

**Teacher:** Clark Kuhn **Subject:** Practical Living (P.E./Health/Career/Consumerism) **Week:** [redacted] **Topic:** Rules, procedures, making friends, back to school, movement, football (throwing)  
**Name:** Clark Kuhn **Date:** Week of 8.8.18 **Subject:** P.E. and Health **Topics:** Back to school, football, personal space

<p><b>K-5th Lesson plans</b></p>	<p><b>KDOE: Practical Living (Health): Academic Expectations:</b> 4.1: Students effectively use interpersonal skills (K-2<sup>nd</sup>) (rules and expectations)  <b>KDOE: Practical Living (Health): Academic Expectations:</b> 2.29: Students demonstrate skills that promote individual well-being and healthy family relationships. (3<sup>rd</sup>-5<sup>th</sup>) (rules and expectations)  <b>KDOE: Practical Living (Physical Education): Academic Expectation:</b> 2.34: Students perform physical movement skills effectively in a variety of settings. (K-5<sup>th</sup>) (locomotor skills)  <b>National PE Standards (NASPE)</b>  <b>Orientation and Personal Space (Building a Foundation)</b> K-2<sup>nd</sup> #1,2  <i>Spatial awareness, spatial relationships, nonlocomotor skills, locomotor skills #3,4</i>  <i>Participates in physical activities that are enjoyable and challenging #5,6</i>  <i>Participates, appreciates, enjoys movement, cooperates in large group activities</i>  <b>General Space and Creative Moves (Building a Foundation)</b> K-2<sup>nd</sup> #1,2  <i>Spatial awareness, nonlocomotor skills, locomotor skills #3,4</i>  <i>Participates in physical activities that are enjoyable and challenging #5,6</i>  <i>Participates,</i></p>	<p><b>Vocabulary:</b>            Expectations, rules, rewards, consequences safety, warm up, cool down, dynamic stretching, seizure, personal space, home base, general space, boundaries, straddle, passing, receiving, defense, offense</p>	<p><b>Learning Targets (relate all targets to real life):</b> P.E.: I can identify expectations and safety rules for my PE class. (K-5<sup>th</sup>)            P.E.: I can perform physical movement skills in a variety of settings. (K-5<sup>th</sup>) I can identify my personal and general space. (K-2<sup>nd</sup>)            P.E. I can pass and receive a football. (3<sup>rd</sup>-5<sup>th</sup>) I can demonstrate both offensive and defensive strategies in a cooperative game.            Health: I can demonstrate strategies that will help me have a successful school year.  <b>Mini lesson:</b> (P.E.) Students will enter gym and sit down on the white circle. Students will be introduced to Mr. Kuhn and how he and his family lead an active physical lifestyle by watching a Power Point. (Entrance slip): Question: Give me an example of how you were active over the summer.  <b>Warm-up:</b> (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up.  <b>Mini lesson (Health/Citizenship):</b> (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, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log &amp; behavior log), entering and exiting the gym, bulldog voice levels and their first two homework assignments (photos of them being active and P.E. required form).  <b>Mini lesson: (Careers):</b> I will show the students the career cluster poster and introduce students to careers within education. Remind students about Monday's guest speaker: Mr. Weihe and Mr. Mullins.  <b>Mini lesson: Health: Nutrition:</b> Importance of breakfast. DOK 2: Compare and contrast a health breakfast with an unhealthy breakfast.  <b>Warm-up:</b> (P.E./stretching &amp; warm-up) Mr. Kuhn will be assigned a place to sit and will learn about the importance of personal space. Students will</p>	<p><b>Daily Assessment:</b>  <input checked="" type="checkbox"/> Observation  <input checked="" type="checkbox"/> Oral responses  <input type="checkbox"/> Self-Evaluation            n  <input type="checkbox"/> ORQ  <input checked="" type="checkbox"/> Whole Class  <input checked="" type="checkbox"/> Small Group  <input checked="" type="checkbox"/> Individual  <b>Formative and Summative Assessments</b>  <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips  <input checked="" type="checkbox"/> Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
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	<p><i>appreciates, enjoys movement, cooperates in large group activities</i></p> <p><b>Passing and Receiving Drills</b> (football) 3<sup>rd</sup>-5<sup>th</sup> #1,2: Forward passing, catching &amp; #5,6: Cooperation, accepting challenges</p> <p><b>3-Catch Game</b> (Aerobic Games) 3<sup>rd</sup>-5<sup>th</sup> #1,2 Passing, catching, moving to open space</p> <p>#2 Offensive and defensive strategies #3,4 Cardiovascular endurance #5,6 Cooperation, teamwork, accepting challenges</p>	<p>write down their names on popsicle sticks. All students will learn about “dynamic” stretching before a workout and will demonstrate a few stretches.</p> <p><u>Mini Lesson:</u> (Health) Final slide on power point: What is a seizure? (3<sup>rd</sup>-5<sup>th</sup>) What is a seizure (1:40) Young Epilepsy: Ben and Sunita’s Day Out! (Animated). What to do if Mr. Kuhn has a seizure. (safety)</p> <p><u>Mini lesson:</u> (Health) Students will watch a video from bookflix.com titled “school”. (Exit slip): DOK 2: Question: Compare and contrast being at school and being at home. Students will watch a video from brainpop.com titled “Back to School” strategies that will help them have a successful school year socially and educationally. (3<sup>rd</sup>-5<sup>th</sup>) (Exit slip): Question: Compare and contrast feeling associated with the first and the last day of school. DOK 2.</p> <p><b>P.E. Activity #1:</b> Primary (K-2<sup>nd</sup>) Orientation and Person Space (Building a Foundation, pg. 1-3. See attached lesson plans!</p> <p><b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you... Make yourself small? Even smaller? Make yourself tall? Even taller? See pg. 1 &amp; 2 for additional ways to differentiate for advanced students.</p> <p><b>Assessments/Exit Slip:</b> Students will demonstrate and/or explain either physically and/or verbally about personal space.</p> <p><b>P.E. Activity #2:</b> Primary (K-2<sup>nd</sup>) General Space and Creative Moves (Building a Foundation, pg. 5-7) See attached lesson plans!</p> <p><b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you... Jump side-to-side over your home? Jump to the R, back on your home; to the L, back on your home; Forward, back on your home; and</p>	
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	<p>finally Backward, then back on your home. Additional challenges for advanced students are on page 5 on the attached lesson plan.</p> <p><b>Assessments/Exit Slip:</b> Students will demonstrate physically and/or verbally how to move within their general space. What is creativity? What people and objects were within your general space today? Are there any people or objects within your personal space right now?</p> <p><b>P.E. Activity #1:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Passing and Receiving Drills (football), page 7-8, see attached lesson plan.</p> <p><b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many passes can you and your partner complete in a row? Can you alternate high and low passes to your partner?</p> <p><b>Assessments/Exit Slip:</b> Students will demonstrate physically and/or verbally how to correctly pass and receive a football.</p> <p><b>P.E. Activity #2:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) 3-Catch Game (Aerobic Games), page 23-24, see attached lesson plan!</p> <p><b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many times can your group make 3 catches?</p> <p><b>Assessments/Exit Slip:</b> Students will demonstrate physically and/or verbally the various offensive and defensive strategies used in the 3-Catch game.</p> <p><b>Cool down and Rewarding Positive Behaviors:</b> Mr. Kuhn will pass out green positive tickets or clip up tickets. If time permits, 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>	
		Good sportmanship,
		<b>(1) FRIDAY P.E. and Health Lesson Plan:</b>

	<p><u>National Standards (NASPE):</u>  <b>(Friday 1 only) NASPE: Grouping and moving together (Building a Foundation) (K-2<sup>nd</sup>)</b> #1,2 Spatial awareness, locomotor skills #3,4 Cardiovascular endurance, participate in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities</p> <p><b>(Friday 1 only) NASPE: Crazy Cones (Games) (K-2<sup>nd</sup>)</b> #1,2 Spatial awareness, locomotor skills, #3,4 Participates in enjoyable, challenging activities, aerobic capacity, agility #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting</p> <p><b>(Friday 1 only) NASPE: Workout Buddies (Cooperatives) (3<sup>rd</sup>-5<sup>th</sup>)</b> #1 Various motor skills #4 Participation in fitness activities #5,6 communication/cooperation</p> <p><b>(Friday 1 only) NASPE: 2-Square (Recess Activities) (3<sup>rd</sup>-5<sup>th</sup>)</b> #1,2 Striking #2,6 Offensive game strategies #5,6 Cooperation, fair play</p> <p><b>KDOE: Practical Living: (Physical Education): Academic Expectation: 2.34:</b> Students perform physical movement skills effectively in a variety of settings. (K-5<sup>th</sup>)</p>	<p>locomotor, static stretching, serve, aerobic, conductor, caboose,</p>	<p><b>Topic:</b> dance/movement, sportsmanship, cooperative play, partner game, striking a ball</p> <p><b>P.E.:</b> I can give an example of a type of dance and how dance benefits the body. (K-2<sup>nd</sup>)</p> <p><b>Health:</b> I can give an example of good sportsmanship. (3<sup>rd</sup>-5<sup>th</sup>) P.E.: I can work cooperatively to either knock down cones or pick them up. (K-2<sup>nd</sup>) P.E.: I can work cooperatively and follow the directions of a student leader. (K-2<sup>nd</sup>)</p> <p>P.E.: I can work cooperatively with a partner and be active.</p> <p>P.E.: I can work cooperatively with a partner and strike a ball back and forth trying to score points.</p> <p><b>Friday 1 only: "I can" statements:</b> Health: I can give examples of both good and bad sportsmanship. (3<sup>rd</sup>-5<sup>th</sup>) P.E. I can identify various motor skills. (K-2<sup>nd</sup>) P.E. I can use offensive strategies in a game. (3<sup>rd</sup>-5<sup>th</sup>) P.E. I can correctly perform various motor skills. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Friday 1 only: Warm-up:</b> Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5<sup>th</sup>)</p> <p><b>Friday 1 only: Mini lesson:</b> (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p><b>Friday 1 only: Mini lesson:</b> P.E. Students will watch the book "Kids Can Dance!" on bookflix.com. (Exit slip): DOK 1 Question: Give me examples of different ways kids can move. Example: walk, run, skip, hop, and etc. (K-2<sup>nd</sup>)</p> <p><b>Friday 1 only: Mini lesson:</b> (Health) Students will watch "Good Sportsmanship 1950" on youtube.com and will learn three ways that they can demonstrate good sportsmanship, 4 minute clip. (Exit slip): DOK 2: Question: Compare and contrast setting from the 1950's and present day. (3<sup>rd</sup>-5<sup>th</sup>)</p>
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**KDOE: Practical Living:**  
**(Health): 4.1: Academic**  
Expectations: Students effectively use interpersonal skills. (rules and expectations)

**Friday 1 only: P.E. Activity #1: Primary (K-2<sup>nd</sup>): Crazy Cones (Games,**  
pg. 3) See attached lesson plan

**Friday 1 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.  
Advanced students: They will play a variation of the game titled “Double Trouble”, “Dribbling Crazy Cones”, or “Colored Cones”

**Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to perform the locomotor skills in the game. DOK #2: Compare and contrast Crazy Cones with Tag.

**Friday 1 only: P.E. Activity #2: Primary (K-2<sup>nd</sup>): Grouping and Moving Together (Building a Foundation, pg. 41)**

**Friday 1 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.  
Advanced students: Can you topple cones...using only your feet, elbows, or a different body part?

**Friday 1 only: Assessments/Exit Slip:** Went are the key phrases that we learned today during our game? DOK #2: Give me an example of an activity or game that involves teamwork and then give me an example of how this particular game that was played individually.

**Friday 1 only: P.E. Activity #1: Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Workout Buddies (Cooperatives, 5-7)**

**Friday 1 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.  
Advanced students: When the teacher calls an activity, can you find your buddy and get active before I count down from 5?

**Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to perform various motor movements.  
DOK 1: Recall some of the activities that you completed today in workout buddies.

**Friday 1 only: P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) 2-Square (Recess Activities, 17-18)

**Friday 1 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.

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

**Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally various strategies used in 2-Square. DOK # 2: Compare and contrast 2-Square and volleyball.

**Static Stretching (Cool Down):** Students will learn the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will practice stretching then neck. Students will walk a cool down lap prior to exiting the gym.

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green positive tickets or clip up tickets. If time permits, 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".

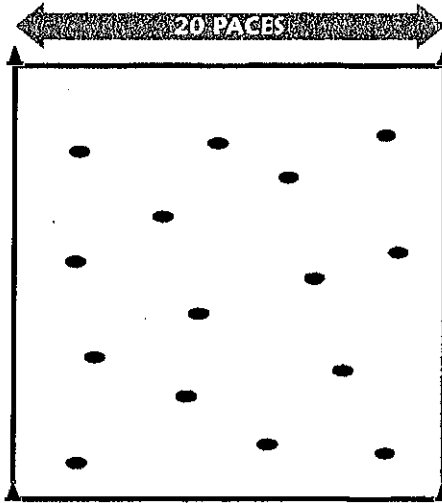
Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.



(K-2nd)

**Ready**

- ~~• 4 cones (for boundaries)~~
- 1 spot marker per student
- ~~• SPARK Expectation Cards (SPARKfamily.org)~~
- ~~• 1 copy of the Parent Letter per student (SPARKfamily.org)~~
- Music and player



**BUILDING A  
FOUNDATION**

**Set**

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area (space apart so students cannot reach/touch each other).

**GO!**

**1. Orientation and Expectations**

- How quickly can you find a spot and stand on it?
- SPARK PE is active and fun! But, PE (Physical Education) **is** a class, just like Reading, Math, and Science. I expect you to listen and be respectful just like when you are in the classroom. PE is not free play or recess. We are here to help improve the fitness and skills of everyone in our class.
- ~~• (Use the SPARK PE Expectation Cards to lead an interactive discussion.)~~
- ~~• At the end of today's lesson, you will receive a letter to take home to a parent. It tells them when PE will be scheduled, so they can help you be prepared.~~
- What do you think you need to be prepared? (Discuss what to wear on PE days, what to do if unable to participate, etc.)

**2. Personal Space**

- The area you occupy is your "personal space." To find your personal space, do the "helicopter." Gently twirl your arms while you twist and turn at the waist. If you can touch somebody, you are too close; pick up your spot and move.
- Everyone needs their own personal space. Wherever you move, you take your personal space with you.
- The area on and around your spot marker is your "home base." We will learn how to move within, on, and around home base.
- I will give you a challenge to do at your home base. Do not begin until I give a start signal. (Signal by turning music on, or saying, "Go," etc.)
- After practice, I'll give a stop signal (music off, hand signal, "Freeze!" etc.). Show how quickly you stop and listen.
- **Challenges** – Can you...
  - o Make yourself small? Even smaller?

**GRADES K-2**

(continued)

# ORIENTATION AND PERSONAL SPACE

## GO! (continued)

- o Make yourself tall? Even taller?
- o Make yourself narrow? Wide?
- o Stretch and touch the sky? Bend and reach to touch your shoes?
- o Turn and smile at a friend while keeping your hips pointing forward? This is called a "trunk twist." Turn and twist the other way?
- o Step forward off your home base and return? Step backwards off your home base and return? Sideways? Step to the other side?
- o Jump (2-foot takeoff and landing) forward off your home base? Jump all around your home base?
- o Stand behind home base? Jump over home base? Try it 3X.
- o Show how you can walk around home base on your hands and feet (on all fours) 3X?
- o Straddle (1 foot on each side of spot marker) home base and face away? Face me? Face another way?
- o Walk forward around your home base? On your heels? Your toes?
- How would you move your body if you were pushing something away from you? Pulling something towards you?
- ~~How else can you move around your home base?~~



### 3. Name Game

- (Have students form a circle.) The object of this game is to learn each other's names and favorite sports.
- We'll go around our circle (*point the direction*), and when we get to you, say your name and perform a sport move (e.g., *swing a bat, kick a ball, shoot a free throw, etc.*) or any movement you'd like (*a jumping jack, run in place, stomp both feet, etc.*).
- We'll repeat your name and imitate your move. (*Demonstrate*)
- After everyone has had a turn, we'll start again and see if we can remember the person's name and their move!

### 4. Behavioral Assessment

- Show me a thumb's up if you:
  - o Tried your hardest in every activity.
  - o Listened to directions and followed them.
  - o Kept your hands and feet to yourself.
  - o Were respectful of others and our equipment.

### 5. Wrap It Up

- (*While stretching, discuss why cool-down is important at the end of activity, and how it will be a part of each PE class.*)
- Let's review the key words from today. (*These are the underlined words/phrases in the GO section.*)
- Why is it important for each of us to have our own personal space? What can you do to stay safe while in personal space?



# ORIENTATION AND PERSONAL SPACE

## STANDARDS ADDRESSED

### • **NASPE**

#1, 2 Spatial awareness, spatial relationships, nonlocomotor skills, locomotor skills

- #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)

\_\_\_\_\_

- \_\_\_\_\_



## ACADEMIC

### Science and Social Studies

Let's blow giant pretend bubbles around ourselves. This is your personal space. What makes bubbles float and pop?

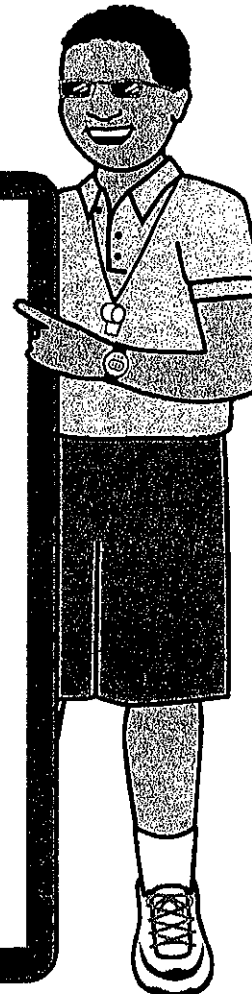
Who will name an animal that moves forward? Sideways? Backwards? Why don't we move backwards more during PE class? (Reinforce safety and encourage children not to move backwards quickly and/or without looking where they are going.)

## TONY'S TIPS

- If possible, use music to start and stop movement.
- Praise those who stay within their home base, begin and stop on signal, and show movement creativity.
- Begin teaching the SPARK Coordinated School Health messages (see *Teaching SPARK PE*, pg. 7).
- Key words and concepts are underlined>.

### Vocabulary

Home base, personal space, straddle



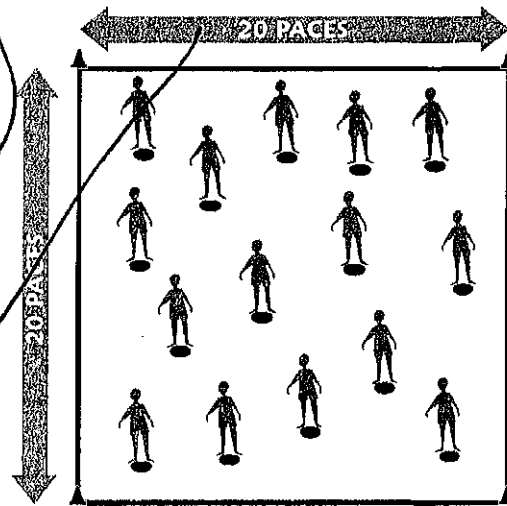


## Ready

- ~~4 cones (for boundaries)~~
- 1 spot marker per student
- ~~Music and player~~
- 1 hoop per student (optional)
- 2 beanbags per student (optional)

## Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within boundaries
- Send students to stand on a spot marker.



## GO!

### 1. Personal Space Review

- What is the area on and around your spot called? (*Home base*) What can you do to make sure you have enough personal space to move safely? (*The Helicopter*) Show me your helicopter; twist and turn with your arms at shoulder height.
- **Challenges** – Can you...
  - o Jump side-to-side over your home?
  - o Jump to the R, back on your home; to the L, back on your home; Forward, back on your home; and finally Backward, then back on your home.
  - o Make a lower case letter “t” with your jumps? Practice your “t” until you hear the stop signal. (*Give 20-30 seconds to practice.*)
  - o Stand behind your home base and step over it? Now step with the other foot. How many times can you step over your home before the signal? (*Give 10-15 seconds to practice.*)

### 2. Creative Words and Moves

- What does creativity mean? We will practice moving creatively in our next activity.
- When I say a word, think how you could move to show me that word.
  - o How would you move to show: Sizzle – splash – dive – swim – pour – sneak – melt – reach – spin – stretch – hammer – fall – twist?

### 3. General Space Introduction

- General space is the space we all share. It is the space inside our boundaries (*lines on floor, coned area, etc.*).
- When in general space, we move without bumping or shoving others.

# GENERAL SPACE AND CREATIVE MOVES

## GO! (continued)

### 4. Go Away, Go Home

- When I say, "Go away," leave your home base, and walk inside our general space. While moving, keep a safe distance from others.
- When you hear, "Go home," return to your home base (*spot marker*).
- How safely can you move in general space?
- How quickly can you return home?
- (*Repeat several times.*)

### 5. Scrambled Eggs

- When you hear, "Scrambled eggs!" move safely within general space any way you wish.
- On signal, freeze right where you are. Can you freeze in a position without moving or falling over?
- If you hear, "Go home!" return to your home base.
- Show how well you listen and freeze.
- Watch for others moving in general space; no bumping or touching.
- (*Repeat many times until learned and signals are followed quickly.*)

### 6. Wrap It Up

- What people and objects were within your general space today? Are there any people or objects within your personal space right now?
- Who can name an animal that lays eggs – besides a chicken? (*Ducks, geese, ostriches, etc.*)
- Let's review our key words from today. (*These are the underlined words/phrases in the GO section.*)

# GENERAL SPACE AND CREATIVE MOVES

## \* SPARK™ IT UP!

### \* Switcheroo

When moving in general space, if you hear "Switcheroo," do not return to your home base. Go to a different spot.

### \* Freeze Dance

*(Play The Freeze from the ASAP unit. Students move within boundaries and stop when they hear the word "Freeze!")*

### \* Gathering Coconuts

*(Scatter 1 hoop per student throughout activity area. Place 2 beanbags inside each hoop. Ask each student to stand inside a hoop. Give instructions.)* When you hear my start signal, walk to another hoop ("coconut tree"), and take ("harvest") a beanbag ("coconut") from within and bring it to your home hoop. Take only 1 at a time. On the stop signal, count your coconuts!



## WELLNESS

Keep your personal space neat and clean! Who washes their hands before eating and after using the restroom? Who brushes their teeth after eating and before going to bed?

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills

#### ● #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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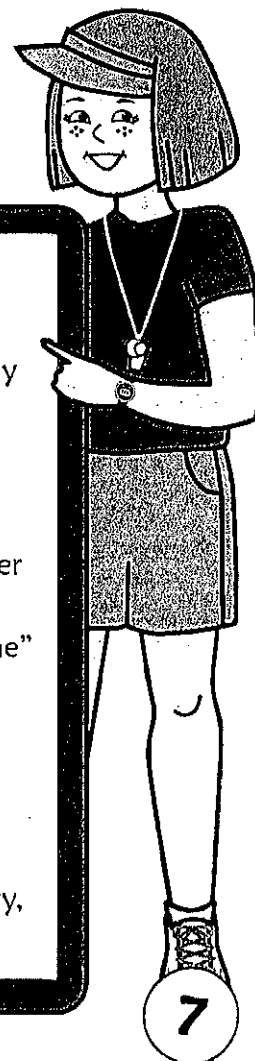
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### PAULA'S POINTERS

- Use "Scrambled Eggs" to signify that students may choose the way they move.
- Show those having difficulty stopping and maintaining their balance how to bend their knees and widen their stances (for lower centers of gravity).
- Alternate "Freeze" and "Go home" until students are proficient.
- Praise those following signals quickly and moving in general space without touching others.

#### Vocabulary

General space, boundaries, creativity, coconuts





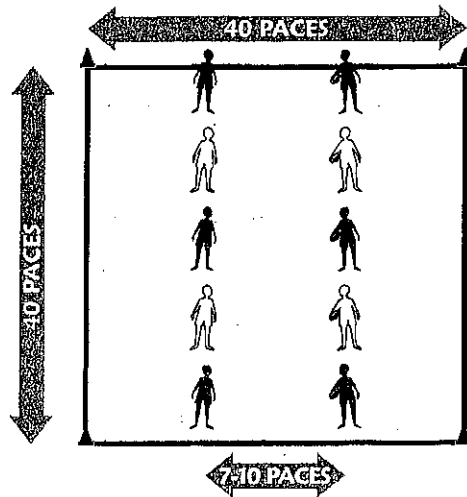
**Ready...**

- 1 ball per 2 students
- 4 cones (for boundaries) (3rd-5th)

**Set...**

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (7-10 paces apart); each pair with a ball.

**GO!**



1. The object is to practice throwing and receiving a forward pass.
2. First, watch your partner "shadow" the throwing motion (practice without the ball). Look for:
  - Side to target.
  - Ball back behind ear, high and away.
  - Lead with throwing elbow.
  - Step toward target.
  - Wrist roll off fingertips and follow through.
3. Now, watch your partner shadow catch balls thrown high and low. Look for:
  - High catches: fingers up.
  - Low catches: fingers down.
  - Fingers spread apart.
  - Eyes on the ball.
  - Reach with arms, eye with hand.
  - Wrap fingers, pull ball to body.
4. Next, add the football, and check how your partner grips it. Look for:
  - Fingers spread apart.
  - Pointer finger off the face near tip of ball.
  - Middle and third fingers across face; fingertips on the ball.
  - Little finger on the face.
5. Lastly, stand in a face-off formation (7-10 paces from your partner) and pass back and forth using your best form.

**CHALLENGES**

- \* How many passes can you and your partner complete in a row?
- \* Can you alternate high and low passes to your partner?

**CUES**

- \* Receivers "ask" for the ball. Look at the passer, and have your hands up and ready.
- \* Passers pass only when you see the receiver "asking" for the pass. Your receiver should be looking at you with "up-and-ready hands."

GRADES 3-6

FOOTBALL

# SPARK IT UP!

## ★ Step Back

Receivers step back after every successful catch. Receivers step forward if the pass is incomplete.

## ★ Drop Back

Pretend you are receiving a hike from the Center. Drop back 2-3 steps, and then pass to your partner.

## ★ Target Pass

(Groups of 3, 1 ball and 1 hoop per group. 2 students in face-off formation 7-10 paces apart; 3rd student stands in the middle, and holds a hoop up overhead.) Passers try to pass through the hoop and complete passes to your receiver. Hoop holder, turn so you are always facing the passer. Rotate after every 3-10 passes. Vary the distance.



## ACADEMIC

**Social Studies (Historical Timelines)** - Did you know field goals were once worth 4 points, and touchdowns were worth 5? When was the forward pass legalized? (Answer: 1906.) The rules to any sport always change as the game evolves. Create a historical timeline of the football rule changes during the past century. The National Football League website at [www.nfl.com/history/chronology](http://www.nfl.com/history/chronology) is a great place to start.

### STANDARDS ADDRESSED

#### NASPE

- #1, 2 Forward passing, catching
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

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### PAULA'S POINTERS

- Monitor the distance between partners. Skilled pairs will need more distance.
- Allow students to work with a variety of partners.

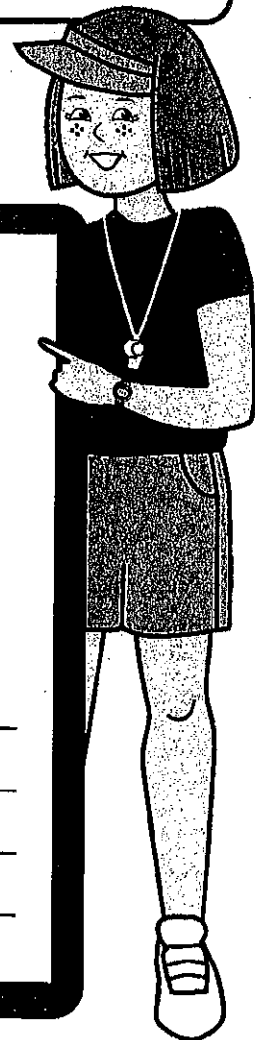
### NOTES

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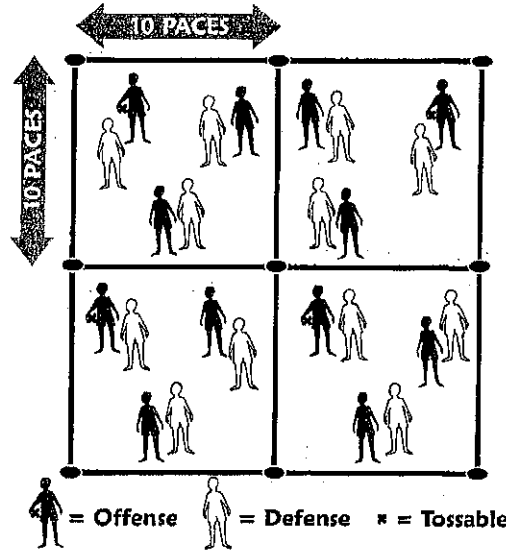
**Ready...**

(3rd-5th)

- 1 tossable per group of 6 (offer many choices in color, weight, size, density, shape, type, etc.)
- 4 spot markers per group of 6
- 3 pinnies per group of 6

**Set...**

- Create a 10X10 pace grid for each group of 6.
- Students in groups of 3; 2 groups per grid; 1 wearing pinnies.
- 1 tossable (group's choice) per grid.



**GO!**

1. The object is to make 3 catches in a row, each to a different group member.
2. Pinnie group begins on Offense with the tossable. Defenders guard a member of the opposing group.
3. Incomplete passes (hit the ground, go out of bounds, intercepted) are picked up by the other group and they try to make 3 catches.
4. Three catches in a row score 1 point, and the other group gets the tossable.
5. Principle of 3s is in effect: **Take 3 steps with the tossable; Defense stays 3' away from Offense; passes must travel at least 3'**

AEROBIC GAMES

**CHALLENGES**

- \* How many times can your group make 3 catches?

**CUES**

- \* Offense, move to an open space. Keep moving. Change directions often.
- \* Defense, follow the person you are covering. Keep your hands up. Stay at least 3' away from the Offense.

# SPARK IT UP!

## ★ Pedometer

(1 student per group wears a pedometer. Change the focus of the activity so groups reaching the designated number of steps before the game ends are awarded bonus points to their running total.)

## ★ [REDACTED]

Choose a more challenging tossable, such as flying discs, footballs and tennis balls.

## ★ [REDACTED]

The player with the tossable is allowed only to throw, not to catch.



## HOME

Look for items around the house that are safe to throw and catch, like a rolled up sock, a paper plate, a ball, etc. Find a friend, and play catch, using the different tossables. See which is easiest to throw and catch.

### STANDARDS ADDRESSED

#### • NASPE

#1, 2 Passing, catching, moving to open space

#2 Offensive and defensive strategies

• #3, 4 Cardiovascular endurance

#5, 6 Cooperation, teamwork, accepting challenges

**Your State** (Write in here)

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### TONY'S TIPS

- Mix students of various skill and fitness levels for this activity. It helps those who don't "get it" to see how to move to get open, how to cover an opponent, etc.
- Discuss strategies for Offense and Defense: moving to an open space, faking, changing directions quickly, using all of the space, hands up, covering an opponent, etc.

### NOTES

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