

Teacher: Clark Kuhn Subject: Practical Living (P.E./Health/Career/Consumerism) **Week:** August 9-11th Topic: Rules, procedures, making friends, back to school, movement, football (throwing)

Name: Clark Kuhn Subject: P.E. & Health Date: Week of 9.4.19 to 9.20.19 Topics: space, football, tag, fitness, healthy foods, water, sleep

<p>K-5th Lesson plans</p>	<p>Standards and "I can" statements: K-5th</p> <p>Kindergarten: I can describe healthy foods and drinks. Health (K.1.2) I can explore the difference between general and personal space. P.E. (K.2.SP1)</p> <p>1st Grade: I can describe the types of foods and drinks that should be limited. Health (1.1.13) I can recognize the difference between personal and general space. P.E. (1.2.SP1)</p> <p>2nd Grade: I can explain how eating healthy and sleep helps me to grow. Health (2.1.2) I can perform movement skills in general space. P.E. (2.2.SP1)</p> <p>3rd Grade: I can identify how much water and food I should consume. I can describe the benefits of consuming healthy foods and drinks. Health (3.1.2) I can use space concepts in my movements. P.E. (3.2.SP1)</p> <p>4th Grade: I can explain the importance of eating a variety of foods. I can describe the benefits of healthy habits. Health (4.1.2) I can use space concepts in a variety of settings. P.E. (4.2.SP1)</p> <p>5th Grade: I can describe the benefits of limiting fats, sugar, and salt from my diet. Health (5.1.2) I can apply space to</p>	<p>Vocabulary:</p> <p>healthy food, water, sugar, fats, sodium, sleep, hike, touchdown, grit, diversity, responsibility safety</p>	<p>Mini lesson: (Health) Students will enter the gym and sit down on in their assigned spot on the floor. Students will go through the first few slides of a PowerPoint presentation.</p> <p>Warm-up: (P.E.) Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p>Mini lesson (Health/Citizenship): (P.E.) On Tuesday, Students will be introduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log & behavior log), entering and exiting the gym, bulldog voice levels. Rules and procedures will be reviewed on an as need basis throughout the rest of the week.</p> <p>Mini lesson: (Careers): I will show the students the career cluster poster and introduce students to careers based on who the guest speaker will be next Monday.</p> <p>Warm-up: (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. Tuesday: All students will learn about "dynamic" stretching before a workout and will watch Healthworks Youth Fitness 101 (2:40- end). (K-5th) Wednesday & Thursday: Students will warm up with four different dynamic stretches as a station. Friday: Students will dance as a warm-up.</p> <p>Mini lesson: (Health & Character Education) Tuesday: 4th-5th Grit: The keys to your success at FLVS (K-3rd) Small Kid Teaching, Never Give Up Kagan Strategy: Timed Pair Share (2nd-5th) Describe a situation where you demonstrated grit. Wednesday: 4th-5th nutrition (K-3rd) food groups Kagan Strategy: Timed Pair Share (2nd-5th): Pick a food group, and name as many foods from that group as you can.</p>	<p>Daily Assessment:</p> <p>X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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game like situations. P.E.
(5.2.SP1)

Thursday: 4th-5th What is responsibility (Responsibility Foundation)
(K-3rd) Rosa Learns to be responsible
Friday: 4th-5th fats (K-3rd) eating right

P.E. Activity #1: Primary (K-2nd) (T) I See, I see (ASAP) (W) Dead Bugs (ASAP) (Th) I Want a Home (ASAP) (F) Toys Alive (ASAP). See attached lesson plans!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plans under "challenges".

Assessments/Exit Slip: Students will (T) demonstrate various locomotor skills (W) demonstrate tempo (Th) demonstrate balance (F) demonstrate various locomotor skills.

P.E. Activity #2: Primary (K-2nd) (T) Airplanes (ASAP) & Flexibility (Building a Foundation) (W) Roadway (Th) The Good Ship Spark (F) Frogs Across the Pond (ASAP) See attached lesson plans!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plans under "challenges".

Assessments/Exit Slip: Students will demonstrate (Tu) various pathways (W) various position words (Th) moving in pairs (F) moving together.

P.E. Activity #1: Intermediate (3rd-5th) (Tu) Air It Out (Football) (W) Center-Pede (Football) (Th) Fitness In the Middle (Group Fitness) (F) Paper Plate Aerobics (Group Fitness). See attached lesson plans.

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: Look under "Challenges" section of the attached lesson plan.

			<p>Assessments/Exit Slip: Students will demonstrate how to (Tu) Score a touchdown (W) Hike the ball to each of your teammates (Th) Build fitness by completing tasks with a partner (F) Try a variety of moves while keeping the paper plates under your feet.</p> <p>P.E. Activity #2: Intermediate (3rd-5th) (Tu) Partner Tag (Recess Activities) (W) Double Tag (Recess Activities) (Th) Flag Tag (Recess Activities) (F) Triangle Tag (Recess Activities) See attached lesson plans!</p> <p>Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plan and look under the “challenges” section.</p> <p>Assessments/Exit Slip: Students will demonstrate how to... (T) for partners to chase and flee from each other (W) the “Its” to tag as many students as they can in their own side of the activity area. (Th) avoid having your flag pulled, and to pull others’ flag (F) work together to protect (guard) your VIP from the Chaser.</p> <p>Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out Full Steam Ahead Tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door.</p>	

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

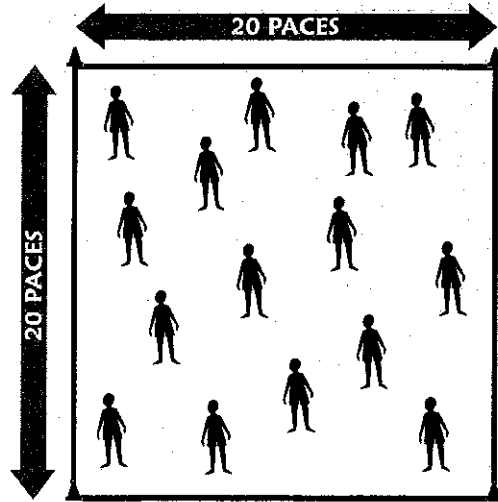
Ready

- 4 cones (for boundaries)

Set

- Create medium (20X20 paces) activity area.
- Scatter students within area.

GO!



ASAP

1. Our ASAP is called *I See, I See*.
2. I will say, "I see, I see..." and you ask, "What do you see?" I tell you what I see, and you make it happen!
3. **I see...** (Start with the following prompts, then add some of your own.)
 - Happy children walking quickly with big smiles on their faces.
 - Horses galloping in a field of grass.
 - Rabbits jumping over small rocks.
 - Fairies leaping slowly through the air.
 - Butterflies flying gracefully from flower to flower.
 - Deer leaping over fallen trees.
 - Autumn leaves falling to the ground.
 - Bears lumbering slowly through the forest eating blueberries.
 - Crabs moving sideways at the beach.
 - Kangaroos springing about in the Australian Outback.
4. **Wrap It Up**
 - Animals and human beings move in many creative and interesting ways. Can you see the beauty and grace in each movement? Do you appreciate how each one of us moves in our own unique way? I do!

★ Kids' Creations

Now it's your turn to tell others what you see. Who would like to say what you want to see?

★ Partner I See, I See

(In pairs.) Tell your partner what you want to see and they act it out. Take turns telling each other what you see.



ACADEMIC

Language Arts

(Before class, read Brown Bear, Brown Bear, What do you See? by Bill Martin.)

STANDARDS ADDRESSED

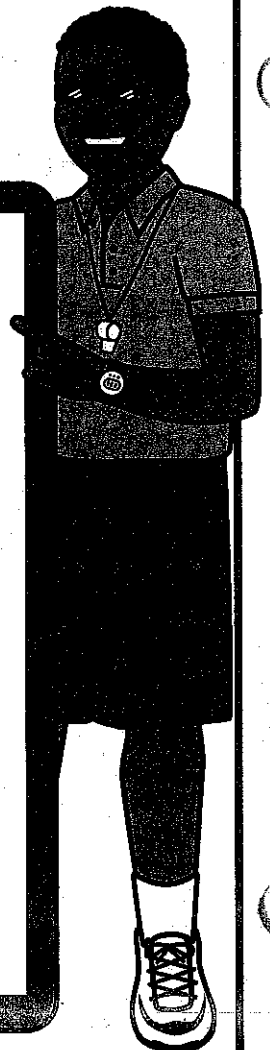
- **NASPE**
#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills
#3, 4 Cardiovascular endurance
- #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)

TONY'S TIPS

- Pair any non-English speakers with English speakers.
- Encourage children to use their imaginations and move creatively
- They like making animal noises!

NOTES





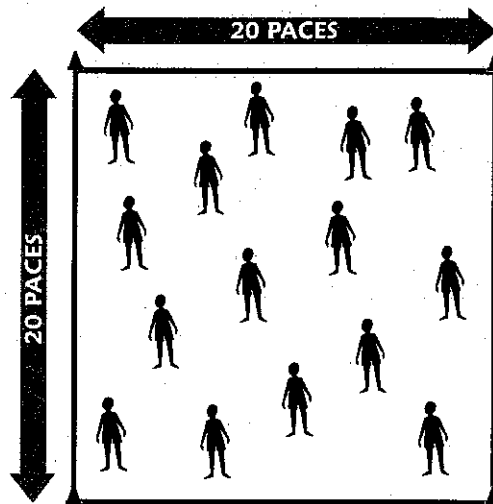
TU

Ready

- 4 cones (for boundaries)

Set

- Create medium (20X20 paces) activity area.
- Scatter students within area.



GO!

1. Our ASAP is called *Airplanes*.
2. When you hear “Pilots, start your engines!” extend your arms and fly like an airplane, complete with airplane noises, within our boundaries.
3. When you hear “Fasten your seatbelts” it’s time to land and refuel.
4. To refuel your engine, do 3 jumping jacks, then begin flying again.
5. Start slowly (walk) on take-off, then gradually move faster until you’re at cruising altitude.
6. It’s up to you to fly your plane safely without bumping or touching others.
7. Can you twist and turn in the sky? Fly in different directions? At different levels?
8. **Wrap It Up**
 - What helps you “refuel” when you get tired? Drinking lots of water and eating fruit is a great way to refuel.

★ Change Refuel Task

(Change the task for refueling. For example, use 3 Donkey Kicks, Crab Walk 3 steps, or 3 modified push-ups.)

★ Change Mode of Transportation

This time, pretend you are a motorcycle (call it "Motorcycle Mania").

Next time, we will be cars (called "Go, Car, Go").



HOME

Next time you go on a walk with your family, pretend you are an airplane and fly to your destination. Each walk you take, change to something new: a car, a train, a boat, a motorcycle, a rocket ship, etc.

STANDARDS ADDRESSED

● NASPE

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

● #3, 4 Cardiovascular endurance

#6 Participates, appreciates, enjoys movement

Your State (Write in here)

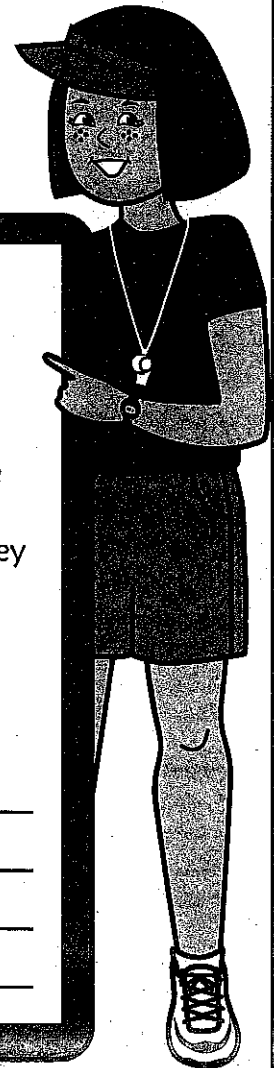
PAULA'S POINTERS

- Discuss moving safely within general space before starting.
- Some students may move too quickly at first. Prompt everyone to fly slowly to warm-up their engine; then add speed when they are flying safely.

Vocabulary

Extend, altitude

NOTES





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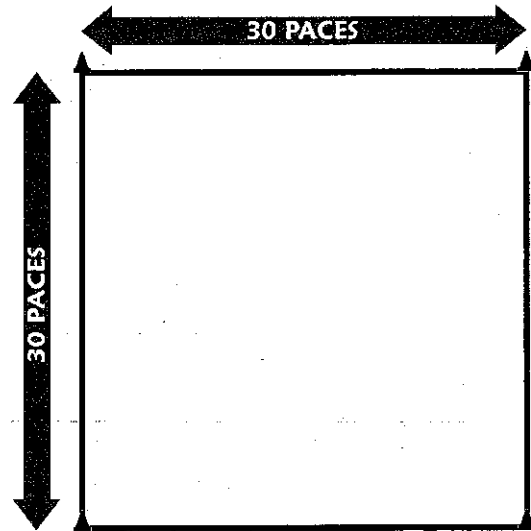
BUILDING A FOUNDATION

Ready

- 4 cones (for boundaries)
- Either play *Rock and Roll* from Lesson 9, or choose a tag game from Lesson 12; then gather the appropriate equipment
- Music and player

Set

- Create a medium (30X30 paces) activity area.



GO!

1. Introduction to Flexibility

- Can you name a joint of your leg (*ankle, knee, hip*)? Flexibility is how much your joints can bend and straighten. It is good for your body to have flexible joints. To keep them flexible, you need to move them and stretch them.

2. Tag Game

- It is important to warm up our muscles before stretching. Stretching a “cold” muscle may actually hurt you.
- We will play a tag game (or *Rock and Roll*) to warm up, then we’ll learn and practice doing exercises that stretch both our muscles and joints.
- (*Play 5+ minutes of a tag game or Rock and Roll.*)

3. Stretch It!

- Let’s pretend to be “rubber band people” while we gently stretch our muscles. Copy what I do, and I’ll tell you the name of the muscle we are stretching. Hold your stretch to the “feel good” point. You should feel it, but stretching should never hurt. Our stretches are “static” meaning they are held steady. They are not “ballistic,” which is bouncy and may cause injuries.
- **Triceps (back of upper arm) Stretch** – Raise one hand overhead. Keep your elbow high, but drop your hand behind your head. With the other hand, gently pull the bent elbow down and behind your head. Can you hold it for a slow count to 15? Where do you feel the stretch? Try it on the other side. Which side is more flexible? Can you grab your hands behind your back with one elbow up and the other elbow down? Try the other side.
- **Pectorals (chest) Stretch** – Clasp your hands behind your back. Can you slowly lift them up and away from your body?

FLEXIBILITY

GO! (continued)

- **Hamstring (back of upper leg) Stretch** – Stand with your feet together, bend your knees slightly, and slowly bend at the waist. Are your fingertips moving closer to your toes? When you are as low as you can go, we'll count slowly to 15. Can you reach a little lower now?
- **Quadriceps (front of upper leg) Stretch** – Balance on 1 foot and bend the other leg. Hold your foot with the opposite hand and gently pull it toward your bottom. Can you hold for a slow count to 15? Switch sides and hold. Which side is easier to stretch? Which side is easier to balance?
- **Calf (back of lower leg) Stretch** – Step and lean forward with 1 foot. Press your back heel into the floor. Point your back foot, toes forward. You are stretching the back leg's calf muscle. Hold for slow count to 15. Where do you feel the stretch? Switch front feet and repeat on your other leg.

4. Wrap It Up

- Which skills or sports might you perform better with flexible muscles and joints?
- Let's review today's key words and phrases while we stretch.

* SPARK™ IT UP!

* Playground Fitness

(The following stretches may be performed using playground equipment.)

- **Pectoral Bar Stretch:** Stand between 2 vertical bars and hold 1 with each hand. Lean forward between the bars to stretch shoulders and pectorals.
- **Lunge:** Take a giant step with 1 foot up to a step/platform (about a foot or so high) and lunge forward to stretch the front of the back leg.
- **Shoulder and Back Stretch:** With both hands, grab a low bar (about waist high) and lean over so hands, shoulders and head are all even with your waist. Lean gently from side to side to feel the stretch in your back.

* Fitness Stations

(Make cards showing the different exercises instructed in today's class, and post them throughout your teaching environment.) The exercises we learned today are on cards posted around our room (*classroom, gym, playground, etc.*). I'll combine 2 workout buddies to make groups of 4, then send your group to a station. When the music plays, practice the activity at the station. When it stops, everyone in your group moves this way (*point*) to the next station. We'll keep going until you've circled our room at least once.

* Add 1 for Fun

Add non-exercise stations (e.g., dribble a ball, toss and catch a beanbag, jump over ropes laid on the floor, etc.).

FLEXIBILITY

STANDARDS ADDRESSED

- **NASPE**

#1, 2 Spatial awareness, nonlocomotor skills, balance

#3, 4 Flexibility, 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)



HOME

Yoga (or "power stretching") is a fun activity that helps improve muscular strength and flexibility. Borrow a "yoga for children" DVD from your library and try it with your family. Have fun learning new poses and ways to stretch together.

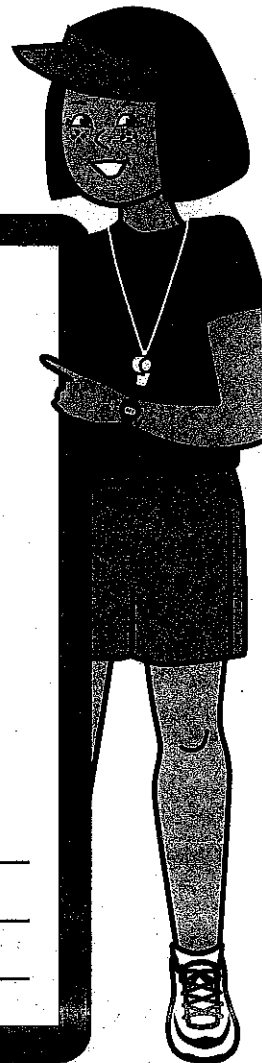
PAULA'S POINTERS

- Ensure students are warmed up prior to stretching.
- Continue to use these stretches throughout the year during cool-down and closure.
- Before or after class, name and locate the major muscles of the body.

Vocabulary

Vertical, clasp, opposite, injuries

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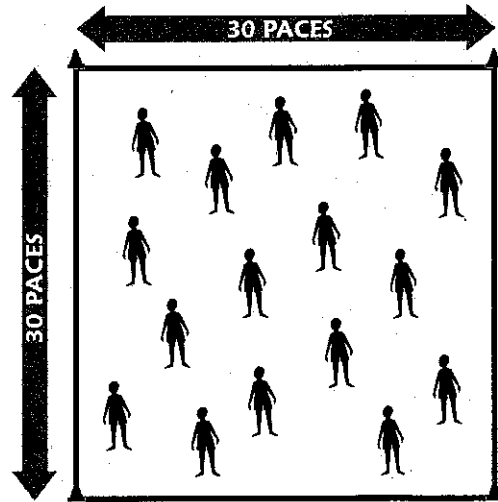


Ready

- 4 cones (for boundaries)
- 1 7" foamball per student (optional)

Set

- Create large (30X30 paces) activity (on carpet or dry grass).
- Scatter students within area.



GO!

1. Our ASAP is called *Dead Bugs*.
2. I'll give you a way to move within our area (e.g., *walk quickly, hop, skip, etc.*).
3. When you hear "Dead bug!" lie on your back with your arms and legs straight up toward the ceiling; the "dead bug" position.
4. (Play several rounds, changing the locomotor skill each round. Add pathways, directions, levels and tempos.)
5. **Wrap It Up**
 - What pathways did you use while you were moving?
 - Why is it important to be able to make changes in your pathways?

★ Balancing Bugs

Now we'll change our "dead bug" position to a V-Sit (on bottom with legs and body creating a "V"). (After trials, play again changing position to "Wounded Dog" – on hands and 1 foot; other foot up in the air. Students hold that balance until signal.)

★ Dead Bug with a Ball

(1 foamball per student.) Perform all movements with a ball. (For example, Crab Walk while dribbling a ball with their feet.) On "Dead bug!" put the ball between your knees before assuming the "dead bug" position. Can you find different ways to move with your ball?



ACADEMIC

Language Arts and Math

(Read Measure Up: A Bug Olympics! by Frank Wilson. Measure which bug climbs the highest, spits the farthest, and dives the deepest.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills, pathways, directions, levels, tempos

● #3, 4 Cardiovascular endurance

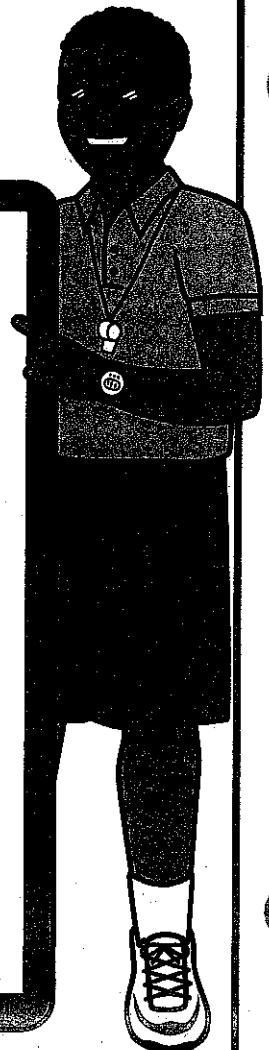
#6 Participates, appreciates, enjoys movement

Your State (Write in here)

TONY'S TIPS

- The dead bug position helps develop abdominal strength and endurance.
- Vary the locomotor skill (walk, run, skip, slide, gallop, animal walk, etc.), level (high, medium, low), pathway (straight, curved, or zigzag), and/or tempo (fast, medium, or slow) each round.
- Remind students that dead bugs don't move!

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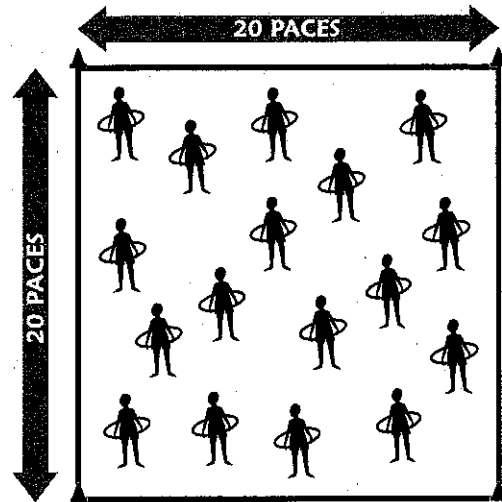
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Ready

- 4 cones (for boundaries)
- 1 hoop per student

Set

- Create medium (20X20 paces) activity area.
- Scatter students throughout area (each student has a hoop.)



GO!

1. Our ASAP is called *Roadway*.
2. Pretend your hoop is a car and you are the driver. Buckle your seat belt!
3. When you hear, "Green light," hold your hoop around your waist and walk within our area avoiding other cars.
4. I will call different ways to move. (*Begin with 2-3 commands and add on 1 at a time.*)
 - **Red light** – Stop
 - **Yellow light** – Move slowly
 - **School zone** – Skip
 - **Highway** – Run
 - **Uphill** – March
 - **Flat tire** – Hop
 - **Pothole** – Run and leap
 - **Tunnel** – Duck down
 - **Oil slick** – Swerve and make quick turns
 - **Emergency vehicle** – Move to the side of the area and stop
5. Show you are a good driver and follow the rules of the road.
6. **Wrap It Up**
 - Why are rules important? What would happen if we didn't have rules on the road?
 - What rules do we have in our SPARK PE class to keep everyone safe?

★ Combined Commands

Can you show me a yellow light in a school zone? Look out for the oil slick in the tunnel. Can you go uphill in reverse? Down a highway and over a pothole? What other combinations can we create?

★ Carpool

(Students in pairs; 1 hoop per pair. One partner inside the hoop, the other outside holding the hoop with both hands.) The partner in the hoop is the car; the other is the driver. Work together and follow the cues. We'll switch roles every minute or so.



ACADEMIC

Language Arts

(Read The Wheels on the Bus by Paul O. Zelinsky. Have students sing and act out the moves of the bus.)

STANDARDS ADDRESSED

● NASPE

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

#3, 4 Cardiovascular endurance

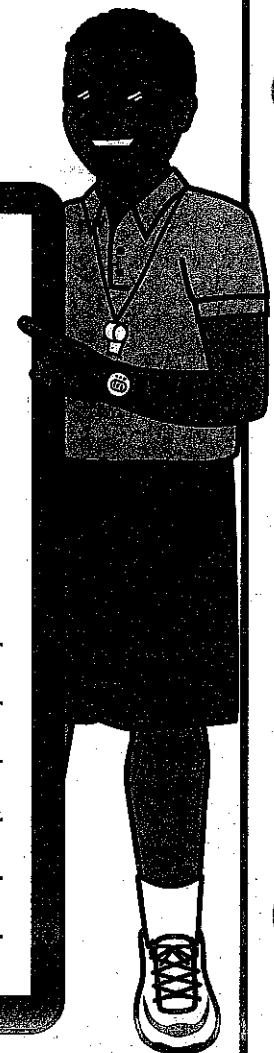
- #5, 6 Participates, appreciates, enjoys movement, cooperates in small group activities

Your State (Write in here)

TONY'S TIPS

- Change commands every 5-10 seconds to keep it fresh and fun.
- I recommend not having children move backward during game play. They may move too quickly and/or forget to watch for others.

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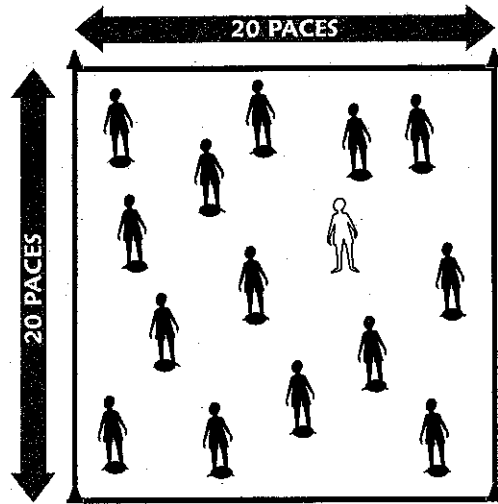
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Ready

- 4 cones (for boundaries)
- 1 spot marker per student (less 1 spot)

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area.
- Disperse students to stand on spots (homes). One will be without a spot.



ASAP

GO!

= Home Shopper


1. Our ASAP is called *I Want a Home*.
2. _____ (name of student without a home) does not have a home and will be the 1st "Home Shopper."
3. When _____ says, "I want a home!" leave your home and walk quickly to find a new one.
4. Whoever doesn't have a home becomes our next Home Shopper.
5. Look for a new home without bumping or touching others. Remember to say "Excuse me."
6. (Continue playing for several rounds, changing the locomotor skill each round.)
7. **Wrap It Up**
 - Was it challenging to find a new home?
 - How did you move to a new home without bumping into other shoppers?

★ Two Home Shoppers

This time we'll play with 2 Home Shoppers.

★ House of the Same Color

(Use 4-6 different colors of spots and have 1 Home Shopper for each color spot.) This time we will have 1 Home Shopper for each color home. Your new house must be the same color as the one you left.



HOME

Play "Musical Spots" at home with your family. Put spots (use paper, socks, tape, etc.) on the floor. Use 1 per player minus 1. (If there are 4 of you, you will need 3 spots.) Turn on the music and everyone dances around the spots. The "DJ" stops the music and everyone tries to touch a spot. The dancer without a spot is the DJ next round.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Cardiovascular endurance

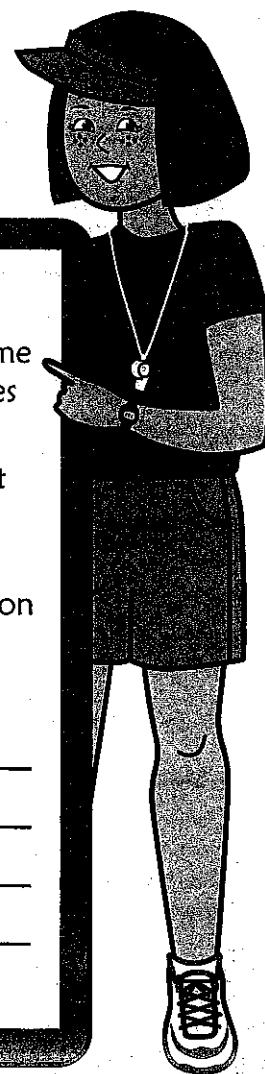
● #5, 6 Participates, appreciates, enjoys movement, cooperates in small group activities

Your State (Write in here)

PAULA'S POINTERS

- For kindergartners, omit the Home Shopper and simply switch homes each round.
- After walking, designate different locomotor skills.
- Hoops may be used instead of spot markers; however, use caution on the blacktop or gym floor.

NOTES





Ready

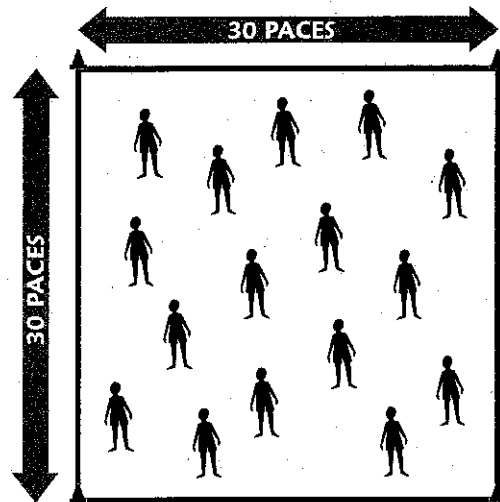
- 4 cones (for boundaries)

Set

- Create large (30X30 paces) activity area.
- Scatter individuals within activity area.

GO!

1. Our ASAP is called *The Good Ship SPARK*. Are your sea legs ready?
2. On my signal, walk the “decks of our ship” and listen for your 1st order from the “Captain.” (*Begin with 2-3 commands and add 2-3 more every minute or so.*)
 - **Shipwreck** – Drop to the ground
 - **Iceberg** – Freeze
 - **Swab the deck** – Mop the floor
 - **Ship ahoy** – Stand at attention and salute saying, “Aye, Aye Captain”
 - **Drop the anchor** – Sit down
 - **Sardines** – All students stand close together
 - **Hoist the anchor** – Do 3 sit-ups
 - **Shark** – Make a fin with hand on head and move at a low level
 - **Torpedo** – Run anywhere on our ship avoiding other sailors
 - **Shiver Me Timbers** – Shiver and shake from high to low
 - **Walk the plank** – Take 3 steps, jump up, then sink to the floor/ground
3. Pretend there is a storm and the ship is swaying a lot. Can you sway back and forth without falling down? Keep your balance.
4. **Wrap It Up**
 - Why is balance important?
 - What can you do to improve your balance?



ASAP

★ Add More Moves

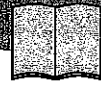
Man overboard – (In pairs.) One lie on the floor; the other stands over you and pretends to look for a missing person. Switch.

3 in a boat – Sit in a file line close together, legs straddled around the person in front of you, everybody rowing.

★ Nautical Terminology

Let's add some ship terminology. I'll call these directions for you to move:

- **Bow** – Front of the ship (move forward)
- **Stern** – Back of the ship (move backward)
- **Port** – Left side of the ship (turn left)
- **Starboard** – Right side of the ship (turn right)



ACADEMIC

Language Arts

(Read books on ships, boats, the sea, etc.)

- (K) Sheep On A Ship by Nancy Shaw
- (1st) The Story of Ships by Jane Bingham
- (2nd) Ship, Sailors and the Sea by J. Miles and C. Young

STANDARDS ADDRESSED

● NASPE

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

#3, 4 Cardiovascular endurance, muscular strength

- #6 Participates, appreciates, enjoys movement

Your State (Write in here)

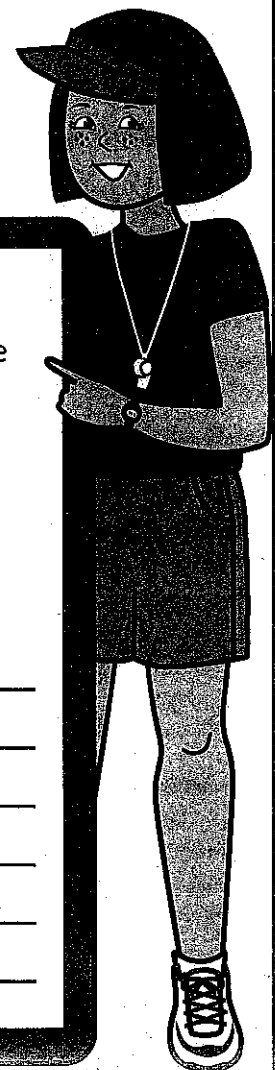
PAULA'S POINTERS

- Some tasks require students to lie on the ground, so play indoors on a soft surface or outdoors on dry grass.

Vocabulary

Nautical, swab, hoist, plank

NOTES



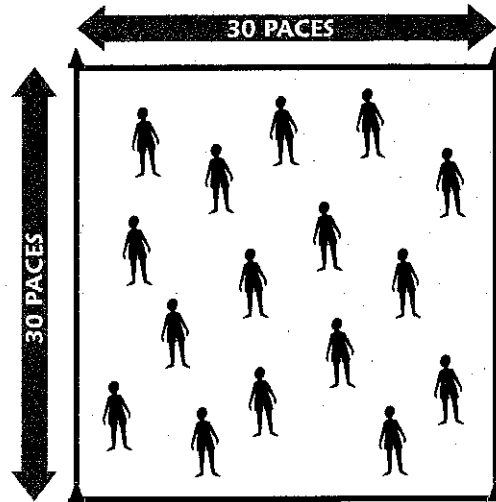


Ready

- 4 cones (for boundaries)
- 1 beanbag per student (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter students within area.



GO!

1. Our ASAP is called *Toys Alive*.
2. Who has seen the movie *Toy Story*? What toys belonged to Andy, the young boy in the film? (*Woody, Buzz Lightyear, Mr. Potato Head, etc.*)
3. On my signal, pretend you are a toy and move within our area.
4. In the movie, toys can only move when humans are not around. So when you hear "Andy's coming!" freeze in a shape that looks like one of his toys. Hold your balance for the count down, "3, 2, 1."
5. On "All clear!" you may start moving again.
6. (*Play several rounds, using a variety of locomotor skills.*)
7. **Wrap It Up**
 - What kinds of shapes did you make when you froze?
 - What was your "base of support?" (*The body parts that hold you up.*)
 - What happens when your base of support gets wider? Narrower?

★ Balance Challenges

What other body parts can you use to make your base of support? Can you balance on a base of support using X# (call a number) body parts?

★ Batteries

(Give each student a beanbag.) Pretend you are a battery-operated toy. Put the battery on your head (or shoulder). As long as your battery is in place, you can move. If your battery falls, you lose power and must freeze. You may move again when another "Toy" helps you by replacing your battery.



ACADEMIC

Math

(Discuss symmetrical and asymmetrical shapes.) Can you show me a symmetrical shape with your body? Now try an asymmetrical shape.

STANDARDS ADDRESSED

● NASPE

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

#3, 4 Cardiovascular endurance

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

Your State (Write in here)



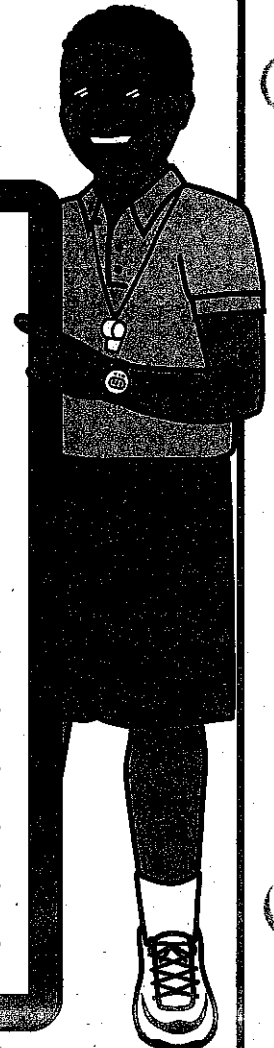
TONY'S TIPS

- Try today's academic tip with 2nd graders; too advanced for K's and 1's.

Vocabulary

Base of support, inverted, symmetrical, asymmetrical

NOTES





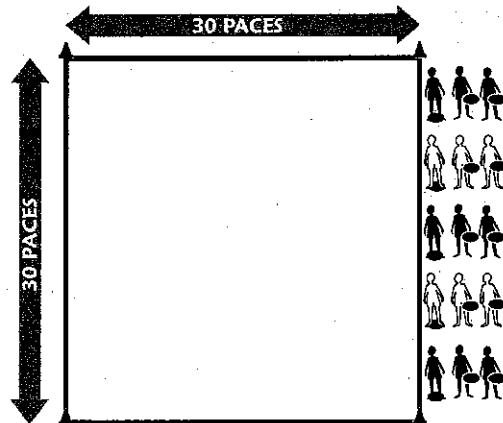
ASAP

Ready

- 4 cones (for boundaries)
- 1 spot marker per student

Set

- Create large (30X30 paces) activity area.
- Divide students into groups of 3 and position in short file lines at 1 end of the activity area.
- Give each student 1 spot marker (lily pad). First player in each line stands on their lily pad.



GO!

1. Our ASAP is called *Frogs Across the Pond*.
2. The object is to get all the “Frogs” in your group across our “pond” (activity area).
3. You do that by having them jump from “lily pad” to “lily pad.” (The lily pads are your spots.)
4. First in line is the “Frog.” Those behind the Frog are “Tadpoles.”
5. On my signal, Tadpoles place lily pads in front of your Frog. As the Frog jumps from 1 lily pad to the next, the Tadpoles pick up the used lily pads and continue to place them in front of their Frog, building a path across the pond.
6. When the Frog reaches the other side of the pond, the game begins again with a new Frog returning across the pond.
7. Continue until everyone in your group has crossed, then shout “Frogs across the pond!”
8. **Wrap It Up**
 - What ideas did you use to cross the pond quickly?
 - How did the Frogs and Tadpoles work together to be successful?

★ Toxic Pond

Pretend the pond is polluted and toxic (deadly). Frogs that land off the lily pad have fallen in and must restart.

★ Leap the River

The spots are boulders in a river. Two of you place the boulders, while the 3rd leaps from boulder to boulder. Remember, a leap is a 1-foot take-off landing on the other foot.



ACADEMIC

Science

(Discuss the frog's metamorphosis in changing from a tadpole to an adult frog. Explain that when tadpoles hatch from the egg, they have gills to breathe and a long tail to help them swim. Eventually, the frog has 4 legs, no gills, and no tail. It swims a whole new way.)

STANDARDS ADDRESSED

- **NASPE**
#1, 2 Spatial awareness, locomotor skills
#3, 4 Cardiovascular endurance
#5, 6 Participates, appreciates, enjoys movement, cooperates in small group activities

Your State (Write in here)

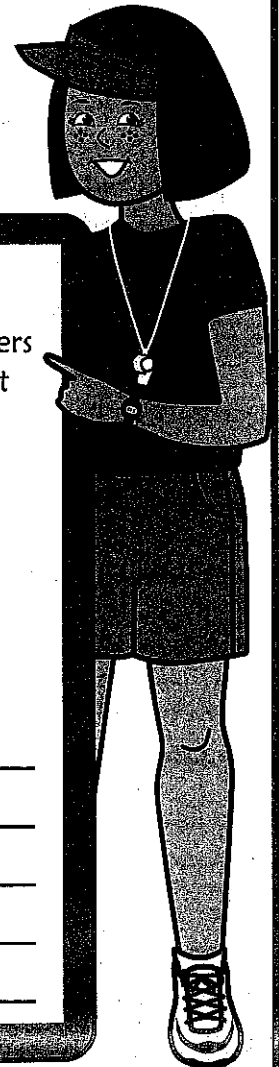
PAULA'S POINTERS

- Use hoops in place of spot markers to provide a larger landing target for beginning frogs.
- Remind students to bend their knees when they land to absorb force and maintain balance.

Vocabulary

Toxic

NOTES



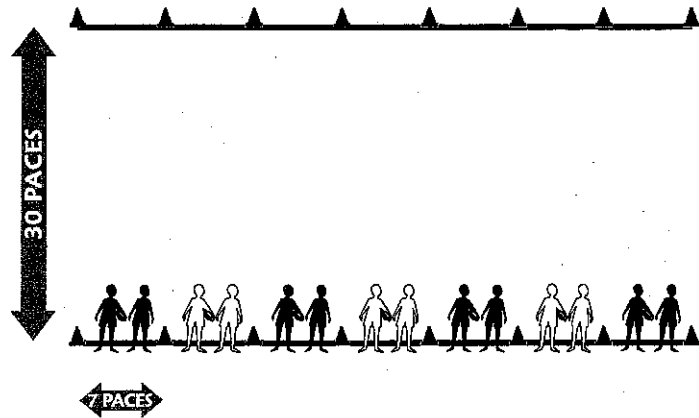


Ready...

- 1 football per 2 students
- 16 cones (for boundaries)
- a stopwatch (for timing play)

Set...

- Create 2 parallel lines, 30 paces apart. The length must accommodate all students standing in pairs. Give about 7 paces between pairs.
- Pair students all on 1 line; each pair with a football.



GO!

1. The object is for you and your partner to score a touchdown by completing passes from 1 line to the other.
2. The partner with the ball begins as Quarterback; the partner without the ball begins as Receiver. On signal, you have 1 minute to score a touchdown. Receivers run a pass route toward the goal line, and Quarterbacks throw to Receivers.
3. If your pass is completed, Receivers stop where you catch the ball, and you and your partner switch roles. If your pass isn't completed, both of you do 5 Ski Jumps, Receivers retrieve the ball, and then you switch roles.
4. Score a touchdown (6 points) when you complete a pass over the end zone in the time limit.
5. Extra Point – pairs that score a touchdown have 10 seconds to try for an extra point. Place the ball 5 paces from the goal line, and make 1 last play to score.
6. After each minute, I'll give you all 30 seconds to huddle up and strategize, check heart rates, etc., before we begin again in the other direction.

CHALLENGES

- * I will time you. How fast can you and your partner score?
- * Can you and your partner beat your previous time?

CUES

- * Shorter passes may help you move the ball more quickly.
- * Quarterbacks, remember a good pass is 1 that is caught.
- * Receivers, don't run routes out of the range of your Quarterback's throwing distance.

SPARK IT UP!

1 Vary the Distance

(Allow pairs to increase or decrease the distance between the 2 lines to bring the challenge to their level.)

2 Back and Forth

Start back in the other direction immediately after scoring a touchdown. How many can you score in 2 minutes?

3 Defenders

(Groups of 3.) We'll add a Defender. Quarterbacks and Receivers still try to score a touchdown as before. Defenders attempt to knock down or intercept passes. We'll play for 2-3 minutes. Quarterback and Receivers, start back in the other direction when you score on 1 side. We'll switch Defenders every 2-3 minutes.

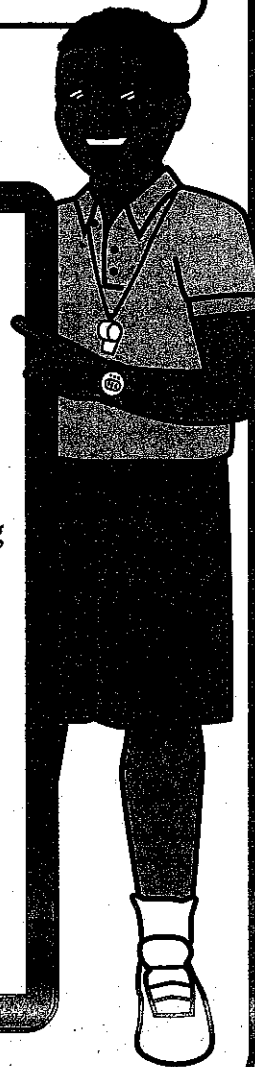
4 Pedometer

(Need 1 pedometer per pair.) Play until you reach the endzone. Check your pedometers, reset, play again, and try to beat your previous step count with a higher one.



WELLNESS

To "Air it out," in football means throwing the ball as far as you can. Another meaning of "air it out" is to honestly talk with someone about your feelings. If you need some help or have a problem, sharing your feelings with someone you trust not only helps you feel better, but also gives them more information on how to help. Remember, feelings and emotions are real, so don't keep them inside too long.



STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching

#2 Offensive strategies

#3, 4 Cardiovascular endurance

#5, 6 Cooperation, teamwork

Your State (Write in here)

TONY'S TIPS

- Prior to timing play, review rules and allow pairs to practice different types of pass patterns (i.e., down and out, button hook, fly route, etc.).
- Discuss advantages of throwing long passes versus short passes. Completed long passes may score quicker, but if incomplete they waste valuable time. Short passes may not score touchdowns as quickly, but are easier to complete.
- Provide opportunities for students to work with different partners.

NOTES



Ready...

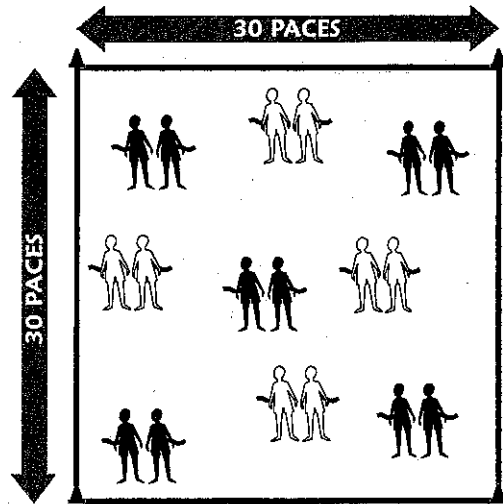
- 4 cones (for boundaries)
- 1 flag per student; tucked in or on a belt (optional)

Set...

- Create large (30X30 paces) activity area.
- Pair students; scatter in area.

GO!

1. The object is for partners to chase and flee from each other.
2. One of you is the Chaser; the other is the Fleeer.
3. On signal, the Fleeer walks quickly away from the Chaser, while the Chaser does 5 jumping jacks.
4. Chasers, when you finish your jumping jacks, try to tag (using a 2-finger tag, or pull their flag if wearing) your fleeing partner at a walking pace. (A walk differs from a run in that at least 1 foot must touch the ground in a walk; whereas a run has a flight phase.)
5. When the Chaser tags the Fleeer, switch roles, and the new Chaser starts with 5 jumping jacks before chasing their partner.



CHALLENGES

- * How many times can you switch roles before the signal?
- * Fleeers, how much ground can you cover?

CUES

- * Stay at a walking pace.
- * Remember your 5 jumping jacks before you chase.

SPARK IT UP!

★ Locomotor Switch

(Vary the locomotor skill every few minutes. Use faster skills as you see students playing safely and fairly.)

★ Change Task

(Name a new task for Chasers to do before they may chase their partner. Change every minute or so. E.g., push-ups, 10-second stretch, jump tucks, etc.)

★ Partner Pass and Tag

(Add 1 tossable per pair.) Play catch with your tossable until you reach 5 catches. Whoever catches that 5th catch is the Chaser. When you tag your partner, begin tossing again. Repeat.



ACADEMIC

Science (Food Chains) - A food chain shows how living things get their food. They begin with a plant and end with an animal. Each link on the chain is food for the next link. For example: grass to grasshopper to toad to snake to hawk. Chasers and Fleers, move up the food chain as you switch roles. Then, we'll find new partners, create new food chains, and play again.

● STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, chasing, fleeing, dodging, locomotor movements

#3, 4 Cardiovascular fitness

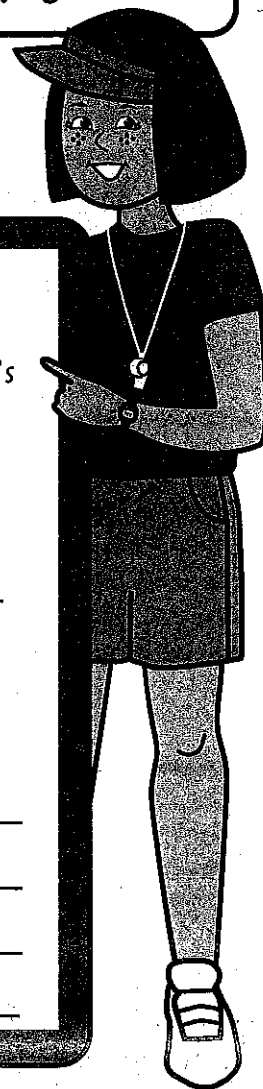
#5, 6 Cooperation, fair play

Your State (Write in here)

PAULA'S POINTERS

- Ask students to rate their partner's fairness after a few rounds. (Tell them to give a thumbs up if they followed the rules well, and a thumbs down if they need some work.) If you see a lot of thumbs down, remind students about fair play and following directions.

NOTES



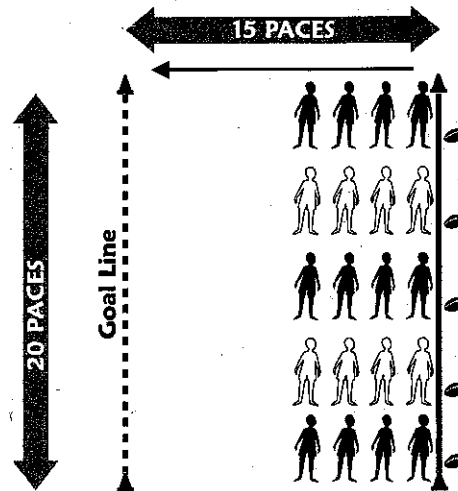


Ready...

- 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.

1 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.

2 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.

3 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.)

4 Pedometer

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

FUN FACT

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

STANDARDS ADDRESSED

NASPE

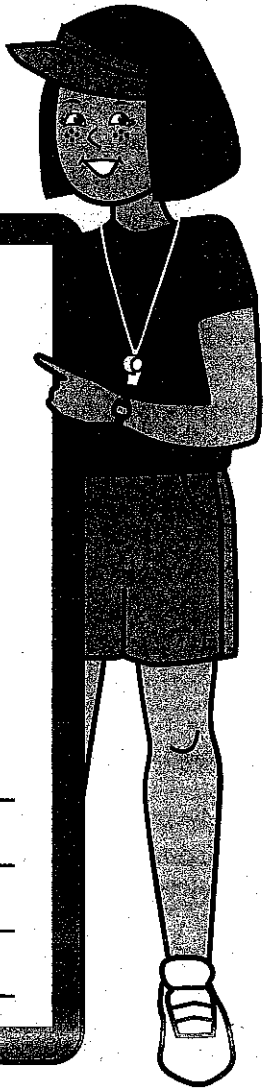
- #1, 2 Hiking, catching
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, teamwork

Your State (Write in here)

PAULA'S POINTERS

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

NOTES



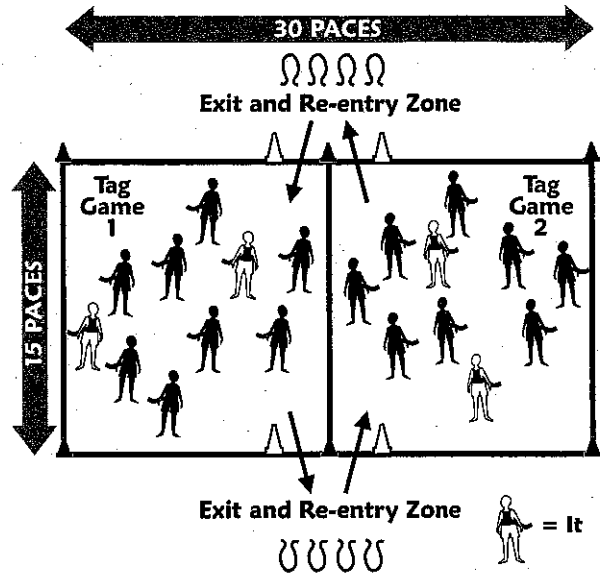


Ready...

- 6 cones (for boundaries)
- 4 tall cones (for entry/exit zones)
- 1 flag per student; tucked in or on a belt (optional)
- 1 pinnie per 4 students
- 8 jump ropes

Set...

- Create 2 medium (15X15 paces) adjacent activity areas.
- Place 1 tall cone on opposite sidelines near the line dividing the 2 areas (2 per activity area) to create an entry/exit zone. Place 4 jump ropes at each entry zone.
- Create 2 groups; 1 per area.
- Use a pinnie to designate 1 in 4 students per group to be "It."



GO!

1. The object is for the "Its" to tag as many students as they can in their own side of the activity area.
2. When tagged, exit your area (near the exit zone), jump rope for 3 jumps, then enter the adjacent area (near the entry zone).
3. "Its," stay in your original activity area.
4. We'll switch "Its" on signal.

CHALLENGES

- * "Its," can you tag everyone in your side?
- * Fleers, how few times can you get tagged?

CUES

- * Move with control; look for open space.
- * "Its," try to tag others who are about your same speed.
- * Work together with other "Its" to tag the faster players.

RECESS ACTIVITIES

GRADES 3-6

SPARK IT UP!

★ Vary the Locomotor

(Change the locomotor skill used for chasing and fleeing every few minutes. E.g., gallop, skip, slide, power walk, run, etc.)

★ Vary the Task

(Change re-entry tasks. E.g., curl-ups, push-ups, ski jumps, crunches, skip 3X around area, lunges, crunches, etc.; keeping with the Principle of 3s, so students know how many to do each time.)

★ Shark

(Need utility balls.) Dribble (basketball or soccer-style) under control in your area. Sharks (without balls) will try to legally steal your ball. If they do, you become a Shark. Complete the re-entry task, move to the other area, and try to legally steal someone's ball.



WELLNESS

(Establish a Wellness Zone as a Re-entry zone.) Enter the Wellness Zone when tagged. To re-enter the game, you must call out a wellness tip, and act it out for 5 seconds. E.g., Wash your hands, or wear a helmet. For 5 seconds, you act out washing hands, or putting on a helmet.

STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, chasing, fleeing, dodging

#3, 4 Cardiovascular fitness, muscular strength and endurance

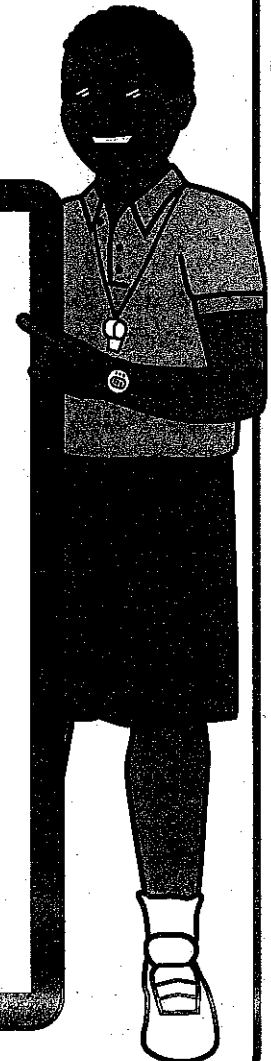
#5, 6 Cooperation, fair play

Your State (Write in here)

TONY'S TIPS

- To increase activity, move the entry and exit zones farther apart.
- Change "Its" every 1-2 minutes.

NOTES



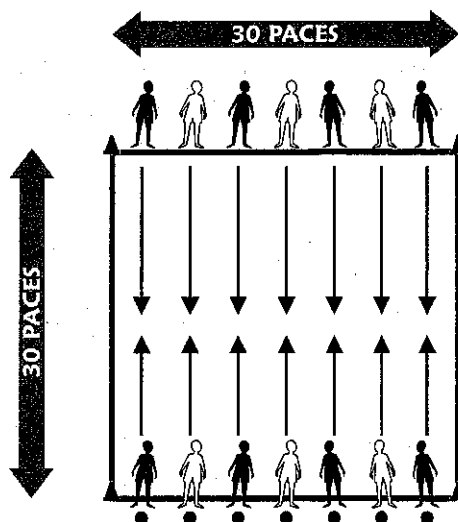


Ready...

- 4 cones (for boundaries)
- 1 ball (medicine or utility) per pair

Set...

- Create large (30X30 paces) activity area.
- Pair students in partner face-off formation on opposite sidelines.
- 1 ball per pair; behind 1 partner's feet.



GO!

1. The object is to build fitness by completing a variety of tasks in a sequence with your partner.
2. On signal, jog to meet your partner in the middle. I'll call a new task to do each round. When you finish the task, return to your line.
3. Add the new task to the old ones, and create a sequence.

4. Task Sequence

(Use the following, or come up with your own.)

1. Give your partner a high-five.
2. Do 4 sit-ups; feet to feet. Touch R hands, then L hands, then both hands, then cross hands.
3. Bring the ball; stand back-to-back. Pass the ball around your bodies 5X (*Twist and Turn*).
4. Complete 2 "perfect" push-ups.
5. Hold onto your partner's shoulder, do a quad stretch. Each side count of 10.
6. Sit back-to-back, hook elbows, then push against each other to stand up (*Back-to-Back Get-Up*).
7. Ski jump over imaginary cone 10 jumps.
8. In push-up position, facing partner; alternate R and L high-five 10X.
9. Do forward lunges, alternating legs. Lunge 10X total.
10. Bring the ball; stand back-to-back. Pass the ball through your legs, then overhead 5X (*Bend and Stretch*).

Jumping jacks (10x)

CHALLENGES

- * Can you remember the whole sequence?
- * Can you make up your own final move?
- * Can you say hello a different way each time?

CUES

- * Work on technique before speed.
- * Help your partner remember what comes next in the series.

★ Pedometer Estimation

(1 pedometer per pair) 1 partner in each pair wears the pedometer. Estimate how many steps you will take with this activity. See how close you can come to your estimate.

★ Flexibility Focus

Do a different flexibility task each round.

★ Have a Ball

1 partner dribbles a ball to the middle each round, incorporate it into each task. E.g., partner sit-ups with a ball; pass the ball to your partner while sitting up, rather than touching hands.



WELLNESS

“Fitness in the Middle” is not possible without physical activity. A lack of physical activity might lead to “Thickness in the Middle.” As of 2006, approximately 18 million children are overweight or obese. That is the equivalent to the combined population of the 5 largest cities in the U.S. – New York City, Los Angeles, Chicago, Houston and Philadelphia. Reports show that 80% of these overweight children will become obese adults.

• STANDARDS ADDRESSED

NASPE

#3, 4 Cardiovascular endurance, muscular strength and endurance, flexibility

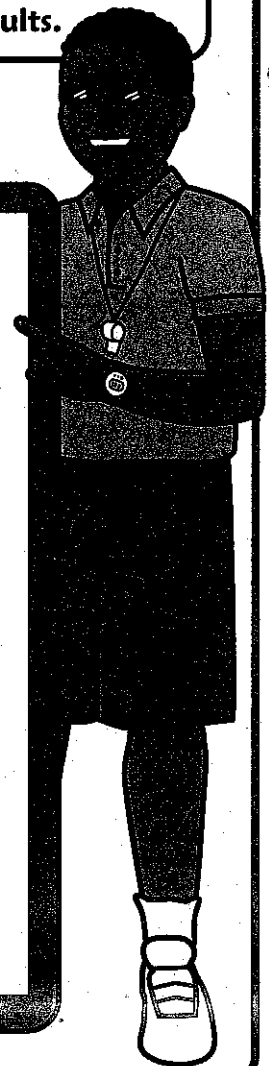
• #5, 6 Cooperation, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Start with 3-4 tasks the first time. Add more as your students can handle them.
- Use fewer skills with younger children.
- Increase the distance between pairs to increase aerobic activity.

NOTES





Ready...

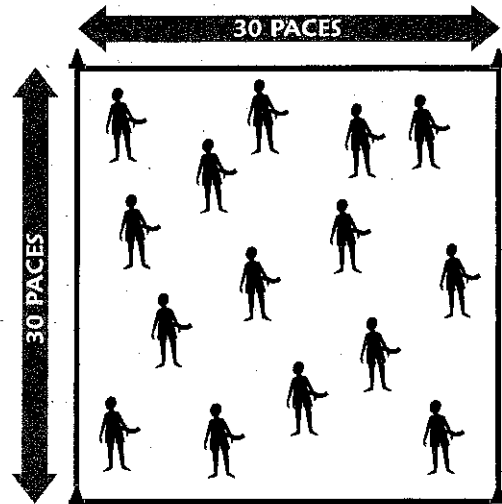
- 4 cones (for boundaries)
- 1 flag per student; tucked in or on a belt

Set...

- Create large (30X30 paces) activity area.
- Scatter students in area; each wearing flag in back.

GO!

1. The object is to avoid having your flag pulled, and to pull others' flags.
2. Everybody is "It." On signal, move to pull others' flags, while avoiding having yours pulled.
3. If your flag is pulled, pick it up, run outside the boundaries, do 3 jump tucks, tuck your flag back in your waistband, and rejoin the game.



CHALLENGES

- * How many flags can you pull before the signal?
- * How few times can you have your flag pulled?

CUES

- * You may not guard your flags.
- * Keep your head on a swivel, and watch for others.
- * Twist, turn and fake to avoid flag pullers.
- * When you are pulling flags,

SPARK IT UP!

★ Vary the Locomotor

(Change the locomotor skill used for chasing and fleeing every few minutes. E.g., gallop, skip, slide, power walk, run, etc.)

★ Vary the Task

(Change re-entry tasks. E.g., curl-ups, push-ups, ski jumps, crunches, skip 3X around area, lunges, crunches, etc.; keeping with the Principle of 3s, so students know how many to do each time.)

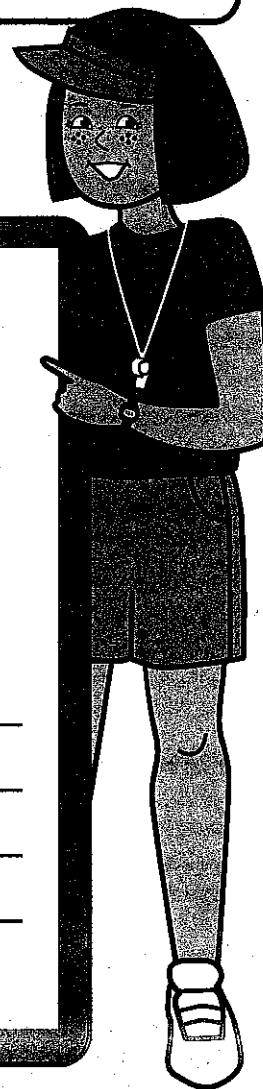
★ Partner Flag Tag

(Pairs; 1 flag per pair.) One stands behind the other, holding on to the partner's shoulders. The back partner wears the flag. Partners move together, and the front partner tries to pull flags from other pairs. Partners must stay connected. If the flag is pulled or you split up, both do a re-entry task (e.g., 3 jumping jacks), switch roles, and rejoin the game.



ACADEMIC

Social Studies and World Geography - (Prepare: Have students draw flags from different countries on 12"x12" pieces of fabric. Use donated sheets cut to size. Write the country name on the back of the flag. Bring a world map/globe to activity area.) Tuck these flags in your waist for Flag Tag. When it is pulled, bring it to the map, find that country, drop it, pick up a new flag, and re-enter the game.



STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, chasing, fleeing, dodging, nonlocomotor movements

#3, 4 Cardiovascular fitness, muscular strength and endurance

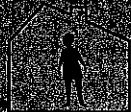
#5, 6 Cooperation, fair play

Your State (Write in here)

PAULA'S POINTERS

- Be sure students' shirts are tucked in. This makes it easier for all to pull flags.

NOTES

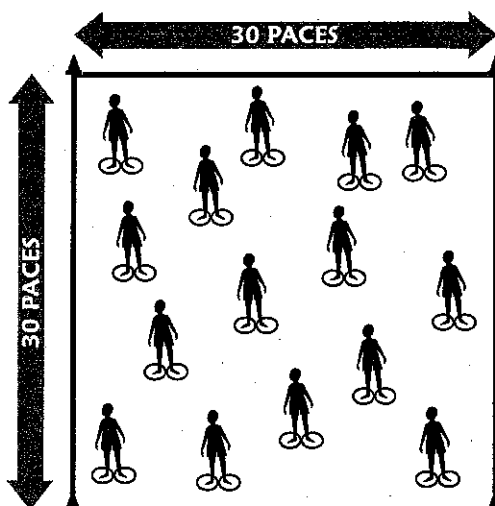


Ready...

- 2 paper plates (dinner-size) per student
- 4 cones (for boundaries)
- Music and player
- *Paper Plate Aerobics Prompt Pages* (SPARKfamily.org)

Set...

- Create large (30X30 paces) activity area.
- Scatter students throughout area; each with 2 paper plates.



GO!

1. The object is to try a variety of moves, while keeping the paper plates under your feet.
2. I'll call out a skill, and give you some time to practice and experiment with it.
3. **Paper Plate Tasks**
 - *(Describe and demonstrate 1 Paper Plate Skill at a time. See Paper Plate Aerobics Prompt Pages. Allow students a minute or more to practice and experiment with each skill.)*
 - *(Continue as time permits. Try to cover between 6-8 new moves each session.)*
4. Join a partner or group of 3, and create your own moves. *(Allow students time to experiment and create.)*

CHALLENGES

- ★ Can you keep the plates under your feet the whole time?
- ★ Can you keep your feet under control?

CUES


- ★ Knees are loose and heels come up slightly off ground when feet are positioned on plates.
- ★ Keep abdominals tight.
- ★ Control your movements to avoid too much sliding.

★ Tag Game

(Use the plates in a simple tag game. It's not only fun, but it is a great equalizer for all students. Because they can't run, this is a great way to play tag games indoors.)

★ Create a Routine

(Pairs or groups of 3.) With your group, create a routine consisting of at least 4 different moves and lasts up to 1 minute.



HOME

How many ways can you use paper plates to get your body moving moderately to vigorously at home?

Here are some ideas:

- Stand on them, and volley a balloon back and forth with a friend.
- Put your hands on 1 plate and your feet on 1 plate – now do the inchworm move.
- What else?

STANDARDS ADDRESSED


● **NASPE**

#1, 2 Balance, body awareness

#3, 4 Cardiovascular endurance, muscular strength and endurance, flexibility

● #5, 6 Cooperation, accepting challenges

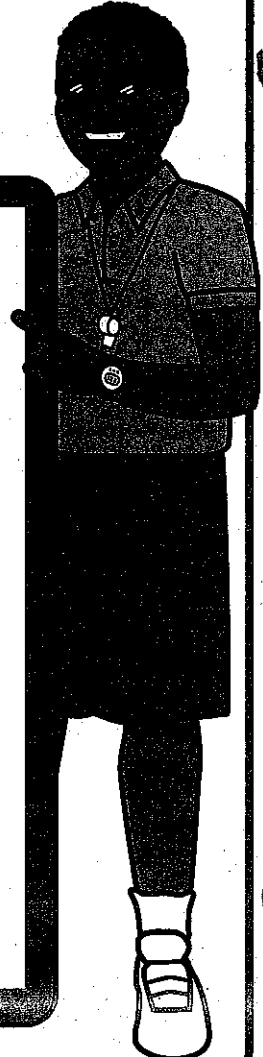
Your State (Write in here)



TONY'S TIPS

- Carpeted floors work very well. Wood and linoleum are a bit slower. It also works on blacktop (well swept).
- Thicker plates work best and last longest.

NOTES



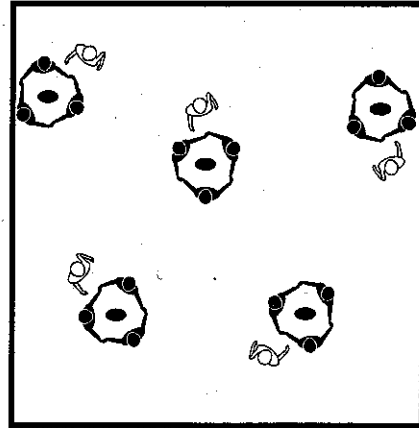


Ready...

- 1 spot marker per 4 students

Set...

- Create groups of 4.
- 3 students join hands to form a triangle with the 4th, as the Chaser stands just outside triangle.
- 1 player in the triangle is designated as the "VIP." The other 2 are "Bodyguards."



◀ = VIP ▶ = Bodyguard ↻ = Chaser

GO!

1. The object is to work together to protect (guard) your VIP from the Chaser.
2. On signal, the Chaser tries to safe tag the VIP by moving around the outside of the triangle.
3. Bodyguards, work together to rotate the VIP away from the Chaser.
4. Keep your hands joined, and stay on your feet; otherwise, it counts as a tag.
5. Chasers may not reach through their triangle to tag a VIP.
6. Switch roles on signal. For round 2, the VIP and Chaser switch. Round 3, the Bodyguards become the VIP and Chaser. Round 4, they reverse roles 1 last time.

CHALLENGES

- * Which locomotor skill is best to use? (*Side-slide.*)
- * Chasers: How many times can you tag the VIP before the signal?
- * Bodyguards: Can you keep your VIP from being tagged?

CUES

- * Cooperate and communicate to rotate your triangle safely and effectively.
- * Bodyguards, keep your backs to the Chaser.

SPARK IT UP!

★ Face Out

(Make it easier for the Chaser, by having all in the triangle face out, away from each other.)

★ Catch My Tail

(Students stand in a file line holding shoulders/waist.) Guards are the first 2 in line; the VIP is the last, and wears a flag in back. The Chaser tries to pull the VIP's flag.

ACADEMIC

Social Studies (Influential People) - Create VIP categories, i.e., famous authors, or famous politicians. The VIP identifies themselves as somebody from the category. When tagged, the Chaser scores an extra point if they can tell why the VIP is famous.

STANDARDS ADDRESSED

• NASPE

- #1, 2 Spatial awareness, chasing, fleeing, dodging
- #3, 4 Cardiovascular fitness, muscular strength and endurance
- #5, 6 Cooperation, fair play, group strategies

Your State (Write in here)

PAULA'S POINTERS

- Use coned boundaries for groups who evade the Chaser by moving away, rather than rotating around the spot marker.

NOTES

