

<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><u>Vocabulary:</u></p> <p>Hockey, puck, trapping, courtesy, community helpers, obesity, calorie, veteran</p>	<p><u>Health:</u> I can describe the difference between good and bad calories. PL-P-N-U-2 & PL-4(5)-N-U-3</p> <p><u>Health:</u> I can demonstrate courtesy toward others. (K-5th) PL-P-PW-S-SMEM-1.g & PL-4(5)PW-S-SMEH1a</p> <p><u>P.E.:</u> I can safely perform basic gymnastic movements. (K-2nd) PL-P-PS-S-1</p> <p><u>P.E.:</u> I can correctly use my body to move like various animals. (K-2nd) PL-P-PS-S-1</p> <p><u>P.E.:</u> I can correctly handle a hockey stick. (3rd-5th) PL-4(5)-PS-S-4</p> <p><u>P.E.:</u> I can correctly dribble a hockey puck. (3rd-5th) PL-4(5)-PS-S-4</p> <p><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p> <p><u>Mini lesson:</u> (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><u>Warm-up:</u> (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><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on Power Point: courtesy</p> <p><u>Mini Lesson: (Health):</u> Students will look at a slide about calories</p> <p><u>Mini lesson: (KY Career Cluster):</u> I will show the students the career cluster in law, public safety, corrections and safety.</p> <p><u>Warm-up:</u> (P.E./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.</p> <p><u>P.E. Activity #1:</u> Primary (K-2nd) Stunts Introduction, page 7, See attached lesson plan!</p> <p><u>Differentiated Instruction:</u> 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 quickly can you touch your...R foot with your R hand?</p> <p><u>Assessments/Exit Slip:</u> DOK 2: Compare and contrast the Puppy Dog Run and a Bear Walk...Bear Walk aa Crab Walk.</p>	<p><u>Daily Assessment:</u></p> <p>X Observation</p> <p>X Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p><u>Formative and Summative Assessments</u></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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P.E. Activity #2: Primary (K-2nd) Animal Balancing Act, page 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: Students can come up with an animal and animal movement of their choice that hasn't been gone over today.

Assessments/Exit Slip: DOK 1: Did you balance on any body parts other than your feet? What body parts did you use to support your body?

P.E. Activity #1: Intermediate (3rd-5th) Introduction to Stick-Handling, 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: They can play the game Tap-Tap-Pull, Trick Moves Air Dribble on page 6.

Assessments/Exit Slip: DOK 1: Explain how to correctly hold and handle a hockey stick. DOK 2: Compare and contrast ice hockey and field hockey.

P.E. Activity #2: Intermediate (3rd-5th) Dribbling Drills, page 7, 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 trap your ball before I read "0". How quickly can you trap the ball?
Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a hockey puck. DOK 2: Compare and contrast dribble a basketball and dribbling a hockey puck.

Mini lesson: Students in grades K-2nd will watch a video from youtube.com titled "Community Helpers". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "obesity". DOK 1: Describe how obesity effects our physical health.

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

KDOE: Practical Living

(P.E.): Academic

Standards 2.34: P.E.:

Students perform physical movement's skills effectively in a variety of settings.

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

Teacher: Clark Kuhn Subject: PE & Health Week: November 7, 2018 Topics: veterans, hockey, locomotor movements, calorie, obesity, courtesy, comm. helpers by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

FRIDAY PE/Health Lesson Plan:

Topics: Kickball, Tower Take Down, Ships and Sailors (Locomotor)

Vocabulary: bases, defense, offense

P.E.: I can throw a ball and hit a target. I can defend my target from being hit by a ball. (3-5th)

P.E.: I can follow directions and perform various locomotor movements. (K-2nd)

P.E. I can kick a ball and run to the correct base. (K-5th).

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): Review with students the career cluster of the week. Review the healthy and unhealthy food of the week. Review character/employability skills word of the week.

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: Primary (K-5th): Tower Take Down: The students will be divided into two separate teams. Students will then throw a ball at their opponent's cone that has a ball balanced on the top. The object is to try and knock over their opponents ball off their cone. Students may guard their cones. Students with the highest score wins.

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 1: Give an example of one strategy that you used during the game of Tower Take Down. DOK 2: Compare and contrast Castleball and Tower Take Down.

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): Ships and Sailors: Students will be given different commands from the captain (teacher) and will have to quickly obey each command by acting out a physical command. The students that obey the command quickly get to stay in the game. Students that are eliminated from the game are given physical activities to act out (Jumping jacks, push-up, and etc.)

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 1: What strategies did you use in order to stay in the game? DOK 2: Compare and contrast the game Ships and Sailors and Simon Says.

Static Stretching (Cool Down) and Rewarding Student Behavior: If time permits students will walk a cool down lap prior to exiting the gym

Teacher: Clark Kuhn **Subject:** PE & Health **Week:** November 7, 2018 **Topics:** veterans, hockey, locomotor movements, calorie, obesity, courtesy, comm. helpers

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 7, 2018 Topics: veterans, hockey, locomotor movements, calorie, obesity, courtesy, comm. helpers

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



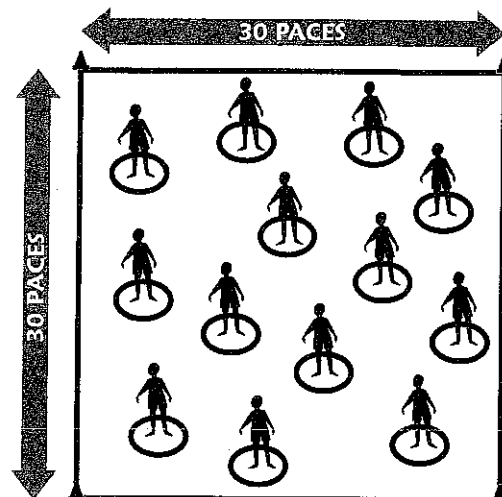
PL-D-PS-S-1

Ready

- 4 cones (for boundaries)
- 1 hoop per student
- *Animal Walk Skill Cards* (SPARKfamily.org)
- *Tempos, Directions, Levels, Pathways Skill Cards* (SPARKfamily.org)
- Music and player

Set

- Create large (30X30 paces) activity area.
- Scatter hoops within area.
- Send students to stand inside 1 hoop each.



**BALANCE, STUNTS,
AND TUMBLING**

GO!

1. Exploration Time

- Safely play (explore) with your hoop around home base (1-2 minutes).
- Show how quickly you freeze when the music stops (or other signal).
- Can you move over your hoop? Under? Around? Through?

2. Animal Balancing Act

- This game is called *Animal Balancing Act*.
- I'll call an animal walk, and hold up the card.
- On the music, move within our boundaries and act like that animal.
- While moving, do not step in or on a hoop. Go around all hoops – even your own.
- When the music stops, quickly get in a hoop and pose like a statue of that animal. Try to stop quickly and smoothly; get your body balanced.
- I'll pretend I'm a visitor at the zoo and take your picture!
- I will call someone to name another animal, and we will play again.
- (*Animal Walks reinforced today: Kangaroo Jump, Puppy Dog Run, Bear Walk, Gorilla Walk, Rabbit Jump, Elephant Walk, Crab Walk, Inch Worm, Seal Walk.*)

3. Wrap It Up

- Did you balance on any body parts other than your feet? What body parts did you use to support your body?
- The body parts you use to hold your balance are called your "base of support."

* SPARK * IT UP!

* Disappearing Hoops

(While the music is on and students are moving like animals, remove a few hoops during each round.)

When the music stops, show how well you share a hoop with 1 or more of your animal friends.

* Your Call

We'll play again: This time, I'll shuffle the cards and call on someone to choose 1, and read the animal walk aloud; then everyone practices it. I may change the tempo, direction, level or pathway, too, so be listening. You can make animal noises this time!



HOME

Balancing proper nutrition and physical activity is an "act" we all should get into. The S in SPARK stands for "Select (a variety of) fruits and vegetables." Work this healthy deal with a parent: If mom or dad selects 1 vegetable you like, you'll agree to try one you didn't like again. Get everyone into "the act!"

STANDARDS ADDRESSED

● NASPE

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

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

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

Your State (Write in here)

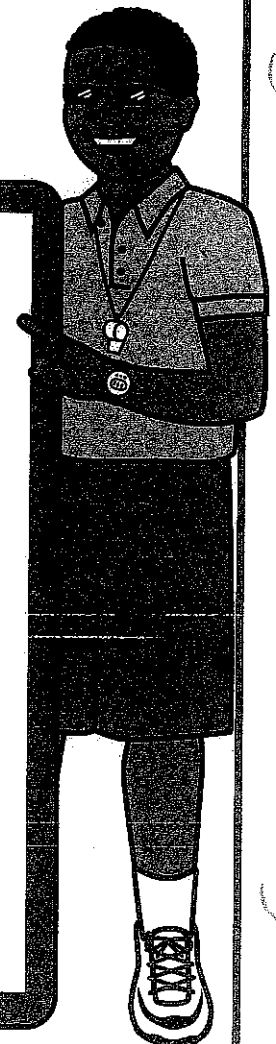
TONY'S TIPS

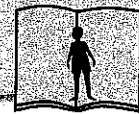
- Encourage creative animal poses, and starting and stopping on signal.
- Work with students having difficulty balancing and controlling their bodies.

Vocabulary

Base of support

NOTES





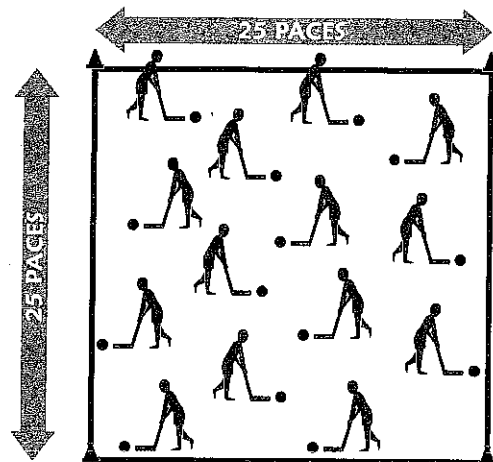
Ready...

PL-4-PS-S-4
PL-5-PS-S-4

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

Set...

- Create medium activity area (25X25 paces).
- Scatter students in area; each with a stick and a ball.



GO!

1. The object is to learn and practice stick-handling.
2. (Teach students how to hold and handle the stick.)

3. Stick Grip

- Use your dominant hand to “shake hands” with the stick at mid-shaft. Place your other hand near the top of shaft, and shake hands with it.
- Practice slowly drawing the stick back, keeping the blade close to the ground, then swinging forward under control. Never let the blade go higher than your waist!

4. Front to Back

- L foot forward, push the ball forward with the front side of the stick (side facing away from you); then backward with the backside of the stick.
- Transfer your weight from front foot to back foot.

5. Side to Side

- Straddle your feet wider than your shoulders, and move the ball R to L using both sides of the stick.
- Keep the ball between your feet.

CHALLENGES

- ★ How quickly can you move the ball front to back? Side to side?
- ★ How many front-to-back touches can you make in 15 seconds? How many side-to-side touches?
- ★ Can you control the ball without looking directly at it?

CUES

- ★ Keep stick blades down low.
- ★ Use gentle taps and touches.
- ★ Work toward controlling the ball while keeping your head up.

HOCKEY

GRADES 3-6

SPARK IT UP!

★ Tap-Tap-Pull

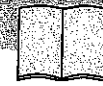
Try 2 short taps forward, followed by 1 long pull backward. Then make 2 short taps in 1 direction, followed by 1 long pull in the opposite direction.

★ Trick Moves

Invent a trick dribbling move. Try behind the back; through the legs; fake 1 way, and go another way. Keep the ball in control at all times.

★ Air Dribble

Try tapping the ball into the air using the blade of the stick. Keep the stick below your waist.



ACADEMIC

Math - Hold up fingers on both hands. Students multiply the numbers on both hands and call out the product. Add them together and call out "odd" or "even."

● STANDARDS ADDRESSED

NASPE

#1, 2 Ball control, balance

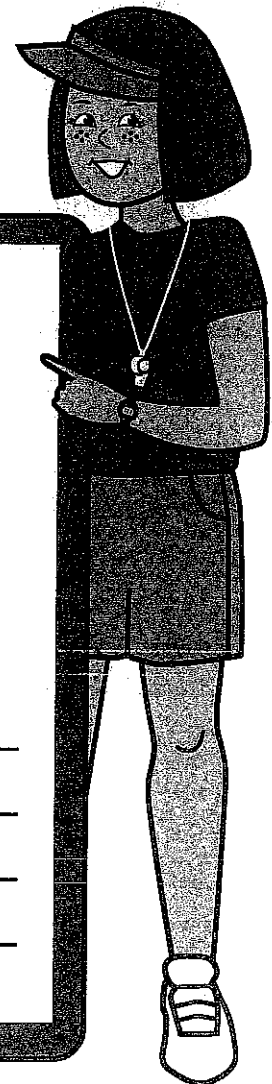
#3, 4 Cardiovascular fitness

● **Your State** (Write in here)

PAULA'S POINTERS

- Safety first! Have students, who raise their hockey stick above waist-level, practice 20X in "slow motion." This encourages proper form and keeps others safe.

NOTES





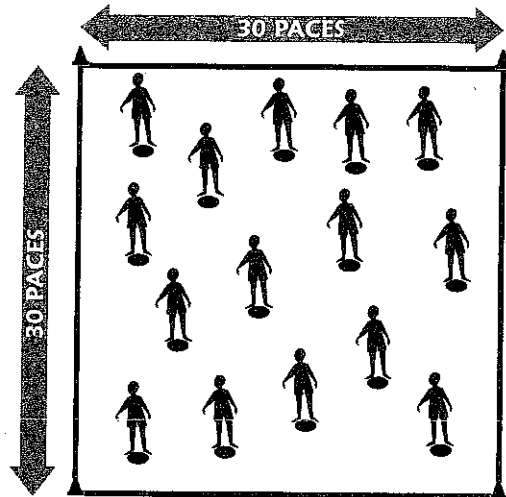
PL-P-PS-S-1

Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- *Body Positions Skill Cards* (SPARKfamily.org)
- *Locomotor Skill Cards* (SPARKfamily.org)
- Music and player

Set

- Create large (30X30 paces) activity area on grass or mats.
- Send students to select and place their own spot markers.



**BALANCE, STUNTS,
AND TUMBLING**

GO!

1. Personal Space Review

- You placed your own spot today. What did you do to spread out safely (helicopter)?

2. Body Positions

- Today we will learn and practice basic body positions.
- On music start, move in general space using the locomotor skill I call. Avoid spots and others.
- On music stop, move to a spot, and we will learn and practice different body positions.
- (Use the *Body Position Skill Cards* to teach T-Stand, Pike, Tuck, Sit, Straddle Sit, Front Support, Side Support, Rear Support, Tuck to Front Support, Front Support to Tuck, Front Support to Straddle Stand, Straddle Stand to Front Support, Front Support to Rear Support.)
- (Provide a variety of challenges by combining different Body Positions with locomotor skills.)

3. Wrap It Up

- What body parts did you use to make your base of support in a front support? A straddle?
- What position are you in when you watch TV? Probably not one that is very good for you.
- The R in SPARK stands for "Reduce TV and video time." Who is careful not to spend too much time just lying around?

More Positions

(Add more advanced supports — i.e., Tuck to Front and Front to Tuck).

Memory Game

The object is to remember our body positions in the order we do them. I'll start the music and give you a locomotor skill to do. When the music stops, I'll call a body position. Hold that position until the music begins and I give you a different way to move. When the music stops again, I'll give you a 2nd body position; but do the previous move first; then the new one. We'll keep adding on and see how many we remember. It's okay to look around for help, too!



ACADEMIC

Science

(Read Bridges: Amazing Structures to Design, Build & Test (Kaleidoscope Kids) by Carol A. Johmann, and discuss the strength and balance of various types of structures.)

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, respects others

Your State (Write in here)

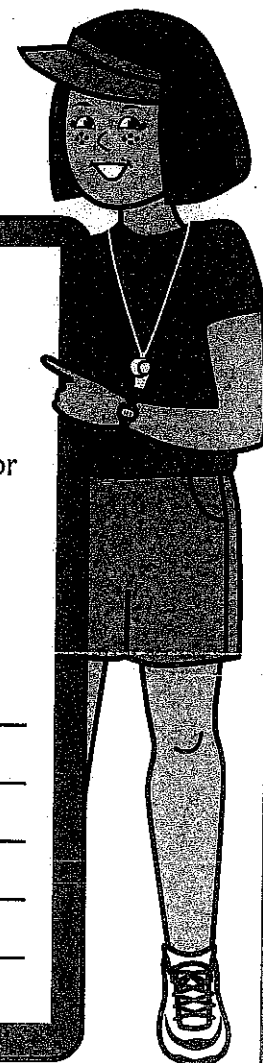
PAULA'S POINTERS

- Many stunts begin, end, or pass through a pike position. Have students practice this position while watching demonstrations or listening to instructions.

Vocabulary

Horizontal, pike, tuck

NOTES



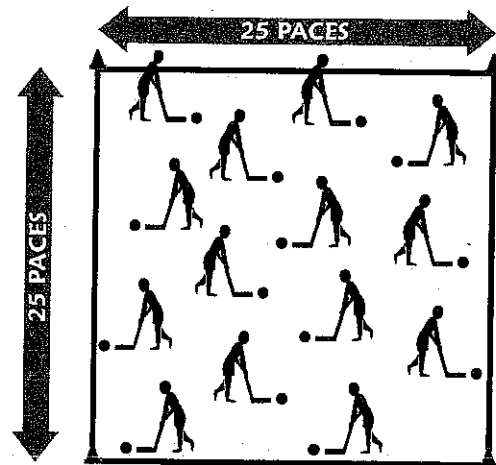


Ready...

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

Set...

- Create medium (25X25 paces) activity area.
- Scatter students in area; each with a stick and a ball.



GO!

1. The object is to practice dribbling.
2. On signal, walk in any direction inside our area while dribbling your hockey ball.
3. On "Trap," quickly trap your ball with the front side of the stick ("give" with the ball). I'll count down "3, 2, 1, 0." Can you trap your ball before I reach "0?" Try to be quicker each time.
4. (*Practice dribbling and trapping quickly several times.*)

CHALLENGES

- ★ Can you trap your ball before I reach "0?"
- ★ How quickly can you all trap the ball?

CUES

- ★ Dribbling:
 - Keep ball close (1-2' away) while dribbling for control.
 - Head up, look for open space, and watch for others.
 - Use both sides of the blade.
 - Keep stick low to ground, and do not rise above knee level.
- ★ Trapping:
 - Keep blade on the ground.
 - As the ball approaches, "give" with it by relaxing lower hand grip and angling top hand forward.
 - Try not to let ball rebound off your stick.

SPARK IT UP!



Faster

As you gain more control, try moving at a faster pace.



Tap, Tap, Pull

On the stop signal, perform tap, tap, pull rather than trapping. Now change direction and continue dribbling.



Dodge and Go

(Scatter cones, 1 per student, inside area.) Dribble to a cone, trap, then dribble to another cone. Continue until the signal.



Follow the Leader

(Students in pairs; each with a ball.) Lead partner dribbles throughout the area, while other follows. On signal, freeze. If the follower can reach out and touch leader, they score a point. If not, leader scores 1 point. Switch roles on signal.



WELLNESS

During the course of an average game, ice hockey players may lose 5 to 8 pounds. What percentage of your weight would that be? This loss is mostly water, so players need to make sure they drink plenty of fluids. You need to stay hydrated, too - hockey or no hockey!

STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping

Your State (Write in here)

TONY'S TIPS

- Stress the importance of controlling the ball.
- Allow all to move at their own pace. Experienced players may be dribbling at a jog or run, while beginners may be walking.

NOTES

