

<p>K-5 Lesson Plans</p>	<p><u>National Standards (NASPE)</u> 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: Kitchen safety, finance, volleyball, underhand serve, setting, bumping, strike, offense, defense</p>
<p>Health: U-3</p>	<p>I can explain and provide an example of fairness. (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-1</p>	<p>Daily Assessment: X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p>
<p>Health: U-1</p>	<p>I can strike my balloon across the gym without it being touched by a peer. (K-2nd) PL-P-PS-U-1 I can strike a ball between a peers legs. I can keep my peers from striking a ball between my legs. (K-2nd) PL-P-PS-U-1</p>	<p>Formative and Summative Assessments X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
<p>P.E.: I can demonstrate an underhand serve. (3rd-5th) PL-4(5)-PS-S-4 P.E.: I can play a game of volleyball by combining the skills that I have learned. (3rd-5th) PL-4(5)-PS-S-4</p>	<p>Tuesday-Thursday P.E. and Health Lesson Plans Mini lesson: (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! 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 (Health/Citizenship/Employability Traits): Character word of the week on Power Point: fairness</p>		
<p>Mini Lesson: (Health): Students will look at a slide about the importance of kitchen safety</p>		
<p>Mini lesson: (KY Career Cluster): I will show the students the career cluster in finance.</p>		
<p>Warm-up: (P.E./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.</p>		
<p>P.E. Activity #1: Primary (K-2nd) Sheep Dogs (Dribbling, Volleying & Striking, pg. 19) See attached lesson plan!</p>		
<p>Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Look under the challenges section of the lesson plan.</p>		

Assessments/Exit Slip: DOK 2: Compare and contrast hitting a balloon and a volleyball.

P.E. Activity #2: Primary (K-2nd) Straddleball (Dribbling, Volleying & Striking, pg. 19), 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: Look under the challenges section of the lesson plan.

Assessments/Exit Slip: Question: How can we demonstrate respect for others during physical activity? Students demonstrated how to play the game Straddleball. DOK 2: Compare and contrast soccer and straddleball.

P.E. Activity #1: Intermediate (3rd-5th) (Introduction to Underhand Serve, 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 serving a volleyball and a kinball.

P.E. Activity #2: Intermediate (3rd-5th) Mini-Volleyball (Volleyball page 25), 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 demonstrated how to play a mini game of volleyball with a partner. DOK 2: Compare and contrast kin-ball and volleyball.

Mini lesson: Students in grades K-2nd will watch a video from jrbrainpop.com titled "Chicken Pox". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "Nutrition".

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.

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: December 18, 2018 Topics: volleyball, serving, finance, fairness, kitchen safety, Sheep Dogs (Balloon Activity), Straddleball

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

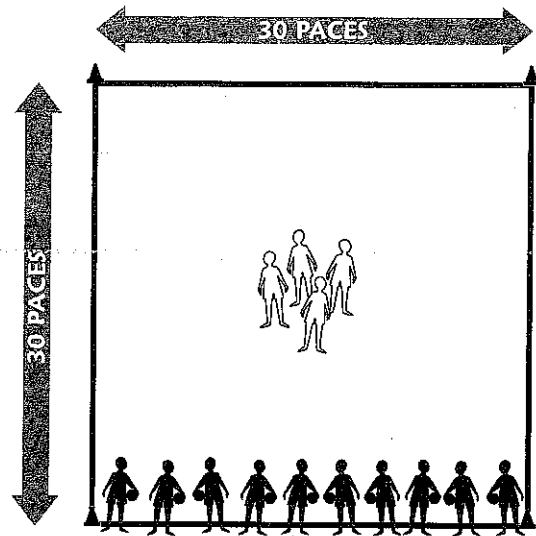


Ready

- 4 cones for boundaries
- 2 balloons and/or 1 beachball per student
- 10 12" cones (optional)

Set

- Create large (30X30 paces) activity area.
- Select 3-5 students (sheep dogs), and send them to the middle of the area.
- Scatter remaining students (shepherds), each with a sheep (balloon), along 1 sideline.



GO!

1. The object of *Sheep Dogs* is to move our “sheep” (balloons) safely across the “pasture” (activity area) without them being “captured” by a “sheep dog.”
2. Sheep owners: On my “Go,” tap, tap, tap your balloons, and try to cross the pasture.
3. Sheep dogs: Try to capture a sheep by catching it while it’s in the air.
4. If a sheep is captured, the sheep dog that caught it becomes its new owner. New owners take the sheep back to the starting line and try to tap it across. The owners who lose their sheep becomes sheep dogs.
5. (*Start the game, fix leaks, and add on the next cue when someone crosses.*)
6. If you successfully make it across with your balloon, run around the outside of our pasture, back to the starting line, and try crossing again.
7. **Wrap It Up**
 - What is open space? Why would you want to move to open space with your sheep?
 - Who remembers what the A in SPARK stands for? (*Avoid excess sugar and fat.*)
 - At lunch today (or dinner), I hope you’ll choose more vegetables and avoid chips, candy, and soda.

★ Animal Noises

We'll play again; this time, sheep dogs bark, and sheep owners make sheep noises for their sheep (baaa, baaa).

★ Get the Point

Each time you successfully escort your sheep across the pasture, you score 1 point. How many points can you score before the stop signal?

★ Maze of Cones

(For advanced learners, scatter large cones within the boundaries of the activity area.) I've made our game more challenging by adding obstacles for you to avoid. Move slowly, watch for cones in your way, and see if you can move your sheep all the way across the pasture.



ACADEMIC

Language Arts

(Read Brave Dogs, Gentle Dogs: How They Guard Sheep by Cat Urbigkit.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, strike a balloon continuously

#3, 4 Participates in enjoyable, challenging activities

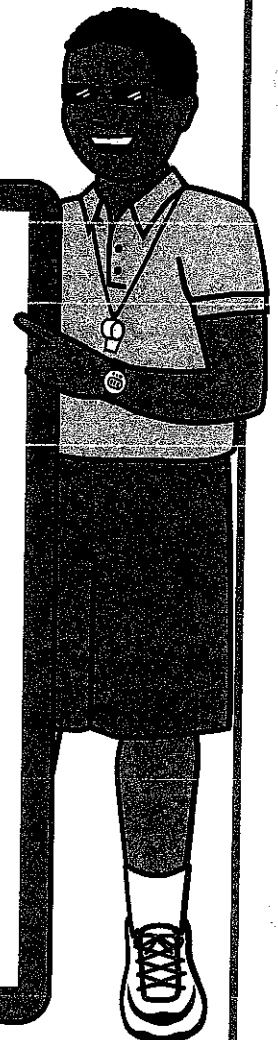
● #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

TONY'S TIPS

- Prompt students to keep their heads up, watch where they're going, and avoid others.
- Rotate Sheep Owners and Sheep Dogs often, ensuring each student has the opportunity to play both roles.
- Increasing the boundaries enhances safety and activity levels.

NOTES



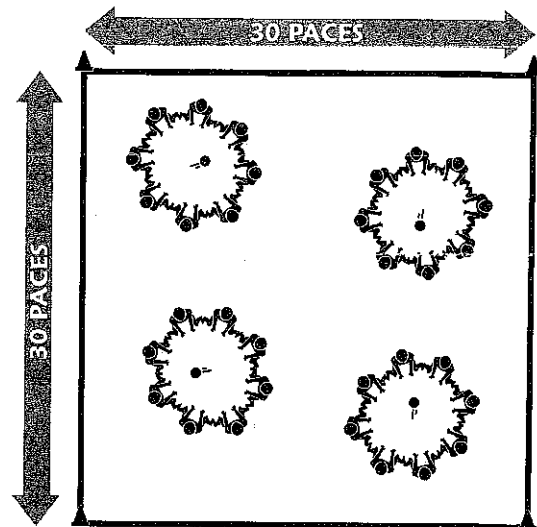


Ready

- 4 cones (for boundaries)
- 3 7" foamballs per 8-10 students

Set

- Create large (30X30 paces) activity area.
- Create groups of 8-10 students.
- Have each group form a circle, with members' legs wide and sides of feet touching their neighbors'.



GO!

1. The object of *Straddleball* is to score a goal. You do that by striking the ball through the legs of anyone in your circle.
2. Everyone has created their own "goal" by straddling wide. Look around, and make sure everyone's goal is the same size!
3. Bend your knees and get low.
4. Send the ball through anyone's goal by striking it with an open palm and stiff wrist. Keep the ball low and on the floor/ground.
5. You may use your hands to protect your goal.
6. If the ball goes outside of the circle, the person who touched it last runs after it.
7. If you are scored on, go retrieve the ball, toss it back in, then rejoin the group as quickly as you can.
8. **Double Trouble**
 - We'll play again, this time with 2 balls at once!
9. **Triple Threat**
 - Which group is ready to try 3 balls at 1 time?
10. **Wrap It Up**
 - How can we demonstrate respect for others during physical activity?
 - *Straddleball* is a fun game to play at recess and lunch. Who will try and organize a *Straddleball* game later today (or tomorrow)?

★ Play in Levels

Now that you know how to play *Straddleball*, those of you that would like to play a “nice and easy” game, meet over here (*point*). Those that want to play a “little faster” game, gather here (*point*). Those that want to play “super fast” *Straddleball*, move to this area (*point*).

(Organize students so there are at least 8 in a group; combine groups if necessary. Distribute equipment so “level 1” is playing with 1 ball, “level 2” with 2 or more, “level 3” with 3 or more balls.)

(Note: You may vary the size of the ball in level 3, but only play straddleball with very soft foamballs.)

★ Flip It

This time, turn around so you face out from the circle, and strike the ball while looking back between your legs!

★ Super Straddleball

Let's make a giant circle and play 1 huge game of *Straddleball* with 3 (or more) different balls at once!

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, striking

#3, 4 Participates in enjoyable, challenging activities, muscular endurance

● #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

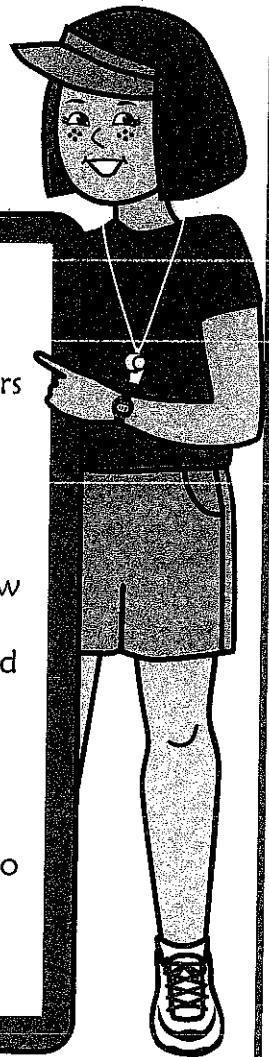
Your State (Write in here)

HOME

Take your *Straddleball* skills home with you and practice against a wall. Does *Straddleball* remind anyone of a popular sport? I think it's a lot like hockey. You try and score a goal, but in hockey, you strike the ball with a stick in your hand. You can play ice hockey where you skate to move, or field hockey where you run to move. Both games are really fun. Has anyone ever played hockey?

PAULA'S POINTERS

- *Straddleball* is a fun recess/lunch game. Ensure playground monitors use only very soft, safe foamballs to play it.
- While using smaller groups for *Straddleball* seems like a good idea, it's hard to play with too few students in the circle. They're too close to one another to get a good rally going.
- Larger foamballs (e.g., 7") are easier to strike (larger surface and slower play) than smaller ones (3"). Use equipment strategically to build skills and provide challenge.





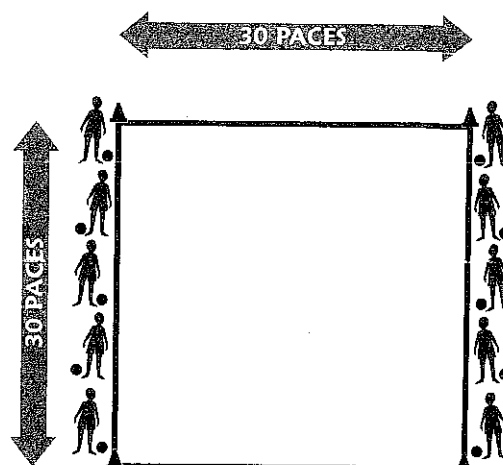
Ready...

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

Set...

- Create a large (30X30 paces) activity area.
- Students on 2 lines on opposite sides, each with ball on floor nearby.

GO!



1. The object is to learn and practice the underhand serve.
2. First, we'll practice without the ball (shadowing). When you show good technique, we'll add the ball.
3. **Underhand Serve**
 - Feet together; hips and shoulders face your target.
 - Hold the ball on the palm of your non-serving hand, hip high, out in front (imagine the ball sitting on a tee).
 - Bring your serving arm back until it's a little higher than your waist.
 - To serve, step forward with your opposite foot, then swing your serving hand forward.
 - Strike the ball with the heel of your hand (do not toss) just under its mid-line.
 - Follow through; finish around head-high. (Repeat several times.)
4. **Wall Serve Step Back**
 - On signal, serve your ball to the wall, and try to catch the rebound. If you make 3 catches in a row, take a step back. Keep serving until you hear the stop signal.

CHALLENGES

- * How far back can you get in 3 minutes?

CUES

- * Bring your serving arm straight back and swing it straight forward – like a pendulum.
- * Hit off your hand. Don't toss the ball.
- * A bigger swing back and longer step forward adds distance to your serve.

★ Rebound Points

Serve the ball to the wall. Score 3 points for catching the rebound without a bounce, 2 points for catches after 1 bounce and 1 point if the ball bounces 2X or more. Does standing a certain distance from the wall help you be more successful? Take 1-3 steps back, and try again.



ACADEMIC

Language Arts - Word Serve. Scatter letters of the alphabet (written on index cards, taped to cones, marked on spots, etc.) 5-10 paces from the wall. Provide a list of words to spell. Students find the letter of each word and serve from that point to the wall. How fast can you “serve” words? Spell sentences?

• STANDARDS ADDRESSED

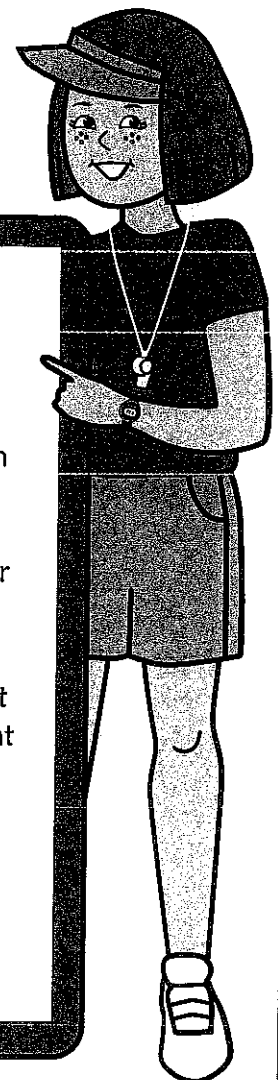
NASPE

- #1, 2 Underhand serve
- #3, 6 Independent work
- #2, 6 Challenge completion

• **Your State** (Write in here)

PAULA'S POINTERS

- If you are inside, use balloons inside a plastic grocery bag, beach balls or foam balls. These are lighter and easier to control, and students can better maximize their time on the task and spend less time chasing balls.
- Monitor safety, i.e., balls being hit too hard, students moving in front of servers, etc.
- If space is limited, use stations. Some students practice forearm pass, others set, and others serve. Rotate every few minutes.



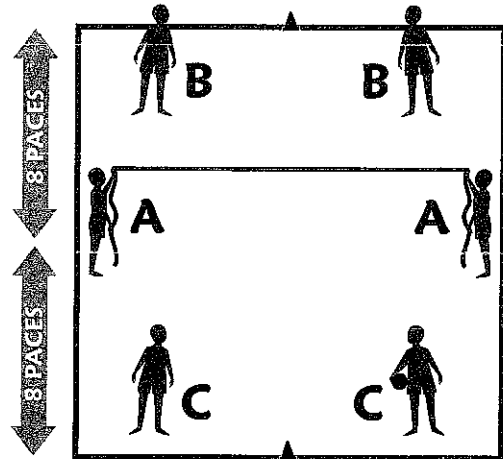


Ready...

- 1 ball per 6 students
- 1 10' rope per 6 students
- 2 cones per group

Set...

- Students in groups of 6; 3 pairs (Named A, B, and C) in each.
- To begin: The A group holds rope shoulder-high. The Bs on 1 side; Cs on the other. Pair C serves first.
- Bs and Cs place their cone 8 paces from the rope held by As.



GO!

1. The object is to play a modified volleyball game, combining all the skills we have been learning and practicing.
2. The cone is the back boundary. Each rope holder is the side boundary.
3. Play begins with a serve from 1 side of the rope. You may serve from anywhere inside your side of the court.
4. The server gets 2 chances to serve the ball over the rope.
5. The receiving team has up to 3 hits to send the ball back over the rope.
6. The ball may bounce once between hits.
7. Balls that land out of bounds (past cone or outside the rope) are awarded to the other team.
8. When servers lose a rally, the ball goes to the other team on a "sideout."
9. Switch rope holders after every 5 serves.

CHALLENGES

- * Servers, can you serve from farther back than you did last serve?
- * Receivers, can you make a pass to your teammate before sending the ball back over the rope?

CUES

- * Rope Holders, hold the rope straight and at shoulder-height, and count to 5 serves.
- * Receivers, call the ball before you hit it.
- * Remember to rotate after every 5 serves.



One Pass

When you receive serve, make at least 1 pass to a groupmate before sending the ball back over the rope.



Back Line Serve

Servers get 1 attempt to serve from the back of the court.



No-Bounce

You must hit the ball before it touches the ground.



Moving Net

Net holders move slowly in a circle to keep the net and all players constantly moving!



FUN FACT

2 vs. 2 beach volleyball debuted at the 1996 Summer Olympic Games in Atlanta, Georgia. There were 24 men's teams and 18 women's teams competed. The United States won the men's gold medal, and Brazil won the women's gold medal.

STANDARDS ADDRESSED

NASPE

#1, 2 Forearm pass, overhead set, underhand serve

#2 Introduction to rules

#5, 6 Group practice

Your State (Write in here)

PAULA'S POINTERS

- Appoint the rope holders to be referees, and call balls in and out of bounds.
- If space is limited, add a 4th pair and an extra ball to each group. The extra pair practices setting and passing skills and rotates in as rope holder after 5 serves.

NOTES

