

# K-5th Lesson plans

## Vocabulary:

bartering, self-control, hydration, flexibility, roles, molds, poses, match, locomotor, tempo, pathways, pitch/lateral

## KDOE: Practical Living

### (P.E.): Academic

Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.

### KDOE: Practical Living

(Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. Conflict resolution (K-5th)

### KDOE: Practical Living:

Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. hydration (K-5<sup>th</sup>)

### KDOE: Vocational

#### Studies (Consumerism):

Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. Bartering (K-5<sup>th</sup>)

### KDOE: Vocational

#### Studies (Career Studies):

Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.

### KDOE: Practical Living

(Health): 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (conflict resolution) (K-2<sup>nd</sup>)

## Learning Targets (relate all targets to real life):

**P.E.:** I can perform physical movement skills correctly. (K-5<sup>th</sup>)

**Health:** I can define the meaning of the word self-control and provide an example of how to demonstrate self-control. (K-5<sup>th</sup>)

**Health:** I can explain the importance of hydration. (K-5<sup>th</sup>)

**Consumerism:** I can define and provide an example of bartering. (K-5<sup>th</sup>)

**Vocational Studies:** I can... (K-5<sup>th</sup>)

**P.E.:** I can move my body in creative shapes. (K-2<sup>nd</sup>) I can demonstrate various locomotor movements, tempos, and pathways. (K-2<sup>nd</sup>) **P.E.:** I can correctly pitch/lateral the football. (3<sup>rd</sup>-5<sup>th</sup>) I can pass the ball back and forth by twisting, turning, bending and stretching.

### Tuesday-Thursday P.E. and Health Lesson Plans

**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!

**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 three laps as a warm up.

**Mini lesson (Health/Citizenship/Employability Traits):** Character word of the week on Power Point: DOK #1: Define the meaning of the word self-control. Compare and contrast self-control and empathy.

**Mini Lesson: (Health):** Students will learn about the importance of hydration. DOK #1: Students will explain the meaning of the word hydration.

**Health:** 3<sup>rd</sup>-5<sup>th</sup> grade students will watch a video from brainpop.com titled conflict resolution. K-2<sup>nd</sup> grade students will learn about self-control by watching a video from youtube.com titled "the waiting game with guy smiley".

**Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within Education and Training. Remind students about last week's: Bus Safety! Review the content discussed from last Monday's guest speakers (bus safety). DOK#2: Compare and contrast a career in transportation and agriculture.

## Daily

### Assessment:

- X Observation
- X Oral responses
- Self-Evaluation
- ORQ
- X Whole Class
- X Small Group
- X Individual

### Formative and

#### Summative

### Assessments

- X Entrance (flashback) and Exit Slips

- X Oral Questions

- Student Self-Assessment

**KDOE: Practical Living (Health): 4.1:** Students effectively use interpersonal skills. Self-control (3<sup>rd</sup>-5<sup>th</sup>)

**National Standards (NASPE)**

**NASPE:** Body Management and Balance (Building a Foundation, pg. 25) #1,2 Spatial awareness, body awareness, non-locomotor skills, locomotor skills, balance #3,4 Participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities

Pairing and Moving Together (Building a Foundation, pg. 29) #1,2 Spatial awareness, locomotor skills, non-locomotor skills #3,4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities, cooperates with a partner

Pitching Drills (Football, pg. 13) #1,2 Pitching, receiving #5,6 Cooperation

Twist and Turn/Bend and Stretch (cooperatives, pg. 11) #4 Fitness #5,6 Communication/cooperation

**Mini lesson: (Consumerism):** Critical vocabulary: Review needs and wants? Introduce the meaning of the word bartering. DOK #2: Compare and contrast bartering and the use of currency.

**Cool Down:** (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 12-17 minute mark.

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Body Management and Balance, 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: Allow them some time some brainstorm their own unique body shapes.

**Assessments/Exit Slip:** DOK 2: What are some sports and dances that might use some of the creative moves we did today?

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) ‘Pairing and Moving Together’ 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: They can play the game “Traveling Shadow Matching” or “Partner Social Skills”. **Assessments/Exit Slip:** DOK #1 Can you name a sport or activity where 2 people play together against 2 others?

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Pitching Drills, 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 pitch it so it lands right in your partner’s hands? How many pitches can you and your partner make in 1 minute? **Assessments/Exit Slip:** Students will demonstrate the pitch/lateral. DOK #2: Compare and contrast the lateral and the hand-off.

**P.E. Activity #2:** Intermediate: Twist and Turn/Bend and Stretch (3<sup>rd</sup>-5<sup>th</sup>) 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: In 30 seconds, how many times can the ball come back to the partner holding it. **Assessments/Exit Slip:** The students must demonstrate how to pass the ball by twisting, turning, bending, and stretching.

**Mini lesson (Health):** Students will watch a video titled "Goods and Services" from brainpopjr.com (K-2<sup>nd</sup>). DOK 2: Compare and contrast goods and services. Students will watch a video from brainpop.com titled "money". (3<sup>rd</sup>-5<sup>th</sup>) DOK 2: Compare and contrast how people acquired goods and services now versus in the past.

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

**(3) FRIDAY PL/V/S Lesson Plan:**

**Topics:** dance/movement, static stretching, cooperative games, flexibility, partner activity, kicking, bartering, citizenship

**Vocabulary:** static stretching, cooperation, flexibility, barter, citizenship  
**Learning Targets (relate all targets to real life):**

**Health:** I can define and provide an example of static stretching. (K-5<sup>th</sup>)

**P.E.:** I can perform physical movement skills through dance correctly. (K-5<sup>th</sup>)

**Consumerism:** I can define and provide an example of bartering. (3<sup>rd</sup>-5<sup>th</sup>)

**Health:** I can define and provide an example of how to be a good citizen. (K-2<sup>nd</sup>)

**P.E.:** I can correctly perform various flexibility exercises. (K-2<sup>nd</sup>)

**P.E.:** I can help the "squirrel" (a student) find a safe place between 2 Trees (students). (K-2<sup>nd</sup>)

**P.E.:** I can earn my partner's trust by allowing them to "drive" them through "hazards". (3<sup>rd</sup>-5<sup>th</sup>) **P.E.:** I can I can correctly serve a ball by kicking it. (3<sup>rd</sup>-5<sup>th</sup>)

**Friday 3 only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

**KDOE: Practical Living (P.E.): Academic Standards 2.34:** P.E.:

Students perform physical movement's skills effectively in a variety of settings.

**KDOE: Vocational Studies (Consumerism): Academic Expectations:**

**2.30:** Students evaluate consumer products and services and make effective consumer decisions. Bartering (K-5<sup>th</sup>)

**KDOE: Practical Living (Health): 2.32:** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (citizenship) (K-2<sup>nd</sup>)

**Friday 3 only: Warm-up:** Students will run three warm up laps.

**Friday 3 only: Mini lesson (Spiral Review):** Review with students the career cluster of the week. Review all power point slides introduced earlier this week included concepts from PE, health, character education, consumerism, and vocational studies. Review the consumerism vocabulary and character/employability skills word of the week.

**Health/Consumerism (whole group):** (K-2<sup>nd</sup>) “We are Citizens” from bookflix.com under the family and community section. (3<sup>rd</sup>-5<sup>th</sup>) Economics, barter & trade, song lesson for kids.

**Friday 3 only: P.E. Activity #1:** Primary (K-2<sup>nd</sup>): “Squirrels in the Trees” See attached lesson plan

**Friday 3 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

**Friday 3 only: Assessments/Exit Slip:** DOK 1: Who can name a pathway we used to find an open tree? DOK 2: What strategies did you use to keep yourself safe?

**Friday 3 only: P.E. Activity #2:** Primary (K-2<sup>nd</sup>): Flexibility (See attached lesson plan).

**Friday 3 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with an additional flexibility exercise of their own through brainstorming.

**Friday 3 only: Assessments/Exit Slip:** Which skills or sports might you perform better with flexible muscles and joints? DOK 2: Compare and contrast dynamic and static stretching.

**Friday 3 only: P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Designated Drivers (see attached lesson plans)

**Friday 3 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you move across without bumping other “cars?” Passengers, can you count your driver’s verbal communication cues?

**National Standards (NASPE):**

**Squirrels in the Trees (Games, pg 7) #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.

**Flexibility (Building a Foundation, pg. 51) #1,2**  
 Spatial awareness, non-locomotor skills, balance #3,4  
 Flexibility, participates I physical activities that are enjoyable and challenging #5,6  
 Participates, appreciates, enjoys movement, cooperates in large group activities

**Designated Drivers (Cooperatives, pg 15) #2**  
 Problem solving #5,6  
 Cooperation/communication and trust

**Kickback (Recess Activities, pg 21) #1,2**  
 Kicking #2,6  
 Offensive game strategies #3,4  
 Cardiovascular fitness #5,6  
 Cooperation, fair play

**Friday 3 only: Assessments/Exit Slip:** Students will give an example of a strategy that they used to get their partner through the maze of “road hazards.” DOK 2: Compare and contrast this game with driving in “real life”.

**Friday 3 only: P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Kickback (see attached lesson plans)

**Friday 3 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.

Advanced students: How many kicks can your group make without an error? How far from the wall can your group stand and still keep a ball going? How close?

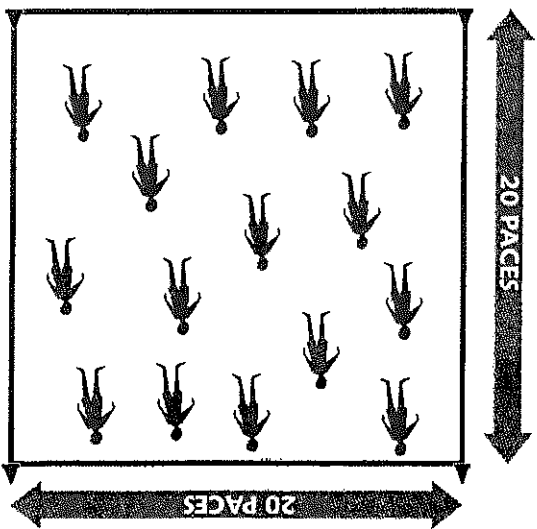
**Friday 3 only: Assessments/Exit Slip:** Students will explain how they played the game and the strategies that were used in the game “Kickball”. DOK 2: Compare and contrast kickball and baseball.

**Friday 3 only: P.E. Cool down Activity:** Students will dance to two Just Dance for Kids songs from youtube.com (K-5<sup>th</sup>)

**Static Stretching (Cool Down) and Rewarding Student Behavior:** if If time permits, 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 Power point. 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 a clip up as needed.



BUILDING A FOUNDATION



- 4 cones (for boundaries)
- 3 Movement Cubes (locomotor skills, levels and directions, pathways)
- 1 spot marker (or hoop) per student (use at least 4 different colors)
- Note: If no colored spot markers, use large, colored stickers to differentiate
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Scatter students within boundaries; ask them to establish their home base and spread out safely.

GO!

1. Home Base Review

- Were you able to find a home base without a spot or hoop to help you?
- Who did the "helicopter?"
- If you hear, "Go home!" what do you do? Correct, return to the home base you're standing on now.

2. Rock and Roll

- Do you remember how we Rock and Roll?
  - Three people will roll 1 Movement Cube each.
  - If one shows "Skip," begin skipping. If another says, "Forward," skip forward. If the 3<sup>rd</sup> says, "curved," skip forward in curved pathway.
- (Begin slowly to integrate a warm-up. Play until all 8 locomotor movements, all directions, and all levels are reinforced.)

3. Body Shapes

- Today, we will move our bodies to create shapes.
- When I say an adjective (a descriptive word), think how you could move your body to show it.
- Curved – Be curved like a snake.
- Narrow – Stretch to be long and thin.
- Wide – Reach your arms and legs out to the sides.
- Angular – Make your body bend and point.

- o Twisted – Turn part of your body one way and part of it another way.
- o Bent and curled – Close your body.
- o Shaking – You're cold and shivering!
- o Swinging – Make big, free movements with your body parts.
- o Swaying – Make small movements front and back or side-to-side.
- o Turning – Spin like a top!
- o Rising – Move away from the ground.
- o Sinking – Slowly move toward the ground.

### 4. Body Parts

*(Send students in small groups to select/place their spot within the activity area.)*

- This game is called *Body Parts*.
- I will call a color and a body part. First, find a spot of that color; then, touch it with that body part. There may be several of you at each spot, so show how well you've learned to share.

- Blue/knees. Red/hands. Green/elbows. Yellow/toes.
- Blue/L knee. Red/R elbow. Green/L big toe. Yellow/R hand.
- Blue/L thumb. Red/L hand. Green/R big toe. Yellow/L elbow.

### 5. Balance on This!

- When you hear music, move within our area, avoiding the spots.
- When the music stops, stand on a spot.
- I will call a number. Balance on your spot touching that number of body parts to the ground. If they don't all fit on the spot, it is OK to touch the ground.
- Challenge yourself to choose different body parts each time.

*(Continue calling numbers from 1-6 and challenging students to be creative with body parts used.)*

### 6. Wrap It Up

- Was it hard to think about 2 things at once? That is why it is hard to listen and speak at the same time.
- What sports or dances might use some of the creative moves we did today?
- Let's review today's key words and phrases while we stretch.

**STANDARDS ADDRESSED**

- **NASPE**
  - #1, 2 Spatial awareness, body awareness, nonlocomotor skills, locomotor skills, balance
  - #3, 4 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)*

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**TONY'S TIPS**

- Remind students of the importance of moving safely in a group.
- For more activity, spread spots (or hoops) farther apart.

**Vocabulary**  
Adjective, diet

**NOTES**

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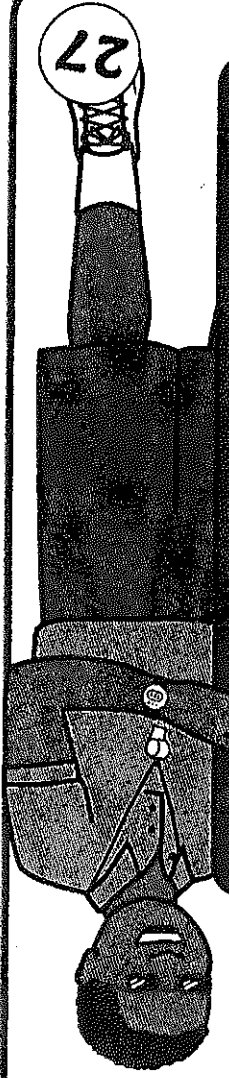
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**WELLNESS**

Taking care of all your body parts is a full-time job! Remember to take care of your heart by eating a healthy diet and getting plenty of physical activity. Which other body parts do you take care of? How?

**\* SPARK™ IT UP!**

- ✦ **Double Body Parts**  
After touching one part to the spot, raise the opposite side's match in the air (e.g., touch R elbow, raise, L elbow).
- ✦ **Right and Left**  
(Specify R and L body parts.)

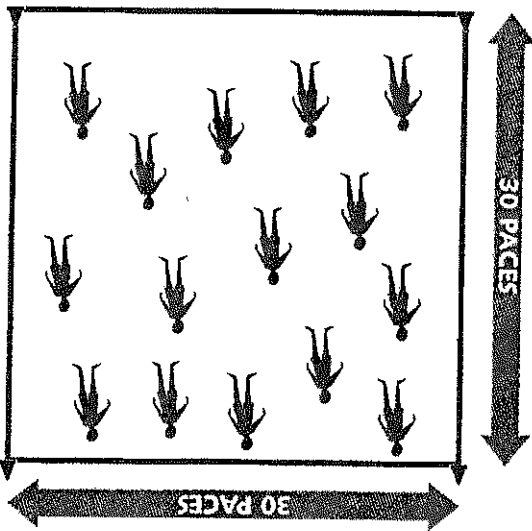
**BODY MANAGEMENT AND BALANCE**







BUILDING A FOUNDATION



- Ready**
- 4 cones (for boundaries)
  - 3 Movement Cubes (locomotor skills, levels and directions, pathways, and tempos)
  - Locomotor Skill, Level, Direction, Pathways, Tempo Movement Cube Cards (SPARKfamily.org)
  - Music and player
- Set**
- Create a large (30X30 pages) activity area.
  - Send students to establish a home base.

**GO!**

1. Rock and Roll

- Our 3 Movement Cubes are locomotor skills, directions and levels, tempos, and pathways. On my signal, different people will roll the dice; we'll see what ends up on top. Then everyone will move that way.
- (Begin slowly to integrate a warm-up. Start with 1 or 2 Cubes, and begin adding on until students can sequence 3 or more movements. Prompt in challenging language: e.g., "Can you skip – quickly – at a high level – in a zigzag pathway?")

2. Back to Back (Forming Pairs)

- Today, we'll begin partner activities. On my signal, walk within our area.
- When you hear, "Back-to-back," quickly stand back-to-back with a friend.
- If you don't find a partner, raise your hand and walk to the middle. That's our lost and found!
- If there is someone still looking for a partner, invite that person to join your pair. We never want anyone to feel left out, do we?
- (Practice several times using different locomotor skills. Encourage students to pair quickly, and seek different partners each round.)

3. The Sculptor

- How quickly can you get back-to-back with a new partner? One is the "Clay," the other is an "Artist;" decide now.
- The Artist "molds" their Clay partner into a letter of the alphabet by gently moving their limbs into shape.
- When the Clay looks like the letter, the Artist stands back and copies the shape.
- We will switch roles every few rounds.
- (Repeat having the Artist stand in front and mirror their partner's shape.)

4. **Shadow Matching** (See "Tips" for an indoor variation.)
  - How quickly can you get back-to-back with a new partner? One partner is a "Poser," the other a "Matcher;" decide now.
  - The first Poser poses with the sun to their back. The Matcher stands next to their partner and tries to match their poses by watching their shadow.
  - Switch roles after the Poser has performed 3 different poses.
  - (Continue for several minutes to give all a chance to do numerous poses.)
5. **Same and Different**
  - How quickly can you get back-to-back with a new partner? One partner is the first "Leader;" the other a "Follower;" decide now.
  - When I say, "same," Leaders lead their partner inside our area, and Followers match their Leader's locomotor skill (e.g., both gallop).
  - When I say, "different," Leaders still lead their partners, but Followers do a different locomotor skill. For example, one hops, one skips.
  - We will switch roles every few rounds; then repeat with new partners.
6. **Wrap It Up**
  - What are things that make physical activity with others more fun?
  - Who will name a sport or activity where 2 people play together against 2 others? (Tennis, squash, 2 on 2 basketball, 2 on 2 soccer, etc.)
  - Let's review today's key phrase while we stretch.

PAIRING AND MOVING TOGETHER



★ **Traveling Shadow Matching** (Note: See "Tips" for an indoor variation.)

You and your partner play follow the leader. Leaders move in different pathways, directions, and levels. When the music stops, Leaders freeze and make a statue. Followers match your leader by looking at their shadow.

★ **Partner Social Skills**

How quickly can you get back-to-back with a partner? Turn around and shake hands. Why do people shake hands when they meet? How do we shake hands properly? (E.g., Look at the person you're shaking with, give a firm handshake, and say, "It is nice meeting you," etc.)

STANDARDS ADDRESSED

• **NASPE**

- #1, 2 Spatial awareness, locomotor skills, nonlocomotor 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, cooperates with a partner

*Your State* (Write in here)

**PAULA'S POINTERS**

- Remind "artists" to "sculpt" their partners gently.
- You need shadows to do the Shadow Matching activity. If playing without shadows, have students mirror poses by looking directly at their partners.
- Before or after class, have students work with modeling dough to mold letters of the alphabet.

**Vocabulary**  
 Roles, molds, poses, match

**NOTES**

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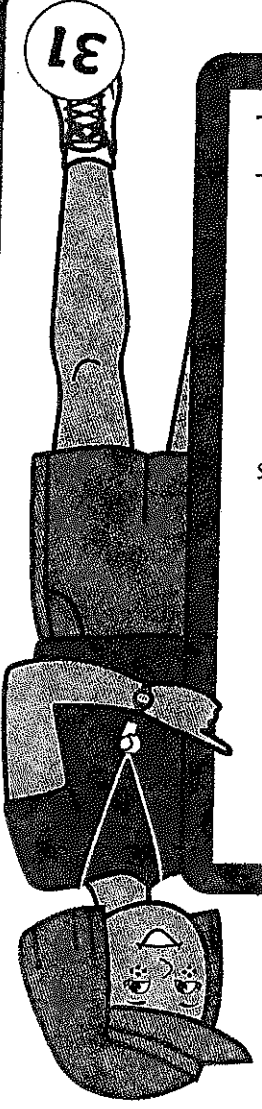


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**ACADEMIC**

**Social Studies**

When might we need to follow a leader? (Students follow teacher instructions; players follow coach's game plan, etc.) What are names and titles of different leaders? (Queen, prime minister, president, etc.) Who are some leaders you know? What makes them good leaders?





PITCHING DRILLS

Ready...

- 1 ball per pair
- 4 cones (for boundaries)

Set...

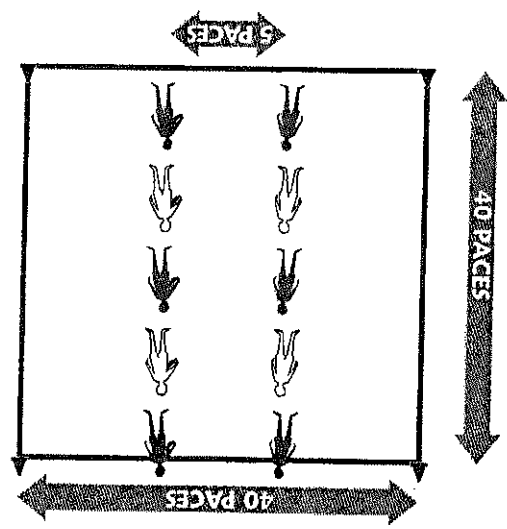
- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (5 paces apart) toward midline of area; 1 ball per pair.

GO!

1. The object is to learn and practice the football pitch/lateral.

2. (Teach and demonstrate the pitch.)

- The pitch, also known as a lateral, is a way for the ball carrier to give the ball to another player before they get their flag pulled. If it is done in front of the line of scrimmage (the line where the ball started), it must be done parallel or behind the original ball-carrier.
- (Teach pitching technique.)
- First, stand sideways to your target, holding the ball with both hands.
- Then, pull the ball across your body opposite the direction of the pitch, and then swing it in the direction of the pitch. Release when pointing at your partner.
- (Allow pairs to practice pitching back and forth from 5 paces apart. Continue for several minutes.)
- When you are ready, you and your partner practice pitching while moving around the perimeter.



CHALLENGES

- Can you pitch it so it lands right in your partner's hands?
- How many pitches can you and your partner make in 1 minute?

CUES

- Hold with both hands.
- Release when pointing at your target.
- The ball must travel equal to or behind you.



**STANDARDS ADDRESSED**

**NASPE**

#1, 2 Pitching, receiving  
#5, 6 Cooperation

Your State (Write in here)

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**PAULA'S POINTERS**

- Rotate partners often.
- Use foam footballs to increase safety.

**NOTES**

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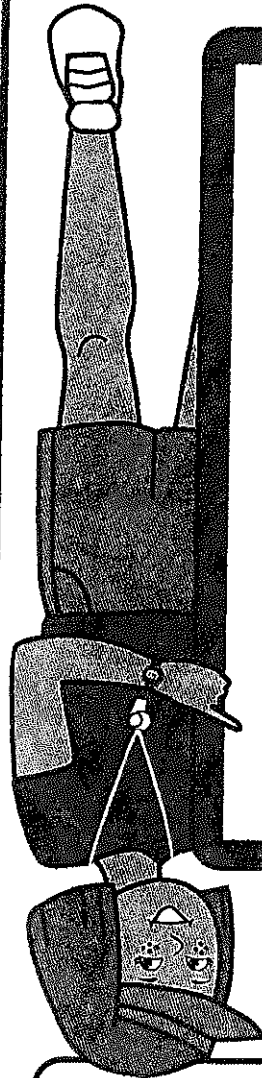
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**FUN FACT**

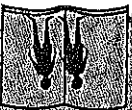
Ever hear of a football being called a "pigskin"? Footballs are made from cowhide, not from pigs! In the 1800s, rubber hadn't been invented yet, and animal bladders were abundant. A pig's bladder was covered with leather. How it was filled with air is too gross to say, but, hey, it is an improvement over what the English used for a soccer ball – the head of an unfortunate invader!

**Step Back** ★

Begin close to your partner. Each time a pitch is caught, the receiver takes 1 step back. Work your way farther from your partner.

**Pitching Keep Away** ★

Place a Defender between Offense partners. Defender attempts to intercept the ball before the Pitcher's partner does. Rotate positions every 6 pitches.



**Ready...**

- 4 cones (for boundaries)
- 1 ball or other small manipulative per pair

**Set...**

- Create medium (20X20 paces) activity area.
- Students in pairs, standing back-to-back scattered in area.
- One manipulative per pair.

**GO!**

1. The object is to cooperate with your partner, and pass the ball back and forth by twisting, turning, bending and stretching.

**2. Twist and Turn**

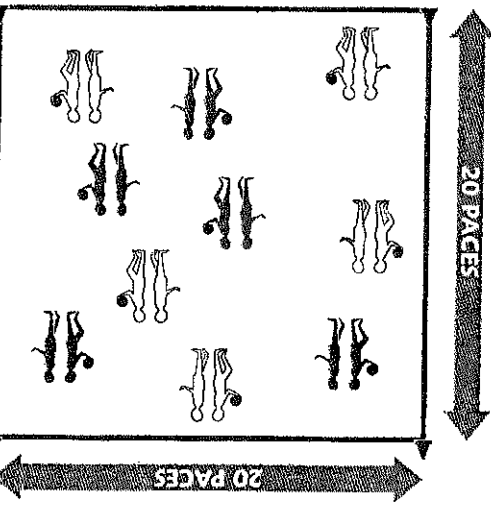
- Feet stationary. Turn to 1 side; hand the ball (using both hands) to your partner. The partner receives ball, turns in opposite direction, and hands it back to you on the other side. The ball should "orbit" your waists.

**3. Bend and Stretch**

- Both take 1 small step apart. The partner with the ball bends down and passes it between their legs. The other partner bends down to receive it, then stretches overhead to pass it back to partner. Continue until a signal is given.

4. If you drop the ball, pick it up and keep going.

5. When you hear "Switcheroo!" change your passing direction. (Give signal randomly every 3-8 seconds.)



**CHALLENGES**

- \* In 30 seconds, how many times can the ball come back to the partner holding it?
- \* Reverse direction. Can you beat your old record?
- \* Get a new object. Can you beat your old record?

**CUES**

- \* Remember to keep your feet anchored in 1 spot marker.
- \* Twist at your waist.
- \* Use both hands for giving and receiving.



**STANDARDS ADDRESSED**

**NASPE**

#4 Fitness

#5, 6  
Communication/cooperation

**Your State** (Write in here)

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**PAULA'S POINTERS**

**NOTES**

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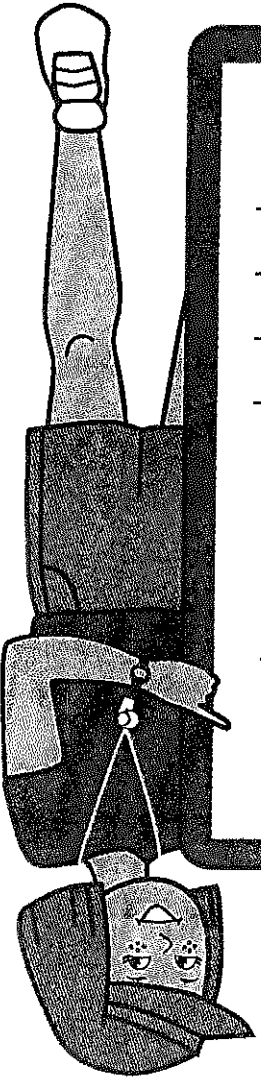
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Work with your partner to create a 5th move to add to your sequence. Be ready to perform your new, 5-step sequence in 1 minute.

**Add 1-4-Fun!**

Work with your partner to establish a 4-step sequence using the moves you've learned (e.g., bend, twist, stretch, turn), and be ready to perform that sequence in 30 seconds.

**Sequence**

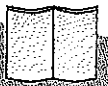
Two pairs join. Do Twist and Turn standing with backs facing. Do Bend and Stretch in a file line. Last person runs the ball up to the front and repeats.

**Team Twist**

On signal, change your passing motion. Switch from Twist and Turn to Bend and Stretch, and vice versa. (Give signal randomly every 3-8 seconds.)

**Task Change**

Science - The Earth's orbital path around the sun is called an elliptical orbit, and takes 1 year to complete. Pluto, presently the most distant planet in our solar system, takes 248 Earth years to complete 1 orbit around the sun! Now that's a long time to wait for a birthday!





**Ready**

- 4 cones (for boundaries)
- Music and player

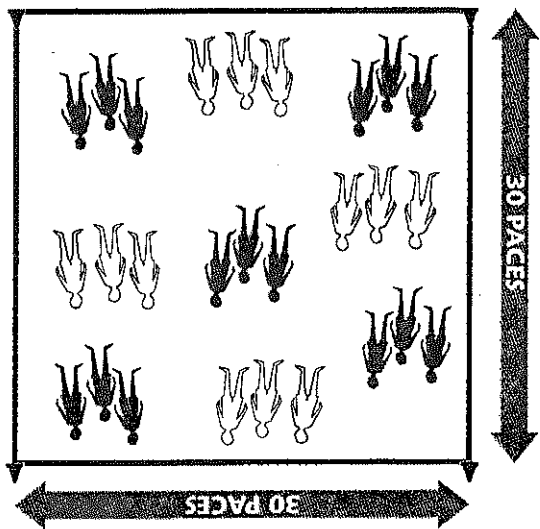
**Set**

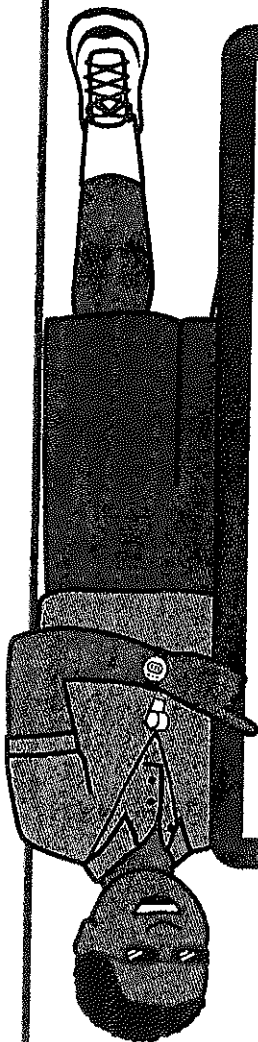
- Create large (30X30 paces) activity area.
- Form groups of 3; scatter them within area.

**GO!**

1. The object of *Squirrels in the Trees* is for each squirrel to find a safe place between 2 Trees.
2. Two in your group are Trees; 1 is the Squirrel.
3. When the music starts, all Squirrels and Trees walk quickly through our "forest."
4. When the music stops, Trees should find another Tree, face each other, raise your arms and join hands (*demonstrate*).
5. Squirrels: Move quickly to find a safe place in the center of 2 Trees. Only 1 squirrel per 2 Trees.
6. If another Squirrel arrives at a pair of Trees before you, it's theirs. Hurry to find a different Tree.
7. (Have students switch roles every 3-4 rounds until all have had a chance to play both parts.)
8. **Wrap it Up**
  - Who can name a pathway we used to find an open Tree?
  - Who helped a Squirrel find a safe home today?

**GAMES**





- TONY'S TIPS**
- Compliment pairs who "grow big Trees," and squirrels who "scurry" without bumping or pushing.
  - If you have an odd number of students, 3 may form a Tree (house) together.
  - For Ks, Trees remain stationary and only squirrels move. Squirrels return to the same Tree each time.

**NOTES**

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**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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- Challenges...**
- Storm coming = Move to a low level and take shelter in a cave.
  - Bird watch = Point your binoculars on a pretty bird in the tree.
  - Falling branch = Stop and duck
  - Jump in the lake = Swim all around our activity area.
  - Gather wood = Pick up pieces of wood for a fire.
  - Leap the creek = Leap over the water.
  - Roast marshmallows = Hold your stick over the fire, and tap 1 foot.
  - Bees = Run away and scatter!
  - Buddy up = Pair with someone nearby.

Now pretend we're going for a hike in the park. Do you have your sunscreen on? I'm the Park Ranger, and you need to do exactly what I say when I say it to stay safe. When I say, "Take a hike!" fast walk anywhere inside our "park land."  
 (Practice saying "Take a hike!" until students respond correctly; then add on the following cues 1 at a time, frequently interspersing Take a Hike as your base command.)

★ (S) Park Ranger

(Read A House is a House for Me by Mary Ann Hoberman, and discuss the types of homes animals and people in different parts of the country and world live in.)

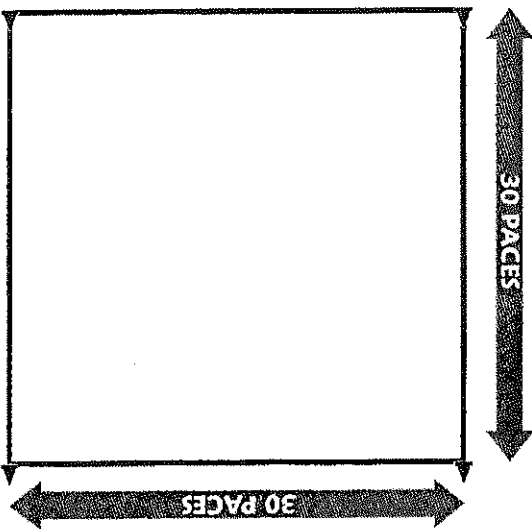
**Language Arts**

**ACADEMIC**





**BUILDING A FOUNDATION**



**Ready**

- 4 cones (for boundaries)
- Either play *Rock and Roll* from Lesson 9, or choose a tag game from Lesson 12; then gather the appropriate equipment
- Music and player

**Set**

- Create a medium (30X30 paces) activity area.

**GO!**

**1. Introduction to Flexibility**

- Can you name a joint of your leg (*ankle, knee, hip*)? Flexibility is how much your joints can bend and straighten. It is good for your body to have flexible joints. To keep them flexible, you need to move them and stretch them.

**2. Tag Game**

- It is important to warm up our muscles before stretching. Stretching a "cold" muscle may actually hurt you.
- We will play a tag game (*or Rock and Roll*) to warm up, then we'll learn and practice doing exercises that stretch both our muscles and joints.
- (Play 5+ minutes of a tag game or *Rock and Roll*.)

**3. Stretch It!**

- Let's pretend to be "rubber band people" while we gently stretch our muscles. Copy what I do, and I'll tell you the name of the muscle we are stretching. Hold your stretch to the "feel good" point. You should feel it, but stretching should never hurt. Our stretches are "static" meaning they are held steady. They are not "ballistic," which is bouncy and may cause injuries.
- **Triceps (back of upper arm) Stretch** – Raise one hand overhead. Keep your elbow high, but drop your hand behind your head. With the other hand, gently pull the bent elbow down and behind your head. Can you hold it for a slow count to 15? Where do you feel the stretch? Try it on the other side. Which side is more flexible? Can you grab your hands behind your back with one elbow up and the other elbow down? Try the other side.
- **Pectorals (chest) Stretch** – Clasp your hands behind your back. Can you slowly lift them up and away from your body?

(continued)

- **Hamstring (back of upper leg) Stretch** – Stand with your feet together, bend your knees slightly, and slowly bend at the waist. Are your fingertips moving closer to your toes? When you are as low as you can go, we'll count slowly to 15. Can you reach a little lower now?
  - **Quadriceps (front of upper leg) Stretch** – Balance on 1 foot and bend the other leg. Hold your foot with the opposite hand and gently pull it toward your bottom. Can you hold for a slow count to 15? Switch sides and hold. Which side is easier to stretch? Which side is easier to balance?
  - **Calf (back of lower leg) Stretch** – Step and lean forward with 1 foot. Press your back heel into the floor. Point your back foot, toes forward. You are stretching the back leg's calf muscle. Hold for slow count to 15. Where do you feel the stretch? Switch front foot and repeat on your other leg.
4. **Wrap It Up**
- Which skills or sports might you perform better with flexible muscles and joints?
  - Let's review today's key words and phrases while we stretch.

## \* SPARK™ IT UP!

### \* Playground Fitness

(The following stretches may be performed using playground equipment.)

- **Pectoral Bar Stretch:** Stand between 2 vertical bars and hold 1 with each hand. Lean forward between the bars to stretch shoulders and pectorals.
- **Lunge:** Take a giant step with 1 foot up to a step/platform (about a foot or so high) and lunge forward to stretch the front of the back leg.
- **Shoulder and Back Stretch:** With both hands, grab a low bar (about waist high) and lean over so hands, shoulders and head are all even with your waist. Lean gently from side to side to feel the stretch in your back.

### \* 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.).

**FLEXIBILITY**

**STANDARDS ADDRESSED**

• **NASPE**

- #1, 2 Spatial awareness, nonlocomotor skills, balance
- #3, 4 Flexibility, 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)

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**PAULA'S POINTERS**

- Ensure students are warmed up prior to stretching.
- Continue to use these stretches throughout the year during cool-down and closure.
- Before or after class, name and locate the major muscles of the body.

**Vocabulary**

Vertical, clasp, opposite, injuries

**NOTES**

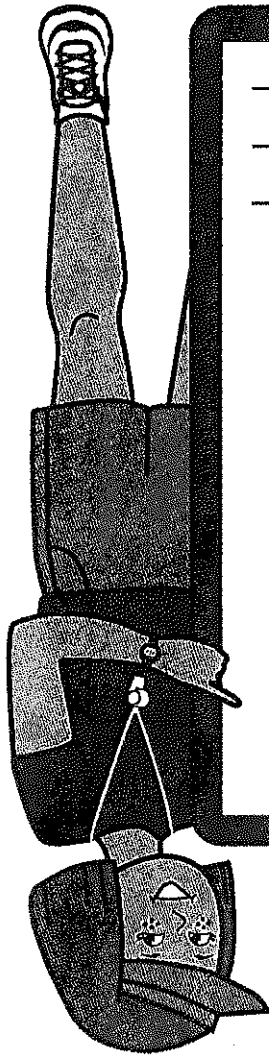
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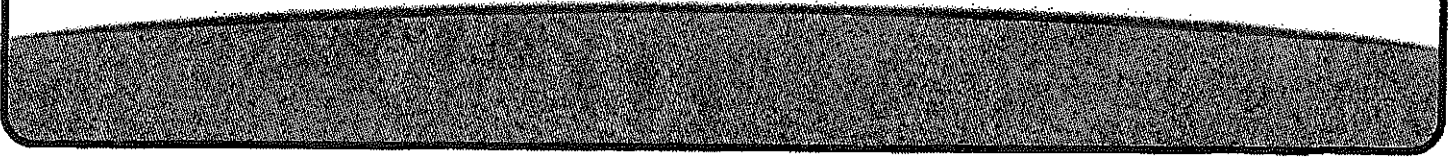


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Yoga (or "power stretching") is a fun activity that helps improve muscular strength and flexibility. Borrow a "yoga for children" DVD from your library and try it with your family. Have fun learning new poses and ways to stretch together.

**HOME**



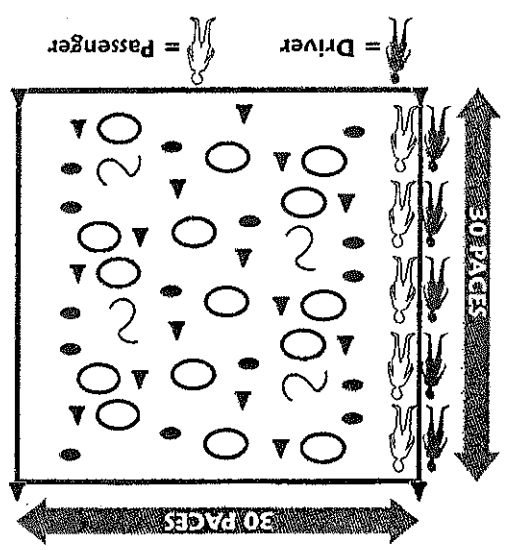
# GO!

- 4 cones (for boundaries)
- A variety of "road hazards" (hoops, spot markers, cones, etc.)
- Create large (30X30 paces) activity area.
- Scatter "road hazards" randomly in area.
- Pair students; spread along 1 sideline.

# Ready...

# Set...

1. The object is to earn your partner's trust by allowing them to "drive" you through "road hazards."
2. Each pair establishes a "front" and "back" partner. The front partner (passenger) puts bumpers up by placing palms over eyes, with elbows pointing forward. Back partner (driver) places hands on partner's shoulders.
3. On signal, drivers guide your passenger across the activity area. Use both verbal cues (e.g., "slowly," "move left," "big step," etc.) or physical signals. (E.g., squeezing the L shoulder means move to the L; pulling back on both shoulders means stop, etc.)
4. If you or your partner touches a road hazard, you have to fix the "flat tire" by doing 10 jumping jacks together before you resume driving.
5. Once across, switch roles and travel back to the original sideline.



# DESIGNATED DRIVERS



**CUES**

- \* Don't forget to communicate. Use your verbal cues.
- \* Passengers, keep those eyes closed!
- \* Designated Drivers – your partner trusts you to be responsible and drive them to their destination safely. Be worthy of their trust.

**CHALLENGES**

- \* Can you move across without bumping other "cars?"
- \* Passengers, can you count your driver's verbal communication cues? Award them a "safe driver certificate" if they give you at least 10 verbal cues.

COOPERATIVES



**Back Seat Driver**  
 Only verbal cues are allowed. Drivers stand to the side or front and cannot touch the passenger.

**In Reverse**  
 Passengers have to travel walking backward. Drivers first try to physically guide the passenger, and then guide with verbal cues only.

**Limo Driver**  
 (Groups of 3-4 in a file line.) Hold shoulders or waist of the person in front of you. The front person is the driver (eyes are open). Others are passengers (eyes closed). Driver leads passengers safely through area. On signal, drivers rotate to the end of the line, passengers move up one place.

**STANDARDS ADDRESSED**

- #2 Problem solving
- #5, 6 Cooperation/communication and trust

*Your State (Write in here)*

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**PAULA'S POINTERS**

- Remind students that communication and cooperation are the measures of success – not being the first to finish.
- Talk about designated drivers. What are they? Why are they important?

**NOTES**

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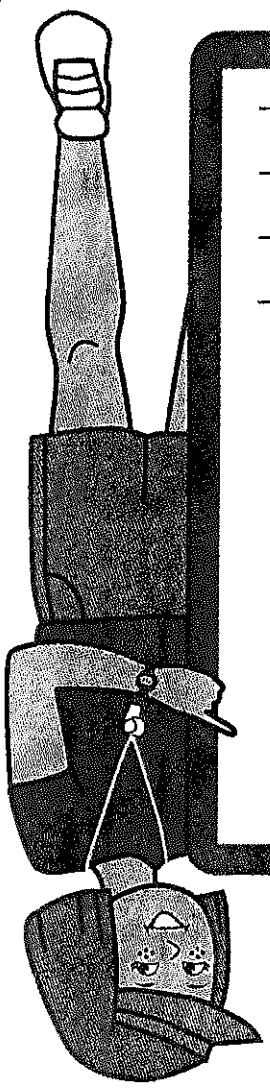
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A Designated Driver is someone who promises not to drink alcohol, so they can drive others home safely. In 2004, according to the Mothers Against Drunk Driving (MADD), 16,694 people were killed in alcohol-related crashes – an average of one death almost every 30 minutes. Half of those deaths were children.

**FUN FACT**





**Ready...**

- 1 utility ball per 2-4 students
- 10-15 paces of wall space per 2-4 students
- 3 spot markers per 2-4 students, plus 2 more

**Set...**

- Create 1 medium (10-15 paces) court along a wall per group of 2-4.
- Place spot marker 10 paces back from wall to mark a serving line.
- Create groups of 2-4 at each court; each group with a ball.
- Students numbered 1 and 2 (3 and 4 if appropriate).

**GO!**

1. The object is to kick the ball to the wall.
2. Student #1 begins by "serving" (kicking) the ball against the wall from behind the serving line.
3. Student #2 follows the ball as it rebounds against the wall, and attempts to kick it back to the wall. Students #3 and #4 (if applicable) follow.
4. Players continue to kick the ball back and forth until someone fails to kick it, or misses the wall completely. When this happens, begin with a new "serve."
5. If the Server makes the error, the serve goes to the next higher number player and the order of kicking shifts.
6. Continue until signal.

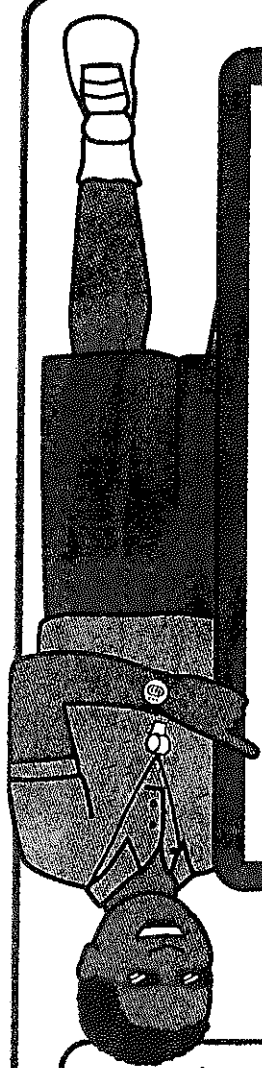
**CHALLENGES**

- How many kicks can your group make without an error?
- How far from the wall can your group stand and still keep a rally going?
- How close?

**CUES**

- Remember the kicking order. Be ready!
- Move out of the way once you have kicked.
- Use the inside of your foot for more accurate kicks.

RECESS ACTIVITIES



**TONY'S TIPS**

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

**NOTES**

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**STANDARDS ADDRESSED**

**NASPE**

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

*Your State (Write in here)*

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**HOME**

Did you know that at home you can "kick back" 3X and never repeat yourself? Huh? First, SPARK's Kickback activity is a game you can play at home. "Kick back" also means to give something back - like helping out with chores around the house. Finally, "kicking back" means to sit down, get a healthy snack, and relax. So go play Kickback; then kick back to your folks; then go kick back for the rest of the day!

**Get the Point** ⚡  
 Rather than cooperative play, this one adds a little competition. Server scores a point if any player fails to kick it or reach the wall. If Server makes the error, the next higher number becomes the new Server.

**Doubles** ⚡  
 (Students in pairs.) Players on the same team must alternate kicks. Score the same as when playing 1 on 1.