

,k			Daily Assessment:
<p>K-5 Lesson plans</p>	<p><u>National Standards (NASPE)</u> See attached lesson plans for NASPE standards!</p> <p>KY Health & PE standards are written down after the "I can" statements for both P.E. and Health.</p>	<p>Vocabulary: soccer, dribble, space, trap, tolerance, acceptance, respiratory system, throat, larynx, diaphragm, windpipe</p> <p>Health: I can explain and provide an example of tolerance and acceptance. (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3 Health: I can define and explain how the respiratory system works. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1 P.E.: I can kick and trap a soccer ball around an obstacle course. (K-2nd) PL-P-PS-U-1 P.E.: I can kick and trap a soccer ball. (K-2nd) PL-P-PS-U-1 P.E.: I can make accurate paces and controlled traps with a partner. (3rd-5th) PL-4(5)-PS-S-4 P.E.: I can score a goal from different angles and distances. (3rd-5th) PL-4(5)-PS-S-4</p> <p>Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>Mini lesson: (P.E.) Students will enter gym and sit down on their assigned spot on the gym floor. 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./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.</p> <p>Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: tolerance & acceptance</p> <p>Mini Lesson: (Health): Students will look at a slide and learn how the respiratory system works.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster in education and training.</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 three laps as a warm up.</p> <p>Mini lesson: Students in grades K-2nd will watch a video from jrbrainpop.com titled "lungs". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "respiratory system".</p>	<p>Assessment: <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Individual</p> <p>Formative and Summative Assessments <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips <input checked="" type="checkbox"/> Oral Questions <input type="checkbox"/> Student Self-Assessment</p>

P.E. Activity #1: Primary (K-2nd) Control Dribble Around Obstacles (Kicking and Trapping, pg. 5) See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See "Spark It Up!" section of the lesson plan for advanced activities.

Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a soccer ball and a hockey puck. See assessment questions under the section "Wrap It Up". DOK levels vary by question.

P.E. Activity #2: Primary (K-2nd) Partner Roll, Pass, and Trap (Kicking and Trapping, 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: What other ways can you trap the ball? Can you change the type of trap you use each time until the stop signal? You may not use the same trap 2X in a row.

Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a soccer ball and a hockey puck. See assessment questions under the section "Wrap It Up". DOK levels vary by question.

P.E. Activity #1: Intermediate (3rd-5th) Passing Drills, Soccer, 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: Can you pass the ball without kicking it in the air? How quickly can you make 10 passes?

Assessments/Exit Slip: DOK 2: Compare and contrast passing a soccer ball and dribbling a basketball.

P.E. Activity #2: Intermediate (3rd-5th) Shooting Drills, Soccer page 11, see attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many goals can you score before the signal (2 minutes)? Can you score a goal with your non-dominant foot.

Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a hockey puck. DOK 2: Compare and contract shooting a basketball and dribbling a soccer ball.

Static Stretching (Cool Down) and Rewarding Student Behavior: If time permits students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

(1) FRIDAY P.E. & Health Lesson Plan:

Friday 1 only: "I can" statements: P.E. I can identify various motor skills. (K-2nd) I can throw a ball at a target. PL-4-PS-S-4 (3rd-5th) I can catch a ball thrown by a peer. (3rd-5th) PL-4-PS-S-4

Friday 1 only: Warm-up: Students will run three warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5th)

Friday 1 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides as a weekly review.

Friday 1 only: P.E. Activity #1: Primary (K-2nd): Crazy Cones (Games, pg. 3) See attached lesson plan

Friday 1 only: Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will play a variation of the game titled "Double Trouble", "Dribbling Crazy Cones", or "Colored Cones"

		<p>Friday 1 only: Assessments/Exit Slip: Students will demonstrate physically and/or verbally how to perform the locomotor skills in the game. DOK #2: Compare and contrast Crazy Cones with Tag.</p> <p>Friday 1 only: P.E. Activity #2: Primary (K-2nd): Grouping and Moving Together (Building a Foundation, pg. 41)</p> <p>Friday 1 only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you topple cones...using only your feet, elbows, or a different body part?</p> <p>Friday 1 only: Assessments/Exit Slip: What are the key phrases that we learned today during our game? DOK #2: Give me an example of an activity or game that involves teamwork. Then give me an example of how this particular game could be played individually.</p> <p>P.E. Activity #1 & 2 (3rd-5th) Tower Take Down (see attached lesson plan). RPS Showdown. Twenty hula hoops will be set up. Students will be divided into 2 groups. Each group will send one student to hop. When the students meet together along the path they will have a Rock, Paper, Scissor showdown. The winner continues along the path the loser goes to the end of their team line. Group with the highest number of points win.</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: Students will perform various "Challenges" listed throughout the attached lesson.</p> <p>Assessments/Exit Slip: Students will complete the Wrap It Up assessment at the end of the attached lesson. DOK 2: Compare and contrast Tower Take Down and Castle Ball.</p>	
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Teacher: Clark Kuhn Subject: PE & Health Week: January 15, 2019 Topics: respiratory system, education training, tolerance, acceptance, soccer

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

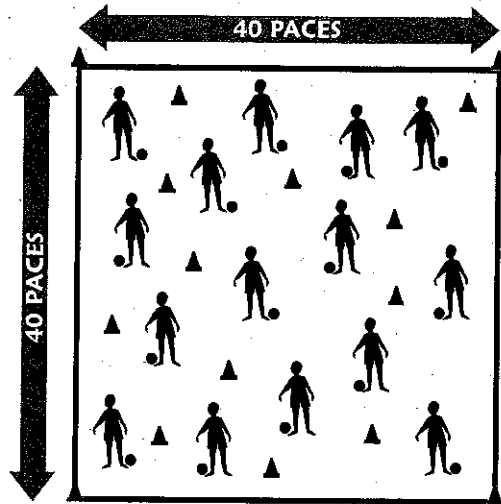


Ready

- 4 cones (for boundaries)
- 1 7" foamball per student
- 12 (or more) cones
- 1 whistle
- Music and player (optional)

Set

- Create extra large (40X40 paces) activity area.
- Send students to select 1 ball each; then scatter them within boundaries.
- While all students are dribbling in open space, scatter cones throughout the area.



**KICKING AND
TRAPPING**

GO!

1. Maze of Cones

- On my signal, dribble your ball into our *Maze Of Cones*.
- Zigzag your way through, using both feet.
- Try and keep your ball from touching the cones.
- Go very slowly first, and see how well you do.
- When you feel you have very good control of your ball, go a little faster.
- If you hear 1 whistle, trap your ball quickly; be ready to start up again on my signal.

2. Round 'em Up

- Instead of moving in a zigzag pathway, try and dribble a complete circle around a cone.
- Each time you change cones, change the direction you dribble around it.
- How quickly can you dribble around 5 cones?
- How many cones can you dribble around in 2 minutes?

3. Standers and Squatters

- How quickly can you get back to back with someone? One of you stand, 1 of you squat.
- Squatters: After you've successfully dribbled around 1 cone, use 1 hand to topple it over.
- Standers: After you've successfully dribbled around 1 cone, use 1 hand to stand it upright again!
- On my signal, continue to dribble around cones and standing or toppling cones.
- (*Play several rounds, de-emphasizing score keeping.*)

(continued)

CONTROL DRIBBLE AROUND OBSTACLES

GO! (continued)

4. Wrap It Up

- How did you know if you are using the correct amount of force to move the ball through the maze of cones?
- Who has ever watched a soccer game in person? Would you rather watch other people play, or play in the game yourself? It's fun to do both, but remember to play actively whenever you can!

* SPARK™ IT UP!

* What's My Line?

(Use existing lines on the field or in the gym, or create lines with cones.) Standers on this line (point), and squatters on that 1 (point). On my signal, try to dribble your ball as close to the line as possible. If your line crosses another line, continue straight ahead or make the turn. Just stay within our boundaries, and keep moving. Can you dribble on every line in our area within the next 5 minutes? Look up, and watch where you're going. Don't dribble too closely behind anyone.

* Dribbling Dinos

(Pair students; distribute one ball per pair.) One partner is a T-Rex, the other is a Stegosaurus – decide now. T Rex's, you are stuck in the mud and can't move from your spot. Stegosaurus', try and dribble a ball around as many T-Rex's as you can. But if your ball touches a Rex, pick it up and hand to them. Run around the Rex 3X, ask for your ball back, and continue playing the game. We'll switch roles every 3 minutes.

* Sharks and Minnows

(Select 4-5 students to be "Sharks." Scatter Sharks within area. Have remaining students, "Minnows," select 1 ball each, then move to a sideline.) Minnows: Try to dribble your ball from 1 "shoreline" (sideline) to the other without a hungry Shark tapping it away with their feet. If your ball is tapped away, safely retrieve it, and continue dribbling to the "shore." I'll switch Sharks every few minutes.

CONTROL DRIBBLE AROUND OBSTACLES

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, foot dribbles and traps a ball

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

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

Your State (Write in here)



ACADEMIC

Math

You begin with 10 points. Start dribbling through cones and each time your ball touches a cone, subtract 1 point from your score. Subtract 2 points if you accidentally bump into anyone. We will play several rounds (1 min. each). Can you improve your score each round? (Adapt math for students' abilities.) The object is to keep your score closest to 10.

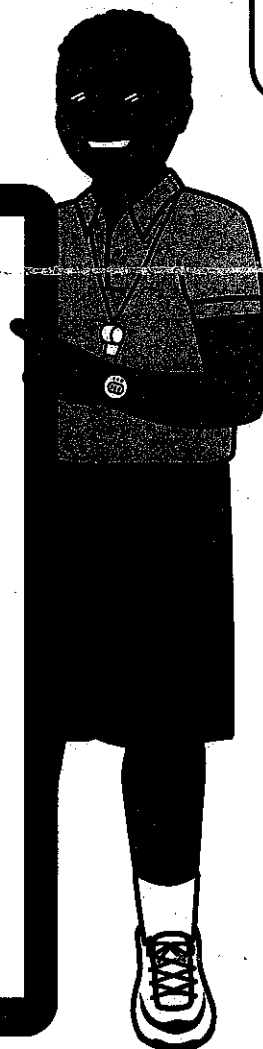
Language Arts

(Read Can I Have A Stegosaurus Mom, Can I Please? by Lois Grambling.)

TONY'S TIPS

- Use spot markers rather than cones for beginners.
- Instruct beginners to trap the ball as they approach a cone, execute a quarter turn to the R or L, then continue dribbling.
- Remind students to use both the inside and the outside of the foot to tap the ball.

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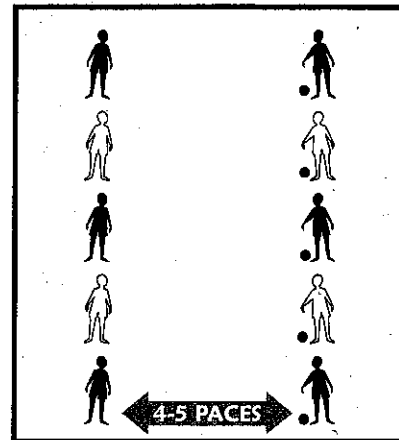


Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 whistle
- Music and player (optional)

Set

- Create 2 parallel lines 4-5 paces apart (long enough to spread half the class on each line).
- Pair students; send 1 partner to select a ball.
- Scatter pairs in partner face-off formation (on lines).



GO!

1. Roll and Trap

- Who remembers what it is called when you stop a moving ball and get it under control? (*Trap*)
- On my signal, those with a ball roll it slowly to your partner. Partners, trap it, pick it up, and roll it back. (*Have 1 pair demonstrate.*)
- Trap with the inside of your foot first. We'll try other traps later.
- (*Allow time for all to practice. Introduce other traps as time allows: bottom of foot, outside of foot, shins, and thighs for balls that bounce up high.*)
- **Challenges**
 - What other ways can you trap the ball?
 - Can you change the type of trap you use each time until the stop signal? You may not use the same trap 2X in a row.

2. Pass and Trap

- Instead of rolling the ball to your partner, pass it with your foot.
- To pass, turn your foot sideways, swing your leg back, and while swinging forward, contact the ball with your instep (the inside of your foot) to pass.
- Before you pass the ball back to your partner, trap it to gain control. (*Have 1 pair demonstrate.*)
- (*Allow time for all to practice; move to help those in need.*)
- Now pass back and forth using the outside of your foot.

PARTNER ROLL, PASS AND TRAP

GO! (continued)

• Challenges

- o How many successful traps can you and your partner make in 1 minute? Count out loud. The ball must stop rolling for you to count it a successful trap.
- o Let's try again and see if you can beat your score.
- o How quickly can you and your partner make 8-10 successful traps? Raise your hand when you're finished. Then keep practicing.
- o Try it again; see if you can do it even faster this time.
- o Can you change the type of trap and pass you use each time until the signal? You may not use the same trap or pass 2X in a row.
- o (*Switch partners and repeat challenges; allow advanced learners to use a soccer ball.*)

3. Wrap It Up

- Where should your foot contact the ball if you want the ball to travel in a line straight ahead? If you want to pass it to someone on your left? On your right?
- Can you practice what we did today at home? Where could you play? Who would you play with?

* SPARK™ IT UP!

* Body Trap

Can you trap the ball using your chest or abdomen? When the ball is coming higher than your legs, this is the best way to gain control of it. As the ball touches you, collapse your body to act as a shock absorber. Try to make the ball drop straight down to your feet so you can dribble or pass it.

* Pick-Up

Can you do a *Pick-Up*? With 1 foot, point your toes down and let the rolling ball come up over your foot. Raise your foot and the ball up off the ground, and lift the ball in the air! Can you catch it?

* Partner Step Back

When you and your partner each trap the ball successfully, reward yourself by taking 1 step back. Pass and trap until you do 2 in a row again, and take another step back. How far back can you go in 3 minutes?

PARTNER ROLL, PASS, AND TRAP

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, rolling, kicking, trapping

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

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

Your State (Write in here)



HOME

Use any large ball you have at home, and find a wall, fence, or garage door you can safely pass to. See how well you can trap and control the ball when it rebounds back to you. Alternate which foot you kick with and which foot you trap with to become equally good on both sides. Challenge yourself: How many successful traps you can make in a row?

GRADES K-2

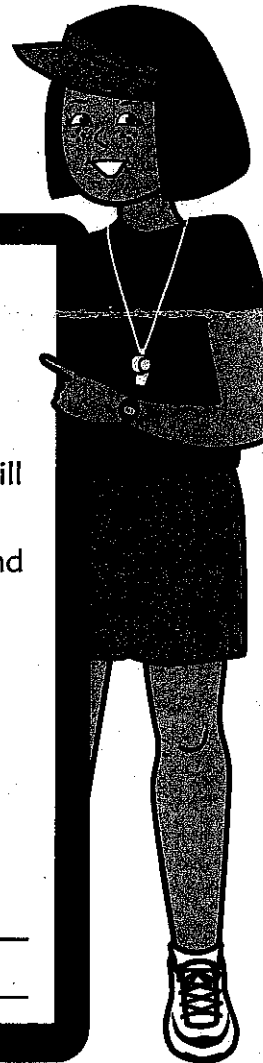
PAULA'S POINTERS

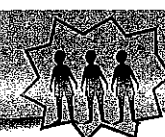
- Keep students challenged by changing passes and traps often.
- Switch partners so students can play with different and similar skill levels.
- Many parents are experienced and knowledgeable soccer coaches. Send a letter home to see if any can visit your class to teach a lesson.

Vocabulary

Shock absorber, instep

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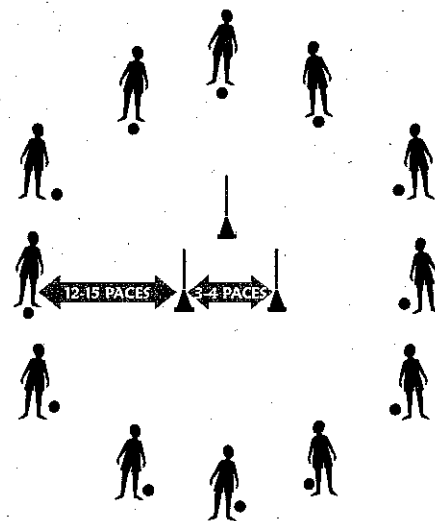


Ready...

- 3 cones (12-18") per 12 students
- 1 ball per student
- 3 wooden dowels or hockey sticks (optional)

Set...

- Create 1 area per 12 students by setting cones in a triangle 3-4 paces apart. Place the wooden dowel or a hockey stick vertically through the top hole of each cone to extend height.
- Form groups of 12; create a large circle around the triangle; 12-15 paces away.
- Each student with a ball.



GO!

1. The object is to score a goal from different angles and distances by shooting balls through the goals (cone triangles).
2. To shoot, strike the ball with your instep (your shoelaces). Point your kicking foot down as you kick. Follow through strong.
3. Shoot at the goal you are facing. Wait for a ball to come to your side of the circle, and kick another goal.
4. Try to keep the ball lower than the height of the cones (or extensions).

CHALLENGES

- ★ How many goals can you score before the signal (2-3 minutes)?
- ★ Can you score a goal from all different angles?
- ★ Can you score a goal with your non-dominant foot?
- ★ Can you shoot immediately off a pass from across the way?

CUES

- ★ Point the toes of your kicking foot down.
- ★ Strike the ball with the laces part of your shoe.
- ★ Watch your foot contact through the ball.
- ★ Work on accuracy first; then power.

★ Pedometer Dribble and Shoot

(Need 1 pedometer per group.) On signal, dribble clockwise around the cones (10-12 paces away). On "Shoot," shoot on goal. After shooting, retrieve 1 ball and dribble counterclockwise until next signal to shoot. Give your pedometer to a friend when you reach 200 steps.

★ Goalies

Add a goalie to each goal area. (Allow students to opt out of being goalie if they aren't comfortable.) Rules: Raise your hand when you are ready to shoot; shoot only after the goalie calls your name; and shoot only from the outside; no dribbling close to the goal.

FUN FACT

It is believed that the first recorded soccer game happened on a Shrove Tuesday in Derby, England. It was part of a festival to celebrate the victory of English soldiers over Roman troops in 217 AD. By 1175, the annual Shrove Tuesday soccer game became a regular event.

STANDARDS ADDRESSED

NASPE

#1, 2 Shooting, dribbling

#6 Accepting personal challenges

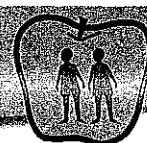
Your State (Write in here)

PAULA'S POINTERS

- Remind students to keep the ball low.
- Place a water bottle in the middle of each goal. Challenge students to aim for the bottle.

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Ready...

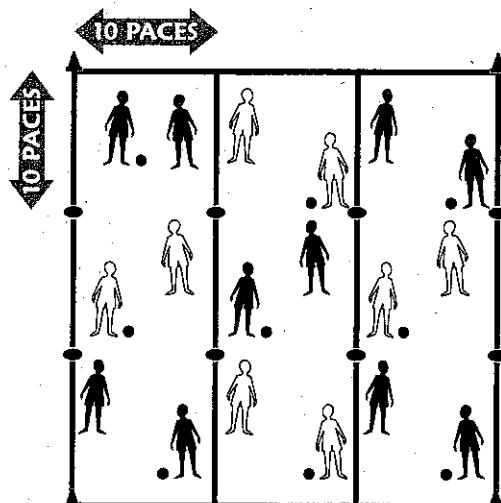
- 1 spot marker per student (for grids)
- 1 ball per pair

Set...

- Create grids (10X10 paces) for each pair.
- Pair students; 1 ball per pair.

GO!

1. The object is to make accurate paces and controlled traps with a partner.
2. An accurate pass travels along the ground to your partner. A controlled trap does not bounce far from your feet.
3. Trap and control the ball before passing it back to your partner.
4. After 20 accurate passes and 20 controlled traps, place a spot marker halfway between you. Score 1 point for each pass that touches the spot.
5. Continue until signal.



CHALLENGES

- ★ Can you pass the ball without kicking it in the air?
- ★ How many passes can you complete in 30 seconds?
- ★ How quickly can you make 10 passes?
- ★ Can you use only 2 touches to trap and pass (1 to trap and 1 to pass)?

CUES

- ★ Plant non-kicking foot next to ball.
- ★ Swing kicking toes toward ball.
- ★ Turn kicking foot at last second – toes point out.
- ★ Kick ball with inside of the foot.
- ★ Strike at the “equator” (midline of ball).
- ★ Trap ball before passing back.

★ Trio-Straddle Pass-Through

Get in a group of 3, and have 1 player stand in straddle position halfway between the other 2 players. Pass the ball back and forth through the straddler's legs. Change after 10 complete passes.

★ Straddle-Pass, Jumping Jacks

Same formation as *Trio-Straddle Pass-Through*. Passers stand a-bit closer to the straddler. Straddler does slow jumping jacks. Passers have to time their pass through the legs. After each person has been the Straddler twice, have the Passer run immediately to switch roles with the Straddler.

★ Give and Go

Partner A (with ball) is stationary. Partner B runs to open space to receive pass. Partner A passes (Give) then runs to open space (Go). Partner B returns the pass as quickly as possible. "Lead" your partner with your pass (pass to where your partner is going).



WELLNESS

Pass on "bad" fats! Some fats have positive health effects, while others increase risks of heart disease. Saturated and trans fats are considered "bad" fats. Saturated fats are found in animal oils and dairy products. Trans fats are artificial fats made when hydrogen gas reacts with oil. Trans fats can be found in cookies, crackers, icing, potato chips, margarine and microwave popcorn.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, trapping

#5, 6 Cooperation

• Your State (Write in here)

TONY'S TIPS

- Rotate partners often. Player with the ball stays in the grid; the other rotates 1 grid clockwise.
- Not enough space? Create grids for half the class. One half dribbles around the perimeter, while the other half pass with a partner in a grid.

NOTES

