

<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: Tagger, flee, volleyball, bumping, teamwork, accountability</p>	<p>Health: I can explain and provide an example of kindness. (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3 Health: I can define and provide an example of accountability. (K-5th) PL-P-PW-S-SMEM-1a & PL-4(5)PW-S-SMEM1a Health: I can explain and provide an example of teamwork. (K-5th) PL-P-PW-S-SMEM-1a & PL-4(5)PW-S-SMEM1a P.E.: I can use various locomotor movements to either chase a peer or flee from a tagger. (K-2nd) PL-P-PS-U-1 P.E.: I can pick up and slide a beanbag at others feet. I can avoid being hit on the foot by a sliding beanbag. (K-2nd) PL-P-PS-S-8 P.E.: I can pass a volleyball using my forearm. (3rd-5th) PL-4(5)-PS-S-4 P.E.: I can bump a volleyball to my partner. (3rd-5th) PL-4(5)-PS-S-4</p>
<p><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p>			
<p>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!</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 (Health/Citizenship/Employability Traits): Character word of the week on Power Point: kindness</p>			
<p>Mini Lesson: (Health): Students will look at a slide about the importance of accountability and teamwork.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster in teaching and training.</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) Hot Foot (Tag: Locomotor) 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</p>			

Daily Assessment:
<input checked="" type="checkbox"/> Observation
<input checked="" type="checkbox"/> Oral 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

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

from the teacher or from peers. Advanced students: See transitions & Modifications section on attached lesson plans.

Assessments/Exit Slip: DOK 2: Compare and contrast "Hot Foot" and "Shooting Star".

P.E. Activity #2: Primary (K-2nd) Star Wars Tag (Tag & Locomotor Skills), 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 will brainstorm unique ways to play this game.

Assessments/Exit Slip: Students followed directions and performed the locomotor movements correctly.

P.E. Activity #1: Intermediate (3rd-5th) (Introduction to Forearm Pass, 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: See challenges section on attached lesson plans.

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

P.E. Activity #2: Intermediate (3rd-5th) Bumping Buddies, page 17, 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 bump a volleyball with a partner.

Mini lesson: Students in grades K-2nd will watch a video from youtube.com titled "The Power of Teamwork". Students in grades 3rd-5th grade will watch a video from youtube.com titled "The Power of Teamwork".

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

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

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(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. (3rd-5th) **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-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 vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

Teacher: Clark Kuhn Subject: PE & Health Week: December 4, 2018 Topics: volleyball, tag, kindness, accountability, teamwork, Education & Training

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

Quick Rules

Star Wars Tag is an exciting game that your students are sure to love.

Just like any great story, the game is broken down into chapters with each chapter introducing a new character to the action.

Use the builds below to help you build this game up, layer by layer.

Feel free to add your own characters with their own powers in any additional builds!



Builds

Build One: The Rebels

Students get into a scattered formation in the playing area.

All students begin the game as Rebels.

On the teacher's signal, the Rebels explore this star system by running around while avoiding contact with other Rebels.

Build Two: Stormtroopers

Upon hearing about all of the Rebel activity in this star system, the Empire decides to send in a squadron of Stormtroopers to deal with the problem.

Select 2-3 students to be Stormtroopers.

Stormtroopers wear white uniforms (pinnies) and are given yellow Blasters (hula hoops).

Stormtroopers attempt to tag Rebels by kicking their blaster (hula hoop) so that it slides on the ground and makes contact with a Rebel's feet.

If a Rebel is tagged, they become frozen in place (well... carbonate)

Build Three: Rebel Leaders

After getting word that the Rebel fleet is under attack, the Rebel Alliance sends in two of their greatest leaders: Luke Skywalker and General Leia Organa.

Select two students to be Luke and Leia. Give each of them a Lightsaber (foamie).

Luke and Leia attempt to free frozen Rebels by tapping them with their Lightsabers.

Being Rebels themselves, Luke and Leia must avoid being tagged by the Stormtroopers. If tagged, they become frozen. However, Leia may unfreeze Luke and vice-versa.

Build Four: Darth Vader

Hearing that Luke and Leia have joined the battle, the Empire sends in their most feared leader: Darth Vader.

Select one student to be Darth Vader. Darth Vader must wear a black pinnie and is given a red Blaster (hula hoop).

Just like the Stormtroopers, Darth Vader attempts to tag Rebels with his Blaster. However, if a Rebel is tagged with Vader's red Blaster, they must get a white pinnie and yellow blaster and rejoin the game as a Stormtrooper. Therefore, there will be more and more Stormtroopers in the game.

If Luke or Leia are tagged by Vader, they must drop their Lightsaber and rejoin the game as a Stormtrooper. Any Rebel may take on the Luke or Leia role by picking up the dropped Lightsaber.

Build Five: Return of the Jedi

Having felt a great disturbance in the Force, Master Yoda decides to join the battle.

Select one student to play the role of Yoda. Yoda must wear a green pinnie and is given a green blaster.

Yoda plays the same role as Darth Vader, except that he targets Stormtroopers. If a Stormtrooper is tagged by Yoda's blaster, that Stormtrooper must put away their uniform and Blaster and rejoin the game as a Rebel.

Being masters of the Force, Yoda and Vader are immune to all Blaster attacks (including each others).

"Hot Foot"

Object of the Game:

- ✓ To pick up and slide a bean bag at others' feet
- ✓ To avoid being hit on the foot by a sliding bean bag
- ✓ To move around the room in general space in a variety of ways

Grade Levels:

K to 8th grade

NASPE Standards:

> Standard 1, 2 & 4

SET UP

Game Set Up:

- ✓ Place a large number of bean bags on the floor in a designated playing area
- ✓ Students are scattered throughout the room in open space
- ✓ Teacher reviews all locomotor movements, safety in moving around the room and sliding beanbags at others' feet

Equipment:

- ✓ 20 - 40 bean bags
- ✓ Music and sound system

DESCRIPTION OF ACTIVITY

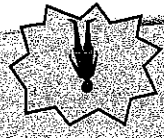
Directions & Rules:

1. On a start cue, students may begin picking up 1 bean bag at a time and attempt to slide it at other players' feet
2. If students get tagged on the foot by a bean bag, they must move outside the lines of the playing area and perform an exercise designated by the teacher or student leader (ie, 8 pushups/squats)
3. Students may not dive or slide to get a bean bag and their knees are not allowed to touch the floor

Transitions & Modifications:

- ✓ Students may block bean bags with their hands or dodge the beanbag by moving side to side or jumping
- ✓ Use a variety of locomotor movements when moving
- ✓ Change the exercise that will be completed on the side every few minutes

INTRODUCTION TO FOREARM PASS



Ready...

- 1 ball per student (soft volley trainer or foam ball)

Set...

- Scatter students in area, each with a ball on floor nearby.

GO!

1. Today, we'll learn and practice the "forearm pass."
Calling it "bump" is easier to say.

2. First, we'll practice without the ball (shadowing).
When you show good technique, we'll add the ball.

3. Bump (Ready) Position

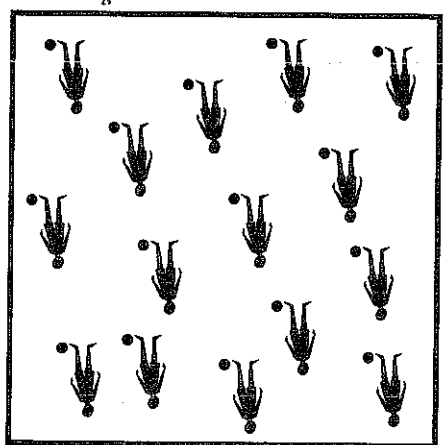
- Toes straight ahead; feet shoulder-width apart, one foot forward; bend your knees, and get low.
- Stretch your arms out in front of you. Keep elbows straight.
- Make a fist with 1 hand; wrap it with the other. Thumbs side by side and point them down.
- Create a flat platform for passing by keeping your arms straight.

4. To Execute a Proper Bump

- Move your feet to get your body to the ball.
- Watch the ball contact the platform you made with your forearms.
- Straighten your knees to pass. Move your arms up only until your platform faces your target.

5. Bumping with the Ball

- **Catch:** On signal, pick up your ball; then using both hands, toss it up (as high as you can reach); quickly bring your hands together, and "catch" the ball on your platform.
- **Toss, Bump, Catch**
Toss (toss the ball up); bump (pass it from your flat hitting surface), and catch it with your hands. Repeat. After you TBC 3X in a row, try toss, bump 2X, catch. Then toss, bump 3X, catch.
- **Keep it Up!**
On signal, toss, bump, and keep bumping.

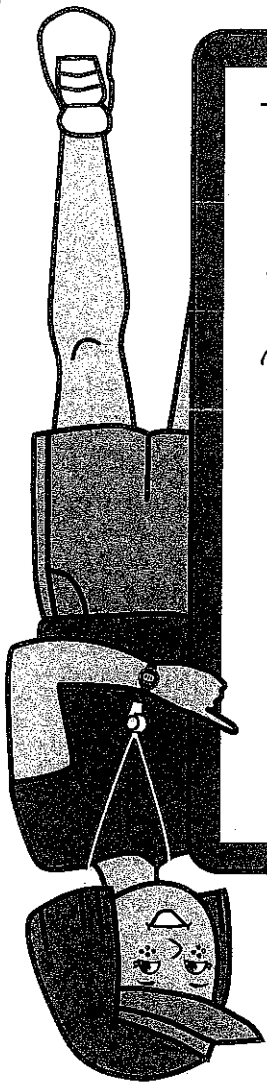


CHALLENGES

- How many bumps can you do in a row before the ball hits the ground?
- How many bumps can you do in 15 seconds? Count out loud.
- Try again. See if you can improve your score.

CUES

- Make a flat platform.
- Lock your elbows.
- Contact the ball with both arms at the same time.
- Shrug your shoulders and straighten your knees.
- Don't swing up at the ball.



NOTES

- If inside, balloons in a plastic grocery bag or beach balls work well, as they are lighter and easier to control for beginners.
- Hard balls sting forearms, so use foam balls or volley trainers instead. If you don't have any, let some air out of the volleyballs.
- A good toss from a partner is critical to skill development. Allow pairs to practice tossing the ball before practicing the forearm pass.

PAULA'S POINTERS

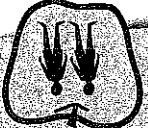
STANDARDS ADDRESSED

- #1, 2 Ready position, forearm pass
 - #3, 6 Independent work
 - #2, 6 Completion of challenges
- Your State* (Write in here)

It was discovered on a space mission that a frog throws up its stomach so the stomach dangles out of its mouth. Then the frog uses its stomach to dig out all of the stomach's contents and swallows the stomach back down again. Aren't you glad you use your forearms to "dig" differently?

FUN FACT

- ★ Against the Wall - Toss, Bump, Catch Stand 2-3 paces from a wall. Toss the ball to yourself, pass it to the wall, and catch the rebound.
- ★ Step Back If you make 2 catches in a row, take a step back and try again. How far back can you get in 3 minutes?
- ★ Against the Wall Toss, Bump, Bump: Can you toss, bump, bump, catch? Toss, bump 3X and catch? Keep it going? How many sets can you make in a row?



Ready...

- 1 ball per 2 students

Set...

- Pair students (standing 5 paces apart), scattered in area; each pair with a ball.

GO!

1. The object is to improve forearm passing skills (bumping) by practicing with a partner. One will underhand toss; the other bumps the ball back.

2. Toss to Bump

- Tossers, toss the ball with 2 hands (in an underhand motion with a gentle arch) to your partner's platform.

- Passers, ready position: get low. Try and pass the ball back in a high arch, so your partner can catch it just above their forehead.

- After 10X, switch roles. (Allow students to switch at least 3X.)

3. Toss to Move

- Tossers, toss your ball slightly to the R or L of your partner:

- Passers, move your feet to get your body under the ball; then use good form to pass back to your Tossers.

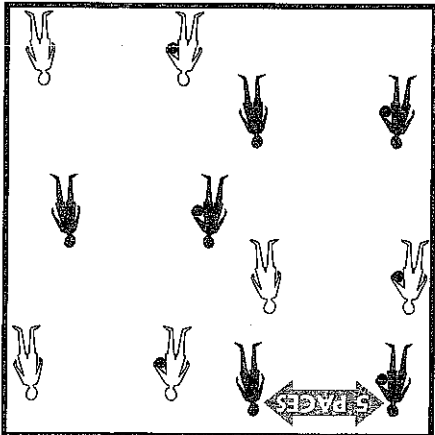
- After 10X, switch roles.

4. Keep it Up

- Begin with a toss from either partner, then bump back and forth.

- Pass with a high arch, and try to keep the ball up as many times as you can.

- Quickly return to ready position after each pass.



CHALLENGES

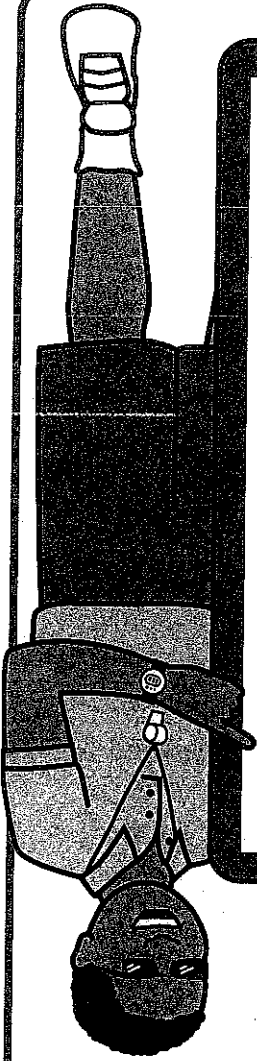
- How many passes in a row can you and your partner make? Count out loud.

- Try again. Can you beat your score?

- How many passes can you make in 30 seconds? Count each successful pass.

CUES

- Have your hands overlapping and elbows straight before the ball arrives.
- Move your feet to get under the ball.
- Keep elbows locked.
- Watch the ball all the way into your flat platform.
- Shrug your shoulders and use your legs.



NOTES

- The toss is critical to skill development. Allow pairs to practice tossing the ball before beginning passing drills.
- Remind students of forearm pass cues.
- Switch partners often.

TONY'S TIPS


STANDARDS ADDRESSED

NASPE

- #1, 2 Forearm pass
- #5, 6 Partner passing
- #2, 6 Challenge completion

Your State (Write in here)

WELLNESS



For 1 week, take a pass on sweets, soda and junk food. Don't pass on fruits, vegetables, and plenty of water. Do this for 1 week, and see if you notice a heart-healthy difference in how your body feels.

Pass to Wall (Give each pair 7 paces of wall space.) Stand 2-3 paces from the wall, and pass the ball back and forth with ball, hitting wall between each hit.

P.A.S.S. (Give each pair 7 paces of wall space.) The object is to earn all the letters of P.A.S.S. Stand 2-3 paces from the wall, and pass the ball back and forth to the wall. The ball must hit the wall between each pass and can bounce only 2X on the ground between passes. The player who wins the rally earns the letters P.A.S.S. in sequence. (You can also use this game with *Keep It Up* if walls are not available.)