

<p><b>K-5 Lesson plans</b></p>	<p><b>National Standards (NASPE)</b> See attached lesson plans for NASPE standards!</p> <p>KY Health &amp; PE standards are written down after the "I can" statements for both P.E. and Health.</p>	<p><b>Vocabulary:</b></p> <p>Hockey, dribble, trapping, Scoring, transfer, shift, defend, shoot, opponent</p>	<p><b>Health:</b> I can explain and provide an example of good sportsmanship. (3<sup>rd</sup>-5<sup>th</sup>) PL-P-N-U-2 &amp; PL-4(5)-N-U-3</p> <p><b>Health:</b> I can define and provide an example of being responsible. (K-5<sup>th</sup>) PL-P-PW-S-SMEM-1a &amp; PL-4(5)PW-S-SMEH1a</p> <p><b>P.E.:</b> I can shoot on a goal. I can defend the goal against an opponent. (K-2<sup>nd</sup>) PL-P-PS-S-1</p> <p><b>P.E.:</b> I can transfer or shift my weight from one body part to another. (K-2<sup>nd</sup>) PL-P-PS-S-1</p> <p><b>P.E.:</b> I can dribble, trap, and correctly handle a hockey stick. (3<sup>rd</sup>-5<sup>th</sup>) PL-4(5)-PS-S-4</p> <p><b>P.E.:</b> I can hit a hockey puck and score a goal. (3<sup>rd</sup>-5<sup>th</sup>) PL-4(5)-PS-S-4</p> <p><b>Tuesday-Thursday P.E. and Health Lesson Plans</b></p> <p><b>Mini lesson:</b> (P.E.) Students will enter gym and sit down on the white circle. 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><b>Warm-up:</b> (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><b>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on Power Point: responsibility</p> <p><b>Mini Lesson: (Health):</b> Students will look at a slide about the importance of good sportsmanship.</p> <p><b>Mini lesson: (KY Career Cluster):</b> I will show the students the career cluster in economics.</p> <p><b>Warm-up:</b> (P.E./stretching &amp; warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.</p> <p><b>P.E. Activity #1:</b> Primary (K-2<sup>nd</sup>) Partner Student (Balance, Stunts, and Tumbling) page 19, See attached lesson plan!</p> <p><b>Differentiated Instruction:</b> 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 on attached lesson plans.</p>	<p><b>Daily Assessment:</b></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><b>Formative and Summative Assessments</b></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
--------------------------------	---	---	---	---

**Assessments/Exit Slip:** Students correctly performed students with a partner.

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) Weight Transfer and Rolls (Balance, Students and Tumbling), page 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 challenges section on attached lesson plans.

**Assessments/Exit Slip:** Students correctly performed stunts while on a mat.

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Face Off, 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 challenges section on attached lesson plans.

**Assessments/Exit Slip:** DOK 2: Compare and contrast floor hockey and basketball.

**P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Shooting Drills, page 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 section on attached lesson plans.

**Assessments/Exit Slip:** DOK 1: Describe how to correctly hit a hockey puck between two cones. DOK 2: Compare and contrast scoring in basketball and scoring in hockey.

**Mini lesson:** Students in grades K-2<sup>nd</sup> will watch a video from youtube.com titled "anger". Students in grades 3<sup>rd</sup>-5<sup>th</sup> grade will watch a video from brainpop.com titled "stress".

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down

activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

**FRIDAY PE/Health Lesson Plan:**

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

**Vocabulary:** tag, flee

**NAPSE Standards:** See attached lesson plan(s) for national standards.

**P.E.:** I can score a point by running away from the tagger. I can score a point by tagging a peer. (3<sup>rd</sup>-5<sup>th</sup>) **PL-4(5)-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. (3<sup>rd</sup>-5<sup>th</sup>) **PL-4(5)-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-5<sup>th</sup>)

**Friday only: P.E. Activity #1: (Intermediate 3<sup>rd</sup>-5<sup>th</sup>) 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 3<sup>rd</sup>-5<sup>th</sup>) 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 vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

**Teacher:** Clark Kuhn **Subject:** PE & Health **Week:** November 27, 2018 **Topics:** hockey (face off, scoring), stuns, responsibility, sportsmanship, anger, stress


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

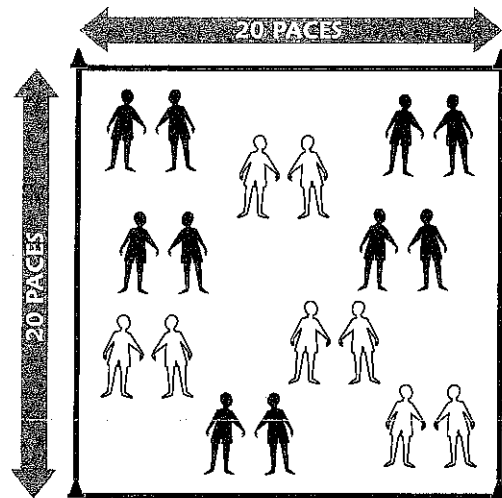


## Ready

- 4 cones (for boundaries)
- *Stunts Skill Cards – Partner Counterbalances* (SPARKfamily.org)

## Set

- Create medium (20X20 paces) activity area, preferably on grass or mats.
- Scatter pairs within area.



## GO!

1. Today we will learn and practice in pairs. Be a good partner by sharing, taking turns, encouraging, and helping each person you pair with.
2. **Partner Stunt Lead-Ins**
  - Choose 1 partner to be Leader. Followers stand 1 arm's length behind Leaders.
  - On the music, Leaders walk very slowly, and Followers stay just behind them.
  - Can you move your legs and arms at the same time? How closely can you walk behind your partner without touching?
  - Switch! Followers become Leaders.
  - Face each other, and place your hands on your partner's shoulders.
  - Can you hop within our boundaries together? Can you take off and land at the same time as your partner? Talk to each other and problem solve.
  - Turn so both of you face the same direction; then join hands. Can you skip together? Gallop in a zigzag pathway? Jog slowly in a curved pathway?
  - Stand back-to-back and lock elbows. Decide who is the leader. Can you walk together in our area? Can you change directions?
3. **Partner Stunts**
  - Partner stunts are fun! We will learn and practice "counterbalances" where you use your weight in "opposition" to your partner's weight to support each other.
  - (Use *Partner Counterbalances Cards* to teach *Side-by-Side*, *Forward Squat*, *Back-to-Back*, *Forward V*, *Shoulder-Foot Counterbalance*, *Double Push-up*, *Push-up and Kneel Support*, *Push-up and Kneel Reverse*, and *Back Push-up Support*.)
4. **Wrap It Up**
  - You needed to depend on your partner to accomplish these challenges. What makes a helpful partner? Why is being safe so important in this activity?
  - Did anyone play actively with a partner this past weekend (or plan to this weekend)?

## ★ More Stunts

(For advanced learners.) Who's ready to try the *Wheelbarrow Walk*; *Partner Log Rolls*; and *Leap Frog*?

## ★ Two Plus Two

How quickly can your pair join another and form a group of 4? Let's repeat our *Partner Stunts Lead-In* activities, and see if you can do them with your group.

## ★ Partner Simon Says

(Play *Simon Says*, incorporating dynamic balances, jump turns, and line walking challenges learned/practiced thus far.) If you hear *Simon Says* first, you and your partner do the activity I call together. If you don't hear *Simon Says* first, don't do it! Let's see how well we remember all the stunts and tricks we've learned so far. You may talk and help each other.



## HOME

A workout partner helps you commit to staying active and healthy at home. Who can you ask to be your workout partner this weekend? Parents, brothers, sisters, friends, aunts, and uncles all make great workout partners. Canaries and guinea pigs do not – so don't bother asking!

### STANDARDS ADDRESSED

#### ● NASPE

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

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

#5, 6 Participates, appreciates, enjoys movement, cooperates with others

**Your State** (Write in here)

● \_\_\_\_\_  
\_\_\_\_\_

### TONY'S TIPS

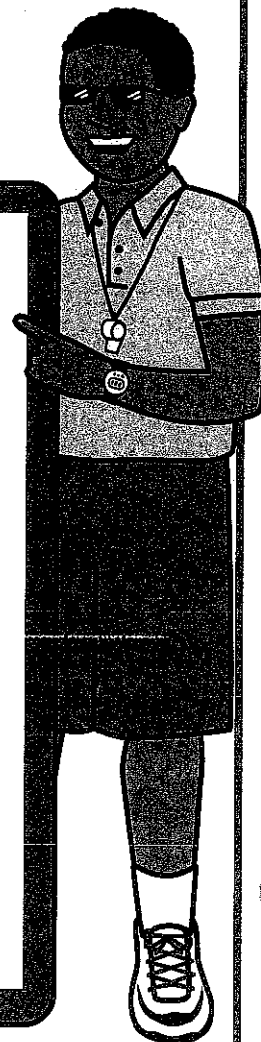
- Help children pair and group with students of similar size.

#### Vocabulary

Opposition, counterbalance

#### NOTES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





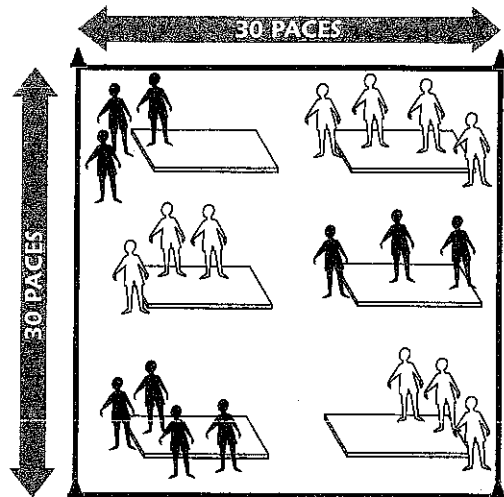


## Ready

- 4 cones (for boundaries)
- Mats (for forward rolls)
- *Rolls and Weight Transfers Skill Cards (SPARKfamily.org)*
- Music and player
- Incline mat (optional)
- 1 raw egg in shell (optional)

## Set

- Create large (30X30 paces) activity area, preferably on mats (and/or grass).
- Group students in 3s or 4s, depending on number of mats.
- Have students remove their shoes and stand 3-4 to a mat.



## GO!

1. Today we will learn and practice tumbling tricks where we “transfer,” or shift, our weight from one body part to another.
2. **Mat Safety and Procedures**
  - Before we begin, we will learn how to move across the mats.
  - The 1<sup>st</sup> person leads the way. When they are safely ahead (halfway down the mat), the next person in line may go. Continue until everyone has a turn.
  - When you reach the other end of the mat, move off and fast walk back to the start.
  - Before we do our tumbling tricks, let’s practice by pretending to walk a tightrope across the mat. (*Have all practice the flow from one end of the mat to the other and fast walking back to the start.*)
3. **Rolls**
  - Now we are ready to learn different ways to roll our bodies.
  - (*Use the Rolls Skill Cards to teach Log Roll, Egg Roll, and Shoulder Roll.*)
  - (*Allow students at least 3 practice trials down the mat per stunt before moving on.*)
4. **Weight Transfers**
  - “Shift” means move. Let’s learn ways to shift our weight onto different body parts.
  - Spread out on your mats so everyone can practice at the same time.
  - (*Use the Weight Transfers Skill Cards to teach Back Rocker, Back Rocker to Stand.*)
  - (*Allow 2-3 minutes to practice each stunt.*)

# WEIGHT TRANSFER AND ROLLS

## GO! (continued)

### 5. Wrap It Up

- How does a ball roll compared to a building block? What can you do to make sure you roll like a ball and not like a block? (*Curl and streamline the body to reduce resistance points.*)
- Who will name a different kind of roll? I'm thinking of the roll we eat! Whole grain rolls and breads are healthier than white breads. Ask a parent to choose whole grains, and let the white bread "roll on by."

## \* SPARK™ IT UP!

### \* More Rolls

Who's ready to learn more challenging rolls? Try the *Forward Roll* – to sitting and then to standing. The *Eagle Roll*. The *Straddle Forward Roll*. For advanced learners, the *Backward Roll*.

### \* Centipede Log Roll

(*Move mats in a pattern so there is no space between them – e.g., 1 long straight line. Have students form a single-file line.*) Can we get everyone to *Log Roll* from the first mat all the way to the last – like a long centipede?

# WEIGHT TRANSFER AND ROLLS

## STANDARDS ADDRESSED

### • NASPE

#1, 2 Spatial awareness, body awareness, balance, nonlocomotor skills, locomotor skills, weight transfer

#3, 4 Cardiovascular

### • endurance, flexibility, muscular strength, muscular endurance

#5, 6 Participates, appreciates, enjoys movement, respects others

**Your State** (Write in here)

• \_\_\_\_\_  
\_\_\_\_\_



## ACADEMIC

### Science

(Need 1 raw egg.) Watch how this egg rolls. Does it travel in a straight line? Why not? The wobbling helps keep eggs from rolling away from the hen in the nest. Why is that helpful?

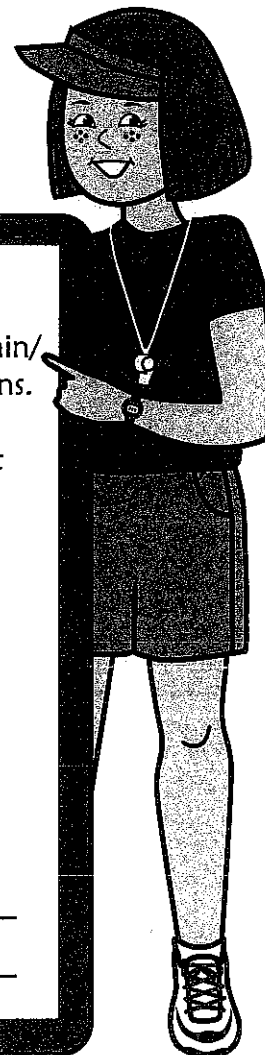
## PAULA'S POINTERS

- Use a demonstration mat to explain/demonstrate stunts and taking turns. Use tape to show where the 1<sup>st</sup> tumbler should be before the next tumbler begins.
- Give anyone waiting for a turn something active to do (e.g., balance on 1 foot, march in place, 3 push-ups, etc.).
- Incline mats help with rolls.

**Vocabulary** – Weight transfer, shift, centipede

### NOTES

\_\_\_\_\_  
\_\_\_\_\_





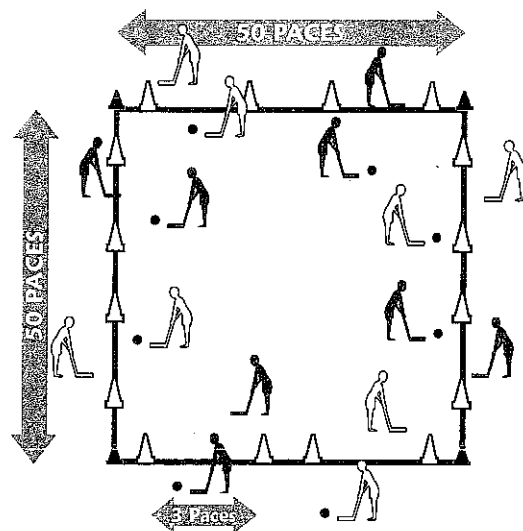


## Ready...

- 4 cones (for boundaries)
- 2 tall cones per pair (for goals)
- 1 hockey stick per student
- 1 hockey ball per pair

## Set...

- Create large (50X50 paces) activity area.
- Make small goals (3 paces wide) using tall cones all around perimeter (1 per pair).
- Pair students; each with hockey sticks and a ball.
- Partners face each other at opposite sides of goal.



HOCKEY

## GO!

1. The object is to practice shooting on the goal and defending the goal.
2. On signal, take turns shooting at your goal from opposite sides. Dribble toward goal, and when 5 paces from goal, use wrist shot (similar to forehand pass). Flick wrists and follow through by turning wrists over.
3. Partner receives the ball on the other side of the goal and repeats in the opposite direction.
4. The ball must roll between the cones to score a goal. There's no score if the ball is higher than the top of the cone.
5. Shoot back and forth until the signal.

### CHALLENGES

- ★ Can you make 5 goals in a row?
- ★ After 4 goals, take a step back.
- ★ Can you score using your backhand?

### CUES

- ★ Work on accuracy first, then power.
- ★ For close shots, turn your wrists over as you shoot.
- ★ Use the drive for shots farther back.

# \* SPARK \* IT UP!

## \* Wall Targets

(If a wall is available, post targets, like tape or stickers, below waist-level along wall.)

## \* Small Targets

(Move the target goal cones closer together to 1-2' apart, or shoot at water bottle targets.)

## \* Straddle Switch Goal

(Groups of 3.) There are 2 Shooters. The 3rd player is the "Goal" (in straddle position) facing Shooter with ball. Goals, when the shot passes you, immediately switch positions with Shooter. A new Goal sets up for the next Shooter. Continue the cycle until signal.



## FUN FACT

**Smart Girl!** The first person to wear a hockey mask was **Elizabeth Graham**. In 1927, Elizabeth put on a fencing mask to protect her face. However, masks only became widely used when the **Montreal Canadiens' Goalie Jacques Plante**, began wearing 1 in 1959, after he broke his skull, cheekbones, nose and jaw!

## • STANDARDS ADDRESSED

### NASPE

#1, 2 Shooting on goal, defending goal

#3, 4 Cardiovascular fitness

## • Your State (Write in here)

---

---

---

---

## PAULA'S POINTERS

- Remind students to be careful with the height of their stick, and to be aware of other classmates moving around in their area.

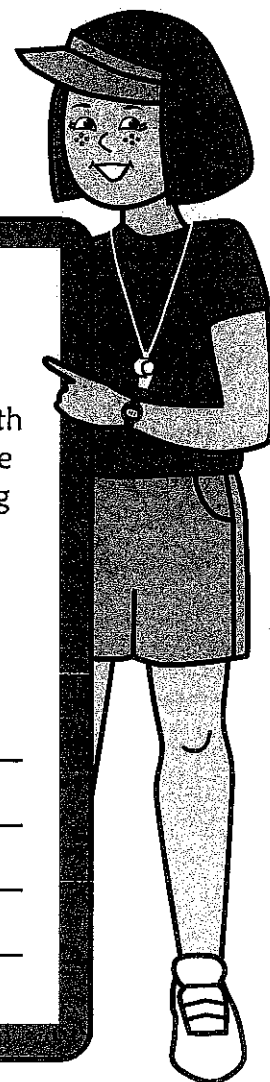
## NOTES

---

---

---

---



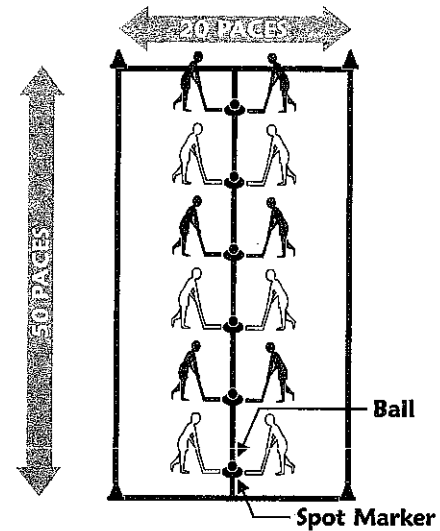


## Ready...

- 4 cones (for boundaries)
- 1 spot marker per pair
- 1 hockey stick per student
- 1 hockey ball per pair

## Set...

- Create large (50X20 paces) activity area.
- Spot markers spread along half-court line.
- Pair students; each with hockey sticks and a ball.
- Partners face each other from opposite sides of spot marker. Ball is on spot marker.



HOCKEY

## GO!

1. The object is to practice the face-off. Use the face-off to begin all the mini-games.
2. On signal, tap the ground with your sticks, then tap each other's sticks above the ball ("ground sticks"), alternately 3X. After the 3rd tap above the ball, attempt to get control of the ball and dribble to the opponent's endline (in front of you).
3. (Rotate partners every other round.)

### CHALLENGES

- ★ How quickly can you gain control of the ball?
- ★ How quickly can you be ready for next round?

### CUES

- ★ Count aloud, "1, 2, 3" while ground sticking.
- ★ Straddle feet wide and bend knees to get low.

# \* SPARK™ IT UP!

**\* Add Goals**  
(Create 2-4 goals along endlines.) After winning the face-off, attempt a shot.

**\* Small Targets**  
(Place cones or water bottle targets along the endline for targets.)

**\* Get Your Ball**  
(Pairs in face-off formation on opposite endlines. Place balls on spot markers along half-court line.) On the "Get-Your-Ball!" signal, partners run to the center and complete the face-off. The winner attempts to score on the opponent's endline.

## **FUN FACT**

The first hockey puck was a frozen piece of cow poop. No kidding! Today, an official game puck is 3" in diameter and 1" thick. It weighs 6 ounces and is constructed of vulcanized rubber. The puck is frozen before games to make it bounce-resistant. It smells much better than the old ones.

### **STANDARDS ADDRESSED**

#### **NASPE**

#1, 2 Face-off, Shooting on goal

#3, 4 Cardiovascular fitness

**Your State** (Write in here)

---

---

---

---

### **PAULA'S POINTERS**

- After each round, count down from 5 to motivate students to hustle back to mid-court line and get ready for the next round.
- For efficient partner rotation, get all the balls back to the spot markers, and all the students in 1 line shift to their R. The student farthest R runs behind their line all the way to the L end.

### **NOTES**

---

---

