

K-5th Lesson plans

<p>P.E. KY Core Content:</p> <p>PL-EP-2.34: Students perform physical movement skills effectively in a variety of settings. (K-5th)</p> <p>Practical Living KY Core Content:</p> <p>PL-EP-1.1.9 Feelings: The learner will be able to describe social and emotional health. (K-2nd)</p> <p>PL-04-1.1.6: Behavior: The learner will be able to describe how an individual's behavior and choices related to diet, exercise and rest affect body system. (3rd-5th)</p>	<p>Vocabulary:</p> <p>Expectations, rules, rewards, consequences, safety, warm up, cool down, Punt, pitch, pass, locomotor, angular, swaying,</p>	<p>Learning Targets (relate all targets to real life)</p> <p>P.E.: I can identify expectations and safety rules for my PE class. (K-5th)</p> <p>P.E.: I can make shapes with my body. (K-2nd) I can use different locomotor movements with a partner.</p> <p>P.E.: I can correctly perform a punt I can correctly pitch and pass a football. (3rd-5th) I can correctly perform locomotor movements. (3rd-5th)</p> <p>Practical Living: I can use strategies to help me deal with anger. (K-2nd)</p> <p>Practical Living: I can understand the purpose of the circulatory system. (3rd-5th)</p> <p style="text-align: center;"><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p> <p>Mini lesson: (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p>Warm-up: (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run two laps as a warm up.</p> <p>Mini lesson: (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission).</p> <p>Warm-up: (P.E.) Mr. Kuhn will get into their personal space. (K-3rd) Students will be lead in a variety of warm ups by listening to the 7th song "Push Up Paulie" from the website Having Fun Teaching. 4th and 5th grade students on will watch the Moe Jones "Hip Hop Video". They will watch a 5 minute segment (5-10).</p> <p>Mini lesson: (Practical Living) Students will watch a video from brainpopjr.com titled "anger". (Flashback): Give me a strategy to use if you are bullied. (Exit slip): Question: Give me a strategy that you can use if you are anger. (K-2nd) (Flashback): Give me an example of you are what you eat. Students will watch "circulatory system" on brainpop.com. (3rd-5th) (Exit slip): Question: Give me an example of the purpose or function of the circulatory system.</p> <p>P.E. Activity #1: Primary (K-2nd) Body Management and Balance (Building a Foundation, pg. 25). 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: If time</p>	<p>Daily Assessment:</p> <p>X Observation</p> <p>X Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
<p>P.E. National Standards (NASPE)</p> <p>Body Management and Balance (Building a Foundation, pg. 25-27) #1, 2</p> <p>Spatial awareness, body awareness, nonlocomotor skills, locomotor skills, balance #3, 4</p> <p>Participates in physical activities that are enjoyable and challenging #5, 6</p> <p>Participates, appreciates, enjoys movement, cooperates in large group activities (K-2nd)</p>			
<p>Pairing and Moving Together (Building a Foundation, pg. 29) #1, 2</p> <p>Spatial awareness, locomotor skills, nonlocomotor skills #3, 4</p> <p>cardiovascular endurance, participates in physical activities that are enjoyable and challenging #5, 6</p> <p>Participates, appreciates, enjoys movement, cooperates in large group activities, cooperates with a partner.</p> <p>Solo Aerobic Fitness (Fitness Challenges, pg. 5)</p> <p>#1, 2 Various manipulative skills, locomotor skills #3, 4</p> <p>Cardiovascular endurance #6</p> <p>Accepting challenges (3rd-5th)</p>			

Football Golf (Football, pg. 21) #1,2 Punting, passing, pitching #3,4 Cardiovascular endurance #5,6 Cooperation, teamwork (3rd-5th)

permits, advanced students will play "Body Parts" and "Balance on This!" **Assessments/Exit Slip:** 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.

P.E. Activity #2: Primary (K-2nd) Pairing and Moving Together (Building a Foundation, pg. 29) 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 will play the game Same and Different, pg. 30, if time permits.

Assessment/Exit Slip: 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? Let's review today's key phrase while we stretch.

P.E. Activity #1: Intermediate (3rd-5th) Solo Aerobic Fitness (Cooperatives), page 5, 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 will be given the option of going through all the exercises modeled a second time. **Assessments/Exit Slip:** Model how correctly perform a solo aerobic fitness activity correctly.

P.E. Activity #2: Intermediate (3rd-5th) Football Golf (football, page 21), 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 jog after the ball each time you punt, pass or pitch? How quickly can you move to the next hole? **Assessments/Exit Slip:** Ask each team what their final score was in Football Golf. Ask the teams with the highest scores what strategies they used in order to achieve the lowest score.

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. 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".

FRIDAY (4) P.E. and Health Lesson Plan:

Topic: anger, immune system, dance, tag, cooperative games, catching and kicking

Friday 4 only: "I can" statements:

Practical Living: I can use strategies that deal with anger. (K-2nd) I can understand the purpose and function of immune system. (3rd-5th)
 P.E. I can correctly perform flexibility exercises. (K-2nd) I can help the "squirrel" (a student) find a safe place between 2 Trees. (K-2nd)
 P.E. I can earn my partner's trust by allowing them to "drive" them through "hazards". (3rd-5th) P.E. I can correctly serve a ball by kicking it. (3rd-5th)

Friday 4 only: Warm-up: Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com. (K-5th) See list of Just Dance songs with appropriate lyrics.

Friday 4 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.

Friday 4 only: Mini lesson: (Practical Living) Students will listen to a book and helps the students effectively deal with anger. (Exit slip):

Question: Give me an example of a strategy that can be used in dealing with anger. (K-2nd)

Friday 4 only: Mini lesson: (Practical Living) Students will watch a video on brainpop.com titled "immune system". (Exit slip): Question: Give me the purpose and/or function of the immune system. (3rd-5th)

Friday 4 only: P.E. Activity #1: Primary (K-2nd): Stuck-in-the-Mud (Games, pg. 9) See attached lesson plan

Friday 4 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 4 only: Assessments/Exit Slip: 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,

Practical Living KY Core Content:

PL-EP-1.1.9 Feelings: The learner will be able to describe social and emotional health. (K-2nd)

PL-04-1.1.6: Behavior: The learner will be able to describe how an individual's behavior and choices related to diet, exercise and rest affect body system. (3rd-5th)

National Standards (NASPE):

(Friday 4 only) NASPE: Stuck-in-the-Mud (Games) K-2nd #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

(Friday 4 only) NASPE: Catch and Chase (Games) (K-2nd) #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

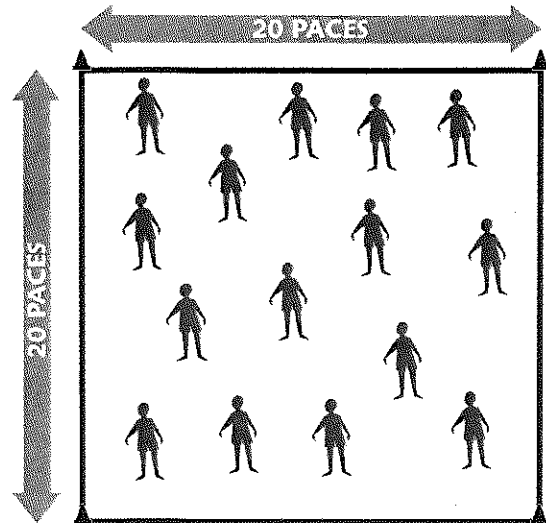
(Friday 4 only) NASPE: Houdini Hoops (Cooperatives) (3rd-5th) #1 Body Awareness #2 Problem-solving #5, 6 Cooperation and teamwork
(Friday 4 only) NASPE: 3 Flies Up (Recess Activities) (3rd-5th) #1, 2 Kicking, catching #5, 6 Cooperation, fair play

		<p>you may have another opportunity to help someone. It's always the right thing to do.</p> <p>Friday 4 only: P.E. Activity #2: Primary (K-2nd): Catch and Chase (Games, pg. 11)</p> <p>Friday 4 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 come up with their own variations of the game by adding their own ideas for gameplay.</p> <p>Friday 4 only: Assessments/Exit Slip: Why was it safer to use a soft, underhand toss in this game? Could you and a friend play this game at recess, after school, or at home?</p> <p>Friday 4 only: P.E. Activity #1: Intermediate (3rd-5th) Houdini Hoops (Cooperatives, 21)</p> <p>Friday 4 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 add more than one hoop to the activity.</p> <p>Friday 4 only: Assessments/Exit Slip: Students will give an example of a strategy that they used to get the hoops around the group of students.</p> <p>Friday 4 only: P.E. Activity #2: Intermediate (3rd-5th) 3 Flies Up (Recess Activities, 25)</p> <p>Friday 4 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 the option of having to catch the ball two additional times before they become the kicker. How high can you kick the ball? Can you watch the ball all the way into your hands?</p> <p>Friday 4 only: Assessments/Exit Slip: Students will explain how they played the game and the strategies that were used in the game "3 Flies Up".</p>	
		<p>Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. 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>	



Ready

- 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 3rd 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.
 - o Curved – Be curved like a snake.
 - o Narrow – Stretch to be long and thin.
 - o Wide – Reach your arms and legs out to the sides.
 - o Angular – Make your body bend and point.

* Relay Home

After you catch the ball, throw to all Fielders before throwing back to the Kicker.

* Vary the Sport

(Change equipment to a flying disc, football, or whiffle ball and plastic bat.) Same rules apply. Discs are thrown; footballs may be kicked or thrown; whiffle balls may be thrown or hit with a plastic bat from a self-pitch or off a tee.



WELLNESS

House flies carry nearly 2 million kinds of bacteria. Since they can't chew, they vomit on your food, and their digestive juices dissolve it. Then they suck it back up through their straw shaped tongue. Gross? You bet! So when mom says, "Shut the door," listen to her. When you hear dad say, "Wash the dishes in hot water," listen to him. And when you hear a fly buzzing around your food, swat it!

STANDARDS ADDRESSED

NASPE

#1, 2 Kicking, catching

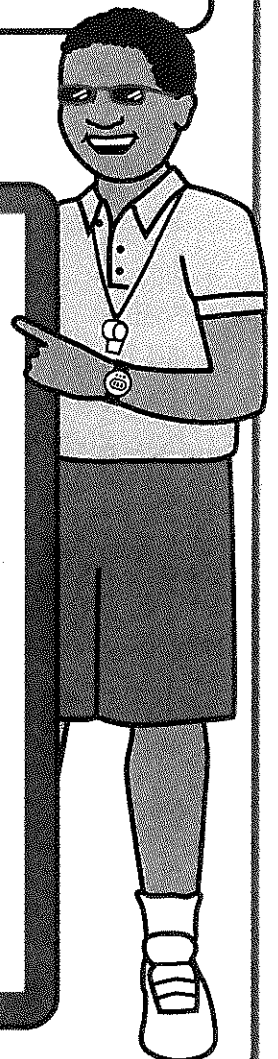
#5, 6 Cooperation, fair play

Your State (Write in here)

TONY'S TIPS

- Play in like-skilled groups, so higher-skilled catchers don't dominate the game.
- Allow the ball to bounce once for groups where appropriate.

NOTES



BODY MANAGEMENT AND BALANCE

*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.)



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?

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)

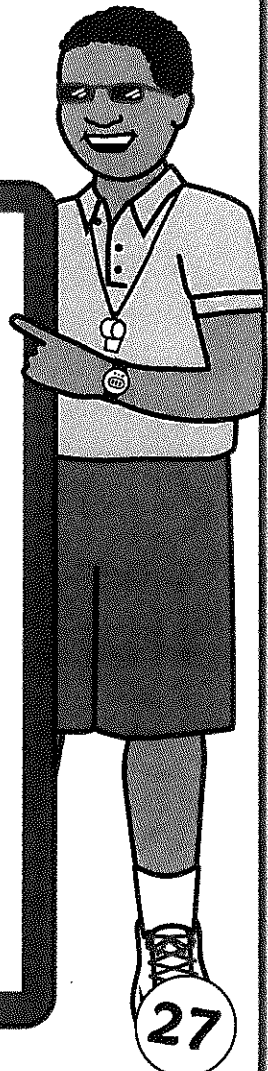
TONY'S TIPS

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

Vocabulary

Adjective, diet

NOTES



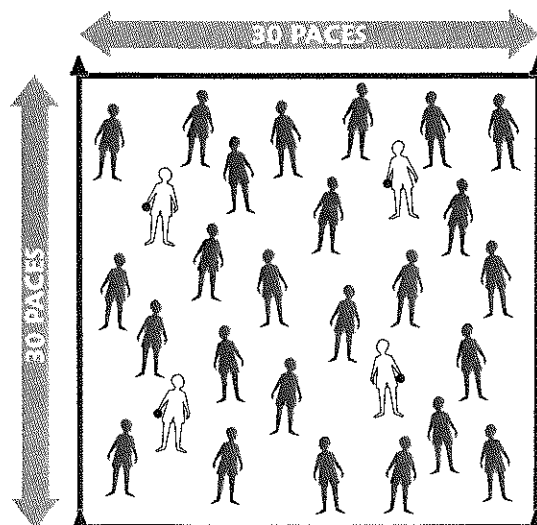


Ready

- 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)

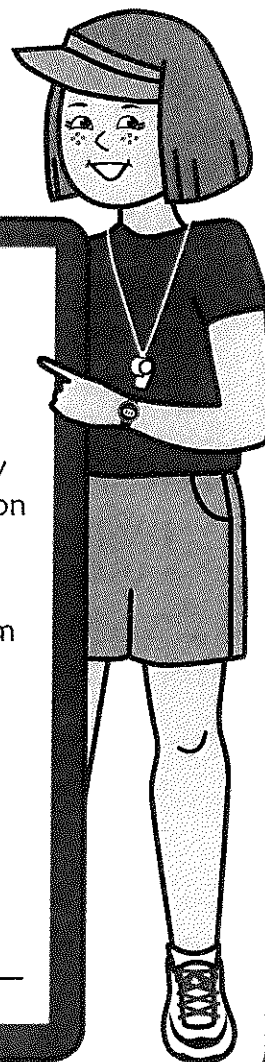
PAULA'S POINTERS

- 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



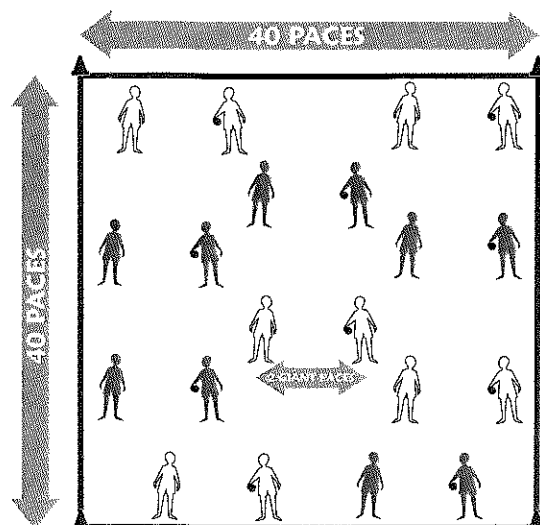


Ready

- 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

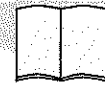
(Each student needs 2 paper plates, i.e., crayon boxes, or other cardboard surface, under their feet.) Can you and your partner keep the plates under your feet while we play? (This stops students from running, as they must shuffle to keep their feet on the plates.)

* 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?



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

STANDARDS ADDRESSED

● NASPE

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

● #3, 4 Participates in enjoyable, challenging activities, aerobic capacity

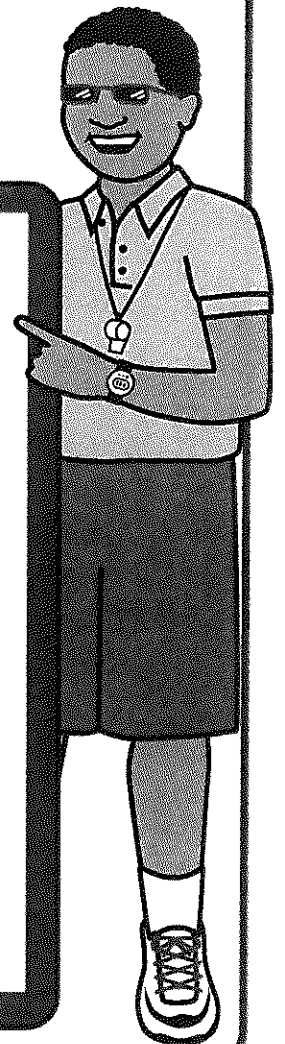
#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

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



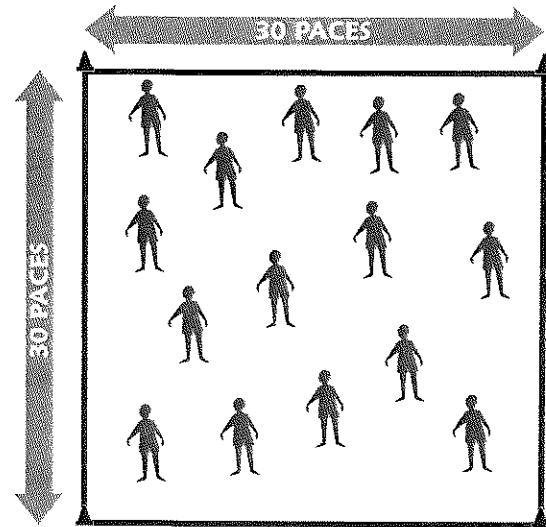


Ready

- 4 cones (for boundaries)
- 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 paces) 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.)*

(continued)

PAIRING AND MOVING TOGETHER

GO! (continued)

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

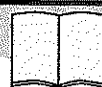
*SPARK™ IT UP!

- * **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.)



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?

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)

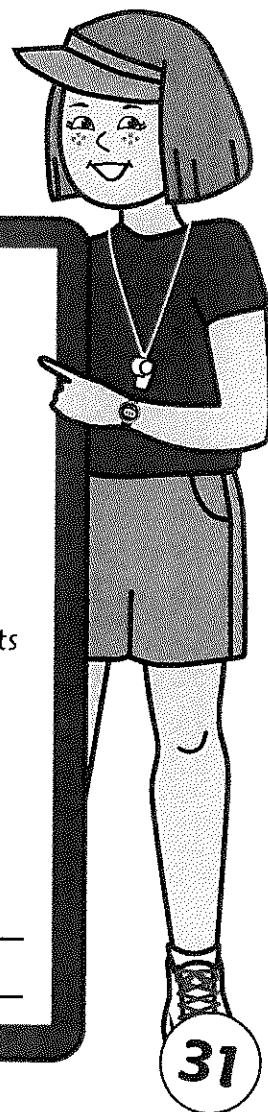
PAULA’S POINTERS

- 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





Ready...

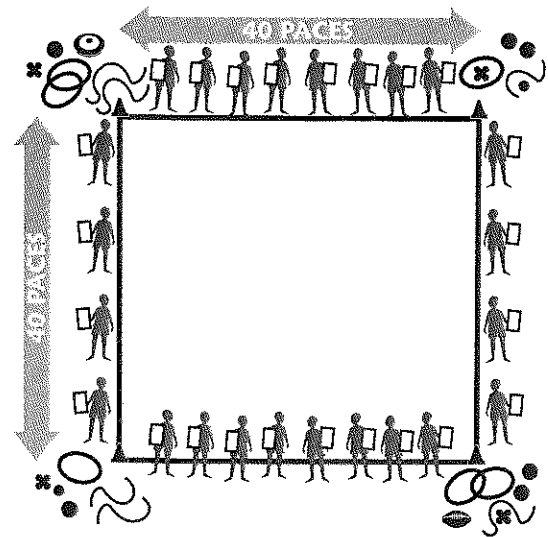
- 1 utility ball per 4 students
- 1 fun tossable per 4 students (*offer a choice, e.g., football, flying disc, Koosh® ball, foam ball, etc.*)
- 1 hoop per 4 students
- 1 jump rope per 4 students
- 4 cones (for boundaries)
- 1 *Solo Aerobic Fitness Task Card* (SPARKfamily.org) per student

Set...

- Create large (40X40 paces) activity area.
- Place equipment at corners of area.
- Provide each student a *Solo Aerobic Fitness Task Card*.
- Scatter students along perimeter.

GO!

1. The object is to complete the challenges on the *Solo Aerobic Fitness Task Card* using proper form.
2. When completed, do the *Closing Challenge* until my signal to stop.



* SPARK* IT UP!

* Create Your Own

(Create your own Task Cards that utilize equipment and facilities unique to your school site, incorporate students' suggestions, increase the challenges as students become more fit, and consider the specific needs of your students.)



WELLNESS

Activities like swimming, dancing, riding your bike and skateboarding all require your muscles to burn energy. To do so, muscles need oxygen. Movements that require muscles to use oxygen are called aerobic (meaning "with oxygen"). Do you notice how your body changes when you exercise? You breathe faster, your face flushes, you sweat, and your heart beats hard. These body cues are signs you are working aerobically.

STANDARDS ADDRESSED

NASPE

#1, 2 Various manipulative skills, locomotor skills

#3, 4 Cardiovascular endurance

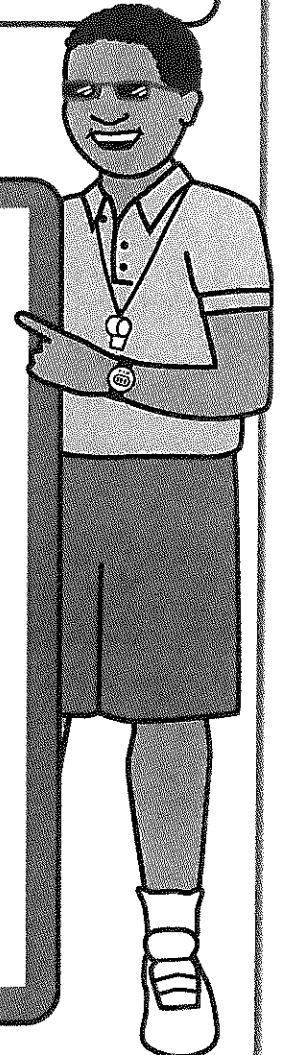
#6 Accepting challenges

Your State (Write in here)

TONY'S TIPS

- Use music to motivate your students.
- Allow students to pair-up with a similarly-fit friend.

NOTES



FITNESS CHALLENGES

SOLO AEROBIC CHALLENGE

TASK CARD

The challenge is to complete all the tasks below using quality movements. It is not a race! If you finish before the signal, complete the *Closing Challenge*. Good luck and have fun!

Jog - Jog 2X around the perimeter of the activity area; clockwise.

Skip - Skip the length of the activity area and back 2X.

Grapevine - Grapevine Step the perimeter of the activity area; clockwise 1X.

Dribble - Dribble Soccer-Style around the perimeter of the activity area; counterclockwise 1X.

Slide - Side-Slide to touch all 4 corners of the activity area.

Jump - Jump Rope 100 jumps (your choice of tricks).

Hoop It Up - Complete your choice of hoop trick for 1 minute.

Social Support - Jog around and give/get high-fives from 15 students in your class.

Play Catch - Toss and Catch while moving around the perimeter of the activity area, counterclockwise (your choice of tossable).

Paint an "X" - Start in the center of the activity area. Dip your feet in invisible paint and move from corner to corner to make a large, imaginary "X."

CLOSING CHALLENGE

Play Give and Go with 1 or 2 others who are finished (using your choice of tossables).

GRADES 3-6

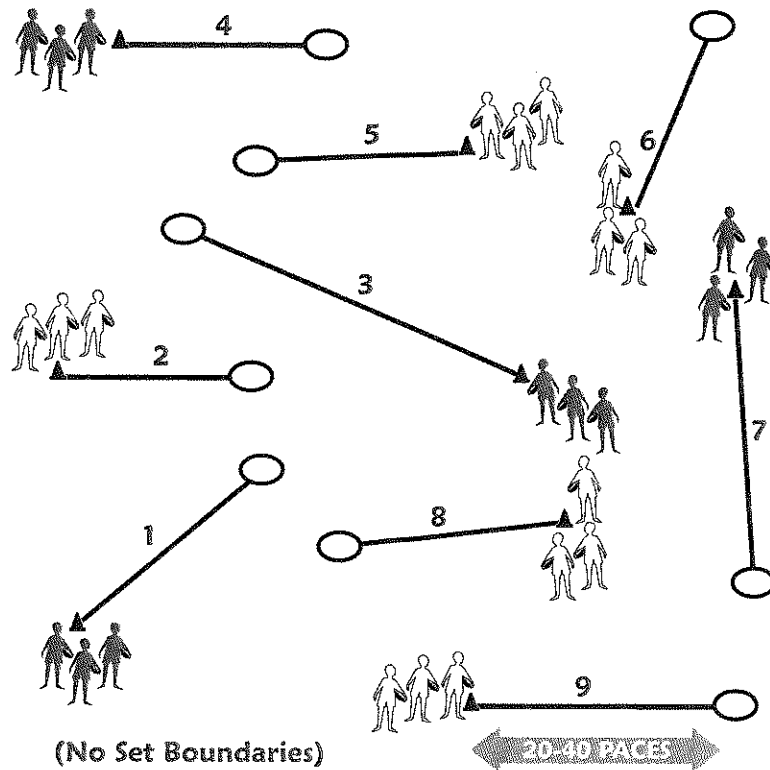


Ready...

- 1 football per student
- 9 hoops
- 9 cones

Set...

- Set up 9 “holes” by using cones to mark tee and hoops to mark the “hole.” The distance between each cone and hoop should be 20-40 paces.
- Form groups of 3-4 spread out over the course of 9 holes; each student with a football.



GO!

1. The object is to get your football to the hole in as few punts, passes and pitches as possible.
2. You have finished the hole when your ball has touched the inside of the hoop. It doesn't have to stay there.
3. To begin a hole in golf, you “tee off.” In Football Golf, you will use a punt to do this. You “approach” (get closer) the hole with a pass, and “putt” (when you are within 10 paces) using a pitch.
4. Play the ball from the point where it stopped rolling.
5. The game is over when each group has returned to their starting hole.

CHALLENGES

- ★ Can you jog after the ball each time you punt, pass or pitch?
- ★ How quickly can you move to the next hole?

CUES

- ★ Move to the next hole as a group.
- ★ If another group is still playing the hole, wait until they are done. Don't pass other groups.
- ★ Take your next shot from where your football stops rolling.
- ★ Keep track of your own number of strokes.

* SPARK™ IT UP!

* Team Play

Each group keeps a collective score of the strokes. In other words, after each hole, add everyone's strokes together.

* One Skill Only

Designate 1 skill to be used exclusively on a particular hole. For example, hole #1 – passing only, hole #2 – punting only, and hole #3 - pitching only.

* Best Ball

Everyone in the group takes turns punting, passing or pitching their ball toward the hole. Determine the best shot from all the shots in the group. Gather your ball, and everyone take their next shot from that spot. Continue until someone holes out.



HOME

Grab a flying disc and a football. Go to the park, and set up 4-5 golf holes using natural obstacles (trees, rock, lamp posts, etc.). Play 1 round with the football (punting, passing and pitching). Keep your score. Play a second round with the flying disc. Which piece of equipment did you do better with? Why do you think that is so?

● STANDARDS ADDRESSED

NASPE

#1, 2 Punting, passing, pitching

#3, 4 Cardiovascular endurance

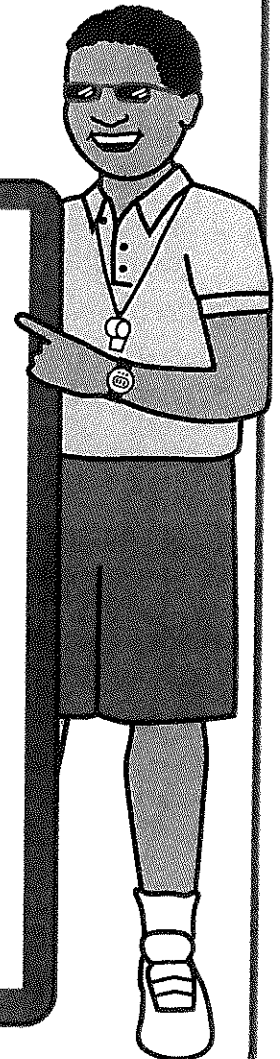
● #5, 6 Cooperation, teamwork

Your State (Write in here)

TONY'S TIPS

- Place numbers on the cones to designate each hole.
- Have all students walk or jog the course prior to play. This is a good warm-up, and more importantly, shows the students the course.

NOTES





Ready...

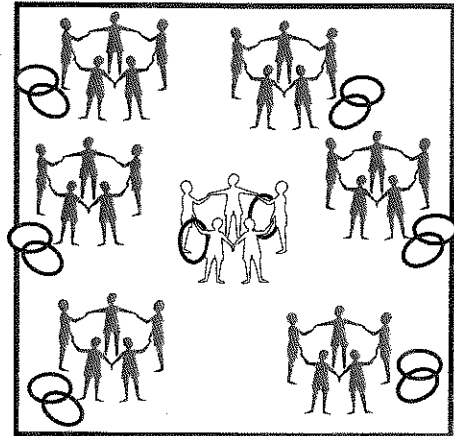
- 2 hoops per 5 students

Set...

- Create circles of 5, hands joined, scattered within boundaries.
- 2 hoops near each group.

GO!

1. The object of the game is to see how fast your group can pass a hoop around the circle without letting go of your hands.
2. I will place a hoop over 2 students' joined wrists, so it dangles like a bracelet.
3. On signal, move the hoop around your circle by stepping and ducking through it. Remember, keep your hands joined at all times.
4. Once successful, add a 2nd hoop.



CHALLENGES

- * How many times can your group move the hoop around your circle in 1 minute?
- * How quickly can your group pass your hoop around your circle 2 times?

CUES

- * Bend, twist, turn! Talk to each other and work together!
- * Try not to use your individual fingers.

COOPERATIVES

GRADES 3-6

SPARK™ IT UP!

★ Switcheroo

When you hear “Switcheroo!” move the hoop(s) in the opposite direction.

★ Criss-Cross

Move 2 hoops in opposite directions. When the hoops criss-cross, figure out a way to get 1 to pass through the other – no hands (*yes, the hoops can do this*).

★ Caterpillar

5-6 students in a line – 2 hoops. As the hoop clears the first student in line, they let go and run to other end and joins hands with the last student in line. The line moves from 1 point to another.



HOME

Ask your parents if they remember Harry Houdini. Maybe not, since he died in 1926, but most likely, they’ve heard of him. Considered America’s most talented magician, Houdini was famous for his escape tricks. He was born exactly 26 years before the turn of the 20th century, and died on Halloween exactly 26 years after the turn of the 20th century. He was 52 when he died - the exact number of cards in a standard deck.

STANDARDS ADDRESSED

NASPE

#1 Body awareness

#2 Problem-solving

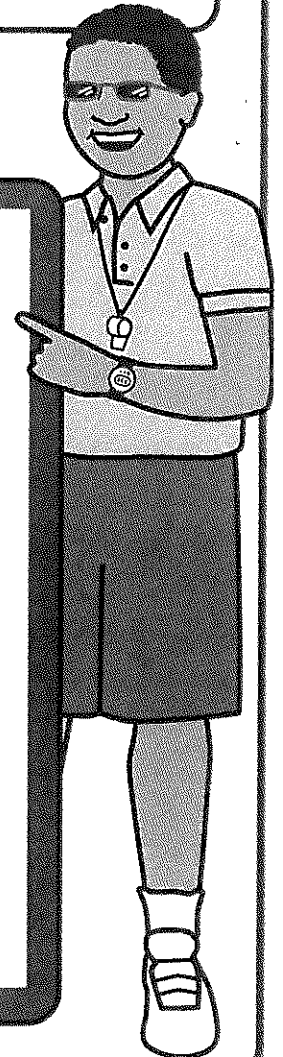
#5, 6 Cooperation and teamwork

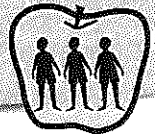
Your State (Write in here)

TONY’S TIPS

- Allow students to choose groups and whose hand they hold.

NOTES



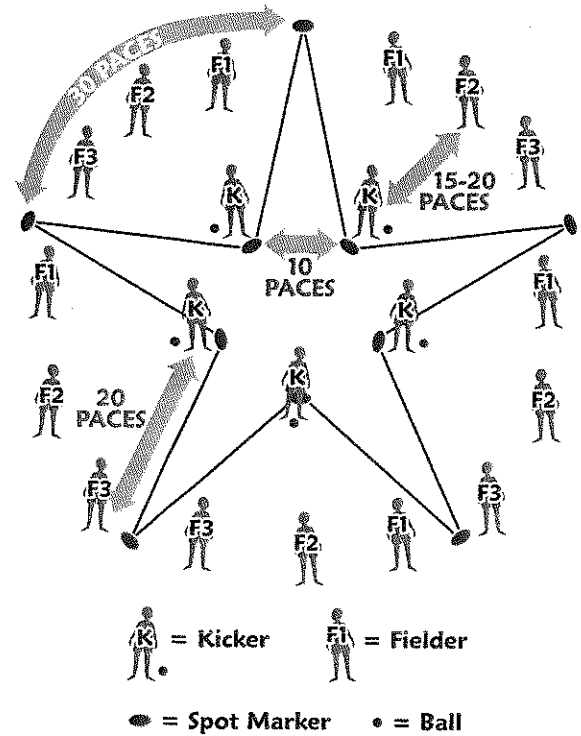


Ready...

- 1 utility ball per group of 4 students
- 3 spot markers per group of 4 students

Set...

- Create a circle of spot markers 10 paces apart in the center of a very large area; 1 spot marker per group of 4 students. These spots mark the kicking spot for each group. Walk out 20 paces away from inner circle of spots, and create boundaries for each inner spot by placing 2 spot markers 30 paces apart.
- Form groups of 4; 1 ball per group.
- 1 player, the Kicker, starts at the spot marker with ball. The Fielders scatter in front and 15-20 paces away from their Kicker.



GO!

1. The object is to be the first player to catch 3 fly balls kicked by your group's Kicker.
2. The Kicker punts the ball toward the Fielders.
3. Fielders each try to catch ball before it bounces. Call, "Mine!" when the ball comes in your direction. Do not cut in front of others to field it.
4. When a Fielder catches 3 fly balls, they become the new Kicker, and the Kicker becomes a Fielder.

CHALLENGES

- ★ How high can you kick the ball?
- ★ Can you watch the ball all the way into your hands?

CUES

- ★ Kicker, drop the ball an arm's length in front of you. Step toward the ball, and kick it with your shoe laces.
- ★ Fielders, try to get under the ball. Call, "Mine!" if it comes your way.

BODY MANAGEMENT AND BALANCE

GO! (continued)

- 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.