

K-5th Lesson plans	P.E. KY Core Content:	Vocabulary:	Learning Targets (relate all targets to real life)	Daily Assessment:
<p>P.L-EP-2-34: Students perform physical movement skills effectively in a variety of settings. (K-5th)</p> <p>Practical Living KY Core Content: World Milk Day</p> <p>P.E. National Standards (NASPE): World Milk Day</p> <p>Beanbag Exploration (Manipulatives, pg. 5) #1, Spatial awareness, nonlocomotor skills, manipulatives, balance #6 Participates, appreciates, enjoys movement (K-2nd)</p> <p>Twist and Turn/Bend and Stretch (Manipulatives, pg. 7) #1.2 Spatial awareness, nonlocomotor skills #3,4 Muscular endurance, flexibility #5,6 Participates, appreciates, enjoys movement, cooperates with a partner</p> <p>Line Boogie (Manipulatives, pg. 9) #1,2 Spatial awareness, nonlocomotor skills, locomotor skills #3,4 Cardiovascular endurance #5,6 Participates, appreciates, enjoys movement, cooperates in small group activities</p> <p>Center-pede (Football, pg. 23) #1,2 Hiking, catching #3,4 Cardiovascular endurance #5,6 Cooperation, teamwork (3rd-5th)</p> <p>Target Throw (Football, pg. 13) #1,2 Throwing into targets #5,6 Accepting challenges, cooperation (3rd-5th)</p>	<p>Expectations, rules, rewards, consequences safety, warm up, cool down, pasteurization</p>	<p>P.E.: I can identify expectations and safety rules for my PE class. (K-5th)</p> <p>P.E.: I can move the beanbag in a variety of directions. (K-2nd) I can pass a beanbag with a partner. I can help my group move the beanbag down your line without dropping it. (K-2nd)</p> <p>P.E.: I can hike the ball to each of my teammates as a team. (3rd-5th) I can accurately throw the flying disc into a hoop target. (3rd-5th)</p> <p>Practical Living: I can name the benefits of drinking milk. (K-5th)</p> <p>Practical Living: I can describe the purpose and benefit of pasteurization. (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. 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 1st song "Stretch It Out Simon" 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 (10-15).</p> <p>Mini lesson: (Practical Living) Students will watch a video from youtube.com titled "The Milk Song". (Flashback): Give me a strategy to use if you are angry. (Exit slip): Question: Give me a benefit of drinking milk. (K-2nd) (Flashback): Give me the purpose of the circulatory system. Students will watch "pasteurization" on brainpop.com. (3rd-5th) (Exit slip): Question: Give me a benefit of the pasteurization of milk.</p> <p>P.E. Activity #1: Primary (K-2nd) Beanbag Exploration (Manipulatives, pg. 5). See attached lesson plan!</p>	<p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p>□ Student Self-Assessment</p>	<p>Daily Assessment:</p> <p>X Observation</p> <p>X Oral responses</p> <p>□ Self-Evaluation</p> <p>□ ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</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: Toss and catch while walking slowly around our area? Toss, clap, then catch the beanbag? Toss, turn around, then catch the beanbag? Assessments/Exit Slip: Show me how your hands and fingers look when you catch at your chest or above. Where are your thumbs? Remember, thumbs in. Now, show me how they look when you catch below your chest? Look, your thumbs are out.

P.E. Activity #2: Primary (K-2nd) 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: Challenges: Before the signal, how many times can you get the beanbag back to the partner holding it now?
Assessment/Exit Slip: What is flexibility? How does twisting, turning, bending, and stretching help us become more flexible?

P.E. Activity #3: Primary (K-2nd) Line Boogie (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 come up with their own unique way to pass the beanbag.

Assessment/Exit Slip: How did your group work together to make this activity fun? This game makes sure we share and take turns. Remember to do the same during recess and lunch breaks.

P.E. Activity #1: Intermediate (3rd-5th) Center-Pede (Football), page 23, 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 your group score a touchdown without dropping the ball? How quickly can you

<p>Practical Living KY Core Content:</p> <p>PL-EP-1.3.1 Safety Practices: The learner will be able to identify safety practices (e.g. use of seatbelts, helmets, life vest) for dealing with a variety of health hazards while at school, home and play. (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>National Standards (NASPE):</p> <p>(Friday 5 only) NASPE: Houdini Hoops (Games K-2nd) #1, 2 Body awareness, more locomotor skills #3, 4 Participates in enjoyable, challenging activities #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting , problem-solving</p> <p>(Friday 5 only) NASPE: (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</p> <p>(Friday 5 only) NASPE: Pass It Around (Cooperatives) (3rd-5th) #1 Body awareness/object manipulation #2 Problem-solving #5, 6 Cooperation and communication</p> <p>(Friday 5 only) NASPE: Hoop to Hoop, Flying Disc, pg. 19 (3rd-5th) #1 Passing, catching #2 Team strategies</p>		<p>P.E. Activity #2: Intermediate (3rd-5th) Target Throw (Flying Disc, page 13), 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 quickly can you score 20 points. Can you aim for a target farther away next time? Assessments/Exit Slip: Explain your technique and strategies in getting your flying disc into the hula hoop.</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> <p>FRIDAY (5) P.E. and Health Lesson Plan:</p> <p>Friday 5 only: "I can" statements:</p> <p>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> <p>P.E. I can quickly move a hoop around your circle without letting go of your hands. (K-2nd) I can pull as many flags as possible. (K-2nd)</p> <p>P.E. I can move all piece of equipment around the circle without using hands. (3rd-5th) P.E. I can make accurate passes to my partner by standing in a hoop. (3rd-5th)</p> <p>Friday 5 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.</p> <p>Friday 5 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p>Friday 5 only: Mini lesson: (Practical Living) Students will listen to a book and helps the students effectively deal with anger. (Exit slip):</p>
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			<p>Teacher: Clark Kuhn Subject: P.E./Practical Living Week: September 29th, 2015 Topic: cooperation, passing a beanbag, football, flying disc, benefits of milk</p>
	<p>#3,4 Cardiovascular fitness #5,6 Cooperation</p>		
		<p>Question: Give me an example of a strategy that can be used in dealing with anger. (K-2nd)</p> <p>Friday 5 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)</p> <p>Friday 5 only: P.E. Activity #1: Primary (K-2nd): Houdini Hoops (Games, pg. 9) See attached lesson plan!</p> <p>Friday 5 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: 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".</p> <p>Friday 5 only: Assessments/Exit Slip: What did you say or do to help your group move your hoops successfully?</p> <p>Friday 5 only: P.E. Activity #2: Primary (K-2nd): Catch a Tail (Games, pg. 17)</p> <p>Friday 5 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 locomotor movements.</p> <p>Friday 5 only: Assessments/Exit Slip: 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?</p> <p>Friday 5 only: P.E. Activity #1: Intermediate (3rd-5th) Pass it Around (Cooperatives, 31)</p> <p>Friday 5 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: 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.</p>	

				<p><u>Friday 5 only: Assessments/Exit Slip:</u> Students will give an example of a strategy that they used to get the object to the next person.</p> <p><u>Friday 5 only: P.E. Activity #2:</u> Intermediate (3rd-5th) Hoop to Hoop (Flying Disc, pg. 19)</p> <p><u>Friday 5 only: Differentiated Instruction:</u> 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: How quickly can you make 3 successful catches? How many times can you be the receiver before the signal?</p> <p><u>Friday 5 only: Assessments/Exit Slip:</u> Describe any strategies that you used to throw the flying disc to land into the hoop.</p> <p><u>Cool down and Rewarding Positive Behaviors:</u> 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>	

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

**BEANBAG
EXPLORATION**



Ready

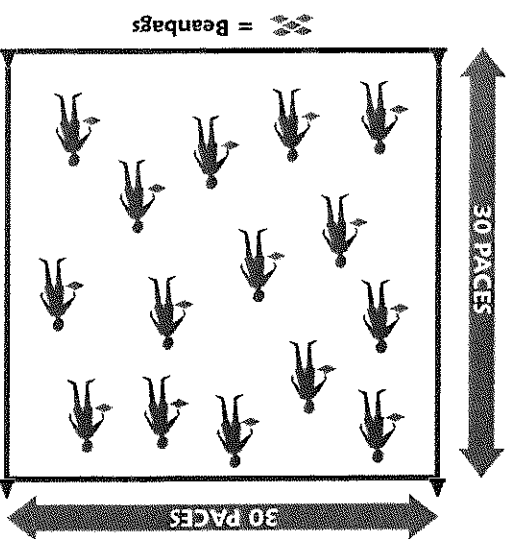
- 4 cones (for boundaries)
- 1 beanbag per student
- Music and player
- Assorted tossables (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter students within boundaries, each with a beanbag.
- Allow 2-3 minutes of exploration time.

GO!

1. Today we'll move and play with beanbags.
2. When the music stops, set your beanbag down in front of you.
3. What does your beanbag feel like? Is it soft? Hard? Heavy? Light?
4. What is the shape of your beanbag? The color?
5. **Challenges** – Keeping it in your hand, can you...
 - Make your beanbag go up and down? Side to side? In big circles? Small circles? What other shapes can you draw with your beanbag?
6. **Challenges** – Can you...
 - Pretend your beanbag is a roll of tape, and wrap your body from head to toe? Now unwrap.
 - Wrap each leg round and round? Do a figure 8 around your legs?
 - Balance your beanbag on the body part I call out? (Top of head, forehead, nose, shoulder, other shoulder, chest, back, thigh, other thigh, knee, other knee.)
 - Place the bag on your foot, and lift it to your hands? Now try the other foot.
 - Toss the beanbag to yourself and catch it? Toss it with 2 hands, and catch it with both? Toss with 1 and catch with the same hand? Toss with 1 and catch with the other? Start low and gradually toss higher as you are successful.
 - Toss and catch while walking slowly around our area?
 - Toss, clap, then catch the beanbag? Toss, turn around, then catch the beanbag?



MANIPULATIVE

7. Wrap it Up

- Show me how your hands and fingers look when you catch at your chest or above. Where are your thumbs? Remember, thumbs in.
- Now, show me how they look when you catch below your chest? Look, your thumbs are out. (Repeat several times.)

MANIPULATIVE

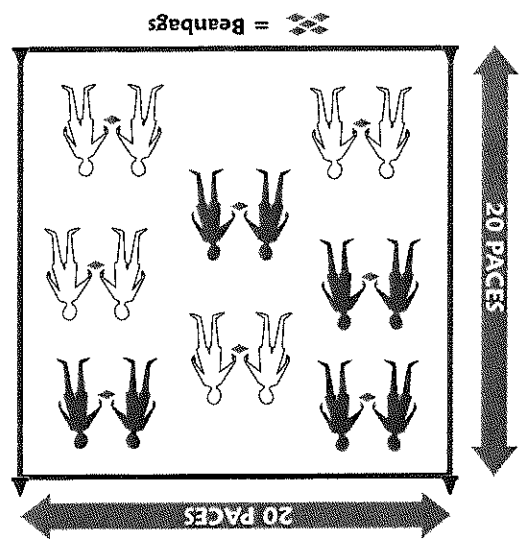
1. Today, you and a partner will work together to warm-up, stretch, and pass a beanbag back and forth.
2. **Twist and Turn**
 - Stand back-to-back with your partner. Bend your knees, and keep your hips forward.
 - Can you pass your beanbag by twisting and turning from side to side? Start slowly, and 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?

GO!

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

Set

Ready



TWIST AND TURN/
BEND AND STRETCH

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?

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)

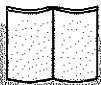
PAULA'S POINTERS

NOTES

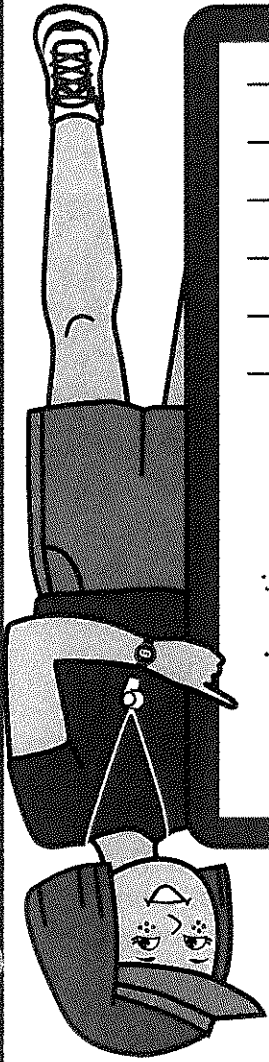
- Use music for signals.
- Switch partners every few rounds.
- Challenge students to beat their old record with their new partner.
- Cue students to keep their feet facing forward.

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

Math



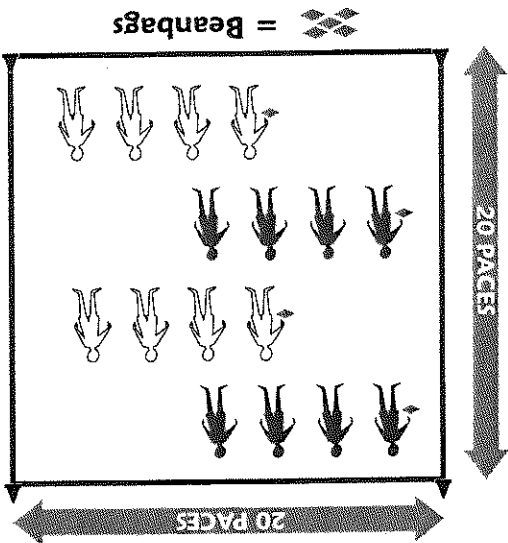
ACADEMIC



Blank lined area for notes.

Blank lined area for standards.

MANIPULATIVES



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. 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.



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)

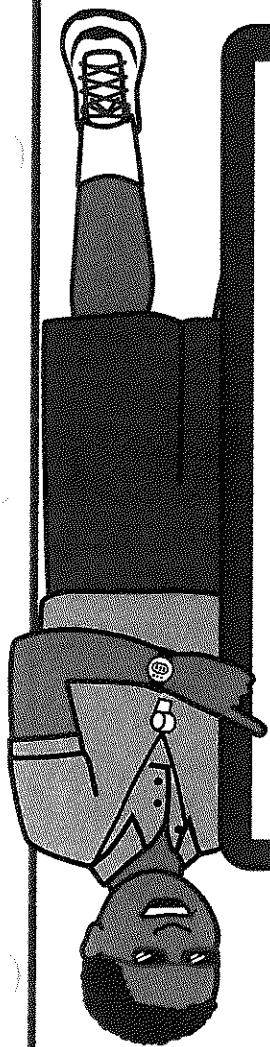
TONY'S TIPS

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

Vocabulary

perimeter

NOTES



★ **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 10? Was your score lower than 10 minus 5? Was your score higher than 3+3?)

GO!

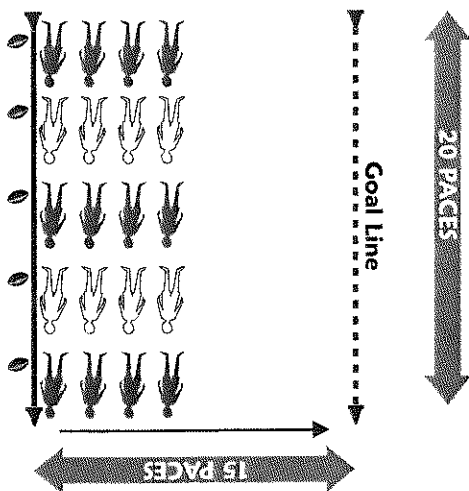
1. The object is to hike the ball to each of your teammates, and "centipede" your team to the other sideline.
2. The person closest to the ball is the Center, who, in football, is the player who hikes the ball to the Quarterback to begin each play.
3. Centers straddle the ball in, and hold it with 2 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. 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.
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.

Set...

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

Ready...

- 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.



CENTER-PEDE

SPARK™
ACTIVITY

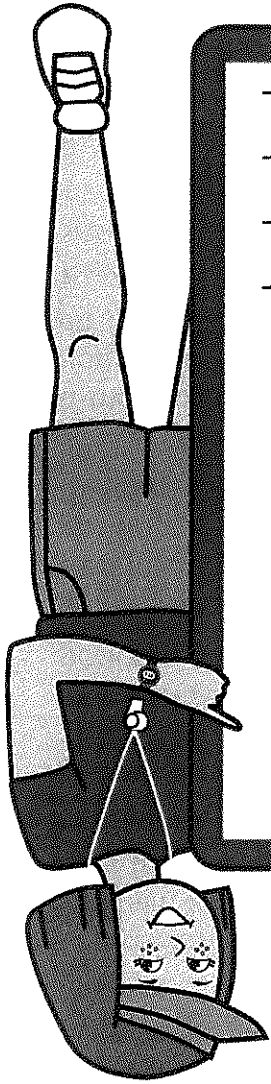


CHALLENGES

- 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.



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

STANDARDS ADDRESSED

NASPE

- #1, 2 Hiking, catching
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, teamwork

Your State (Write in here)

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

Pedometer

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.)

Down and Back

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

Hike, Pass, and Receive

with 2 hands. other, about 3 paces apart. Swing the ball underhand

Pitching-pede

Instead of hiking the ball, move the ball by pitching laterals to each other. Stand with sides facing each

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, 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.

FUN FACT



Ready...

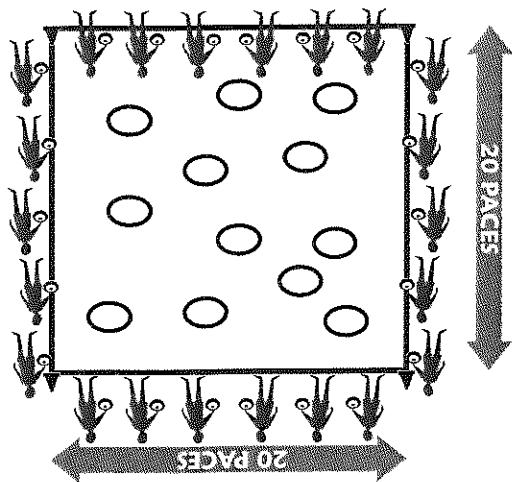
- 1 flying disc per student
- 1 hoop per 2 students
- 4 cones (for boundaries)

Set...

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

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.)



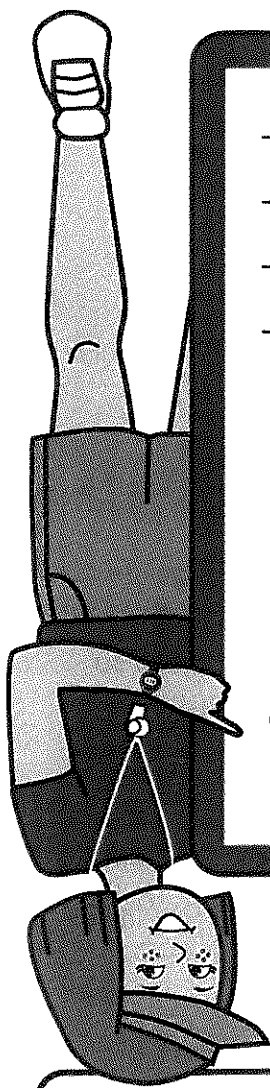
FLYING DISC

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.



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

STANDARDS ADDRESSED

NASPE

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

Your State (Write in here)

(Answer - the Hula-Hoop®.)

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?

FUN FACT

- ★ **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!"

HOUDINI HOOPS



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!

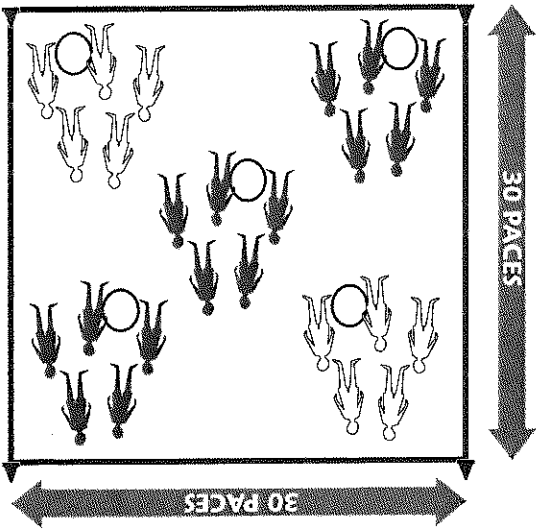
- When you hear, "Switcheroo!" move your hoops in the opposite direction.

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 H₂O the way to go.)
- Let's stop for water and hydrate our bodies on our way back to class.



★ 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.

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)

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).

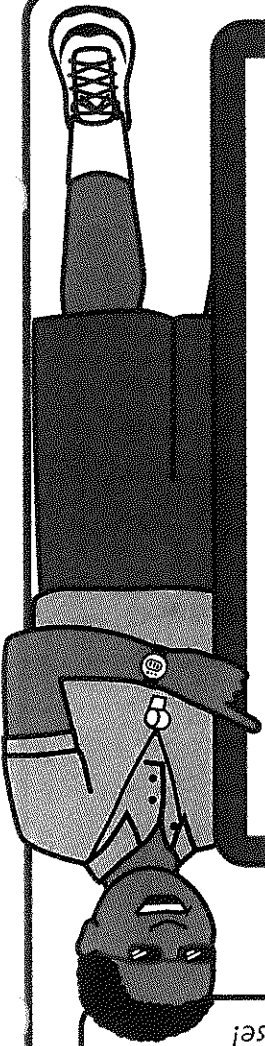
Vocabulary

Clockwise, counterclockwise

NOTES

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, counter-clockwise. 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!



- 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.
- Who remembers what the R in SPARK stands for? ("Reduce TV and video game time.")
- 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?

6. Wrap it Up

- 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.

5. Catch and Release

- 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.

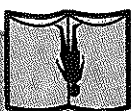
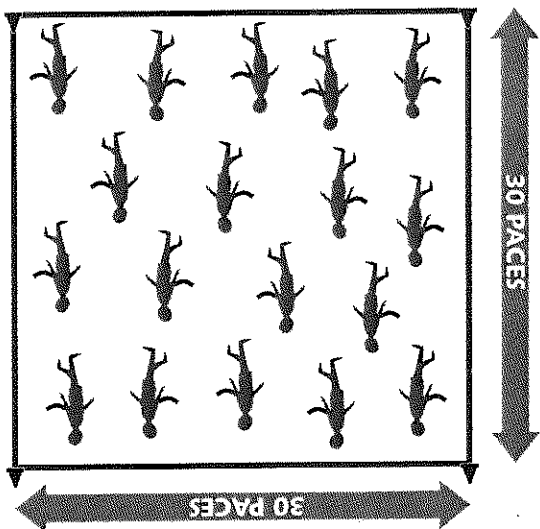
GO!

- 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".

Set

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

Ready



STANDARDS ADDRESSED

NASPE

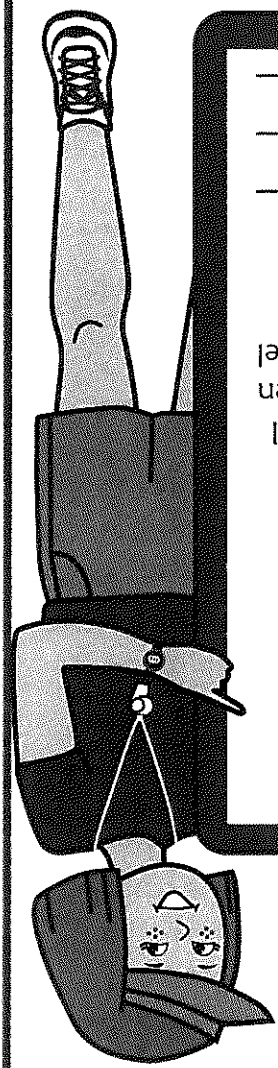
- #1, 2 Spatial awareness, locomotor skills, chasing and fleeing
- #3, 4 Participates in enjoyable, challenging activities, aerobic capacity
- #5, 6 Participates, appreciates, enjoys movement, cooperates, in a group setting

Your State (Write in here)

PAULA'S POINTERS

- 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



(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.

Re-tail Sale ★

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.)



Ready...

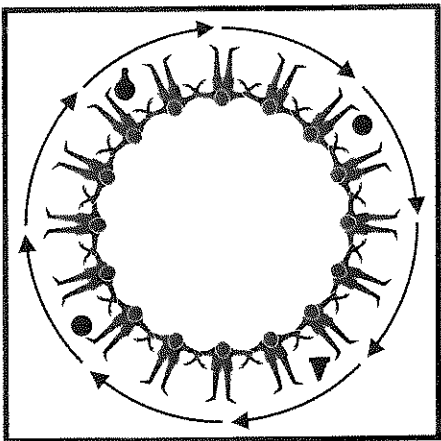
- 1 piece of equipment per 4 students. (Choose larger-sized, light pieces such as cones, utility balls, paddles, etc.)

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.



COOPERATIVES

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.

STANDARDS ADDRESSED

NASPE

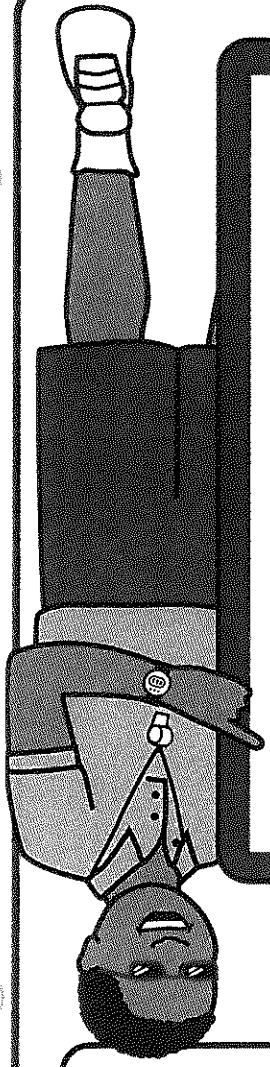
- #1 Body awareness/object manipulation
- #2 Problem-solving
- #5, 6 Cooperation and communication

Your State (Write in here)

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



HOME

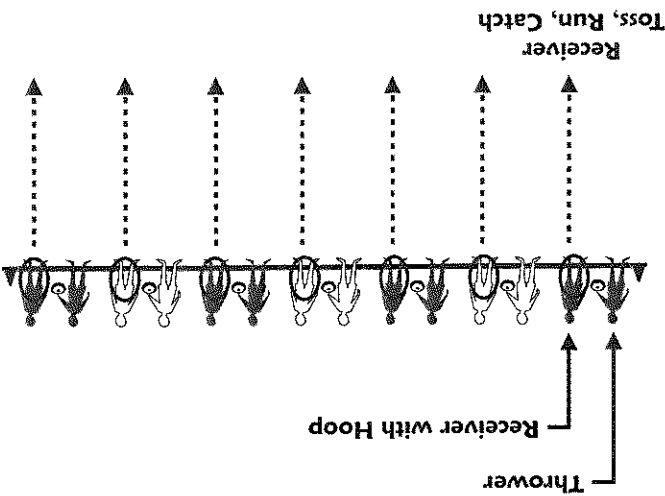
Rumor has it there was a guy who could make a sandwich with just his feet. Yuck! Don't try it at home. He was a trained professional. But here's an idea: While you are watching TV, work your abdominals, and try passing around towels, paper plates, magazines and other lightweight items with your feet.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

- ★ **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.)

HOOP TO HOOP



FLYING DISC



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!

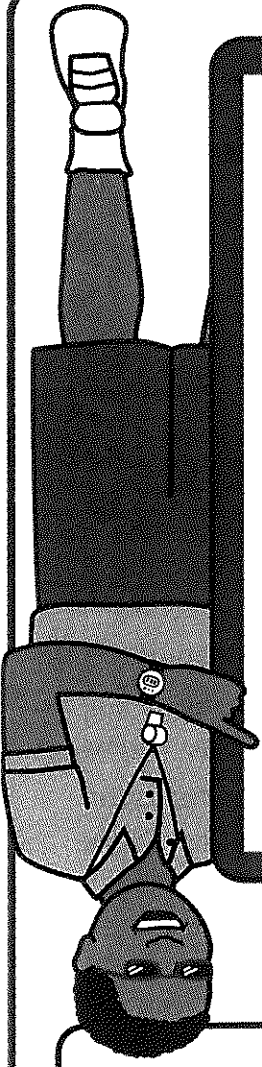
1. The object is to make accurate passes to your partner standing in a hoop.
2. The first Thrower stays on line.
3. On signal, the first Receiver tosses 1 hoop straight out to field from the Thrower, and runs to stand in it.
4. Thrower throws disc to the Receiver. If you catch it with at least 1 foot 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.



TONY'S TIPS

NOTES

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


STANDARDS ADDRESSED

NASPE

- #1 Passing, catching
- #2 Team strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation

Your State (Write in here)

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.

- ★ **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.