

<p>k</p>	<p>K-5 Lesson plans</p>	<p>National Standards (NASPE) 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:</p> <p>soccer, punt, dribble, space, trap, circulatory system</p>	<p>Health: I can explain and provide an example of openness (fairness). (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3</p> <p>Health: I can define and explain how the circulatory system works. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1</p> <p>P.E.: I can kick and trap a soccer ball with a partner. (K-2nd) PL-P-PS-U-1</p> <p>P.E.: I can kick a soccer ball through a goal. (K-2nd) PL-P-PS-U-1</p> <p>P.E.: I can kick a soccer ball through a goal. (3rd-5th) PL-4(5)-PS-S-4</p> <p>P.E.: I can punt and throw-in a soccer ball. (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: openness (fairness)</p> <p>Mini Lesson: (Health): Students will look at a slide and learn how the circulatory system works.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster in education and training (Bernheim Forest).</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 bookflix.com titled "You Have Healthy Bones". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "soccer".</p>	<p>Daily Assessment:</p> <ul style="list-style-type: none"> X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual <p>Formative and Summative Assessments</p> <ul style="list-style-type: none"> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment
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P.E. Activity #1: Primary (K-2nd) Shadow Dribble (Kicking and Trapping, pg.13) 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 basketball. See assessment questions under the section "Wrap It Up". DOK levels vary by question.

P.E. Activity #2: Primary (K-2nd) Tunnel Dribble (Kicking and Trapping, pg. 15) 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 challenges

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) Shooting Drills, Soccer, pg. 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: See challenges section of attached lesson plan.

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

P.E. Activity #2: Intermediate (3rd-5th) Throw-Ins and Punts, Soccer page 13, 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 challenges section of attached lesson plan.

Assessments/Exit Slip: DOK 1: Describe how to correctly throw-in and punt soccer ball. DOK 2: Compare and contrast punting a football and punting 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:

Topics: Don't Steal the Bacon & Zombie tag, Locomotor movements,

Vocabulary: tag, flee

P.E.: I can score a point by running away from the tagger. I can score a point by tagging a peer. (3rd-5th) **PL-4(S)-PS-S-1:**

P.E.: I can run from a student that is trying to tag me. I can chase a peer and tag them while running. (3rd-5th) **PL-4(S)-PS-S-1:**

P.E.: I can (K-2nd) I can act out a character from a movie using various locomotor movements. PL-P-PS-S-1

Friday only: Mini lesson: (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

Friday only: Warm-up: Students will run three warm up laps.

Friday only: Mini lesson (Spiral Review): Students will review concepts taught earlier this week in health and P.E.

Friday only: P.E. Warm-up Activity: Students will dance to a Just Dance for Kids song on youtube.com (K-5th)

Friday only: P.E. Activity #1: (Intermediate 3rd-5th) Don't Steal the Bacon:

Students will be assigned a number and will be divided into two teams. When their number is called they will race to take the bacon. If they make it back to their team, they receive 2 points for their team. If you get tagged by a student their team will receive 1 point.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast "Don't Steal the Bacon" with traditional tag.

Friday only: P.E. Activity #1: (Intermediate 3rd-5th) Zombie Zag:

Two students will be "It". The two taggers will tag their peers while everyone is running on a line in the gym. Students that get tagged must crawl on all fours in order to now be permitted to tag other peers.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast Zombie Tag with traditional tag.

Friday only: P.E. Activity #1: Primary and Intermediate (K-5th): Primary Kickball: The bases will be set up prior to gameplay. Students will begin by running the bases. Students will then practice kicking the ball and then running to only one base. Intermediate Kickball. Students will play kickball following rules that are similar to baseball. Intermediate students will to practice running the bases and will simply begin the game after the rules of the game are given.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They

will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: Students correctly ran to each of the bases in the correct order. Students were able to kick the ball and then run to the appropriate base. DOK #2: Compare and contrast baseball and kickball.

Friday only: P.E. Activity #2: Primary (K-1st): Toy Story: Students will be shown pictures of characters from the movie Toy Story. Students will then act out the various characters shown on the screen through locomotor movements.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast Toy Story with the game where students acted out various animals from the zoo.

Friday only: P.E. Activity #2: Primary (K-1st): Monsters Inc.: Students will be given a hula-hoop. When music is played, students will move around and act like monsters. When the music has stopped, students will then return to their hula-hoop (closet) and freeze like a monster. After each round, a couple of hula-hoops will be removed to add a challenge. By the end of the game, all but one hula-hoop will remain on the floor. Students that remain in the last hula-hoops will be declared the winner.

Friday only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast Monsters Inc. and Musical Chairs.

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

Teacher: Clark Kuhn Subject: PE & Health Week: January 21, 2019 Topics: circulatory system, soccer (dribbling, kicking a goal, trapping, punt)

vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

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

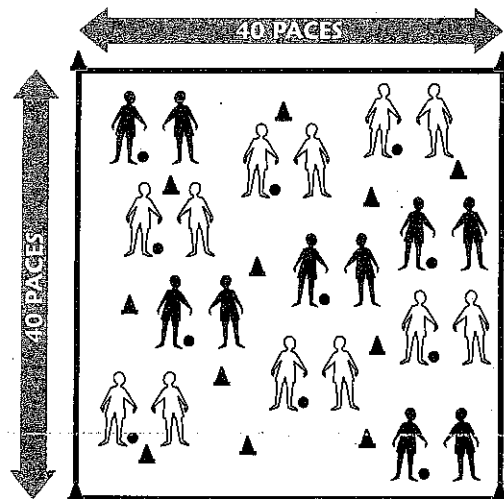


Ready

- 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.
- Scatter cones within boundaries.
- Send each student to select a ball.
- Pair students; then scatter them within the area.
- Have each pair establish "front" and "back" partners.



GO!

1. This game is called *Shadow Dribble*.
2. If you are in front, you are our 1st Leaders. Those behind are the 1st Shadows.
3. On my signal, Leaders dribble and try to leave their Shadows behind by cutting, faking, stopping, changing directions, dribbling around cones (*etc.*).
4. Leaders, what else can you do to "lose" your Shadows?
5. Shadows follow closely, but not **too** closely, and do whatever your Leader does.
6. We will switch roles often. (*Switch roles every minute or so.*)
7. Leaders, when you're ready to change roles, turn and smile at your partner.
8. **Soccer Marbles**
 - (*Direct pairs to "Partner Face Off," 5 paces from their partners.*)
 - The object of *Soccer Marbles* is to pass your ball so it touches your partner's ball.
 - Last people to be Leaders, stand away from your ball.
 - Last Followers, try and pass your ball so it touches your partner's.
 - Switch roles after every 3 tries.
 - If you and your partner totaled at least 3 touches, take 1 step back and try again.
9. **Wrap It Up**
 - How does participating with others as both a leader and a follower make physical activities more fun?
 - The A in SPARK stands for "Avoid excess sugars and fats." Who will name a food that has a lot of sugar in it? I'll list the top 3 on the board (*e.g., cookies, soft drinks, candy, etc.*), and I hope everyone will try and avoid each of them the rest of our school week.

* SPARK™ IT UP!

1 Step Back

Begin close to your partner. Each time a throw-in is trapped, the trapper takes 1 step back. Work your way farther from your partner.

2 Throw-In Keep Away

Place a Defender between Offense partners. Defender attempts to trap ball before the Thrower's partner does. Rotate positions every 6 throws.

3 Punt Keep Away

Place a Defender between Offense partners. Defender attempts to trap ball before Punter's partner does. Rotate positions every 6 punts.



FUN FACT

In England a "punt" is a boat. If you brag about being a good punter, folks might want you to take them for a ride. Punts are small, flat-bottomed boats used in shallow, small rivers. Punters steer by pushing against the bottom of the river with a pole similar to a gondolier in Venice, Italy.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, trapping

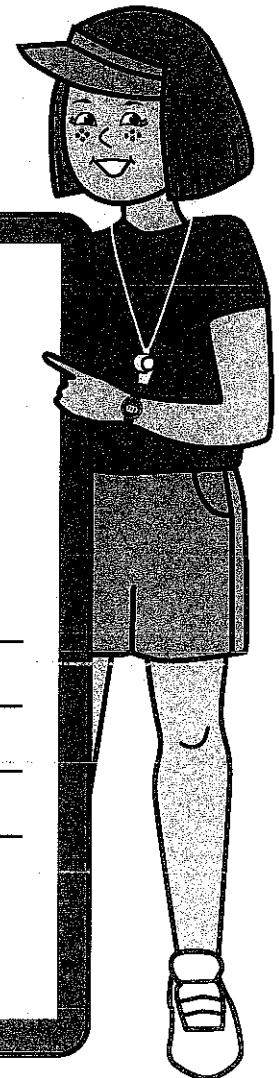
#5, 6 Cooperation

• **Your State** (Write in here)

PAULA'S POINTERS

- Rotate partners often.
- Use foam balls to increase safety.

NOTES



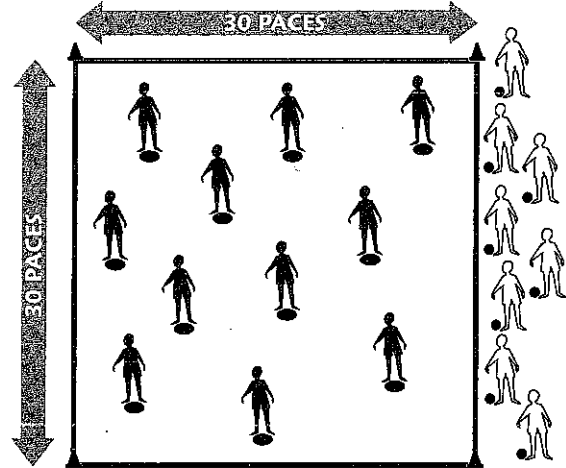


Ready

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

Set

- Create large (30X30 paces) activity area.
- Scatter spot markers within area.
- Send half the class to stand on spot markers
- (1 each).
- Distribute 1 ball to each remaining student; then send them to stand along 1 sideline.



KICKING AND TRAPPING

GO!

1. Today we'll practice dribbling through tunnels.
2. People standing on spot markers are our 1st Tunnels. Tunnels: Stand with your legs wide apart.
3. Those with a ball are Dribblers. Dribblers: On my "Go," dribble your ball (soccer-style) through as many Tunnels as you can in 1 minute. Do not pass through a Tunnel twice until you have dribbled through each Tunnel once.
4. *(While students are playing, use the following guidelines.)*
 - Control your dribble so the ball is always 1-3 feet from you.
 - Keep your head up to avoid others.
 - Can you keep your ball from touching the Tunnels?
 - *(Switch roles every minute or so.)*
5. **Challenges**
 - How many Tunnels can you dribble through before the stop signal?
 - How many Tunnels can you dribble through without letting the ball touch their legs?

TUNNEL DRIBBLE

GO! (continued)

6. Open or Closed?

- Tunnels: Open your legs and count to 3; then close them and count to 3. Keep it going.
- Dribblers: Try and time your pass so it rolls through the Tunnel when it's open.
- How many successful passes can you make in 1 minute? Then we'll switch roles and try again.

7. Wrap It Up

- Who will name a pathway we traveled while dribbling from Tunnel to Tunnel? I'll list them on my white board.
- Are there any tunnels in our community? Has anyone ever walked, run, or ridden a bike through a tunnel?

TUNNEL DRIBBLE

*SPARK™ IT UP!

* Partner Tunnels

(Pair students.) On my "Go," dribble back and forth through your partner's tunnel (only) until you hear the stop signal. Count (out loud) how many times you roll the ball through in 1 minute.

* Close the Tunnels

Keep track of the number of balls that travel through your tunnel. After the 3rd ball goes through, your Tunnel is "closed," and you do 3 jumping jacks (or curl-ups, modified push-ups, run in place, etc.). The object is to close all the tunnels as quickly as possible.



ACADEMIC

Social Studies

(Before or after class, read Dig a Tunnel by Ryan Ann Hunter and Edward Miller. Discuss animals that dig tunnels and the types of tunnels constructed by people.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, foot dribbles a ball

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

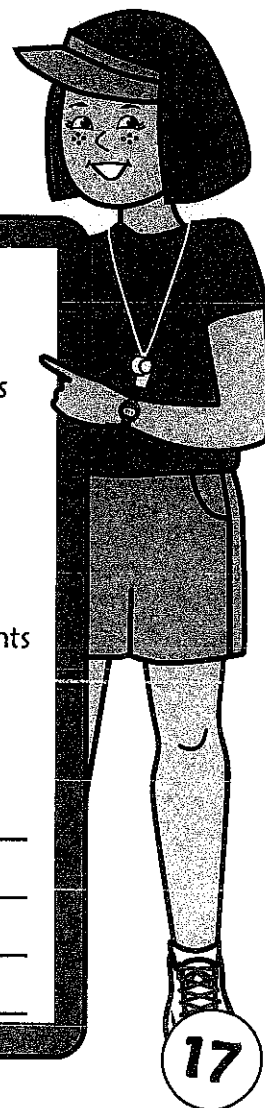
#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

PAULA'S POINTERS

- Tell students that passes through tunnels only count if the ball rolls through (discourage high and dangerous passes).
- Encourage advanced learners to increase their speed while dribbling.
- For better control, prompt students to dribble through the front of Tunnels only.

NOTES



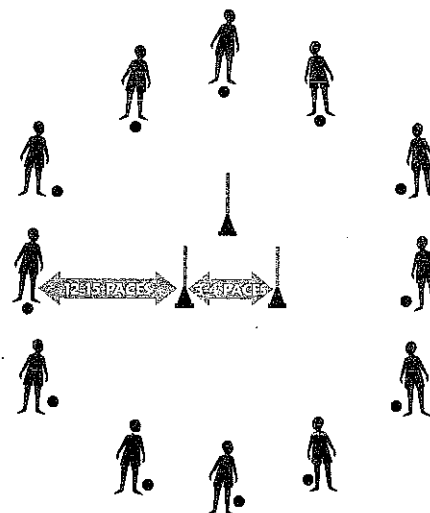


Ready...

- 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.

GRADES 3-6

5-stations - 2 cones each with 4 students at each station. One goalie, one person guarding, two trying to score. Rotate through

SOCCER

★ 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

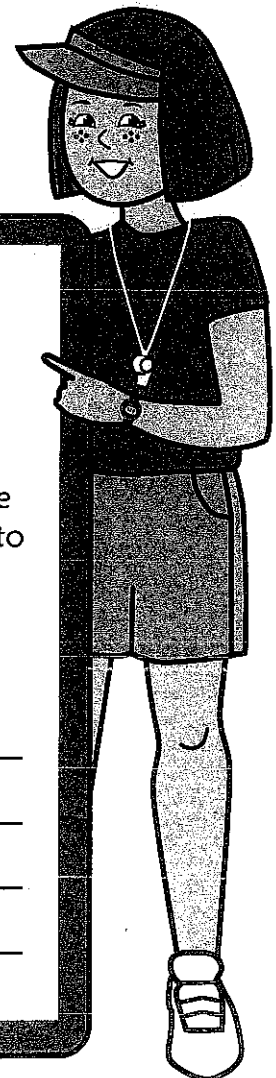
#6 Accepting personal challenges

● **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.

NOTES





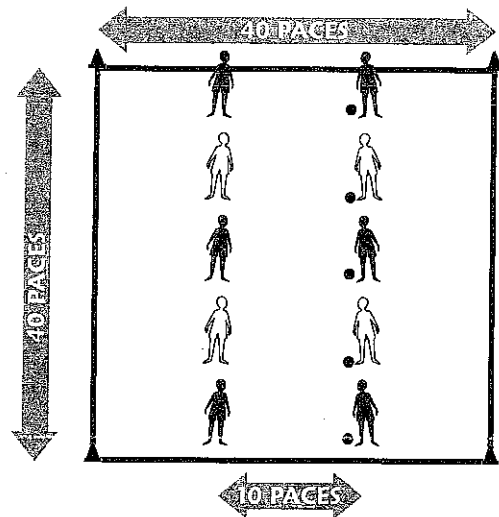
Ready...

- 4 cones (for boundaries)
- 1 ball per pair

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (10 paces apart) toward midline of area; 1 ball per pair.

GO!



1. The object is to learn and practice transitional skills. These are both ways to get the ball back in play. We will learn the throw-in and the punt.

2. Throw-In

- When a ball goes out of either sideline, it is thrown in by a player from the team opposite the 1 that last touched the ball. *(Teach throw-in technique.)*
- Hold the ball with both hands. Ball behind head; pull arms forward, and release when pointing at the target.
- Keep both feet on the ground until ball is released. Drag your feet to transfer weight from back to front.
- Both feet must be out of boundaries before you release.
- *(Allow pairs to practice the throw-in from 10 paces. 1 partner throws; the other traps, picks up the ball and throws back.)*

3. Punt

- When Goalie has stopped the ball and wants to send it downfield, they may use a punt. To punt, drop ball from the hands and kick it before it hits the ground. *(Teach the points of the punt technique.)*
- Feet together; hold ball waist-high.
- Step with non-kicking foot as you drop the ball. Watch as you swing kicking foot to connect with the ball.
- *(Allow pairs to practice the punt from 15-20 paces apart. 1 partner punts; the other traps, picks up the ball and punts back.)*

CHALLENGES

- ★ **Throw-In**
 - Can you throw it so it bounces 1X in front of your partner?
 - How many throw-ins can you and your partner make in 1 minute?
- ★ **Punt**
 - Can you punt the ball so it reaches your partner before it bounces?
 - How many punts can you and your partner make in 1 minute?

CUES

- ★ **Throw-In**
 - Release when pointing at target.
 - Keep both feet on the ground.
- ★ **Punt**
 - Point the kicking toe.
 - Watch your foot connect with the ball.

★ Shadow Dribble Threesomes

(Create lines of 3, each student with a ball.) Now each Leader has 2 Shadows. On signal, students in line continue dribbling in the same direction, while the Shadow at the end of the line moves up to become the new Leader.

★ Moving Marbles

Moving Marbles is like *Soccer Marbles*, but now you don't have to hold still. Move and dribble any way you want to try and tap your ball to touch your partner's, and protect yours from being touched.



ACADEMIC

Science

The next day we go outside, I'll bring chalk for us to trace each other's shadows on the blacktop. We'll do it 3X: once in the morning, again at noon, and then again before school ends. We'll see that when the earth rotates the sun shines down on us from different angles.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, foot dribbles 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)

TONY'S TIPS

- Change Leader and Shadow roles often.
- Allow Shadows to practice without a ball first.
- If needed, re-pair to get beginners with other beginners.

NOTES

