Units of Instruction

The SPARK instructional units (N=10, one for each month of the school year) are placed in alignment with the SPARK Yearly Plan. SPARK recommends teaching these units in the order presented, beginning with Building a Foundation. This unit was designed to help teachers create a positive learning environment, establish class and student protocols, and instruct/reinforce important movement concepts. The Building a Foundation unit provides an appropriate warm-up in each lesson, and the Wrap It Up prompts a cool-down and closure period.

When Building a Foundation has been completed, teachers should select an ASAP (5-7 minute warm-up) and pair it with the first activity (15+ minute lesson) in the subsequent unit, Parachute. After Parachute is instructed for a month, the Yearly Plan prompts another unit change. This continues throughout the school year.

When an ASAP and an activity (which includes the Wrap It Up) from any instructional unit are matched, a SPARK lesson ranges in length from 20-30+ minutes; depending on the pace of the instructor, and the use of the SPARK It Up! extensions. If you have a longer PE period, instruct an ASAP followed by two (or more) activities in sequence.

While the aforementioned use of the instructional units is recommended and SPARK has learned from field-testing that it is the easiest to implement, there are many other ways to integrate SPARK concepts and methods into your PE program. For example:

1. Create your own yearly plan changing instructional units monthly, weekly, or daily.
2. Team teach SPARK with one teacher doing a (e.g.) Dance lesson while another instructs (e.g.) an activity from Manipulatives; then switch students and repeat.
3. Extrapolate only those units and/or lessons you wish to integrate into your existing PE program.

Contact SPARK for more ideas on how to effectively utilize SPARK content to meet the needs of your students.
Table of Contents

The first page of each unit contains an informative table of contents.

The 1st column provides a brief description of each activity.

The 2nd column helps you find it by giving a page number.

The 3rd column tells how students are grouped. If equipment is involved, it helps you gauge how much is needed.

The 4th column notes the type of Integration the activity includes. One of 3 types of integrations is provided in each activity. They should be read to students during warm-up, transitions, or cool-down/closure after the Wrap It Up.

**K-2 Introduction: How to Use It**

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Introduction

Describes the value and relevance of the unit as well as the objectives addressed.

What You Have

Describes the activities provided in the book and the materials found online.

What You Need

Provides a list of equipment, materials, music, and instructional media needed to teach the unit.

How to Use It

Provides helpful teaching strategies and guidelines to increase safety. This is a “must read” prior to teaching any unit.

Sample Unit Plans

The sample provides a 3 PE classes-per-week model for 4 weeks (12 lessons total). Follow as written, or modify to meet your needs.
Activity Pages
Each SPARK Activity includes the following:

- States the name of the activity. Referred to in the Sample Unit Plans and elsewhere.
- Lists the equipment/materials needed.
- Describes set-up prior to beginning instruction.
- A ready-to-read activity description stating objectives, instructions, and directions.
- Designates the grade level of SPARK Program.
- Shows the type of integration.
- Tells the type of grouping.
- A diagram showing where students and equipment should be.
- States which unit the activity came from.
- Teacher-oriented instructions are provided in italicized text within parentheses.
- Shows the page number within the unit. Note: Page numbers begin again with each unit.

**GO!**

1. **Rock and Row**
   - Sit with the parachute over your knees, holding on with both hands. While students on 1 side of the parachute “Rock” (stretch forward to touch your toes), students on the other side “Row” (lean backward and pull the chute up chest-high).
   - *(Continue for 20-30 seconds.)*

2. **Curl-ups**
   - Tuck your feet under the chute; bend your knees; hold using the overhand grip.
   - Lay back until your shoulders are on the mat (ground/floor).
   - Curl up so your shoulders come off the mat. Slowly uncurl and return to the mat. You use your abdominal muscles (point to them) when you do curl-ups.
   - How many curl-ups can you do before the signal?
   - *(Allow students to practice curl-ups at their own pace for 20-30 seconds. Move around the chute to encourage and give feedback on form.)*

3. **Push-ups**
   - Face the middle of the parachute in push-up position with your hands on the edge of the chute and your knees and feet off the chute. Start on your knees.
   - Can you do a “perfect” push-up? Back straight, elbow bent. If you can do 5 on your knees, try with your legs straight (only feet and hands touching).
   - How many push-ups can you do before the signal? *(Allow students to practice at their own pace for 30 seconds.)*

4. **Wrap It Up**
   - Where are your abdominals? Did you use them today? Which activities made your heart beat faster? We use the word “aerobic” for those activities that help your heart get stronger.
Physical activity plays a very important role in health and wellness. It makes your heart, as well as the other muscles of your body, strong. Did you know that you should try to be physically active for 60 minutes each day?

Outside of PE, when and where are you physically active?

**Parachute Fitness**

- **Kneeboarding**
  This one is like water skiing on your knees, so it is called Kneeboarding. Get on your knees and hold the chute with both hands. On cue, lean back slowly. Keep your back straight. (Continue several times.)

- **More Moves**
  Now, let’s add more moves (e.g., stretchers, lunges, jumping jacks, ski jumps, side bends, trunk twists, 1-arm flies, etc.) so you use different muscle groups and become more fit. (Skill cards for these are found on SPARKfamily.org.)

- **The Coach**
  I’ll pretend to be a tough football coach. I’ll call 1 exercise after another to get you moving up, then down, then up, then down. Come on team, you can do it. Keep it going!

**Tony’s Tips and Paula’s Pointers**

- Instructional hints from SPARK PE specialists who have instructed the activity before. Read prior to teaching for the “inside scoop.” Includes space for your own notes.

**National PE Standards Addressed**

- **Movement/Skills:** Spatial awareness
- **Fitness:** Upper and lower body muscular endurance, cardiovascular endurance
- **Personal/Social:** Cooperation, accepting personal challenges

**Your State**

[Write in here]

**Vocabulary**

- **Muscular strength, cardiovascular, flexibility, flexible, “feel good point,” abdominal, physical, fit**

**NOTES**

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Skill Cards

Use Skill Cards to create stations as visuals for students and to assist with creating routines. Created in an 8½" X 11" format with 2 skills per page, print from , copy onto card stock, and laminate for durability.

Performance Rubric Assessment

Use Performance Rubrics to document and guide learning, and to determine progress toward program goals. Print from , fill in student names and use to assess their skill levels.

Score students based on the number of skill cues they demonstrate.
**Home Play Activities**

*Home Play Activities* help promote physical activity outside of PE class. They are 2-sided and provided in English and Spanish. Print 1 per student, and distribute the first day of the month.

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**On the front, Home Play Activities** introduce a new theme each month along with additional thematic information, suggested resources for more information, and a fun activity for students to do with their family.

**On the back, Home Play Activities** alternate between several formats designed to increase physical activity at home and with family and friends.

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**K-2 Introduction: How to Use It**

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