

<p>K-5 Lesson plans</p>	<p>National Standards (NASPE) See attached lesson plans for NASPE standards! KY Health & PE standards are written down after the "I can" statements for both P.E. and Health.</p>	<p>Vocabulary: soccer, muscular system, Golden Rule, muscle, cardiac, smooth muscle, skeletal muscle, Pele</p>	<p>Health: I can explain and provide an example of concern for others (Golden Rule). (3rd-5th) <i>PL-P-N-U-2 & PL-4(5)-N-U-3</i> Health: I can define and explain how the muscular system works. (K-5th) <i>PL-4(5)-S-U-1 & PL-P-S-U-1</i> P.E.: I can kick a ball into a goal. (K-2nd) <i>PL-P-PS-U-1</i> P.E.: I can kick and trap in a small group. (K-2nd) <i>PL-P-PS-U-1</i> P.E.: I can dribble and trap a soccer ball. (3rd-5th) <i>PL-4(5)-PS-S-4</i> P.E.: I can dribble, trap, and keep my soccer ball away from a peer. (3rd-5th) <i>PL-4(5)-PS-S-4</i> P.E.: I can dribble, trap, pass, and keep my soccer ball away from a peer. (3rd-5th) <i>PL-4(5)-PS-S-4</i></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 signed 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: Concern for Others (Golden Rule)</p> <p>Mini Lesson: (Health): Students will look at a slide and learn how the muscular system works.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster in Law, Public Safety, and Security (Bullitt Co. Police Dept.).</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 brainpop.com titled "Pele". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "Pele".</p>	<p>Daily Assessment: (Tuesday-Friday) <input checked="" type="checkbox"/> Observation 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>
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P.E. Activity #1: Primary (K-2nd) Kicking for Accuracy (Kicking and Trapping, pg.21) 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!" or "Challenges" 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. DOK 2: Compare and Contrast hockey and soccer.

P.E. Activity #2: Primary (K-2nd) Triangle Passing and 3-Player Kick and Score (Kicking and Trapping, pg. 31) 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" or "Spark It Up" section of lesson plan.

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. DOK 2: Compare and contrast soccer and basketball.

P.E. Activity #1: Intermediate (3rd-5th) Dribbling Partner Tag, Soccer, pg. 27. 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" or "Spark It Up" section of attached lesson plan.

Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a soccer ball and dribbling a basketball. Also see "Wrap it Up" section for questions with varying DOK levels.

P.E. Activity #2nd Intermediate (3rd-5th) **Keep Away** (3 on 1), Soccer page 29, 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" or "Spark It Up" section of attached lesson plan.

Assessments/Exit Slip: See "Wrap it Up" section for questions with varying DOK levels. Compare and contrast the game basketball "Keep Away" and soccer "Keep Away".

P.E. Activity #3: Intermediate (3rd-5th) **Get Your Ball, Soccer** page 31, 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" or "Spark It Up" section of attached lesson plan.

Assessments/Exit Slip: See "Wrap it Up" section for questions with varying DOK levels.

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 as needed.

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

Topics: soccer, volleyball, hockey, football, soccer, beanbag toss

Vocabulary: bump, toss, shoot, dribble, toss,

P.E.: I can toss and catch a football with a partner. (3rd-5th) **PL-4(5)-PS-S-1**

P.E.: I can shoot a hockey puck between two cones. I can toss and bump a volleyball. (3rd-5th) **PL-4(5)-PS-S-1**

P.E.: (K-2nd) I can toss a beanbag into a hula hoop at varying distances. PL-P-SS-S-1

I can toss and catch a football. PL-P-SS-S-1

I can kick a soccer ball between two cones. PL-P-SS-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) Football Toss: Students will review how to toss a football from the August, September 2018 unit.

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 passing a football and passing a basketball.

Friday only: P.E. Activity #2: (Intermediate 3rd-5th) Hockey Puck Shoot: Students can dribble and shoot a hockey puck between two cones. Review the floor hockey unit from November 2018.

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 passing a hockey puck with passing a soccer ball.

Friday only: P.E. Activity #3: (Intermediate 3rd-5th) Bumping a Volleyball with a Partner: Students can toss and bump a volleyball with a partner as a review of our volleyball unit from December 2018.

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 volleyball and kin-ball.

Friday only: P.E. Activity #1: Primary (K-2nd) Soccer Shoot: Students will kick a soccer ball between two cones.

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 demonstrated how to kick a ball between two cones. DOK #2: Compare and contrast soccer and basketball.

Friday only: P.E. Activity #2: (Primary K-2nd) Football Toss: Students will review how to toss a football from the August, September 2018 unit.

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 passing a football and passing a basketball.

			<p>Friday only: P.E. Activity #3: Primary (K-2nd): Beanbag Toss. Students will use an underhand toss to toss a beanbag into a hula hoop at varying distances.</p> <p>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.</p> <p>Friday only: Assessments/Exit Slip: Students used correct form tossing a beanbag into a hula hoop.</p> <p>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.</p>	

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

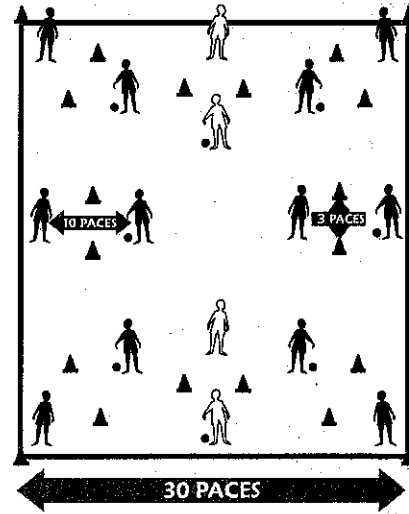


Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 2 cones per pair
- 1 whistle
- 10-20 cones all sizes (optional)

Set

- Create large (30X30 paces) activity area.
- Create goals by setting 2 cones 3 paces apart around the perimeter.
- Pair students; distribute 1 ball per pair.



Send pairs to a goal, 1 partner on each side, facing off 10 paces apart.

GO!

1. Introduction

- Today, we will practice *Kicking for Accuracy* by trying to kick a ball into a goal.
- The space between the cones is your goal.
- To score a goal, kick your ball so it rolls through without ever going higher than the top of a cone.
- Show and tell me where you'll strike the ball so it stays low and rolls (*midline or slightly higher*).
- Be sure to practice using your R and L feet.

2. Shot on Goal

- On my signal, shoot at your goal.
- Your partner will retrieve the ball and shoot it back through the goal from the other direction.
- (*Allow pairs 3-5 minutes of shooting back and forth. Emphasize good form rather than scoring.*)

3. Step Back

- Each time you score a goal, take 1 step back.
- Continue until my stop signal (*3-5 min.*).
- Now, move your cones closer (*to make the goal smaller*), and begin again at the distance you and your partner first started at.

KICK FOR ACCURACY

GO! (continued)

4. Shooting from Angles

- Let's try shooting from an angle.
- Move your ball to 1 side, and try to score from there.
- Your partner should be at the opposite side to retrieve and shoot back to you.
- *(Allow pairs 2-3 minutes of shooting back and forth; then prompt them to move to the other angle and continue.)*

5. Wrap It Up

- Point to the correct part of the foot you should use for kicking a ball low along the ground. High in the air?
- When your partner shot from an angle, did you move from the center so you were in a better position to retrieve the ball? Did you move over as far as your shooting partner did but in the opposite direction?

KICK FOR ACCURACY

* SPARK™ IT UP!

* Soccer Bowling

(Place 10-20 cones along a midfield line, 10 paces away from both sidelines. Direct partners to select 1 ball per pair, then spread out along opposite sidelines, and turn to face one another.) The object of Soccer Bowling is to knock over the cones by kicking the ball into them. Take turns kicking the ball with your partner. After we have knocked over all pins, we'll play again. (After trials, switch partners and play Step Back.)

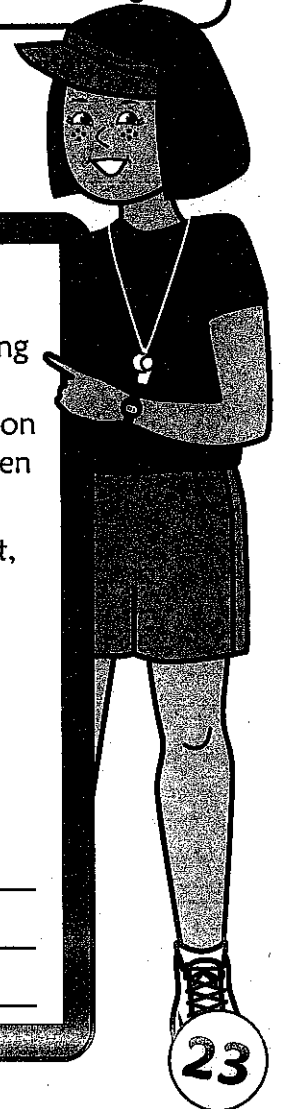
* Passing on the Move

You and your partner take turns passing the ball back and forth while you jog around our perimeter. When you receive a pass, trap it, dribble it, then pass it back to your partner. Remember when we learned to "lead" with our throws? We need to lead with our kicks too, so pass the ball ahead of your receiver.



HOME

Did you know that healthy children are better learners? It's true! People that study these things are called scientists, and they have proven that being active and eating well helps kids just like you perform better in school. And, children who do well at school also do well at fitness. They go hand and hand. (Or, maybe we should say, they go mind and body.) So, when you go home tonight, ask your parent this true/false question, "Are healthy kids better learners?" And see if they get the answer right!



STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, kicking
 - #3, 4 Participates in enjoyable, challenging activities
 - #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

PAULA'S POINTERS

- Encourage students to try shooting on goal with each foot: For advanced learners, R foot when on the R side of the goal, L foot when on the L side.
- When passing to a moving target, remind students to kick the ball ahead to where their partner will be.

Vocabulary

Lead (a receiver)

NOTES

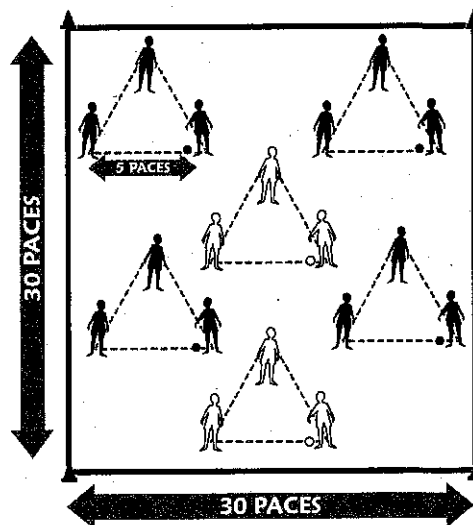


Ready

- 4 cones (for boundaries)
- 1 7" foamball per 3 students
- 1 whistle
- Stopwatch (optional)

Set

- Create large (30X30 paces) activity area.
- Form groups of 3; then distribute 1 ball to each group.
- Scatter groups within area.
- Direct them to stand in triangles with 5-10 paces separating each group member.



KICKING AND TRAPPING

GO!

1. Triangle Passing

- Today we are going to practice kicking and trapping skills in small groups.
- Don't pass to anyone in your group twice until everyone has been passed to once.
- Trap and stop the ball **before** you pass.
- **Challenges**
 - How quickly can your group pass the ball **around** the triangle using the instep pass?
 - When you hear, "Switch!" change the direction of your passes.
 - (After trials.) Using any pass and trap you like, how quickly can your group pass the ball around your triangle 3X? March in place when you're finished.
 - How many times can you pass the ball around your group in 1 minute? Count out loud.

2. 3-Player Kick and Score

- (Have 2 students in each group move to face each other 10 paces apart, and the 3rd move between them standing with legs straddled.)
- The object of 3-Player Kick and Score is to practice passing accurately.
- The 2 on the outside softly pass the ball so it **rolls** through the middle person's legs. Accuracy and control are the key.
- Middle people, turn and face whoever has the ball, and stand with your legs wide and hands up.
- Block the ball to protect yourself if needed, but don't stop it from rolling between your legs.

TRIANGLE PASSING AND 3-PLAYER KICK AND SCORE

GO! (continued)

- Before kicking, ask the middle person if they are ready. If they say, "Yes," it is safe to try a "shot on goal."
- When you hear "Switch!" change your middle person. Everyone will have a turn in the middle.
- **Challenges**
 - How many goals can you and your partner score in 1 minute?
 - Can you score without touching the legs of your goal?
 - If the middle person brings their feet closer together, can you still score?

3. Wrap It Up

- Did you earn the middle person's trust? If so, how?

SPARK IT UP!

* Keep Away (2 on 1)

The object of *Keep Away* is for the 2 outside people to pass the ball without the person in the middle stealing it. Use all the passes, traps, and dribbling techniques we've learned. When you hear "Switch!" show how quickly you can change places and start again. (Call "switch" every 30 seconds or so.)

* 3-Player Kickball

(Create groups of 3, and scatter them within the area. The kicker, pitcher, and fielder are in a straight-line formation spaced equal distance apart.) Pitchers, roll the ball to your Kicker. Kickers, kick the ball, and follow it out in the field. Stay out there and become the next Fielder. Fielders, retrieve the ball, and run it in to the Pitcher's position. The original Pitcher is the new Kicker. Rotate quickly so everyone has a lot of turns to kick.

TRIANGLE PASSING AND 3-PLAYER KICK AND SCORE

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, 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)

ACADEMIC

Math

(Before class, discuss the characteristics of triangles. Show pictures of different types of triangles, and have students identify some of those triangles within the school environment.)

If we added another person (or point) to a triangle, what different shapes could it form? (e.g., square, rectangle, diamond)

TONY'S TIPS

Triangle Passing Tips

- After practice, increase the difficulty of the challenges.
- Emphasize control; remind students to trap the ball before they pass.

3-Person Kick and Score Pointers

- Use different groups of 3 to demonstrate each activity.
- Use a stopwatch to switch the middle people consistently. Students will know if some have had more time in the middle than others.
- Respond immediately if a student is kicking the ball too hard and/or not waiting until the middle person is ready.





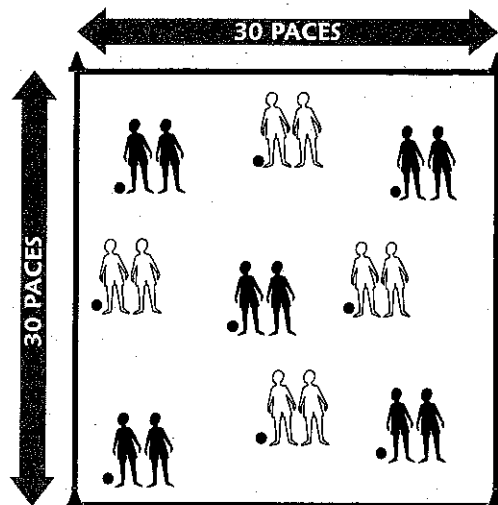
Ready...

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

Set...

- Create large (30X30 paces) activity area.
- Pair students; scatter in area; 1 ball per pair.

GO!



1. The object is to control the ball while being chased by a defender.
2. On "Go," Partner A dribbles the ball anywhere within the boundaries of the activity area. Partner B does 5 jumping jacks.
3. After 5 jumping jacks, Partner B chases and attempts to tag Partner A.
4. If tagged, Partner A gives the ball to Partner B. Before chasing Partner B, Partner A must first do 5 jumping jacks.
5. Keep playing until the stop signal (*1 minute or so*). We'll see who has the ball at the end!
6. (*Repeat as time permits.*)

CHALLENGES

- * Dribblers, can you touch the ball 20X before your partner tags you?
- * Chasers, can you skip and still catch your partner?

CUES

- * Dribblers, practice control; don't kick the ball way out in front of you.
- * Chasers, remember to tag gently.

★ Get the Point?

Keep score. The person with the ball at the end of the game scores 1 point.

★ Take Back

Instead of tagging your partner, try to legally obtain possession of the ball. If you lose your ball, do 5 jumping jacks; then chase your partner, and "Take Back" the ball.

★ Pickett's Charge

(Students in pairs; all on 1 sideline. 1 in front with ball is Dribbler; 1 just behind is Defender.) The object is to dribble across to the opposite sideline before your Defender steals your ball. On signal, Dribblers start dribbling, and 2 seconds later, I'll call, "CHARGE," to signal Defenders to go after their partner's ball. Every 3rd round, switch roles with your partner. *(This ensures everyone has opportunities to play both roles.)*



ACADEMIC

Social Studies (Civil War) -

Pickett's Charge was a disastrous infantry assault ordered by Confederate General Robert E. Lee on July 3, 1863 (the last day of the Battle of Gettysburg). Almost 60% of the 12,500 Southern troops who charged over a mile of open land (exposed to attack) toward the Northern forces became casualties. As a consequence, General Lee was forced to retreat and, ultimately, abandon his attempt to reach Washington, D.C.

STANDARDS ADDRESSED

NASPE

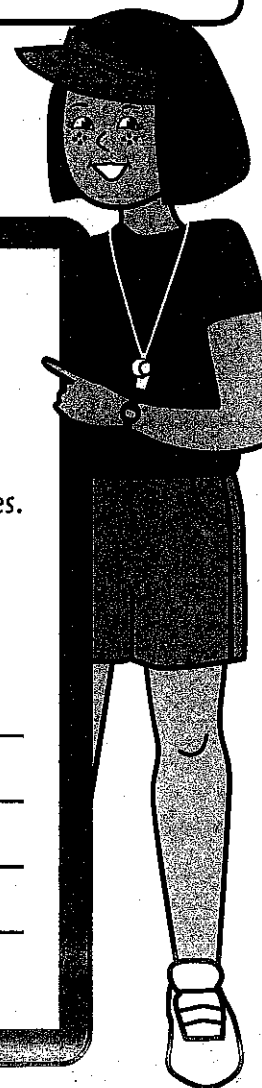
- #1, 2 Dribbling
- #2 Defensive/offensive strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Pair students according to experience/ability.
- Switch partners every few minutes.

NOTES



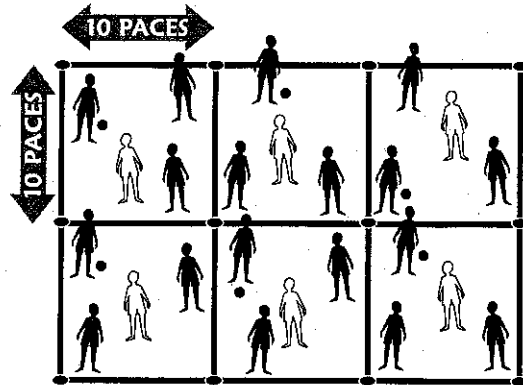






Ready...

- 1 ball per 4 students
- Spot markers for grids

Set...

- Create small grids (10X10 paces) per each group of 4; each group with 1 ball.
- Groups of 4 in a grid; 3 are Offense; the 4th is Defender.



 = Offense
  = Defense
 = Spot Marker
  = Ball

GO!

1. The object is to keep the ball away from the Defender. You do that by moving into support positions, creating passing lanes and making controlled passes.
2. On signal, 3 Offensive players pass to each other while the Defender tries to deflect or intercept.
3. Defenders, if you intercept a pass, give the ball back to an Offensive player.
4. Switch Defenders on my signal.

CHALLENGES

- * Offense, can you minimize your touches on the ball and make quick passes?
- * Can you look and fake 1 way and pass in the other direction?
- * Can you move diagonally (45°) to create a safe passing lane?

CUES

- * The Principle of 3s is in effect: Stay 3' from the person with the ball; pass within 3 seconds; don't take more than 3 dribbles before passing.
- * Passers, pass quickly. Use fakes and feints. Dribble to get in a good position.
- * Defender, anticipate passes. Move into the passing lane.

★ Get the Point!

Defenders score 1 point when they touch the ball, 2 points when they intercept, and/or the Offense scores 1 point for each clean trap.

★ Pedometer Estimation

1 student per group wears a pedometer. Everyone in your group estimates the number of steps the wearer will take playing Offense/Defense.

★ 2 on 1 and 3 on 2

Play with 2 Offensive players and 1 Defender, or 3 Offensive players and 2 Defenders.



ACADEMIC

Geometry (Triangles) - Periodically, I will yell, "Freeze." Stop immediately where you are, and passers, analyze your shape. You should be in a triangle, but what type? An equilateral triangle has 3 sides and 3 angles of equal length. An isosceles triangle has 2 sides and 2 angles of equal length. A right-angle triangle has a 90° angle. A scalene triangle has no sides of equal length and no same angles.

STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, passing

#2 Defensive/offensive strategies

#3, 4 Cardiovascular fitness

#5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Adjust grid size accordingly. Smaller grids make it easier for the Defender. Larger grids make it easier for the Offense.
- Group by ability.

NOTES



★ Creep in Closer

(Call out an action word, e.g. creep, twirl, jump, whirl, bounce, slither, etc. to describe how students travel toward center.) When you hear, "Get your ball!" sprint to get a ball. Each round, I will give you a new verb.

★ Village Ball

(Place 1 ball per 4 students on the center line.) *Get Your Ball* is now a group game, and the players on your line are from your "village." Come up with a name for your village. On "Get your ball!" run to the midline and get any ball you can, and work with your village to bring the balls back to your safe zone. Pass is encouraged.

★ 2 on 2 Get Your Ball

(Groups of 4 in long, narrow grids.) 2 begin on 1 endline; 2 on the other; 1 ball in the center. 1 player calls, "Get your ball!" and all run to get the 1 ball. The goal is to bring it back to your endline. Use passing, give and go and dribbling.

FUN FACT

In 12th century England, whole villages played against each other. This "mob football" (as it was called) had no limit to the number of players per side and virtually no rules (the only thing outlawed was "murder and manslaughter"). It was so rough and violent that it was eventually banned by Royal decree.

STANDARDS ADDRESSED

NASPE

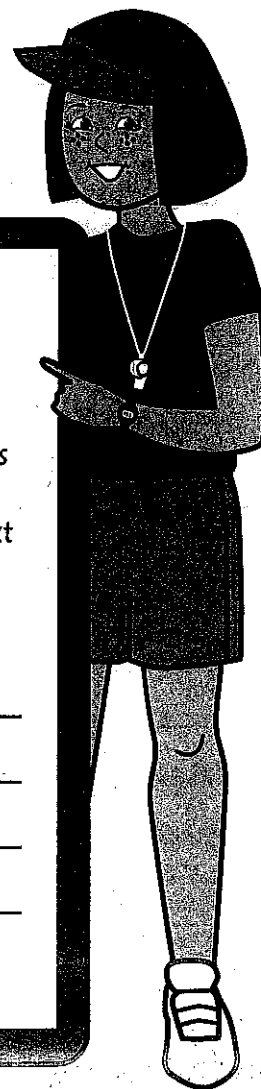
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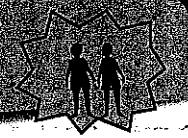
Your State (Write in here)

PAULA'S POINTERS

- Tripping, shoving and slide tackling are not allowed. Students who foul must return to the starting line, and wait for the next round.

NOTES





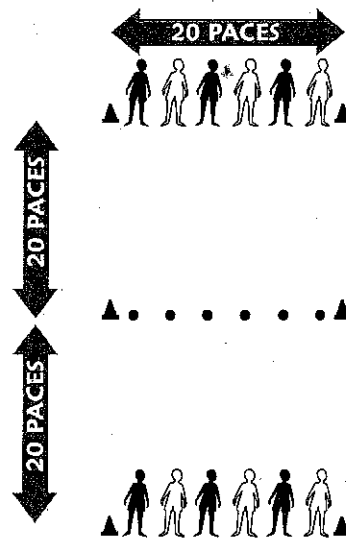
Ready...

- 1 ball per pair
- 6 cones

Set...

- Designate 3 (20 paces long) parallel lines, 20 paces apart using cones.
- Students in equally skilled pairs in partner face off on opposite endlines.
- Distribute balls evenly along center line.

GO!



1. The object is to score a point by getting a ball from the center and dribbling it back to your own endline.
2. On "Get your ball!" you and your partner run from opposite endlines to midfield, and try to gain control of the ball in front of you. If you get the ball, dribble it back to your own endline (safe zone). Once there, trap the ball.
3. If you didn't get the ball, try to legally steal your partner's ball before they reach the safe zone. If you steal the ball, dribble it to your safe zone.
4. You and your partner continue to try to steal the same ball and bring it to your own endline until signal.
5. (Give stop signal after 30-45 seconds.)
6. Bring the balls back to midfield, and get ready for the next round.
7. (Continue for several rounds.)

CHALLENGES

- * Which group can bring the most balls to their safe zone?
- * How quickly can you set up the balls for the next round?

CUES

- * Dribblers, when in an open space, push the ball and run after it.
- * Remember, you can take a ball from your partner only.