

K-5th Lesson plans	P.E. KY Core Content:	Vocabulary:	Learning Targets (relate all targets to real life): P.E.: I can identify expectations and safety rules for my PE class. (K-5 th) P.E.: I can correctly perform 8 basic locomotor skills. (K-2 nd) I can move in different pathways. (K-2 nd) P.E.: I can use both offensive and defensive strategies. (3 rd -5 th) I can correctly carry and hand-off a football. (3 rd -5 th) Health: I can demonstrate good citizenship. (K-2 nd) Health: I can use strategies that will help me to resolve conflict. (3 rd -5 th)	Daily Assessment:
<p>PL-EP-2.34: Students perform physical movement skills effectively in a variety of settings. (K-5th)</p> <p><u>Practical/Living KY Core Content:</u></p> <p>PL-EP-1.1.1: Social Interaction Skills: The learner will be able to identify effective social interactions skills (citizenship) that promote responsible and respectful behavior. (K-2nd)</p> <p>PL-04-1.1.1 Social Skills: The learner will be able to describe effective social interaction skills that promote responsible and respectful behavior. (3rd-5th)</p> <p>National Standards (NASPE)</p> <p>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>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</p>	<p>PL-EP-1.1.1: Social Interaction Skills: The learner will be able to identify effective social interactions skills (citizenship) that promote responsible and respectful behavior. (K-2nd)</p> <p>PL-04-1.1.1 Social Skills: The learner will be able to describe effective social interaction skills that promote responsible and respectful behavior. (3rd-5th)</p> <p>National Standards (NASPE)</p> <p>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>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</p>	<p>Expectations, rules, rewards, consequences, safety, warm up, cool down, stretching, offensive, defensive strategies hand-offs, chasing, fleeing, dodging, offensive, defensive, football, conflict, skipping, side-sliding, leaping, galloping, hiping, jumping, running, walking, style grace</p>	<p>Learning Targets (relate all targets to real life): P.E.: I can identify expectations and safety rules for my PE class. (K-5th) 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) Health: I can demonstrate good citizenship. (K-2nd) Health: I can use strategies that will help me to resolve conflict. (3rd-5th)</p> <p>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: (P.E.) Students will be introduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their first two homework assignments (photos of them being active and P.E. required form).</p> <p>Warm-up: (P.E.) Mr. Kuhn will get into their personal space. (K-3rd) Students will be lead in a variety of warm ups by listening to the 3rd song from the website Having Fun Teaching. 4th and 5th grade students on will watch the Moe Jones "Kid Workout video". They will watch a 5 minute segment (11-15 minute mark).</p> <p>Mini lesson: (Health) Students will watch a video from bookflix.com titled "We Are Citizens". (Exit slip): Question: Give me an example of good citizenship. (K-2nd) Students will watch "Conflict Resolution" on brainpop.com. (3rd-5th) (Exit slip): Question: Give me one example or strategy of how conflict can be resolved.</p> <p>P.E. Activity #1: Primary (K-2nd) Locomotor Skills, Levels, and Directions (Building a Foundation, pg. 9-11) See attached lesson plan!</p> <p>Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement</p>	<p>Daily Assessment:</p> <p>X Observation</p> <p>X Oral responses</p> <p>□ Self-Evaluation</p> <p>□ 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>□ Student Self-Assessment</p>

<p>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>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.</p> <p>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!</p> <p>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.</p> <p>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.</p> <p>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 hand-offs can you make in 30 seconds? Can you alternate which side you hand off to? R, then L.</p> <p>Assessments/Exit Slip: Students will demonstrate physically and/or verbally how to hand-off and carry a football.</p> <p>P.E. Activity #2: Intermediate (3rd-5th) Capture the Flag (Aerobic Games), page 25-26, see attached lesson plan!</p> <p>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?</p> <p>Assessments/Exit Slip: Students will demonstrate physically and/or verbally the various offensive and defensive strategies used in "Capture the Flag".</p>
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	<p><u>P.E. KY Core Content:</u> (Friday 1 only) P.L.EP-2.1.1: Fundamental Motor Skills: Students will apply fundamental motor skills: locomotor and nonlocomotor.</p> <p><u>Health KY Core Content:</u> (Friday 1 only) PL-04-1.1.1: The learner will be able to describe effective social interaction skills that promote responsible and respectful behavior. (3rd-5th)</p> <p><u>National Standards (NASPE):</u> (Friday 2 only) NASPE: (Building a Foundation) (K-2nd) #1, 2 Spatial awareness, locomotor skills #3, 4 Cardiovascular endurance, Cardiovascular endurance, muscular strength, muscular endurance, fitness concepts #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities</p>	<p><u>Cool down and Rewarding Positive Behaviors:</u> Mr. Kuhn will pass out green positive tickets, bracelets or prizes from the prize box. 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".</p> <p style="text-align: center;"><u>FRIDAY P.E. and Health Lesson Plan:</u></p> <p><u>Topic:</u> dance/movement, behavior, cooperative play, striking a ball</p> <p><u>Friday 1 only: "I can" statements:</u> P.E. I can identify various motor skills. (K-2nd) Health: I can give examples of proper ways to behave at school. (3rd-5th) 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><u>Friday 1 only: Warm-up:</u> Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5th)</p> <p><u>Friday 1 only: Mini lesson:</u> (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p><u>Friday 1 only: Mini lesson:</u> P.E. Students will watch the book "Kids Can Dance!" on bookflix.com. (Exit slip): Question: Give me examples of different ways kids can move. Example: walk, run, skip, hop, and etc. (K-2nd)</p> <p><u>Friday 1 only: Mini lesson:</u> (Health) Students will watch a video on brainpop.com titled "Oh Behave". (Exit slip): Question: Give me an example of a proper way to behave at school. (3rd-5th)</p> <p><u>Friday 1 only: P.E. Activity #1:</u> Primary (K-2nd): Color Tag (Games, pg. 5) See attached lesson plan</p> <p><u>Friday 1 only: 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.</p> <p>Advanced students: 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.)</p> <p><u>Friday 1 only: Assessments/Exit Slip:</u> 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?</p>	
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	<p><u>(Friday 1 only) MASPE:</u> <u>Color Tag (Games) (K-2nd)</u> #1,2 Spatial awareness, locomotor skills, chasing and fleeing #3,4 Participates in enjoyable, aerobic capacity #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting</p> <p><u>(Friday 1 only) MASPE:</u> <u>Have You Ever?</u> (Cooperatives) (3rd-5th) #1 Various motor skills #5,6 Communication/cooperation</p> <p><u>(Friday 1 only) MASPE:</u> <u>Wallball: Recess Activities (3rd-5th)</u> #1,2 Striking #2,6 Offensive game strategies #5,6 Cooperation, fair play</p>		<p><u>Friday 1 only: P.E. Activity #2: Primary (K-2nd): Fitness Introduction</u> (Building a Foundation, pg. 47) <u>Friday 1 only: 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: They will come up with an exercise of their choice.</p> <p><u>Friday 1 only: Assessments/Exit Slip:</u> Name some activities we did today that made your heart beat faster. Why does exercise make your heart healthy? Which skills or sports might you perform better with stronger muscles?</p> <p><u>Friday 1 only: P.E. Activity #1:</u> Intermediate (3rd-5th) Cooperatives (Cooperatives, 9) <u>Friday 1 only: 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: They can participate in the 5-Steps Challenge and/or the Strength Switch, page 10.</p> <p><u>Friday 1 only: Assessments/Exit Slip:</u> Students will give an example of a physical activity that they performed.</p> <p><u>Friday 1 only: P.E. Activity #2:</u> Intermediate (3rd-5th) Wallball (Recess Activities, 19) <u>Friday 1 only: 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 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 hit the ball before the signal? How far from the wall can you and your partner stand, and still keep a rally going? <u>Friday 1 only: Assessments/Exit Slip:</u> Students will explain how they played the game Wallball.</p>	<p><u>Cool down and Rewarding Positive Behaviors:</u> Mr. Kuhn will pass out green positive tickets, bracelets or prizes from the prize box. Students will</p>
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Teacher: Clark Kuhn Subject: P.E./Health Week: August 26th-29th Topic: cooperative activities, Wallball, tag, fitness exercises, locomotor skills, pathways, football, citizenship, conflict

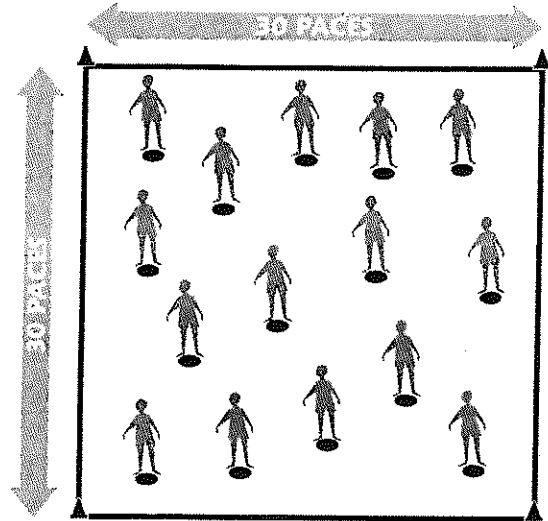
			participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".	
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.



Ready

- 4 cones (for boundaries) *K-2nd*
- 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



**BUILDING A
FOUNDATION**

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. Step 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...
 - Walk at a low level? Skip at a medium level? Gallop at a high level?
 - Side-slide at a medium level? Jump at a high level? Leap gracefully at a high level?
 - (*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...
 - Walk forward; turn R? Is that clockwise or counterclockwise?
 - Walk forward; turn L? Is that clockwise or counterclockwise?
 - Side-slide R? Jump L? Gallop R, switch feet; then gallop L?
 - (*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!

- 10** • 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 Movement Cubes. If the cubes show, "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.



ACADEMIC

Language Arts

(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.)

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)

● _____

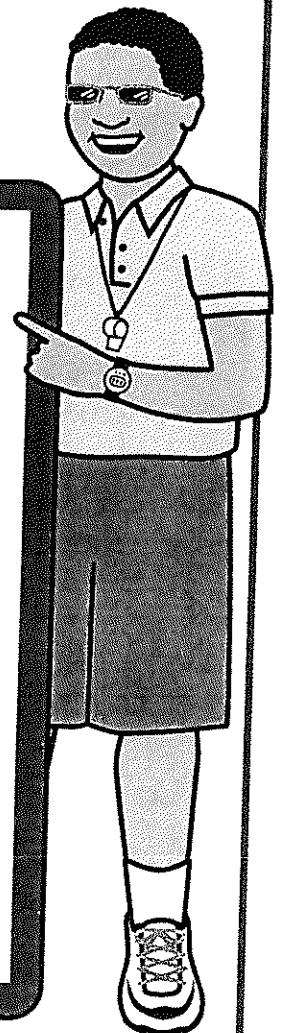
TONY'S TIPS

- 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





Ready

- 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?

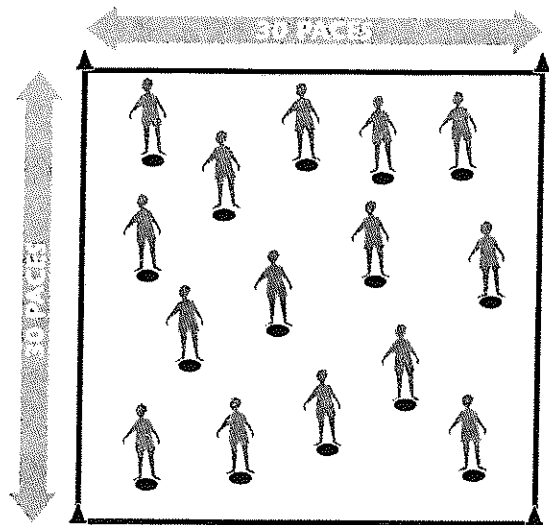
3. Locomotor Challenges – How many...

- 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.

K-2nd



**BUILDING A
FOUNDATION**

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

* SPARK™ IT UP!

* 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!



ACADEMIC

Language Arts

(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.)

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)

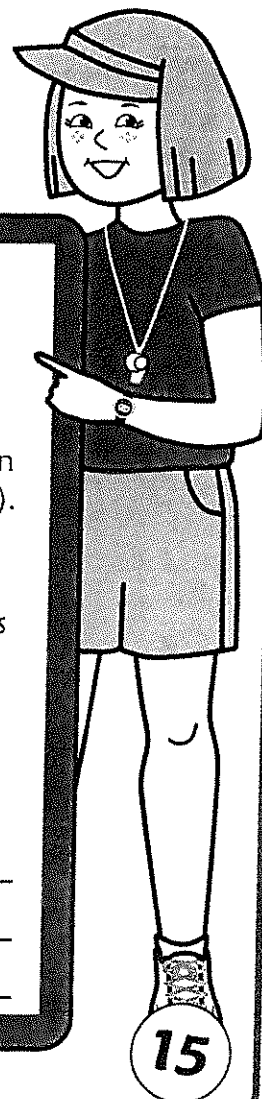
PAULA'S POINTERS

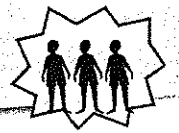
- Some children may be unable to combine/perform more than 2 movement concepts. Facilitate differentiation (e.g., some children do 2 Cubes, others 3, others all 4).
- Draw chalk lines on the blacktop to help illustrate the various pathways. If indoors, use painter's tape to mark the pathways.

Vocabulary

Style, grace

NOTES





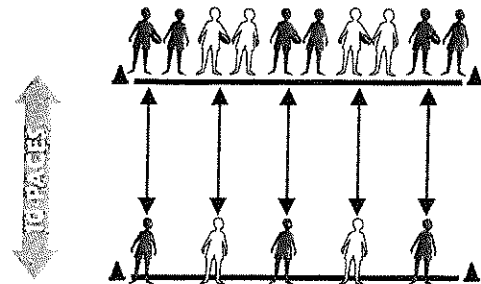
Ready...

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

3rd-
5th

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.



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.
 - Begin running, then shift to ball-carrying position.
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.

CHALLENGES

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

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.

* SPARK™ IT UP!

* Hurdle

(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.

* Cone Creatures

Scatter a bunch of cones in between the 2 lines – the more, the better. The cones are defenders. Ball carriers, fake and dodge the cones as you travel across.

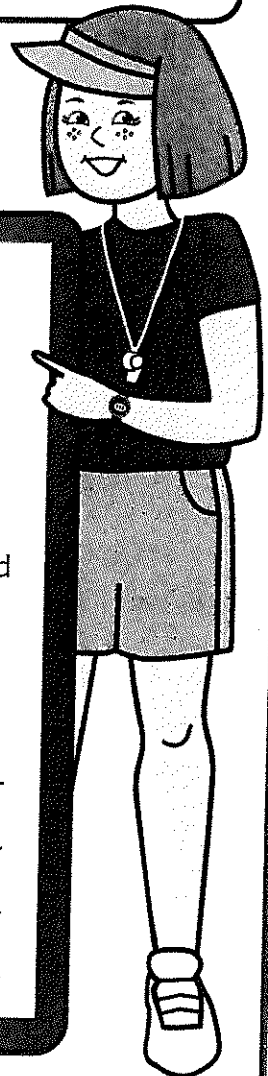
* Breaking Away

(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!



FUN FACT

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.



STANDARDS ADDRESSED

NASPE

#1, 2 Ball carrying, taking hand-offs

#3, 4 Cardiovascular endurance

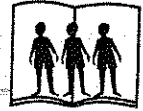
#5, 6 Cooperation, accepting challenges

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



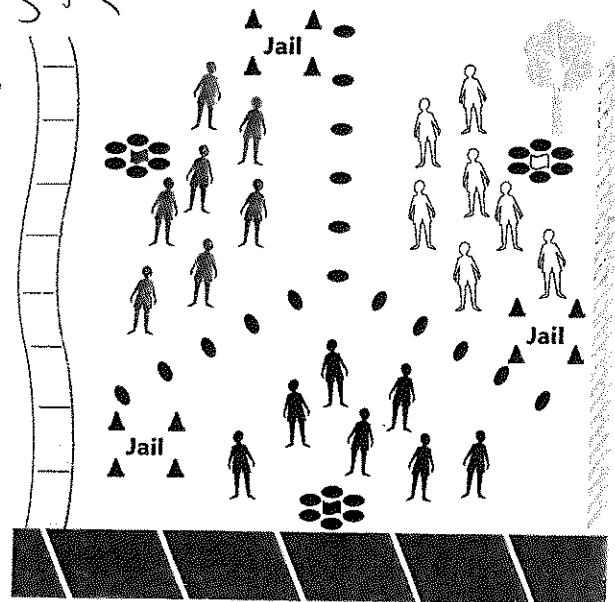
Ready...

3rd-5th

- 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.



= Flag Circle = Flag
 (Use Landmarks as Boundaries)

AEROBIC GAMES

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.

CHALLENGES

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

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).

GRADES 3-6

* SPARK™ IT UP!

* 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.



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.

STANDARDS ADDRESSED

NASPE

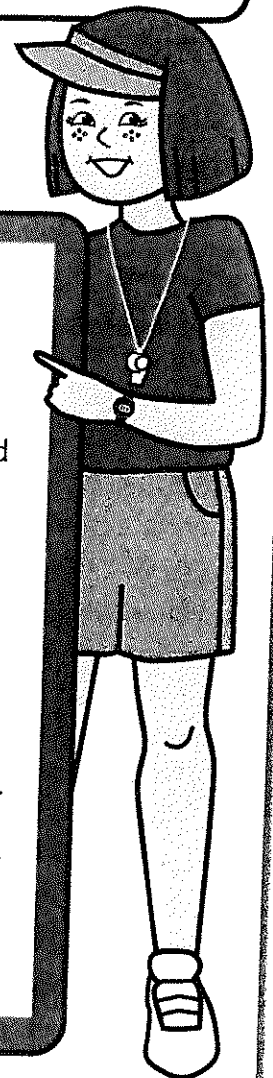
- #1, 2 Spatial awareness, chasing, fleeing, dodging
- #2 Offensive and defensive strategies
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, teamwork, accepting challenges

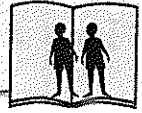
Your State (Write in here)

PAULA'S POINTERS

- Use as much space as you feel comfortable to allow for increased running.
- Be sure groups are somewhat equal in speed and aerobic capacity.

NOTES





Ready...

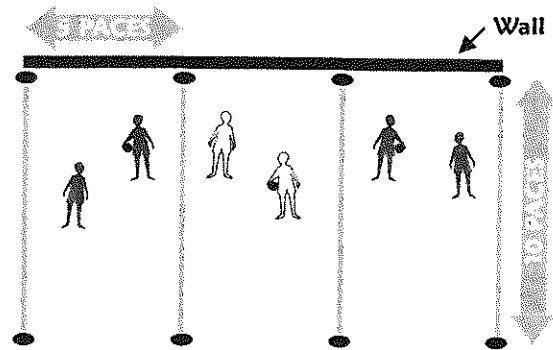
- 5 paces of wall space per 2 students
- 1 utility ball per 2 students
- 2 spot markers per pair, plus 2 more (for boundaries)

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).



CHALLENGES

- ★ 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?

CUES

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

★ 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.



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.

STANDARDS ADDRESSED

NASPE

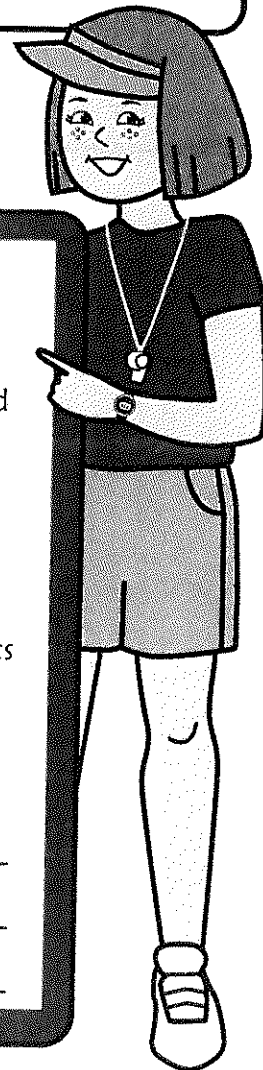
- #1, 2 Striking
- #2, 6 Offensive game strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, fair play

Your State (Write in here)

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





Ready...

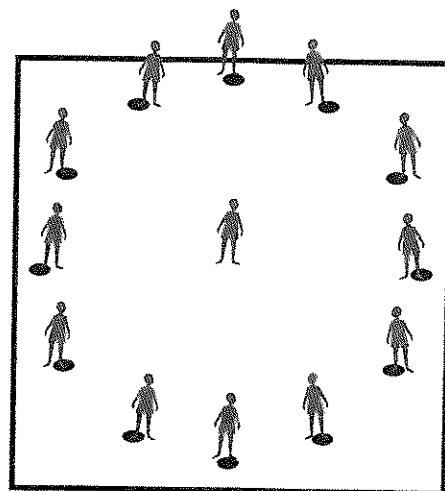
- 1 spot marker per student (minus 1 for student in the middle)

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.



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?

STANDARDS ADDRESSED

NASPE

#1 Various motor skills

#5, 6

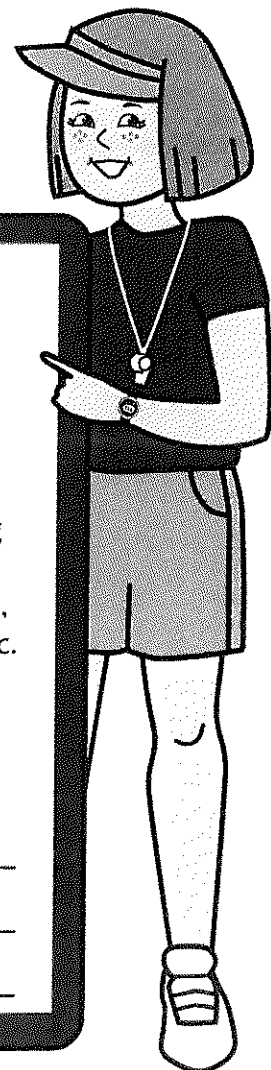
Communication/cooperation

Your State (Write in here)

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



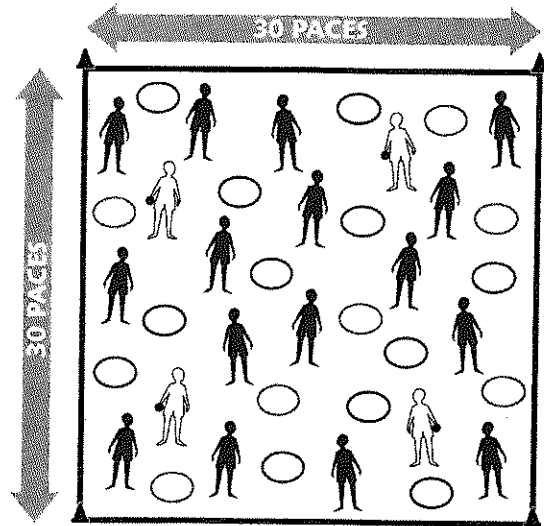


Ready

- 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.

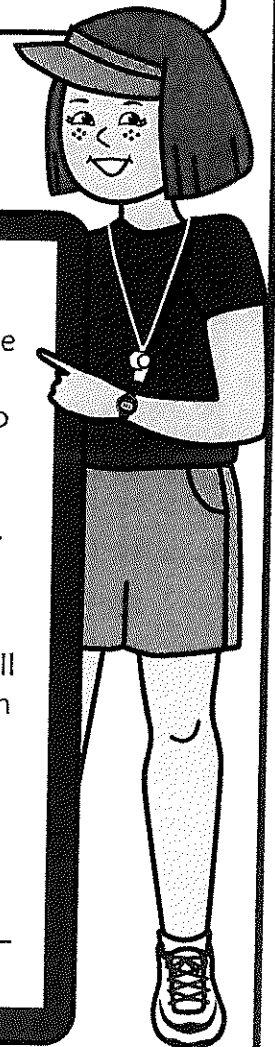
* Card Counting

(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.



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!



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)

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

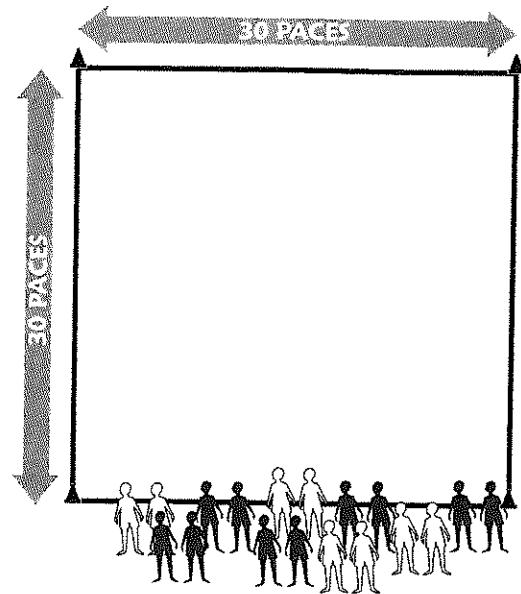


Ready

- 4 cones (for boundaries)
- 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.)
 - o **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.
 - o I'm looking for good form on these curl-ups. Do them slowly and gracefully.

FITNESS INTRODUCTION

GO! (continued)

- **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.
- Can you do a perfect push-up? Is your back nice and straight?
- **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?
- **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.
- **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?
- **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.
- **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

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)



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."

TONY'S TIPS

Push-Up Points

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

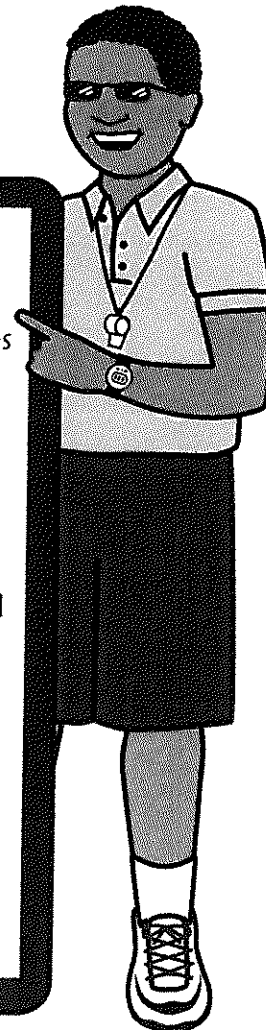
Lunge Lessons

- 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



FITNESS INTRODUCTION

* SPARK™ IT UP!

* **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.
- **1st** – Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.
- **2nd** – 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 throughout your teaching environment.) The exercises we learned today are on cards posted 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.)