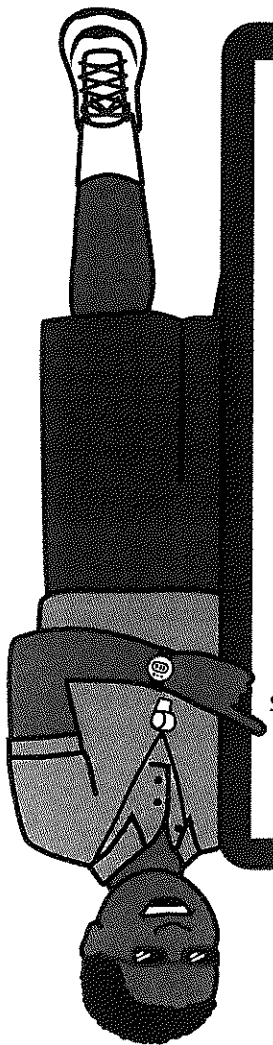
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**TONY'S TIPS**

**Push-Up Points**

- Prompt students to hold their bodies straight and still.
- The movement should be confined to the arms.

**Lunge Lessons**

- Most of the weight is placed on the forward leg.
- Supporting leg is bent at the hip and knee.
- Joints are never locked.

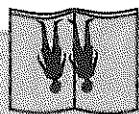
**Curl-Up Cues**

- Lift head and shoulders together.
- Roll up with chin first.

**Vocabulary** – Alternate, degrees, deliver, triceps, oblique, abdominal, modify, circulatory system, lunge, squat, stance, neutral, original, upright

**WELLNESS**

Your body has over 600 muscles, but your heart is the most important of all. Your heart is a strong, special muscle that is always working to move blood throughout your body. Blood delivers what your cells need to work well, and blood washes away the things we're finished with (waste products). The heart is the main pump for what we call our "circulatory system."



**Ready...**

- 5 paces of wall space per 2 students
- 1 utility ball per 2 students
- 2 spot markers per pair, plus 2 more (for boundaries)

**Set...**

- Create 1 small court per pair; 5 paces wide by 10 paces deep.
- Pair students.
- Pairs stand at their area of wall; each pair with a ball.

**GO!**

1. The object is to work with your partner to strike the ball back and forth against the wall.
2. Take turns striking the ball to the wall. After leaving your hands, the ball must touch the ground before the wall.
3. Change partners on signal (2-3 minute rounds).

- ★ How many times in a row can you and your partner hit the ball before the signal?
- ★ How far from the wall can you and your partner stand, and still keep a rally going?

**CHALLENGES**

**CUES**

- ★ Step forward when you hit the ball.
- ★ Strike down on the ball so it bounces first.

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Striking
- #2, 6 Offensive game strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, fair play

**Your State** (Write in here)

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**PAULA'S POINTERS**

- Allow students to choose their own partners to begin. Like-skilled players work best for this activity.
- Offer a variety of sizes and types of balls to provide choices for students.
- If there is not enough wall space for all students, use 2-square courts for the overflow.

**NOTES**

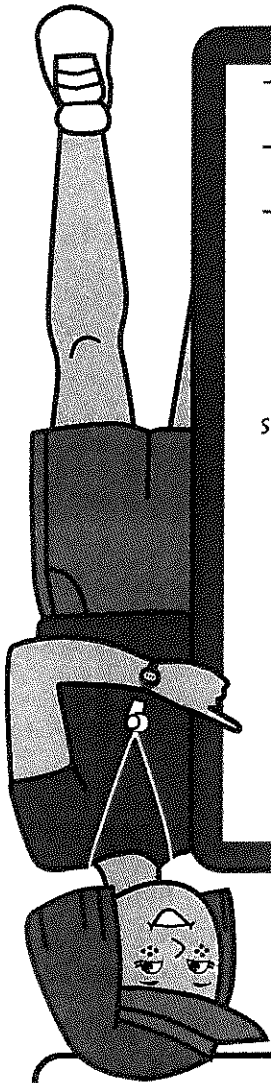
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**ACADEMIC**

**Language Arts (Urban Legends) - An Urban Legend** is a tale that is retold as true, but no one knows for sure. One example is this explanation of how the Berlin Wall came down: Berlin, Germany, was divided by a big wall to keep people separated. Two East German boys played Wall Ball so hard, the ball knocked a brick off the wall. Larger chunks soon fell, and that is how it came down. Write your own Urban Legend and share it.

**Get the Point** ⚡

Rather than cooperative play, this one adds a little competition. Score a point if your opponent fails to keep the rally going. If you are ahead on points when you hear the stop signal, find a new partner who was also ahead. Those behind on points should find a new partner who was also behind. If tied at the signal, use Rock, Paper, Scissors, to break your tie.

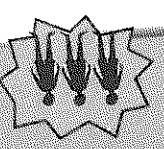
**Doubles** ⚡

(Students in pairs.) Players on the same team must alternate hits. Score the same as 1 on 1.

**Tennis Ball** ⚡

(Need 1 tennis ball per pair or group of 4.) Play with a tennis ball to increase level of difficulty.

COOPERATIVES



Ready...

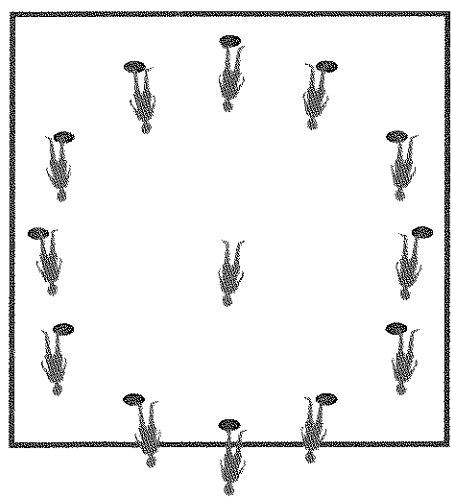
- 1 spot marker per student (minus 1 for student in the middle)

Set...

- Form a large circle using spot markers.
- Students standing on spot markers facing center.
- One student in the middle starts the game.

GO!

1. The object is to learn more about your classmates, while traveling safely through the circle.
2. Student in center asks, "Have you ever \_\_\_\_\_?" You fill in the blank with a physical activity you have done before. (Examples: "Have you ever gone surfing?" or "Have you ever biked off road?")
3. If your answer is "yes," move through the middle of the circle, and find an open spot marker somewhere around the circle.
4. The student left without a spot marker will be next in the center and starts the following round by asking, "Have you ever \_\_\_\_\_?"
5. Remember to move quickly, without touching others.



CHALLENGES

- Can you move to a spot marker without touching anyone?
- Can you get to a spot marker before I count to 5?

CUES

- Think of what you'll ask the group before it is your turn in the center.
- Watch out for others when looking for a spot marker.

**Pedometer People**

(Select 5-6 students, and give each one a pedometer.) Pedometer People, monitor your steps, and give the pedometer to someone else when you reach 100 steps. (Widening the circle allows students to take more steps each round.) We'll play until all have had a chance to wear the pedometer.

**5-Steps Challenge**

All start on the circle's edge. I'll call on 1 student to ask the question, "Have you ever \_\_\_\_\_?" You have 15 seconds to find a new spot marker at least 5 steps away from your previous spot marker. Do jumping jacks at your new spot marker until the next round. I'll call on a different student each time.

**Strength Switch**

Switch locations by using a bear walk, crab walk, 2-foot jump, leg lunge or hop.

**STANDARDS ADDRESSED**

- **NASPE**
  - #1 Various motor skills
  - #5, 6 Communication/cooperation
- **Your State** (Write in here)

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**PAULA'S POINTERS**

- The first few times, you might want to role play the center person. To encourage a lot of movement, begin with something you know many students have done before, e.g., riding a bicycle, swimming in the ocean, skiing, etc.
- Larger circle = more movement.

**NOTES**

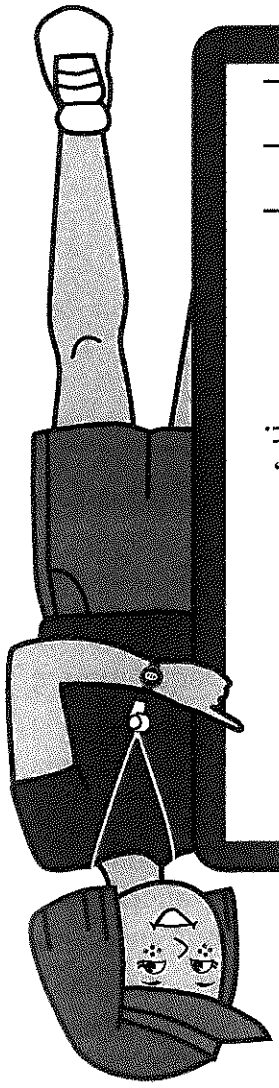
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**FUN FACT**

Have you ever written a book? A group of young Native American children in Arizona told their stories to their teacher, Byrd Baylor, who had them published in 1976. The book is titled, *And It is Still That Way. Does your library have this book? Do you have a story to tell?*