

K-5th Lesson plans

<p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.</p> <p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)</p> <p>KDOE: Practical Living (Health): 4.1: Students</p>	<p>Vocabulary: Pitch, diversity, static dynamic stretching, environment, consumer decisions, hike, receive</p>	<p>Learning Targets (relate all targets to real life): P.E.: I can perform physical movement skills correctly. (K-5th) Health: I can define and provide an example of the word diversity. (K-5th) Health: I can give examples of how stretching benefits the body. (K-5th) Consumerism: I can how my environment effects what I purchase. (K-5th) Vocational Studies: I can give an example of a career from the science career cluster. (K-5th)</p> <p>P.E.: I can move in various locomotor movements and make a bridge. (K-2nd) I can demonstrate jumping and landing, following the teaching cues given in class. (K-2nd) P.E.: I can correctly hike and receive a football. (3rd-5th) I can defend and attack the other teams base. (3rd-5th)</p> <p style="text-align: center;">Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>Mini Lesson: (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior, if needed.</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 three laps as a warm up.</p> <p>Mini Lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: Review integrity and introduce diversity. DOK #1: Define the meaning of the word diversity. DOK #2: Compare and contrast diversity and integrity.</p> <p>Mini Lesson: (Health): Students will learn about the benefits of stretching before and after exercise. DOK #2: Compare and contrast static and dynamic stretching.</p> <p>Mini Lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within science.</p> <p>Mini Lesson: (Consumerism): Critical vocabulary: consumer decisions Students will discuss how what around us affects what we do or do not purchase.</p> <p>Warm-up: (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. All students will learn about "dynamic" stretching before a workout and will complete one upper body and one lower body stretch. (K-5th) Students will watch a video from Adventure to Fitness. Students</p>	<p>Daily Assessment: <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Individual</p> <p>Formative and Summative Assessments <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips <input checked="" type="checkbox"/> Oral Questions <input type="checkbox"/> Student Self-Assessment</p> <p style="text-align: right; color: red; font-size: 2em;">Hawaii 10/30</p>
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	<p>effectively use interpersonal skills. (3rd-5th)</p> <p><u>National Standards (NASPE)</u> See attached lesson plans for NASPE standards!</p>	<p>will watch the “Hawaiian Hero” as a cool down at the end of PE if time permits.</p> <p>P.E. Activity #1: Primary (K-2nd) Grouping and Making Bridges, pg. 37. (Building a Foundation), 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 bridges can you fast walk around in 30 seconds? How quickly can you go over 5 bridges?</p> <p>Assessments/Exit Slip: Students will demonstrate that they can follow directions and make various types of bridges. DOK 1: What is the difference between over and under? Next to and through? Behind and in front? Forward and backward? DOK 2: Compare and contrast the game “Tag” and “Mingle, Mingle”.</p> <p>P.E. Activity #2: Primary (K-2nd) No More Monkeys, (Open online curriculum), 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: See grade level progression at the bottom of the attached lesson plan and bump the advanced students up a grade level or two to meet individual needs.</p> <p>Assessments/Exit Slip: DOK 1: What does safety mean? How can you recognize safe behavior? DOK 2: How does following directions affect safety in physical education? DOK 3: What would happen during the activity No More Monkeys if someone in our class was not being safe? DOK 1: What do you know about personal responsibility? DOK 2: How can you demonstrate personal responsibility when you're working with physical education equipment? DOK 3: How is personal responsibility related to success in school?</p> <p>P.E. Activity #1: Intermediate (3rd-5th) Center-pede, pg. 23, 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: They will try the game Hike, Pass, and Receive, pg. 24. Assessments/Exit Slip: Students will demonstrate hike and receive the football cooperatively. DOK #2: Compare and contrast the hike and a lateral.</p>	
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Teacher: Clark Kuhn **Subject:** PE & Health **Weeks:** September 19th – 22nd, 2017 (Wednesday in classroom) **Topics:** Football, cooperative play, locomotor/making bridges, jumping/landings, consumer decisions

P.E. Activity #2: Intermediate: Castle Ball (3rd-5th) Students will be divided into two teams. Then students will try to knock over the other teams hula hoop castles. The team that has the fewest “castles” knock over wins.

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 brainstorm alternative rules of gameplay that differential the games rules. **Assessments/Exit Slip:** Students demonstrated how properly throw and defend their bases. DOK 2: Compare and contrast the Dodgeball and Castle ball.

Mini lesson (Careers): Students will watch a book titled “It Starts With Me: Kindness and Generosity” from bookflix.com (K-2nd). DOK 2: Compare and Contrast kindness and generosity. Students will watch a video from brainpop.com titled “obesity”. (3rd-5th)

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green tickets and let students know let them know if they are clipping up prior to dismissal. Mr. Kuhn will review key concepts and vocabulary from the lesson.

FRIDAY (3) PLVS Lesson Plan:

Topics: tag, dance, static stretching,

Vocabulary: Static stretching, throwing, catching, chasing, fleeing

Learning Targets (relate all targets to real life):

P.E.: I can avoid being tagged while fleeing others who have been tagged. (K-2nd)

P.E.: I can use throwing, catching, chasing, and fleeing skills. (K-2nd)

P.E.: I can look for and then recognize open space in order to guide my robots safely into it. (3rd-5th)

P.E.: I can move safely throughout the activity area by using appropriate speed and keeping my eyes alert. (3rd-5th)

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

Teacher: Clark Kuhn **Subject:** PE & Health **Week:** September 19th – 22nd, 2017 (Wednesday in classroom) **Topics:** Football, cooperative play, locomotor/making bridges, jumping/landings, consumer decisions

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

NASPE Standards: See attached lesson plans!

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

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

Friday only: Mini lesson (Spiral Review): Review concepts taught earlier in the week from consumerism, healthy food choices, career cluster, character trait, PE vocabulary.

Friday only: P.E. Warm-up Activity: Students will dance to 2-3 songs from Just Dance on youtube.com.

Friday only: P.E. Activity #1: Stuck in the Mud, pg. 9. See attached lesson plan! (K-2nd):

Friday 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 can play "High-Five Tag or Leap Frog Tag, see pg. 10.

Friday only: Assessments/Exit Slip: DOK 1: Who free someone from the mud today? How did it feel to be freed? DOK 2: Compare and contrast the games "tag" and "stuck in the mud".

Friday only: P.E. Activity #2: K-2nd): Catch and Chase, pg. 11, see attached lesson plan!

Friday 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 can play the game "Slow It Down" or "Speed It Up", see pg. 12.

Friday only: Assessments/Exit Slip: DOK 1: Why was it safer to use a soft, underhand toss in the game? DOK 2: Compare and contrast the game "Catch and Chase" and "Stuck In the Mud".

Friday only: P.E. Activity: Robotics Lab (Personal and Social Responsibility), see attached lesson plan (3rd-5th):

Friday 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: (Move advanced students one or two grade levels up as needed. Grade Level Progression: 3rd: Play the activity as described

Teacher: Clark Kulm **Subject:** PE & Health **Week:** September 19th – 22nd, 2017 (Wednesday in classroom) Topics: Football, cooperative play, locomotor/making bridges, jumping/landings, consumer decisions

		<p>above. 4th: Vary locomotor skills, allowing engineers to gallop, skip, or slide. 5th: Robots travel with an object (e.g., dribbling a ball, waving a scarf, etc.).</p> <p>Friday only: Assessments/Exit Slip: DOK 1: What physical activities do you like to do with your friends? DOK 2: What do you like about being active with your friends? DOK 3: How is safety related to having fun with your friends during physical activity? DOK 1: How can you recognize safe behaviors? DOK 2: How would you compare and contrast safe behaviors with dangerous behaviors? DOK 3: Can you predict what would happen in our Robotics Lab activity if students acted in ways that were not safe? DOK 4: Let's develop a plan that we can follow if any of us see unsafe behaviors.</p> <p>Friday only: P.E. Activity: Foam Ball Frenzy (Personal and Social Responsibility) (3rd-5th):</p> <p>Friday only: Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: They will be given different locomotor movements throughout the game.</p> <p>Friday only: Assessments/Exit Slip: DOK 1: How can you recognize when someone is giving her or his best effort? DOK 2: How can encouragement help someone's effort? DOK 2: How can you encourage your classmates in order to help them be at their best? DOK 3: How is encouragement related to cooperation? Use facts to support your Answer? DOK 1: What is physical activity? DOK 2: What are ways that you can be physically active outside of school? DOK 3: How is physical activity related to good health?</p> <p>Static Stretching (Cool Down) and Rewarding Student Behavior: Students will walk a cool down lap prior to exiting the gym and line up at the door.</p> <p>**Emergency Drills: Open the door on the rolling cart. On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.</p>	
		<p>Drills: **Fire drills: exit following the emergency exit plan & close doors (prevents spread of flames)</p>	

Teacher: Clark Kuhn Subject: PE & Health Week: September 19th -- 22nd, 2017 (Wednesday in classroom) Topics: Football, cooperative play, locomotor/making bridges, jumping/landings, consumer decisions

			<p>**Earthquake drills: doors open (you would be trapped if door is stuck), everyone gets under desks/tables including teachers</p> <p>**Lockdown drills: Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.</p> <p>**Tornado drills: File into the hallway, head covered...this will take some maneuvering with class sizes that have changed.</p> <p>**Evacuation drills: We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.</p> <p>**Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.</p>	
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

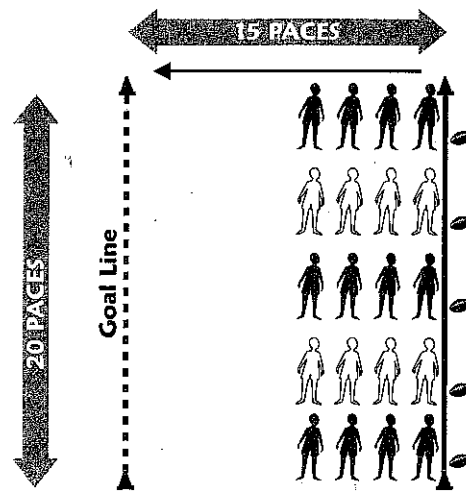


Ready...

- 1 football per 4 students
- Cones (for boundaries)

Set...

- Create small (15X20 paces) activity area.
- Form groups of 4; each group with a ball.
- Groups of 4 in file lines starting at 1 sideline, and reaching toward opposite sideline. Students are about 3 paces apart in their lines, and are facing the near sideline. Place the ball on sideline in front of 1st in each line.



GO!

1. The object is to hike the ball to each of your teammates, and “centipede” your team to the other sideline.
2. The person closest to the ball is the Center, who, in football, is the player who hikes the ball to the Quarterback to begin each play.
3. Centers straddle the ball in, and hold it with 2 hands. The player behind you is the Quarterback, who says, “Hike!” On this signal, hike it to your Quarterback, and immediately run to the end of your line, and take a position, about 3 paces behind your last teammate.
4. Quarterbacks, when you receive the hike, you now turn into the next Center, so quickly straddle in position, and hike it to the next Quarterback. When they say, “Hike!” you “Centipede” to the end of your line.
5. If the football hits the ground (dropped or errant hike), your team does 5 jumping jacks (or push-ups, sit-ups, etc.) before continuing.
6. Keep hiking and centipeding the group across the field. Score a touchdown when your group hikes the ball over the “goal line” (other sideline).
7. Rest, revise, and repeat, going back in the other direction.

CHALLENGES

- ★ Can your group score a touchdown without dropping the ball?
- ★ How quickly can you score a touchdown?

CUES

- ★ Centers, make certain your Quarterback calls, “Hike!” before you hike it.
- ★ Move quickly to the end of your line after you hike the ball.
- ★ Be aware how far the Center has to hike the ball. Don’t stand too far back from the Center.

* SPARK* IT UP!

* Pitching-pede

Instead of hiking the ball, move the ball by pitching laterals to each other. Stand with sides facing each other, about 3 paces apart. Swing the ball underhand with 2 hands.

* Hike, Pass, and Receive

Groups of 3 standing in a single-file line as before. Students alternate hiking and passing the ball. First student hikes the ball to student #2, who passes to #3. By this time, student #1 should have moved into a position behind student #3 to receive a hike.

* Down and Back

When your group scores a touchdown, immediately start back in the other direction. (May also combine this with 1 of the variations above, e.g., hiking in 1 direction and pitching in the other.)

* Pedometer

(Need 1 pedometer per group.) Make an estimate of how many touchdowns your group will need to make to reach 250 steps.



FUN FACT

Center-pede is a word play from the word "centipede." Centipedes are so named because "cent" is Latin for 100 and "pede" is Latin for feet. Some types have 100 feet, and up to 100 segments on their bodies. But how did the position of Center get its name? Not because the player had 100 feet, but because they are positioned in the center of the front line.

STANDARDS ADDRESSED

NASPE

#1, 2 Hiking, catching

#3, 4 Cardiovascular endurance

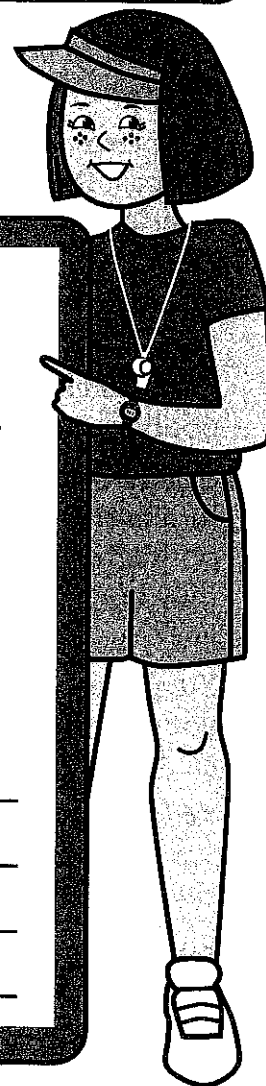
#5, 6 Cooperation, teamwork

Your State (Write in here)

PAULA'S POINTERS

- Prior to playing in groups of four, first have students practice hiking to one another in pairs.
- Rearrange the groups often, so students can work with a variety of different classmates.

NOTES



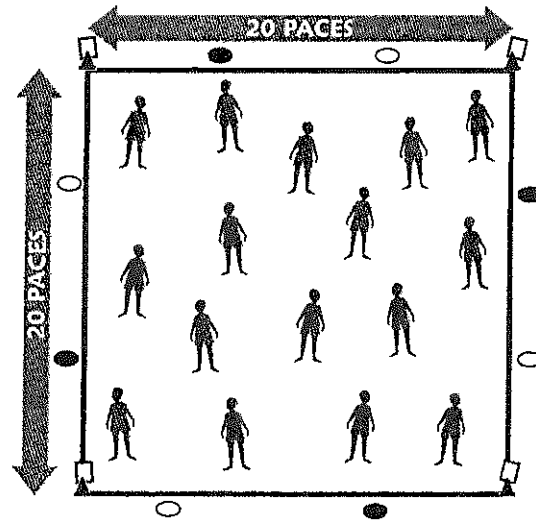


Ready

- 4 cones (for boundaries)
- Music and player
- 1 spot marker per 2 students (use 4-6 different colors) (optional)
- 4 hoops (optional)

Set

- Create medium (20X20 paces) activity area.
- Arrange spot markers around perimeter of play area, alternating colors.
- Scatter students within play area.



GO!

1. **Mingle, Mingle** (Forming groups).

- When you hear, “Mingle, mingle,” walk within our boundaries. Mingle means to mix or blend. Pretend we’re making a healthy drink and we have to blend the ingredients.
- On the music stop (or “Freeze”) I’ll call a number and show that many fingers. How quickly can you form a group with that many people?
- Invite others to join your group, even if it means having an extra person. We never want anyone to feel left out.
- Ready? “Mingle, mingle!” (Signal students to move varying their locomotor skill, tempo, pathway, etc. After 5-30 seconds, call out, “3s!”)
- How quickly can you form a group of 3? Mingle, mingle to speak with others about joining your group.
- When your group is ready, move to a low level (squat, kneel, or bend over).
- (Practice until students form different size groups – 2s through 5s – quickly.)

2. **Body Parts**

- “Mingle, Mingle!” This time, I’ll call a number and a body part. First, form your group size; then touch the body part with others in the middle.
- Threes! – Knees! Touch 1 knee in the middle.
- Mingle, mingle – 4s! – Elbows!
- Mingle, mingle – 5s! – Toes!
- Mingle, mingle – 3s! – Thumbs!
- Mingle, mingle – 2s! – High 5!

GROUPING AND MAKING BRIDGES

GO! (continued)

3. Building Bridges

- Now that you have a partner, decide who will be the first “Bridge.” To be a Bridge, place your hands and feet on the ground. You may be either tummy up or tummy down. This is called a 4-point bridge, because 4 body parts are touching the floor.
- Those who are not Bridges are “Travelers.” When you hear, “Explore!” Travelers move within our general space over, under, or around bridges; you choose how to travel past the bridge.
- If a traveler arrives at a bridge at the same time or before you, allow them to go ahead of you.
- **Challenges** – How...
 - Many bridges can you fast walk around in 30 seconds?
 - Quickly can you skip around 5 bridges? Freeze at a low level when finished.
 - Many bridges can you travel under in 30 seconds?
 - Quickly can you go over 5 bridges? Be careful!

4. Wrap It Up

- What is the difference between over and under? Next to and through? Behind and in front? Forward and backward?
- (*While stretching*) Who can name a famous bridge, or one in our community? What does it go over?
- Bridges often allow us to cross a body of water. Our bodies need plenty of water to function properly.
- Remember to drink plenty of water during the day; especially instead of sugary soft drinks.
- H₂O is a special way to say “water.” Keep H₂O the way to go!
- Let’s review today’s key phrases while we stretch.

GROUPING AND MAKING BRIDGES

*SPARK™ IT UP!

* Obstacle Course

(Scatter 6 different color spot markers – 1 per 2 students – and 3-4 hoops, within boundaries. Pair students.) One of you is a “Mover,” the other an “Obstacle.” Obstacles, show how quickly you can stand on a spot. Say your color out loud.

- **Orange** – Lie on your backs.
- **Blue** – Make tunnels by standing with your legs in a wide straddle.
- **Red** – Make tunnels by standing and holding your hoop to the side.
- **Purple** – Crab position: 4-point bridges with tummies facing upward.
- **Yellow** – Bear position: 4-point bridges with tummies facing down and legs straight.
- **Green** – Frog position: Knees, legs, and arms on the floor; heads down.
- Movers, on my signal, travel around, over, or under the obstacles. We'll play for a couple of minutes, then switch roles.

* Add 1 for Fun

Let's build on the types of bridges we've learned.

- Yellows, can you run in place?
- Greens, what kind of noise does a frog make?
- Blues, can you open and close your bridge?
- Reds, can you create a new and different tunnel with your hoop?
- Oranges, if no one is nearby, can you do 3 crunches before company arrives?
- Purples, how you can change your crab position to make it less crabby?

GROUPING AND MAKING BRIDGES

STANDARDS ADDRESSED

• NASPE

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

#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

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

Your State (Write in here)



WELLNESS

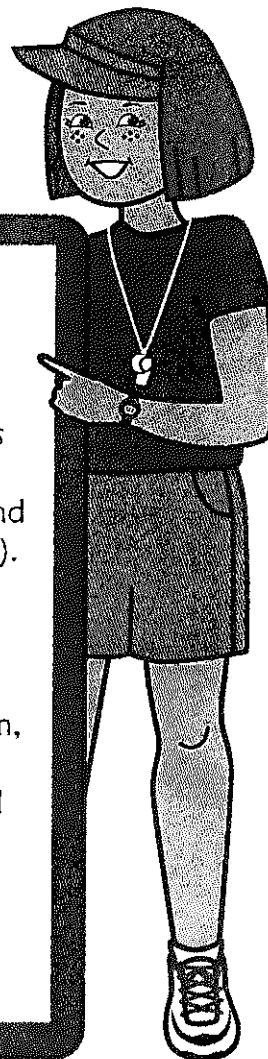
Why is doing activity more fun with a group of friends? Which activities do you like to do with friends? Ask a parent if you can sign up for a class, league, or sport away from school where you can be active with your friends – or make a few new ones!

PAULA'S POINTERS

- Praise those who group quickly and/or invite others to join them.
- Pre-plan, then teach modifications for any role (e.g., students unable to hold a 4-pt. bridge with feet and hands should try knees and hands).
- Teach/reinforce taking turns when students arrive at a bridge simultaneously.
- On the walk back to the classroom, ask which colors of the rainbow were seen in the spot markers and hoops used in class today.

Vocabulary

H₂O, mingle, function



NO MORE MONKEYS...

STUDENT TARGETS

- **Skill:** I will demonstrate jumping and landing, following the teaching cues given in class.
- **Cognitive:** I will listen to and safely follow all directions without any help from the teacher.
- **Fitness:** I will stay safely active during No More Monkeys.
- **Personal & Social Responsibility:** I will use equipment and space within the activity area appropriately in order to keep my classmates and myself safe.

TEACHING CUES

Traveling Cues

- Skip
- Jump
- Find a New Bed

Jumping Cues

- Bend to Get Ready
- Extend Up
- Stretch for the Sky
- Bend to Land Soft

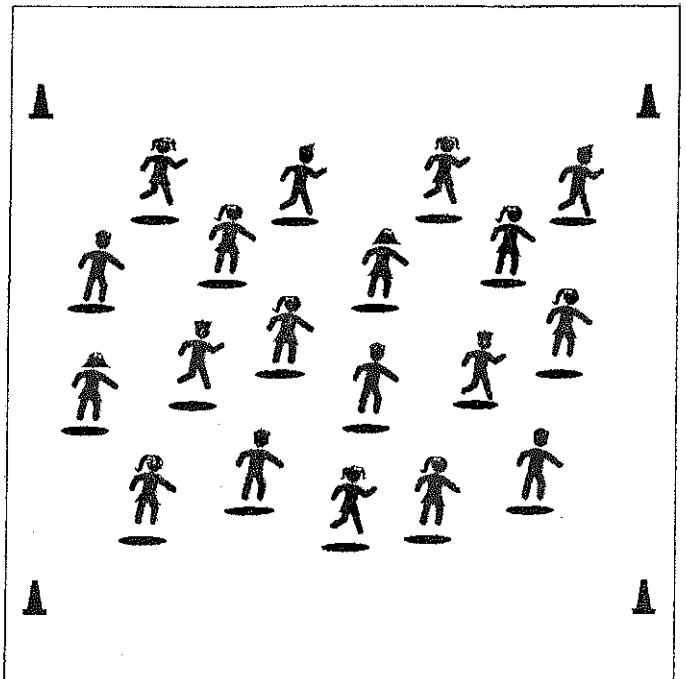
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 poly spot per student

Set-Up:

1. Scatter poly spots throughout a large activity area.
2. Each student to a poly spot.



Activity Procedures:

1. Raise your hand if you know the song *10 Little Monkeys*. It's not safe to jump on a real bed like the monkeys in the song do. To be safe, we're going to pretend that our poly spots are beds...and we're monkeys!
2. On the start signal, everyone is going to skip to find a new bed to jump on. When you get to a new bed, jump with 2 feet onto the spot and sing, "10 little monkeys jumping on the bed..."
3. When you're done with the song, skip to another bed and sing, "9 little monkeys jumping on the bed..." Continue skipping, jumping and singing until you get all the way down to 1 little monkey.
4. After you finish singing for 1 little monkey, sit crisscross on the final bed that you jumped on and sing, "No more monkeys jumping on the bed!"

Grade Level Progression:

K: Create a circle with the poly spots. Sing and then rotate as a class.

1st: Play the game as described above.

2nd: After students demonstrate the basic activity, give them a ball to dribble from one spot to the next.

NO MORE MONKEYS...

CHALLENGE PROGRESSIONS

- Change the locomotor skill used for traveling between spots.
- Give students a manipulative item to dribble/control while moving between spots.

MODIFICATIONS

Students walk between spots and/or allow student to bounce on spots without jumping.

ACADEMIC LANGUAGE

Safety, Take Turns, Appropriately, Jump, Personal Responsibility

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E4.1-2]** Demonstrates two of the five critical elements for jumping and landing in a vertical plane (1); Demonstrates four of the five critical elements for jumping and landing in a vertical plane (2).
- **Standard 2 [E2.1b]** Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b).
- **Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K-1); ...in response to instruction and practice (2).
- **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF QUESTIONS

- **DOK 1:** What does safety mean? How can you recognize safe behavior?
- **DOK 2:** How does following directions affect safety in physical education?
- **DOK 3:** What would happen during the activity No More Monkeys if someone in our class was not being safe?
- **DOK 1:** What do you know about personal responsibility?
- **DOK 2:** How can you demonstrate personal responsibility when you're working with physical education equipment?
- **DOK 3:** How is personal responsibly related to success in school?

TEACHING STRATEGY FOCUS

Preview new content: Many students have heard the song *10 Little Monkeys*. Before beginning this activity, talk about the song and ask students if the monkeys were being safe. What facts tell us that the monkeys weren't being safe? Now as you begin and complete the activity, students will have access to prior knowledge, allowing them to analyze their own performance and behavior.

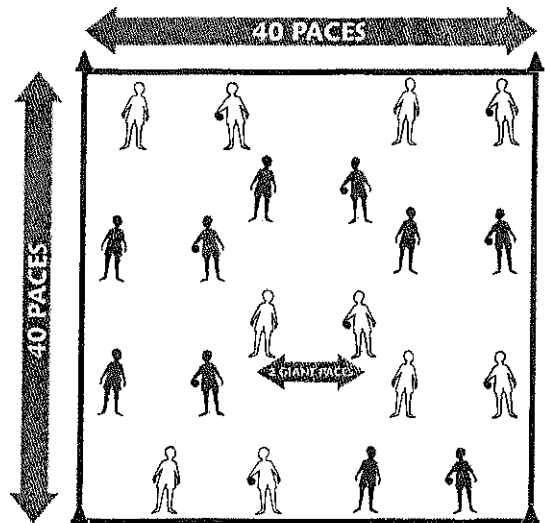


Ready

- 4 cones (for boundaries)
- 1 3" foamball per 2 students
- Music and player
- Assorted tossables (optional)
- 2 paper plates per student (optional)

Set

- Create extra large (40X40 paces) activity area.
- Pair students; send them to select a ball/tossable.
- Scatter pairs within area to face off, 2 giant paces apart.



GO!

1. Today's game is called *Catch and Chase*. We will use throwing, catching, chasing, and fleeing skills.
2. When the music starts, play catch with your partner using underhand tosses.
3. When the music stops, the partner with the ball is the "Chaser" and tries to tag their partner using a safe and soft 2-finger tag.
4. Chasers: If you tag your partner, give them the ball. They become the new Chaser.
5. New Chasers: You must do 3 jumping jacks before you can chase your partner.
6. When the music starts again, partners come back and play catch.
7. (*Switch partners every few minutes or after several rounds.*)
8. **Wrap It Up**
 - Why was it safer to use a soft, underhand toss in this game? (*Because you and your partner are close together.*)
 - What does the P in SPARK stand for? (*Play actively.*)
 - Could you and a friend play this game at recess, lunch, after school, or at home?

★ Slow It Down

(Each student needs 2 paper plates, i.e., crayon boxes, or other cardboard surface, under their feet.) Can you and your partner keep the plates under your feet while we play? (This stops students from running, as they must shuffle to keep their feet on the plates.)

★ Speed It Up

(After students show they are moving safely.) I'll call a locomotor skill for everyone to do (e.g., skip, side-slide, gallop, run) and increase the tempo (e.g., skip at a medium pace, gallop quickly, run as fast as you can, etc.).

★ Change the Distance and Throw

(Increase the size of the activity area and ensure pairs are spread out safely before starting.) When you and your partner return to toss and catch again, stand further apart from one another, and change the type of throw you use. Can you roll the ball back and forth? Toss it higher in the air? Use a soft 1-hand overhand throw? Can anyone catch it with 1 hand?

STANDARDS ADDRESSED

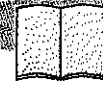
● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing, throwing and catching

● #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)



ACADEMIC

Language Arts

I'll give you a word to spell. Each catch (not throw) allows you to call 1 letter. Keep going, and see if you and your partner can spell the entire word together.

Use your spelling words and/or:

Ks: Dog – Me – Cat – You

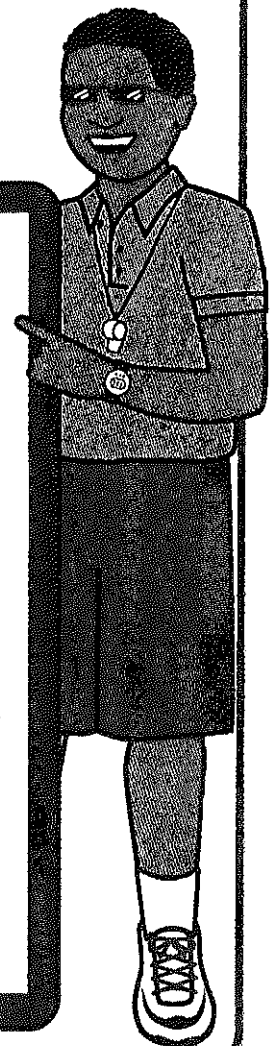
1st: Lion – Bear – Here – There

2nd: Horse – Water – First – Little

TONY'S TIPS

- You may choose to play with beanbags first – especially helpful for Ks – and/or provide pairs with choices of different tossables.
- Begin by having partners standing near each other for tossing and catching. Gradually increase the distance between them when they are catching consistently.
- Remind students to tag lightly with 2 fingers of their free hand. Do not tag with the ball.

NOTES



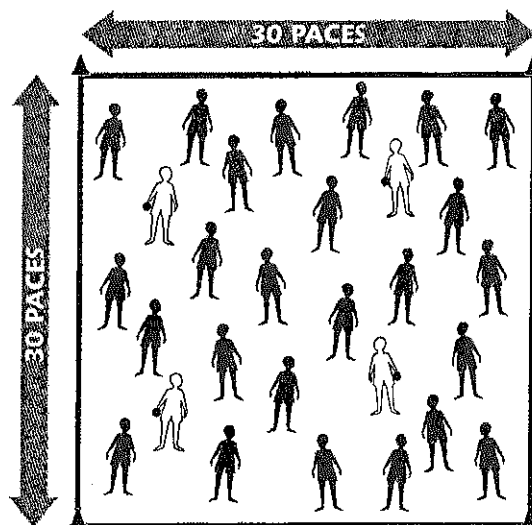


Ready

- 4 cones (for boundaries)
- 1 fluffball per 8 students
- Music and player

Set

- Create large (30X30 paces) activity area. (Note: This activity requires students to crawl; play indoors on a soft surface or outdoors on dry grass.)
- Scatter individuals within area.
- Designate 4 students as “Its,” and give 1 fluffball to each.



GO!

1. The object of *Stuck-in-the Mud* is to avoid being tagged by the “Its” (taggers) while freeing others who have been tagged.
2. When the music starts, fast walk (then skip, side-slide, gallop, run) within our boundaries and avoid being tagged by an It.
3. If tagged, stand in a straddle position (feet wide apart) with your arms straight up. You are “stuck in the mud!”
4. Players: Free those stuck in the mud by crawling through their legs!
5. Its: Safely and gently tag as many as you can with your fluffball. You may not tag anyone while they are crawling through someone’s legs or getting up.
6. (Play 2-3 minutes, then stop and designate new Its.)
7. **Wrap It Up**
 - Who freed someone from the mud today? How did it feel to be freed?
 - Did you remember to thank the person that rescued you?
 - Today at recess, lunch, after school, or at home, you may have another opportunity to help someone. It’s always the right thing to do.

★ High-Five Tag

When tagged, stand frozen and balance on 1 foot with 1 hand raised high (*demonstrate*). Free a frozen player by giving them a high-five. Be sure to thank your rescuer.

★ Leap Frog Tag

When tagged, squat very low. Free a squatting player by leap-frogging over them. Thank your rescuer.



ACADEMIC

Social Studies

The game we played today, *Stuck-in-the-Mud*, originated in England. It rains a lot there, so it's easy to see how people could **really** get stuck in the mud. And speaking of England, did you know that the version of baseball we play today is said to have its roots in England? It comes from a game called Cricket that's still popular today. No, not the cricket that rubs its legs together and makes noise at night, but a game played with paddles and a hard ball on a very large grass field. (*Discover playground games children play in England: <http://www.woodlandsjunior.kent.sch.uk/studentssite/playgroundgames.htm>*)

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)

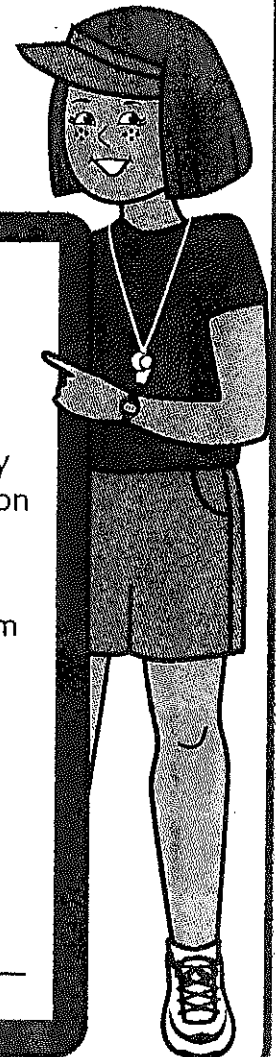
PAULA'S POINTERS

- If an indoor surface or grass field are not available, have students free tagged players by doing 3 jumping jacks (or another activity where they don't have to crawl on the ground) with them.
- Progress from moderate to vigorous tempos as children warm up and demonstrate safe play.
- Vary the locomotor skill each round.

Vocabulary

Rescue

NOTES



FOAM BALL FRENZY



STUDENT TARGETS

TEACHING CUES

- ✔ **Skill:** I will move safely throughout the activity area by using appropriate speed and keeping my eyes alert.
- ✔ **Cognitive:** I will offer at least one health benefit of physical activity during class discussion.
- ✔ **Fitness:** I will stay actively engaged in the activity in order to increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will praise my teammates for good effort and performance.

- ✔ Move Safely with Your Head Up and Eyes Alert
- ✔ Fingertip Tag on Shoulders

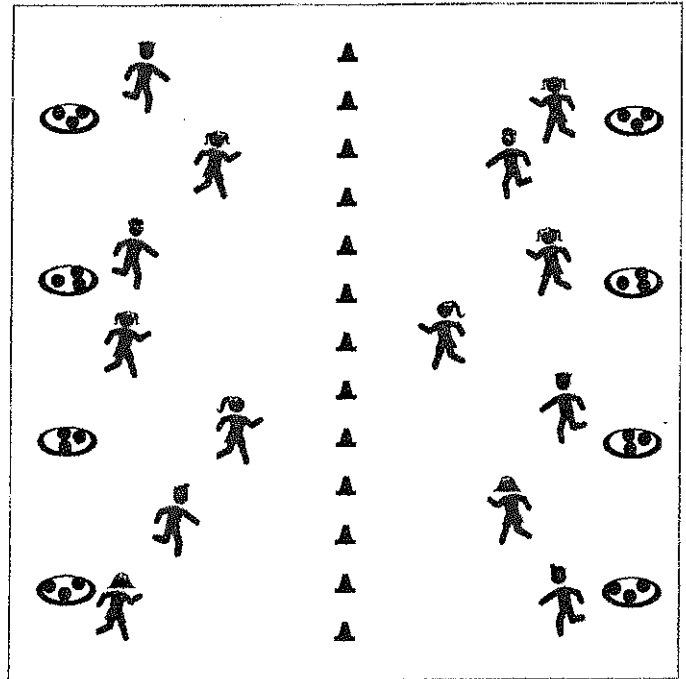
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 foam ball per 2 students
- ✔ 1 pinnie or colored arm band per 2 students
- ✔ 12 low-profile cones
- ✔ 8 hoops

Set-Up:

1. Using low-profile cones, create a large activity area with a mid-line dividing it.
2. Place 4 hoops in the back of each area, all foam balls equally distributed within the hoops.
3. Divide the class into 2 teams with 1 team wearing pinnies or armbands. Send one team to defend one side of the area and the other team to defend the opposite side.



Activity Procedures:

1. This game is called Foam Ball Frenzy. The goal of the game is for your team to capture as many foam balls as you can before you hear the stop signal. You'll defend your foam balls by tagging the other team after they've picked one up but before they make it back to their side of the activity area. *You can only tag a player who is carrying a foam ball.*
2. If you make it back to your side with a ball, you have 5 seconds to place it into a hoop and then High-5 a teammate, or you must return the ball to the other team. If you are tagged, you have to put the ball back where it was and return to your side before trying again.
3. When I say, "GO!" we'll start at a speed-walk pace.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Decrease the number of hoops to 3 per team.
- 5th: Decrease the number of foam balls.



FOAM BALL FRENZY



CHALLENGE PROGRESSIONS

After students capture foam balls and take three steps, allow them to make a pass to a teammate on the other side of the play area. Passes must be caught. If a pass is dropped, it must be returned to the opposite team.

MODIFICATIONS

Remove the hoops and add more foam balls. Foam balls can be captured and placed anywhere in the activity area.

ACADEMIC LANGUAGE

Teamwork, Cooperation, Praise, Encouragement, Acceptance, Strategy

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E1.5a-b]** Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks (5a); Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments (5b).
- **Standard 2 [E3.3,5a, 5c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies movement concepts to strategy in game situations. (5a) Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments (5c).
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E4.3-5]** Works cooperatively with others (3a), Praises others for their success in movement performance (3b), Praises the movement performance of others both more- and less-skilled (4a), Accepts "players" of all skill levels into the physical activity (4b), Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (S5.E1.3); Examines the health benefits of participating in physical activity (S5.E1.4); Compares the health benefits of participating in selected physical activities (S5.E1.5a).

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize when someone is giving her or his best effort?
- **DOK 2:** How can encouragement help someone's effort?
- **DOK 2:** How can you encourage your classmates in order to help them be at their best?
- **DOK 3:** How is encouragement related to cooperation? Use facts to support your answer.
- **DOK 1:** What is physical activity?
- **DOK 2:** What are ways that you can be physically active outside of school?
- **DOK 3:** How is physical activity related to good health?

TEACHING STRATEGY FOCUS

Help students revise knowledge: Oftentimes children have a variety of experiences and possibly misconceptions when it comes to concepts covered in physical education. Family situations and routines as well as peer relationships have a big impact on how students think about personal behavior and social responsibility. Use class discussions to help students correct misconceptions and identify alternative and more positive ideas about how they can and should interact with others.

ROBOTICS LAB



STUDENT TARGETS

- ✔ **Skill:** I will look for and then recognize open space in order to guide my robots safely into it.
- ✔ **Cognitive:** I will describe the benefits of being active with a group of friends.
- ✔ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✔ **Personal & Social Responsibility:** I will work safely with my group members without teacher reminders.

TEACHING CUES

Robots

- ✔ March Forward
- ✔ Avoid Collisions by Marching in Place with Hands Up

Engineers

- ✔ Tap Shoulders to Turn Robots
- ✔ Keep a Walking Pace

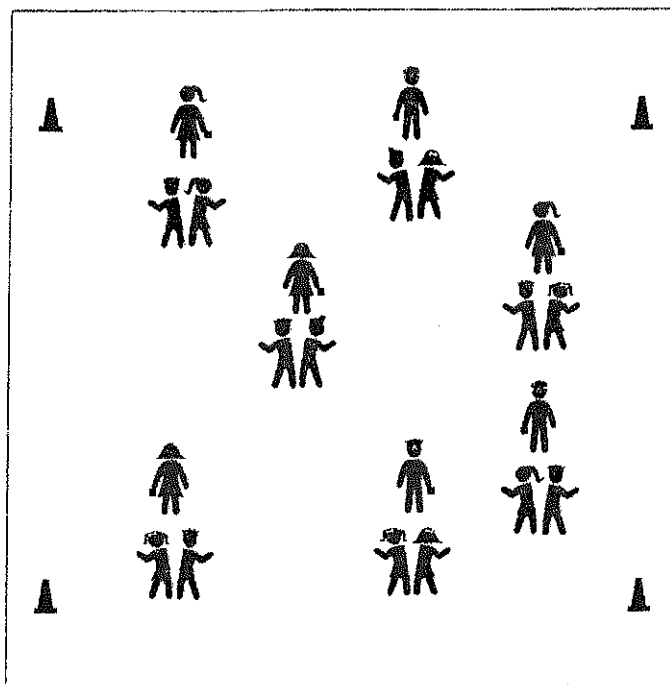
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 beanbag per 3 students
- ✔ 4 cones
- ✔ Music and music player

Set-Up:

1. Create area boundaries with the 4 cones.
2. Scatter groups of 3 students inside the activity area, each group with 1 beanbag.
3. One student is the engineer and holds the beanbag (remote control). The other two are robots and stand back-to-back.



Activity Procedures:

1. We're about to turn physical education class into a robotics lab! The student in your group with the beanbag (the remote control) is the engineer. The other two students are the robots. It's the engineer's job to keep the robots under control by tapping them on the shoulder to turn them right or left.
2. When the music starts, the robots will start to slowly march forward (each in opposite directions). Anytime a robot is blocked by a wall or another robot, she/he will march in place with her/his hands over her/his head. Robots must keep marching at all times (forward or in place).
3. Engineers will work to safely steer their robots by tapping them on the shoulders. When tapped, Robots will make a 90-degree turn. Engineers may not run; they will walk to their robots. Everyone freeze when the music stops.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Vary locomotor skills, allowing engineers to gallop, skip, or slide.
- 5th: Robots travel with an object (e.g., dribbling a ball, waving a scarf, etc.).



ROBOTICS LAB



CHALLENGE PROGRESSIONS	<ul style="list-style-type: none"> ● Add a third robot to each group. ● Increase the speed that the robots travel from a slow to a quick march.
MODIFICATIONS	Remove a robot from each group so engineers are only working with one robot.
ACADEMIC LANGUAGE	Work Independently, Safety, Benefits, Social Interaction, Open Space, Actively Engage
STANDARDS & OUTCOMES ADDRESSED	<ul style="list-style-type: none"> ● Standard 2 [E1.3] Recognizes the concept of open spaces in a movement context (3). ● Standard 3 [E2.3-5] Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5). ● Standard 4 [E6.3-5] Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5). ● Standard 5 [E4.3-5] Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).
DEBRIEF QUESTIONS	<ul style="list-style-type: none"> ● DOK 1: What physical activities do you like to do with your friends? ● DOK 2: What do you like about being active with your friends? ● DOK 3: How is safety related to having fun with your friends during physical activity? ● DOK 1: How can you recognize safe behaviors? ● DOK 2: How would you compare and contrast safe behaviors with dangerous behaviors? ● DOK 3: Can you predict what would happen in our Robotics Lab activity if students acted in ways that were not safe? ● DOK 4: Let's develop a plan that we can follow if any of us see unsafe behaviors.
TEACHING STRATEGY FOCUS	<p>Identify Critical Content: Working safely with peers is an essential concept for students to master in physical education class. Safe behaviors make all other activities possible. Be sure to emphasize this before, during, and after the Robotics Lab activity. Look for teachable moments during activity time when you can freeze play and encourage safe behaviors and correct dangerous ones.</p>