

# K-5th Lesson plans

**KDOE: Practical Living (P.E.): Academic Standards 2.34:** P.E.: Students perform physical movement's skills effectively in a variety of settings.

**KDOE: Practical Living (Health): Academic Expectations: 4.1:** Students effectively use interpersonal skills. (K-5<sup>th</sup>)

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

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

**KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:** Students use strategies for choosing and preparing for a career.

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

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

**Vocabulary:**

Fiber, protein, fairness, bandwagon, endorsement, testimonial, emotional appeal, Type 2 diabetes, Hike, perimeter, center, quarterback, straddle, touchdown, clock and counter clockwise,

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

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

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

**Health:** I can provide an example of a healthy snack. (K-5<sup>th</sup>) I can give a side effect of a diet too high in sugar. (K-5<sup>th</sup>)

**Consumerism:** I can give an example of a technique that advertisers use. (K-5<sup>th</sup>)

**Vocational Studies:** I can give an example of a career from the health science career cluster. (K-5<sup>th</sup>)

**P.E.:** I can cooperate with a partner by passing a beanbag. (K-2<sup>nd</sup>) I can move my group's beanbag down the line without dropping it. (K-2<sup>nd</sup>) **P.E.:** I can hike a football to a teammate. (3<sup>rd</sup>-5<sup>th</sup>) I can throw a flying disc into a hoop (target). (3<sup>rd</sup>-5<sup>th</sup>)

Tuesday, Sept. 26<sup>th</sup>-Sept. 30<sup>th</sup> (sub plans... See attached... Kuhn was absent)

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

**Mini lesson:** (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!

**Warm-up:** (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run two laps as a warm up.

**Mini lesson (Health/Citizenship/Employability Traits):** Character word of the week on Power Point: Review integrity and introduce diligence. Set goals and work hard to achieve them. **DOK #1:** Define the meaning of the word fairness. **DOK #2:** Compare and contrast fairness and trustworthiness.

**Mini Lesson: (Health):** Healthy food of the week (oatmeal) versus a negative side effect of sugar and an example of a food (donuts) that is high in sugar. **DOK #2:** Compare and contrast healthy food choices and foods that are high in sugar.

**Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within health sciences. Remind students about Monday's guest speaker: Bullitt County Health Department! Review the content discussed from the previous Monday's

<p><b>Daily Assessments:</b></p> <ul style="list-style-type: none"> <li>X Observation</li> <li>X Oral responses</li> <li><input type="checkbox"/> Self-Evaluation</li> <li><input type="checkbox"/> ORQ</li> <li>X Whole Class</li> <li>X Small Group</li> <li>X Individual</li> </ul> <p><b>Formative and Summative Assessments</b></p> <ul style="list-style-type: none"> <li>X Entrance (flashback) and Exit Slips</li> <li>X Oral Questions</li> <li><input type="checkbox"/> Student Self-Assessment</li> </ul>
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**National Standards (NASPE)**  
See attached lesson plans for  
NASPE standards!

guest speakers. **DOK#2:** Compare and contrast a career in law, public safety, corrections, and security with a career in health sciences.

**Mini lesson: (Consumerism):** Critical vocabulary: Review the meaning of the word advertising. Introduce the techniques that advertisers use to convince you that you need their goods and services. **DOK #1:** Explain a technique used in advertising. **DOK #2:** Compare and contrast two different advertising techniques.

**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 will watch from 9-15 minute mark (“Chinese Challenge”)

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Line Boogie, pg. 9. (manipulatives, pg. 9), See attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They can brainstorm a unique way to pass the beanbag. **Assessments/Exit Slip:**  
DOK 1: How did your group work together to make this activity fun?  
DOK 2: Name a sport. Now compare and contract that sport with the game we just played.

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) Twist and Turn/Bend and Stretch, (manipulatives, pg. 7), 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: Before the signal, how many times can you get the beanbag back to the partner holding it now.

**Assessments/Exit Slip: DOK 1:** What is flexibility? **DOK 2:** Compare and contrast dynamic and static stretching.

**Tuesday-Thursday** (4<sup>th</sup> and 5<sup>th</sup> grade students will be learning about archery from Mr. Cook and/or Mr. Kendall).

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Center-pede, (Football, pg. 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 group score a touchdown without dropping the ball? How quickly can you score a touchdown?

**Assessments/Exit Slip:** DOK #2: DOK 2: Compare and contrast "hiking in the woods" and "hiking" the football.

**P.E. Activity #2:** Intermediate: Target Throw, (Flying Disc, pg. 13) 3<sup>rd</sup>-5<sup>th</sup> see attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. **Advanced students:** How quickly can you score 20 points? Can you aim for a target farther away next time?

**Assessments/Exit Slip:** DOK 2: Compare and contrast football golf and target throw.

**Mini lesson (Careers):** Students will watch a brainpopjr.com video titled "handwashing". (K-2<sup>nd</sup>). DOK 2: Compare and contrast handwashing and taking a shower. Students will watch a video from brainpop.com titled "personal hygiene". (3<sup>rd</sup>-5<sup>th</sup>) DOK 2: Compare and contrast handwashing and taking a shower.

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

**FRIDAY (5) PL/V/S Lesson Plan:**

**Topics:** Cooperatives, flying disc, locomotor skills, hula hoops, dance,

**Vocabulary:** Static stretching, clock and counter clockwise,

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

**KDOE: Practical Living**  
**(P.E.): Academic**  
**Standards 2.34:** P.E.: Students perform physical movement's skills effectively in a variety of settings.

NASPE Standards: See attached lesson plans!

**P.E.:** I can quickly move a hoop around the circle without letting go of your hands. (K-2<sup>nd</sup>)  
**P.E.:** I can I can pull as many flags as possible. (K-2<sup>nd</sup>)  
**P.E.:** I can move all pieces of equipment around the circle without using hands. (3<sup>rd</sup>-5<sup>th</sup>)  
**P.E.:** I can make accurate passes to my partner by standing in a hoop. (3<sup>rd</sup>-5<sup>th</sup>)

**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:** Catch a tail (Games, pg. 17) See attached lesson plan! (K-2<sup>nd</sup>)

**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: How quickly can your group pass your hoop around your circle 2 times?

**Friday only: Assessments/Exit Slip:** DOK 1: Physical activity makes our hearts beat faster. Because your heart is a muscle, it becomes stronger. Who will name another physical activity that makes your heart beat fast? DOK 2: Compare and contrast the games “Tag” and “Catch a Tail”.

**Friday only: P.E. Activity #2:** K-2<sup>nd</sup>): Houdini Hoops, (Games, pg. 15), 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: Add more than one hoop to the game.

**Friday only: Assessments/Exit Slip:** DOK 1: What did you say or do to help your group move your hoop successfully. DOK 2: Compare and contrast the game “Houdini Hoops” and with the traditional way you use a hula hoop.

**Friday only: P.E. Activity:** Hoop to Hoop (Flying Disc, pg. 19), see attached lesson plan (3<sup>rd</sup>- 5<sup>th</sup>):  
**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: How quickly can you make 3 successful catches? How many times can you be the receiver before the signal?

**Friday only: Assessments/Exit Slip:** The student was able to make accurate passes to their partner standing in a hoop.

**Friday only: P.E. Activity:** Pass It Around (Cooperatives, pg. 31), (3<sup>rd</sup>-5<sup>th</sup>):

**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: Can you move the equipment around the circle without allowing it to touch the ground? Each of you has 5 seconds to pass the object. Referee yourself and count when you receive the object. Do 5 sit-ups if you take longer than 5 seconds.

**Friday only: Assessments/Exit Slip:** DOK 2: Compare and contrast Tug O' War and Pass It Around.

**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.

**(1) FRIDAY P.E. and Health Lesson Plan:**

**Topic:** dance/movement, sportsmanship, cooperative play, partner game, striking a ball, static stretching

**P.E.:** I can give an example of a type of dance and how dance benefits the body. (K-2<sup>nd</sup>)

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

**Health:** 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>)

**National Standards (NASPE):**

**(Friday 1 only) NASPE:**  
**Grouping and moving together (Building a Foundation) (K-2<sup>nd</sup>)** #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><u>(Friday 1 only) NASPE: 2<sup>nd</sup>) #1,2 Spatial awareness, locomotor skills, #3,4</u>  <i>Participates in enjoyable, challenging activities, aerobic capacity, agility #5,6</i>  <i>Participates, appreciates, enjoys movement, cooperates in a group setting</i></p> <p><u>(Friday 1 only) NASPE: Workout Buddies</u>  <u>(Cooperatives) (3<sup>rd</sup>-5<sup>th</sup>) #1</u>  <i>Various motor skills #4</i>  <i>Participation in fitness activities #5,6</i>  <i>communication/cooperation</i></p> <p><u>(Friday 1 only) NASPE: 2-Square (Recess Activities) (3<sup>rd</sup>-5<sup>th</sup>) #1,2 Striking #2,6</u>  <i>Offensive game strategies #5,6 Cooperation, fair play</i></p> <p><u>KDOE: Practical Living: (Physical Education): 2.34: Academic Expectation: 2.34:</u>  <i>Students perform physical movement skills effectively in a variety of settings. (K-5<sup>th</sup>)</i></p> <p><u>KDOE: Practical Living: (Health): 4.1: Academic Expectations: Students effectively use interpersonal skills.</u></p>	<p><b>P.E.:</b> I can work cooperatively and follow the directions of a student leader. (K-2<sup>nd</sup>)</p> <p><b>P.E.:</b> I can work cooperatively with a partner and be active. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can work cooperatively with a partner and strike a ball back and forth trying to score points. (3<sup>rd</sup>-5<sup>th</sup>)</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> <p><b>Friday 1 only: P.E. Activity #1:</b> Primary (K-2<sup>nd</sup>): Crazy Cones (Games, pg. 3) See attached lesson plan</p> <p><b>Friday 1 only: 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: They will play a variation of the game titled "Double Trouble", "Dribbling Crazy Cones", or "Colored Cones"</p> <p><b>Friday 1 only: Assessments/Exit Slip:</b> 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.</p> <p><b>Friday 1 only: P.E. Activity #2:</b> Primary (K-2<sup>nd</sup>): Grouping and Moving Together (Building a Foundation, pg. 41)</p>
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**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 and line up at the door by playing the game "Mr. Kuhn says" or review critical vocabulary.

				<p><b>**Emergency Drills:</b> 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><b>Drills:</b>  <b>**Fire drills:</b> exit following the emergency exit plan &amp; close doors (prevents spread of flames)  <b>**Earthquake drills:</b> doors open (you would be trapped if door is stuck), everyone gets under desks/tables including teachers  <b>**Lockdown drills:</b> Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.  <b>**Tornado drills:</b> File into the hallway, head covered....this will take some maneuvering with class sizes that have changed.  <b>**Evacuation drills:</b> 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.  <b>**Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.</b></p>	

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



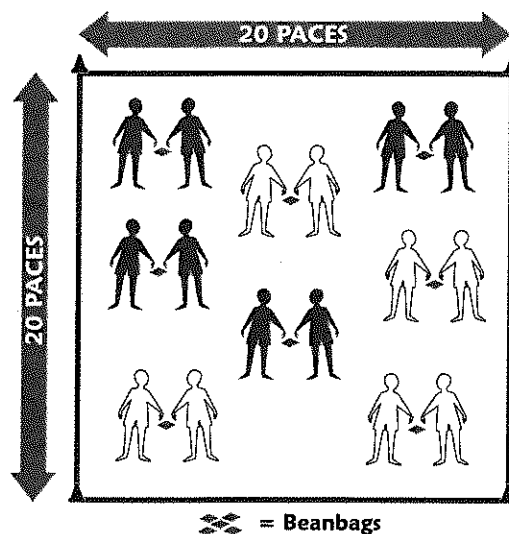


## Ready

- 1 beanbag (or other tossable) per 2 students
- 4 cones (for boundaries)
- Music and player
- Assorted manipulatives (optional)
- 1 playground ball per 2 students (optional)

## Set

- Create medium (20X20 paces) activity area.
- Scatter partners in area, 1 beanbag per pair.



## GO!

1. Today, you and a partner will work together to warm-up, stretch, and pass a beanbag back and forth.
2. **Twist and Turn**
  - Stand back-to-back with your partner. Bend your knees, and keep your hips forward.
  - Can you pass your beanbag by twisting and turning from side to side? Start slowly, and talk with each other to work on your timing.
  - Try not to drop the beanbag.
  - When you've made at least 3 passes without a drop, go a little faster.
  - When you hear, "Switch," change direction.
  - **Challenges** – Before the signal, how many times can you get the beanbag back to the partner holding it now? (*Allow several times to improve their score. Change directions each round. Switch partners every few rounds.*)
3. **Bend and Stretch**
  - Now, move 1 small step away from your partner.
  - Can you pass the beanbag between your legs when you bend, then overhead as you stretch?
  - Start slowly; be careful not to bump.
  - **Challenges** – Before the signal, how many times can you get the beanbag back to the partner holding it now? (*Allow several times to improve their score. Switch partners every few rounds. Change directions each round.*)
4. **Wrap It Up**
  - What is flexibility?
  - How does twisting, turning, bending, and stretching help us become more flexible?

## ★ Mixed Bag

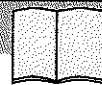
(Allow pairs to practice with different shape, size, and texture manipulatives – e.g., foam balls, flying discs, tennis balls, etc. – in place of beanbags.)

## ★ Toss and Roll

Now, instead of handing the beanbag to your partner on the stretch, try tossing it in the air safely and slowly so your partner can catch it. If you can do that 3 times in a row, roll the ball to your partner between your legs when you bend.

## ★ Bounce and Catch

Who's ready to try *Twist and Turn* with a bouncy ball (playground ball, small basketball, etc.)? Instead of handing your beanbag to your partner, twist to 1 side and bounce it once so it's easy to catch. Your partner will turn to the other side and bounce it back. How many times can you and your partner bounce and catch the ball in 1 minute?



## ACADEMIC

### Math

Count by 2s (then 5s, etc.) with each pass of the beanbag. How high can you and your partner count before the stop signal?

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, nonlocomotor skills

#3, 4 Muscular endurance, flexibility

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### PAULA'S POINTERS

- Use music for signals.
- Switch partners every few rounds. Challenge students to beat their old record with their new partner.
- Cue students to keep their feet facing forward.

### NOTES

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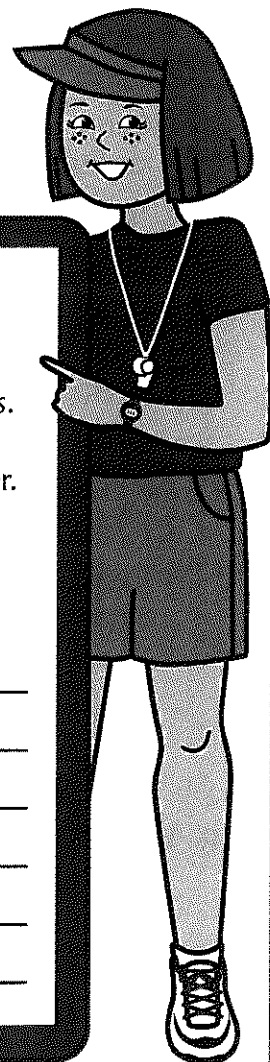
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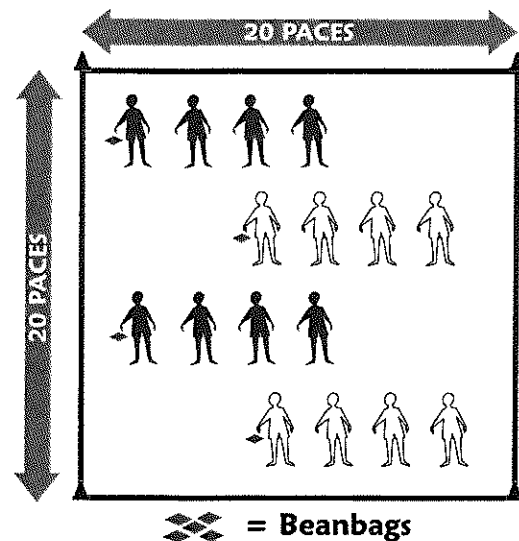


## Ready

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

## Set

- Create medium (20X20 paces) activity area.
- Create groups of 4 in a single-file line, standing 1 arm distance apart.
- Place 1 beanbag with the leader of each line.



## GO!

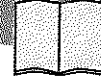
1. The object of *Line Boogie* is to move your group's beanbag down your line without dropping it.
2. Each person reaches overhead and hands the beanbag to the person behind them. Continue until it reaches the end of the line. The last in line runs it back to the front.
3. Don't let go until you feel the person behind you has a good grip on it. Cooperation and communication will help your group be successful.
4. Continue boogying the beanbag down the line until the signal. (*Allow 1-2 minutes to practice.*)
5. Now let's try a different way to pass the beanbag. Can you pass it between your legs (under)? A careful handoff keeps the beanbag from dropping! (*Allow practice time.*)
6. Now let's try over/under/over/under. (*Allow practice time.*)
7. This time, the last in line weaves in and out of others in your line on their way to being the leader.
8. **Wrap It Up**
  - How did your group work together to make this activity fun? (*Debrief on cooperation and communication skills.*)
  - This game makes sure we share and take turns. Remember to do the same during recess and lunch breaks.

## ★ Add 1 for Fun

Can you and your group think of another way to pass the beanbag down the line? Try it!

## ★ Pass the Hat

On "Go!" move your line around the perimeter (outside edge of our activity area – begin with a walk) while passing the beanbag overhead. The leader chooses a locomotor movement for the rest of you to follow. Each new leader creates a new movement for the line to imitate. Stay together!



## ACADEMIC

### Math

Count each time your group runs the beanbag back to the front. On signal, I'll ask you a question about your score. (Sample questions: Was your score higher or lower than 5? Was your score lower than 10 minus 5? Was your score higher than  $3+3$ ?)

### STANDARDS ADDRESSED

#### ● NASPE

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

#3, 4 Cardiovascular endurance

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

**Your State** (Write in here)

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### TONY'S TIPS

- Remind students to pass the beanbag with both hands overhead. Do not toss the beanbag or turn around to pass it.

#### Vocabulary

perimeter

#### NOTES

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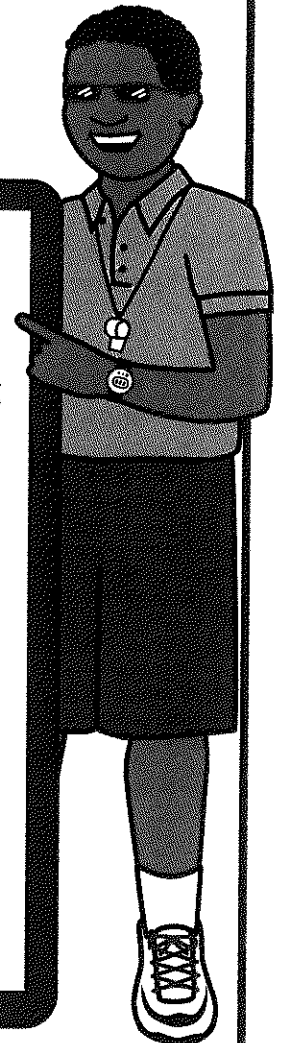
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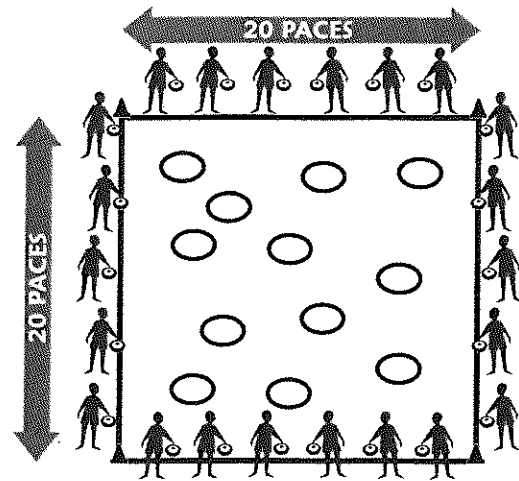


**Ready...**

- 1 flying disc per student
- 1 hoop per 2 students
- 4 cones (for boundaries)

**Set...**

- Create medium (20X20 paces) activity area.
- Scatter hoops in area.
- Scatter students on perimeter; each student with a disc.



FLYING DISC

**GO!**

1. The object is to throw into hoop targets.
2. On signal, move around perimeter clockwise.
3. On “Throw!” stop moving, and aim at a hoop. Throw your disc toward hoop.
4. On “Go!” run to retrieve your own disc. Return quickly to move around the perimeter.
5. Scoring:
  - 5 points if disc is totally inside hoop.
  - 3 points if disc touches hoop.
  - 1 point if disc rolled through hoop, but didn’t land in or on it.
6. (*Change locomotor skill used for moving around the perimeter each round.*)

**CHALLENGES**

- ✦ How quickly can you score 20 points?
- ✦ Can you aim for a target farther away next time?

**CUES**

- ✦ Keep throws low.
- ✦ Point your elbow toward the target.
- ✦ Keep the disc parallel to the ground.

## ★ Colored Targets

(Use hoops of various colors. Place 1 color toward the center of the area, a 2nd color in the middle ground, and a 3rd color closest to the perimeter.) If you land in the X-colored hoops (in center), score 5 points. If you land in the Y-colored hoops (middle), score 3 points. The Z-colored hoops (closest to perimeter), score 1 point.

## ★ Spot Marker Targets

(Use spot markers for targets.) Because the spots are much smaller, this is more challenging.

## ★ Forehand Throws

Use your best forehand throw on "Throw!"



## FUN FACT

Who invented what? College students in the 1850's played catch with empty pie tins after they finished eating the pie. Native Americans used circular hoops made from grapevines and stiff grasses in their ceremonies. The Wham-O® Company introduced both the Frisbee® in 1957, and the Hula-Hoop® in 1958. Both are on the list of the most popular toys ever invented. Which do you think sold more in the first year? (Answer – the Hula-Hoop®.)

### STANDARDS ADDRESSED

#### NASPE

- #1, 2 Throwing into targets
- #5, 6 Accepting challenges, cooperation

Your State (Write in here)

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### PAULA'S POINTERS

- Scatter hoops so some are close to perimeter, and others are close to the center.
- De-emphasize points at the end.
- All students throw and retrieve simultaneously.

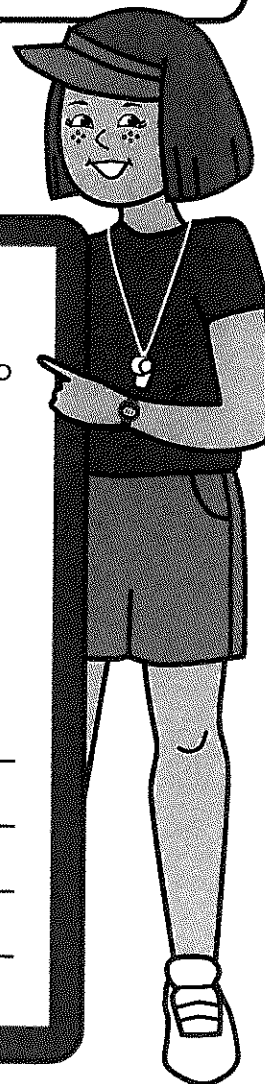
### NOTES

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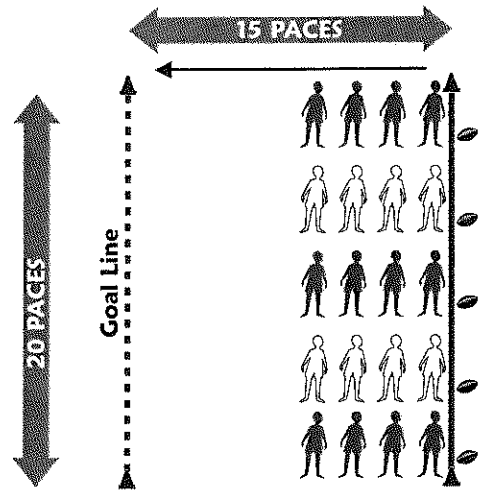


## Ready...

- 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.

## ★ 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)*

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### 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

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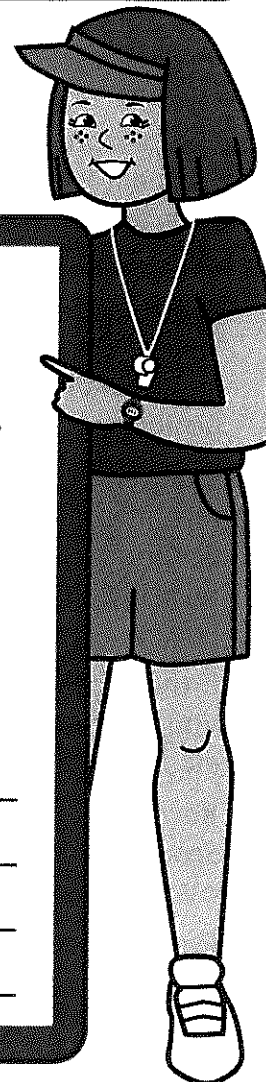
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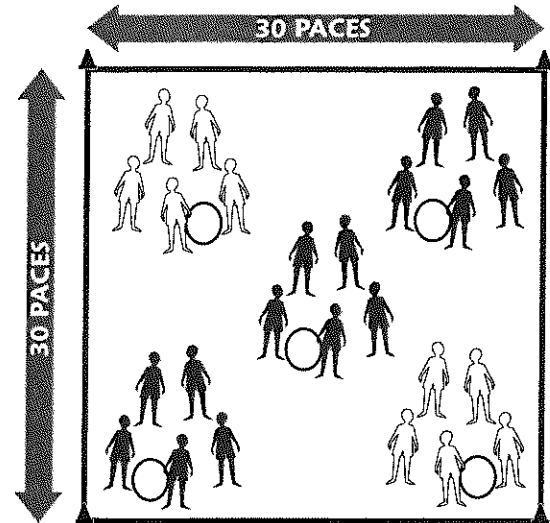
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## Ready

- 4 cones (for boundaries)
- 3 hoops per 5 students
- Music and player

## Set

- Create large (30X30 paces) activity area.
- Form groups of 5; send them to stand in circles.
- Give each group 1 hoop.



## GO!

1. The object of *Houdini Hoops* is to see how quickly you can move a hoop around your circle without letting go of your hands.
2. When I see your group is ready with hands joined, I'll place your hoop over 1 person's wrist so it dangles like a bracelet.
3. On my signal, move the hoop around your circle (*clockwise or counterclockwise*) by stepping and ducking through it. (*Provide a demonstration if necessary.*)
4. Bend, twist, turn, and work together to move your hoop.
5. (*Allow students time to explore and practice.*)
6. **Challenges.** . . .
  - How quickly can your group pass your hoop around your circle 2X? March in place when you're finished.
  - How many times can your group move the hoop around the circle before my signal? When the hoop returns to the starting position, count "1."
7. **Double Trouble**
  - I will combine 2 groups and add more (*2, then 3, then 4*) hoops!
  - Can your new group cooperate, communicate, and pass all the hoops around your big circle?
8. **Switcheroo!**
  - When you hear, "Switcheroo!" move your hoops in the opposite direction.
9. **Circle Roundup**
  - Do you think we can make a giant circle with our whole class and pass many hoops?
10. **Wrap It Up**
  - What did you say or do to help your group move your hoops successfully?
  - Who will tell us what the K in SPARK stands for? (*Keep H<sub>2</sub>O the way to go.*) Let's stop for water and hydrate our bodies on our way back to class.

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## ★ The Great Hoop Race

(Each group joins hands in a line rather than circles. Place 5-6 hoops at 1 end of each line.) The object is to move all of the hoops to the opposite end of your line without letting go of your hands. Each person may only go through 1 hoop at a time. When finished bring the hoops back in the opposite direction.

## ★ Harry's Escape

(Form groups of 5.) *Houdini Hoops* is named after Harry Houdini, a magician who could twist, turn, and move his body to escape from tricky spots.

- Get everyone in your group inside 1 hoop with both feet inside, then hold it up off the floor.
- Next time after you hold the hoop up off the floor, move it high overhead until your arms are extended, then escape out from under it. I'll count out loud to see how quickly your group can do it.



## HOME

How many of you know how to tell time? If you're facing me now and standing at 6 o'clock, can you show me where you face at 12? At 3? At 9? The hands of a clock only move 1 way. What is that called? Correct – clockwise. If a clock's hands moved the opposite way, what would it be called? Correct – counterclockwise. Everyone turn slowly in a circle, counterclockwise. Now turn clockwise. When you go home today, count the number of clocks in your house that have hands, and see if any are set to move counterclockwise!

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Body awareness, non-locomotor skills

#3, 4 Participates in enjoyable, challenging activities

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

**Your State** (Write in here)

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### TONY'S TIPS

- Allow students to problem-solve on their own before stepping in.
- Watch for inactive students. Add hoops as needed to keep everyone engaged (i.e., some groups may be challenged with 1 hoop, while others need 2, and others 3 or more).

#### Vocabulary

Clockwise, counterclockwise

#### NOTES

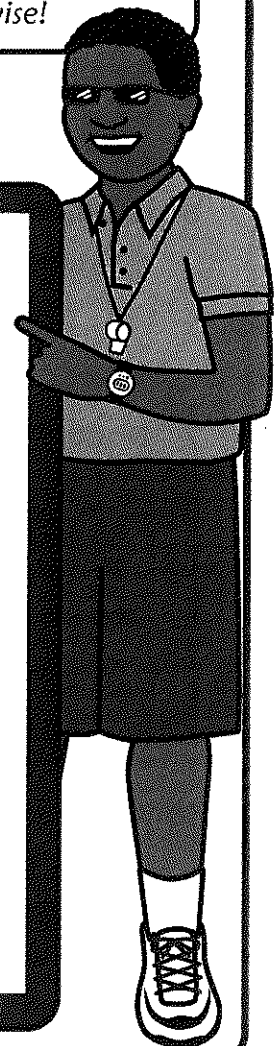
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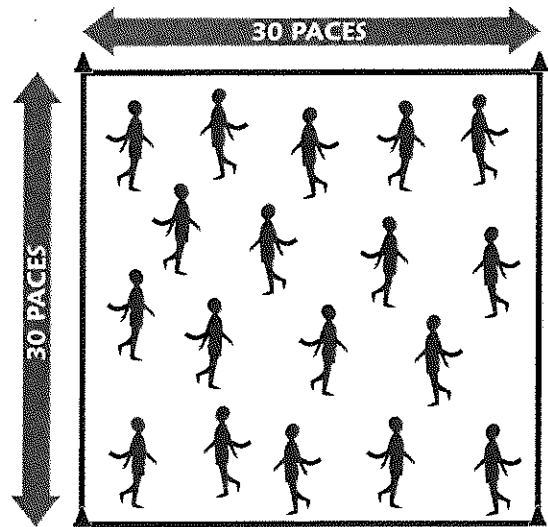
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## Ready

- 4 cones (for boundaries)
- 1 flag per student (or 1-2 flags on a flag belt per student)
- Music and player
- 4 hoops (optional)

## Set

- Create large (30X30 paces) activity area.
- Send students to select 1 flag each.
- Help students place their flags inside their waistbands or a back pocket. It should extend at least 12".



## GO!

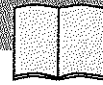
1. The object is to “catch as many tails” (pull as many flags) as possible.
2. On the music, fast walk (*then skip, gallop, run*) within our boundaries, and try to catch as many tails as you can without losing yours! Hold on to the ones you catch.
3. You may not stop others from taking your tail by guarding it with your hands or lying down.
4. Once the music stops, we’ll see who has caught a lot of tails; then we’ll put our tails back on and play again.
5. **Catch and Release**
  - This time, after you pull a player’s tail, don’t keep it; drop it on the ground (*floor*).
  - If your tail is gone, find a different tail on the ground (not your own), put it on, and rejoin the game.
6. **Wrap It Up**
  - Physical activity makes our hearts beat faster. Because your heart is a muscle, it becomes stronger. Who will name another physical activity that makes your heart beat fast?
  - Who remembers what the R in SPARK stands for? (“*Reduce TV and video game time.*”)
  - Instead of spending a lot of time lying around and watching TV, move your body so your heart beats faster and gets the exercise it needs to keep you healthy.

## ★ Re-Tail Sale

(Place 1 hoop in each corner of the activity area.)  
When you catch a tail, run it over to a hoop, and set it inside. If your tail is gone, run to any hoop for a new one.

## ★ Hoop Groups

(Each corner hoop must be a different color. Divide students into 4 groups, then send them to stand by their "home hoop.") What color is your home hoop? The object of *Hoop Groups* is for your group to collect as many tails as you can (1 at a time), and bring them back to your home hoop. You may catch a tail only from a person. When the music stops, we'll see which hoop group has collected the most tails.



## ACADEMIC

### Language Arts

(Read What Do You Do with a Tail Like This? (Caldecott Honor Book) by Steve Jenkins and Robin Page.)

### STANDARDS ADDRESSED

#### ● NASPE

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

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

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

**Your State** (Write in here)

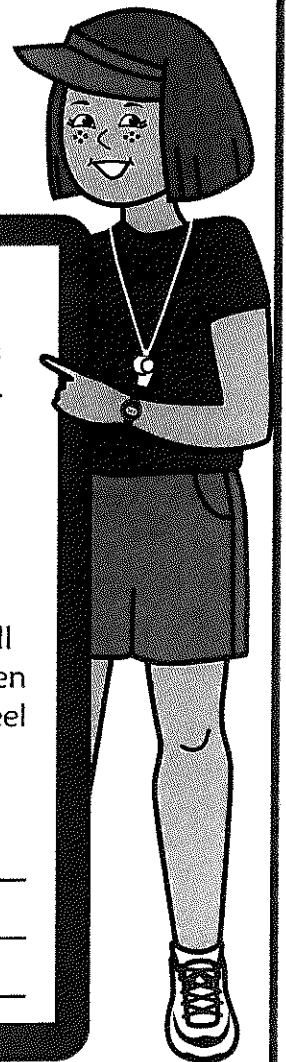
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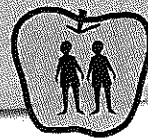
### PAULA'S POINTERS

- Flags ("tails") may be made from yarn, old torn sheets, towels, etc.
- If you have enough flags, play *Double Trouble* by giving each student 2.
- Cut some flags longer and wider than others, and (covertly) give those to students who dodge well and run the fastest. This helps even the playing field so all students feel successful.

### NOTES

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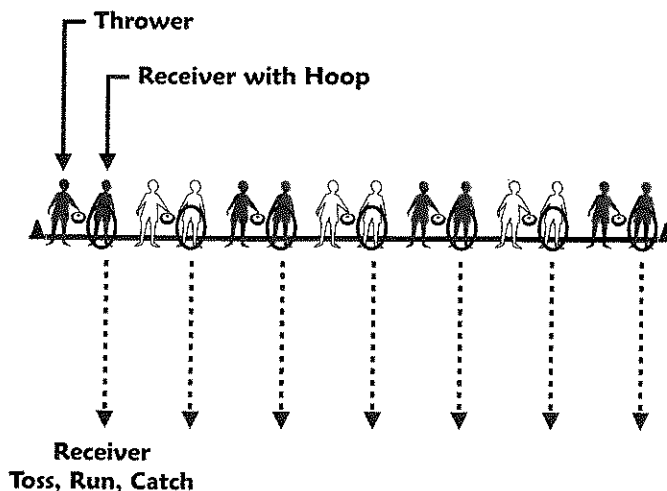


**Ready...**

- 1 flying disc per pair
- 1 hoop per pair
- 2 cones (to create a line)

**Set...**

- Create a long line on 1 edge of field.
- Get students in pairs on line; each with hoop.
- 1 disc per pair.



**GO!**

1. The object is to make accurate passes to your partner standing in a hoop.
2. The first Thrower stays on line.
3. On signal, the first Receiver tosses 1 hoop straight out to field from the Thrower, and runs to stand in it.
4. Thrower throws disc to the Receiver. If you catch it with at least 1 foot in your hoop, you may throw the hoop a little farther from Thrower. If not, keep it there until you are successful.
5. Switch roles after 3 successful catches. Start back at the line each round.
6. Continue until signal.

**CHALLENGES**

- ★ How quickly can you make 3 successful catches?
- ★ How many times can you be the receiver before the signal?

**CUES**

- ★ Receivers, “ask” for the disc by looking at your passer with your hands up and ready.
- ★ Don’t toss the hoop too far from your Thrower.
- ★ Watch out for other groups and their discs.

# SPARK™ IT UP!

## ★ Spot to Spot

Use spot markers. Because they are much smaller than hoops, this challenges you to be even more accurate with your throws.

## ★ Forehand Throw

Use your best forehand pass each time.

## ★ Trick Catches

Try to catch the disc using a different catch each time.



## WELLNESS

**Sun Safety** - Playing with a disc usually means a trip to the park or the beach. Since **80% of the dangerous, lifetime, cancer-causing sun damage occurs before the age of 18**, it is critical to protect yourself against sun exposure. Use sunscreen with an **SPF of 15 or higher**. Make sure it blocks both the more dangerous **UVB rays**, and the **UVA rays**. Sunscreen needs **30 minutes to “soak in,”** so put it on before you go outside.

## ● STANDARDS ADDRESSED

### NASPE

#1 Passing, catching

#2 Team strategies

#3, 4 Cardiovascular fitness

● #5, 6 Cooperation

**Your State** (Write in here)

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## TONY'S TIPS

- Be sure students are well spread apart for this activity.
- You may have students switch roles on signal every minute or so.

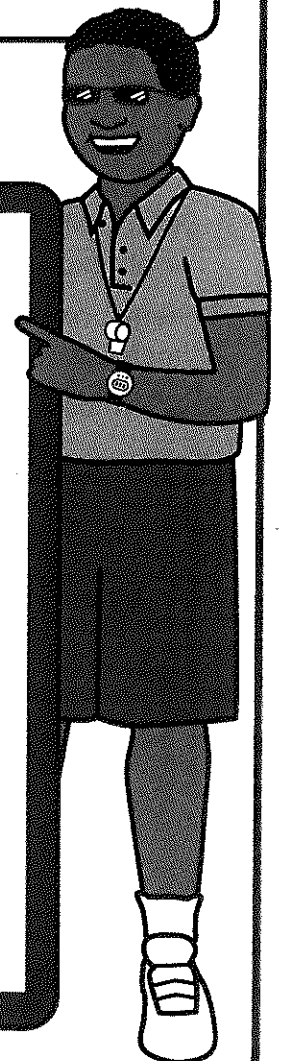
## NOTES

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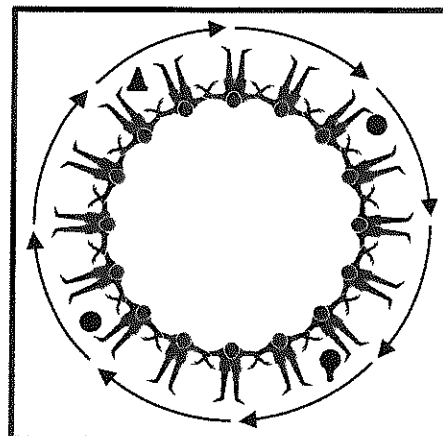
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## Ready...

- 1 piece of equipment per 4 students. (Choose larger-sized, light pieces such as cones, utility balls, paddles, etc.)

## Set...

- Students sitting in a circle, facing out. Elbows hooked with neighbors.
- Put 1 piece of equipment in front of every 4th student around the circle.



## GO!

1. The object is to move all pieces of equipment around the circle without using hands.
2. On signal, pass the equipment around the circle (clockwise) with your legs and feet. Try to pass the equipment without letting it touch the ground.

### CHALLENGES

- ★ Can you move the equipment around the circle without allowing it to touch the ground?
- ★ Each of you has 5 seconds to pass the object. Referee yourself and count when you receive the object. Do 5 sit-ups if you take longer than 5 seconds.

### CUES

- ★ Use your abdominal muscles to keep your feet off the ground.
- ★ Work together and help each other.

COOPERATIVES

GRADES 3-6

## ★ Odds and Evens

Pass the equipment to every other student around the circle. (Odds pass to odds, evens pass to evens.)

## ★ Teeny Weeny Beanie

Pass small objects (e.g., beanbags, yarnballs, tennis balls, juggling scarves).

## ★ Caterpillar Pass

Groups of 5 in a line, 1 object per group. The line leader uses feet to pass object to 2nd person, then crab walks to the end of the line. The 2nd person passes to the 3rd, then crab walks, etc. (*Caterpillar line moves towards a designated destination.*)



## HOME

Rumor has it there was a guy who could make a sandwich with just his feet. Yuck! Don't try it at home. He was a trained professional. But here's an idea: While you are watching TV, work your abdominals, and try passing around towels, paper plates, magazines and other lightweight items with your feet. Stay away from your brother's stinky socks, though. Double yuck!

### STANDARDS ADDRESSED

#### ● NASPE

#1 Body awareness/object manipulation

#2 Problem-solving

#5, 6 Cooperation and communication

**Your State** (Write in here)

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### TONY'S TIPS

- Place stronger students at every other spot marker to help.
- Modify the pieces to pass, if most are struggling with the task.
- Two Circles: If there are more than 30 students, create 2 or more smaller circles.

### NOTES

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