

K-5 Lesson plans

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.

Vocabulary:
concern for others, manipulative skills, offense, defense, dribble, pass (bounce, overhead, chest)

Health: I can explain and provide an example of concern for others. (3rd-5th), PL-P-N-U-2 & PL-4(5)-N-U-3
Health: I can define and provide an example of manipulative skills. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1
P.E.: I can demonstrate different ways to jump and land. (K-2nd) PL-P-PS-U-1
P.E.: I can demonstrate how to jump for distance (long jump). (K-2nd) PL-P-PS-U-1 & PL-4(5)-PS-S-4
P.E.: I can demonstrate how to jump rope. (3rd-5th) PL-4(5)-PS-S-4
P.E.: I can demonstrate how to pass a basketball. I can dribble a basketball and keep a peer from taking it. (3rd-5th) PL-4(5)-PS-S-4

Tuesday-Thursday P.E. and Health Lesson Plans

Warm-up: (P.E./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.

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!

Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: Concern for Others

Mini Lesson: (Health): Students will look at a slide and learn about the meaning of the term "manipulative skills" and will be able to provide an example of a manipulative skills. (DOK 2) Compare and contrast a manipulative skills and a locomotor movement.

Mini lesson: (KY Career Cluster): I will show the students the career cluster in Arts, AV, Technology, and Communications. Students will discuss a job from the Arts, AV, Technology, and Communications cluster.

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.

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
 Entrance (flashback) and Exit Slips

Oral Questions

Student Self-Assessment

Mini lesson: *Students in grades K-2nd will watch a video from youtube.com titled "why does salt make food taste better". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "salt".*

P.E. Activity #1: *Primary (K-2nd) Jumping and Landing Patterns (Jumping, pg.1) 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: *See assessment questions under the section "Wrap it Up". DOK levels vary by question. Anecdotal Records: Students demonstrated jumping and landing patterns using correct form.*

P.E. Activity #2: *Primary (K-2nd) Jump for Distance (Jumping, 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" or "Spark it Up" section of lesson plan.*

Assessments/Exit Slip: *Students demonstrated correct form while jumping for distance. See assessment questions under the section "Wrap it Up". DOK levels vary by question.*

P.E. Activity #1: *Intermediate (3rd-5th) Back to Basics, Jump Rope, OPEN online P.E. curriculum. 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 "Grade Level Progression" section of attached lesson plan.*

Assessments/Exit Slip: See "Debrief Questions" section for questions with varying DOK levels. Anecdotal records that record if students mastered the various skills taught today.

P.E. Activity #2: Intermediate (3rd-5th) Dribbling & Passing Drills: Students will be paired up with a peer and will practice passing the basketball with a peer. Students will practice both dribbling and defending their basketball from a peer. Students will practice trying to steal the basketball from a peer without fouling them.

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 be given an opportunity to practice dribbling the ball using more advanced techniques (through their legs, and etc.)

Assessments/Exit Slip: Anecdotal records that record if students mastered the various skills (dribbling & passing) taught today. DOK 2: Compare and contrast using offense and defense in basketball and soccer.

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:

Vocabulary:

Mini lesson: Students will go over the slides of health and P.E. concepts learned earlier in the week.

I can Statements:

- I can (3rd-5th) PL-4(5)-PS-S-4
- I can (3rd-5th) PL-4(5)-PS-S-4
- I can (K-2nd) PL-P-PS-U-1
- I can (K-2nd) PL-P-PS-U-1

Daily Assessment:
(Tuesday-Friday)

- X Observation
- X Oral responses
- Self-Evaluation
- ORQ
- X Whole Class
- X Small Group
- X Individual

Formative and Summative Assessments

- X Entrance (flashback) and Exit Slips

Warm-up: Students will run three laps in the gym. Record if students wore the proper athletic shoes to P.E.

(3rd-5th):

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 creative ways that they can make this activity unique or more challenging.

Assessments/Exit Slip: Anecdotal records that record if students mastered the various skills taught today.

(3rd-5th):

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 creative ways that they can make this activity unique or more challenging.

Assessments/Exit Slip: Anecdotal records that record if students mastered the various skills taught today.

(K-2nd):

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 creative ways that they can make this activity unique or more challenging.

Assessments/Exit Slip: Anecdotal records that record if students mastered the various skills taught today.

(K-2nd):

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the

X Oral Questions

Student Self-Assessment

teacher or from peers. Advanced students: They will brainstorm creative ways that they can make this activity unique or more challenging.

Assessments/Exit Slip: Anecdotal records that record if students mastered the various skills taught today.

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:** February 19, 2019 **Topics:** concern for others, manipulative skills, Jump Rope Basics, dribbling & passing,

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

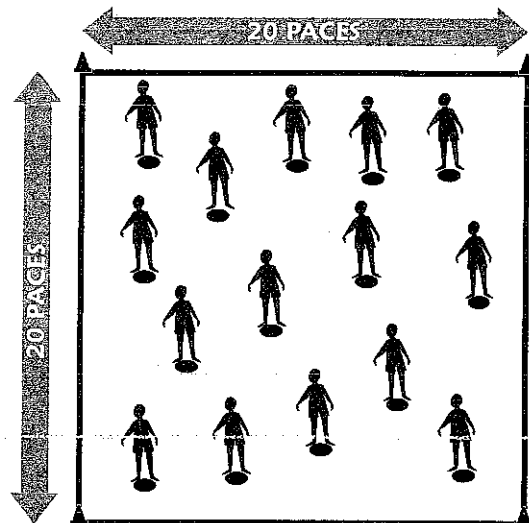


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- Chalk (optional)

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area; send students to stand on a spot.



GO!

1. Introduction to Jumping and Landing

- Today we will practice different ways to jump and land.
- When we leave the floor (or ground) we are jumping, and when we return we are landing.

2. Jumping and Landing Challenges – Can you take off from. . .

- Two feet and land on 2 feet? Can you do that 2X? 3-5X?
- Two and land on just 1? Practice until you can hold your balance for a count of 3 or longer.
- Two and land on 1 – this time landing on the other foot? Hold your balance for 3 seconds or longer. (*Move to help students balance.*)
- One and land on the same foot? Who remembers what locomotor skill that is? (*Hop.*) Can you do it 2X? 3-5X? Try again with the other foot.
- One and land on the other? Hold steady. Who remembers what locomotor skill that is? (*Leap.*)
- One foot and land on both feet? Change your take-off foot and try again. How high can you jump from 1 foot?
- One foot and make a straight shape in the air? A tucked shape? Bring your knees up to tuck?

3. Straight Jump

- Can you take off from both feet and land on your spot with both feet? That is a *Straight Jump*.
- Practice a few times, and try to “stick” your landing. That means to land without hardly moving at all. You do that by bending your knees to absorb the force and controlling your body so it is in perfect balance.
- *Straight Jump* over your spot. Can you *Straight Jump* backward over your spot? Can you stick your landing?

(continued)

JUMPING AND LANDING PATTERNS

GO! (continued)

4. Star Jump

- Can you jump in the air and make the shape of a star with your arms and legs? That is a *Star Jump*.
- Can you do 3 *Star Jumps* in a row?

5. Jack-in-the-Box

- To do a *Jack-in-the-Box*, begin in a squat, jump up, then land in a squat.
- (After trials.) How many can you do in 15 seconds? Ready, go!

6. Frog Jump

- To do a *Frog Jump*, begin in a squat; reach forward and shift your weight onto your hands. Then jump your feet forward and close to your hands. You're back in the squat position again.
- Can you do 2 in a row? Three in a straight line?

7. Kangaroo Jump

- Using a 2-foot take-off and 2-foot landing, do slow, long jumps forward, keeping your feet together. These are called *Kangaroo Jumps*.
- Can you do 3-5 in a zigzag pathway?

8. Rabbit Jumps

- *Rabbit Jumps* are quick, short jumps forward with your feet together.
- How many *Rabbit Jumps* can you do in 10 seconds? Ready, go!
- Can you *Rabbit Jump* over to 5 spots, then return to your "bunny hole?"

9. Jumping Shapes

- Can you jump, make a straight shape in the air, and stick your landing?
- Try it a few times; I'll move to look for some very straight shapes.
- Can you jump, bring your knees up, and land under control? This is a tucked shape.
- How smooth is your landing?

10. Wrap It Up

- Remember, when you land, it is important to bend your knees to absorb the shock. Show me how to bend your knees on your landing.
- Who can name a sport or activity where the players jump and land a lot? (e.g., *basketball, volleyball, track and field, etc.*)

JUMPING AND LANDING PATTERNS

*SPARK™ IT UP!

* Jump for Height

How high can you jump? Start with your knees bent and your arms back. Swing your arms forward and up while your legs push off like a rocket! Can you touch the sky?

* Vertical Jump (or Jump and Touch)

(Need a wall and chalk.) Your Vertical Jump is how high you can jump. I'll put chalk on your 3rd finger. Stand sideways to the wall, reach as high as you can, then touch that finger to the wall. That's your starting spot. Now, jump as high as you can, and when you think you're at the top of your jump, touch the same finger. Is the 2nd mark higher? The distance between the 2 marks is your Vertical Jump.



HOME

Have you ever heard of the game *Hopscotch*? It's a jumping and landing game that's been played by kids for a very long time – usually on a sidewalk. Ask a parent or older brother or sister to draw a hopscotch court with chalk for you. Then ask them to teach you how to play. *Hopscotch* is fun and very active as long as you don't stand in a long line waiting for a turn. Remember, the P in SPARK stands for "Play Actively." (Teachers: See *Hopscotch* in "Recess Activities" section.)

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, body awareness, locomotor movements, nonlocomotor movements

• #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

#5, 6 Participates, appreciates, enjoys movement

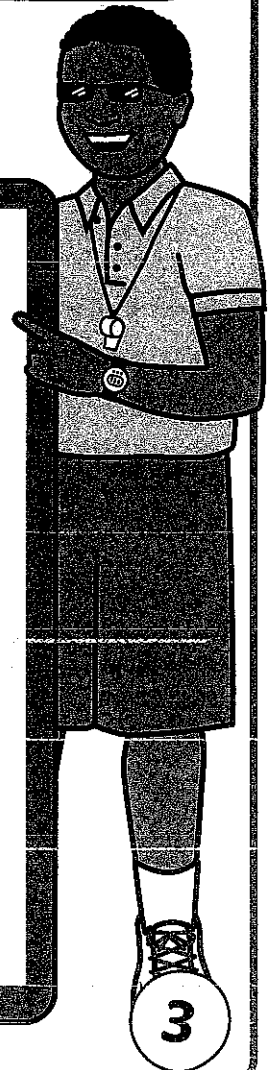
Your State (Write in here)

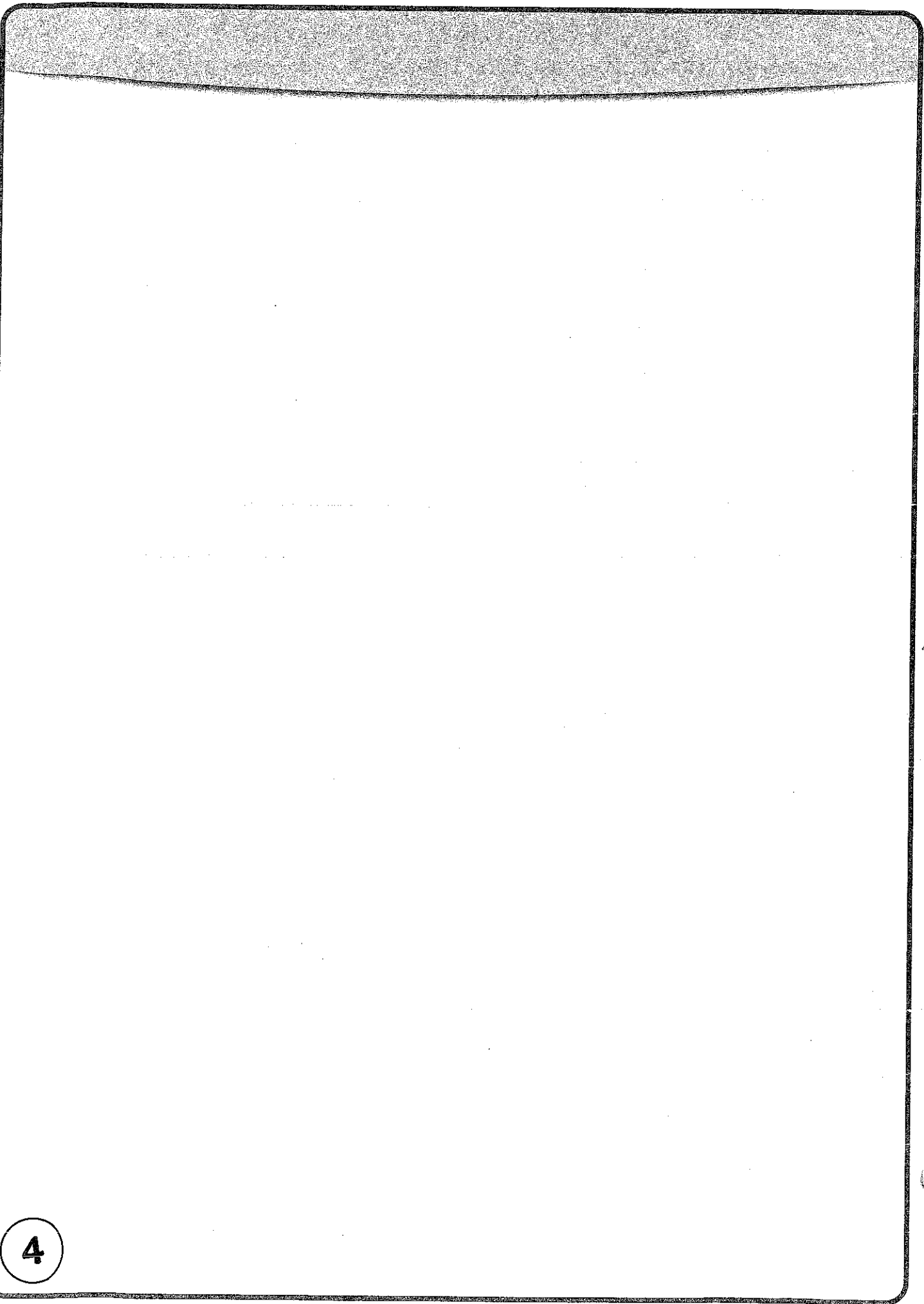
TONY'S TIPS

- Here's a simple teaching sequence for *Jumping and Landing* activities:
 - First, use students to demonstrate a jump and/or landing.
 - Turn on fun, active music to cue everyone to begin practicing.
 - Move to assist, encourage, and challenge students.
 - When ready to introduce a new skill, stop the music.
- Use students with gymnastic backgrounds to demonstrate and help others.

Vocabulary

Vertical Jump, "stick a landing"





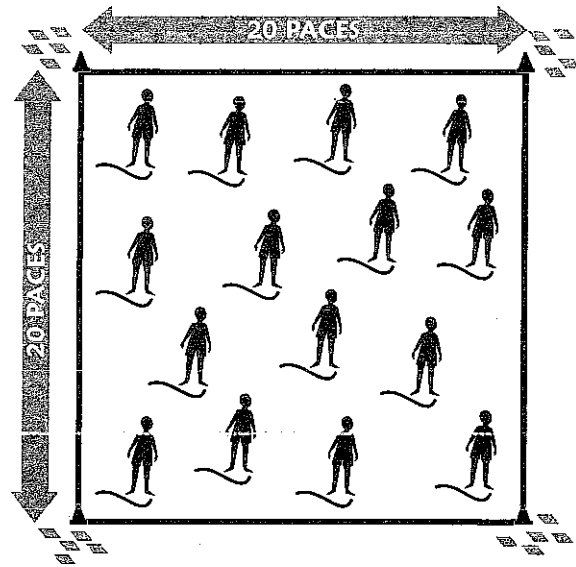


Ready

- 4 cones (for boundaries)
- 1 7' rope per student
- 1 beanbag per student

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes within the area.
- Send students to stand by a rope.
- Place beanbags in corners.



GO!

1. Jump for Distance

- Stretch your rope on the floor and practice jumping over it.
- When you land, bend your knees and think of your feet sinking into soft sand.
- Now stand at one end of your rope with your feet on each side of it.
- How far can you jump down the length of your rope?
- (*Cues for students while they are practicing: Swing your arms forward and upward; think of a rocket ship and take off; lean forward on your landing.*)

2. Jump the Distance of Your Height

- (*Send students in small groups to select 1 beanbag each.*)
- Hold your beanbag in one hand. Move your feet near one end of your rope.
- Lie down carefully and wherever the top of your head extends to, place the beanbag on the rope right on that spot.
- Ask a friend for help if you're having trouble.
- The distance from the end of your rope to the beanbag is your height!
- Stand at the end of your rope; then try to jump to the beanbag and beyond.

3. Leap the Puddle

- (*Pair students.*) Partners, place your ropes on the floor 1 step apart. Pretend the space between the ropes is a puddle of water.
- On my signal, take turns trying to leap over the puddle.
- Remember, a leap is when you take off from 1 foot and land on the other.
- If you leap over your puddle 2X in a row, move your ropes farther apart and try again.
- How many times can you leap your puddle in 30 seconds?

4. Wrap It Up

- What should you do with your arms to gain distance on your jumps? (*Swing forward and upward.*)
- Which foot did you prefer to take off from when you leaped over the puddle? Do you think you can leap farther when you take off from that foot?

JUMPING

GRADES K-2

* SPARK IT UP!

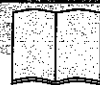
★ Swamp Jump

(Scatter all spot markers within area, making sure they are close enough so students can jump from one spot to another, but far enough to provide a challenge. Send students to stand on one sideline.)

On my signal, jump from spot to spot across our play area (swamp). Can you make it to the other side without falling into the swamp? When you reach the other side, run around the perimeter and back to your starting spot (and keep going).

★ Swamp Jump with Gators

(Move spots so students cannot make it to another spot in 1 jump.) I'm going to hand 1 beanbag to each of the 3 students who will be our first "Alligators!" The Gators will try and tag you (safe tag with their beanbag) when you are off of a spot and standing in their swamp. If you are tagged, take that Gator's beanbag and become the new Gator (tagger).



ACADEMIC

Math

(Need tape measures or yardsticks to create a pre-measured jumping area with a start line and lines every 6".) Let's measure the distance you jump in feet and inches.

Language Arts

(Read Anna Banana by Joanna Cole. This book includes 101 jumping rhymes.)

(Read Five Little Monkeys Jumping on the Bed by Eileen Christelow. Have students jump along to the cadence of the rhyme.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, jumping, landing

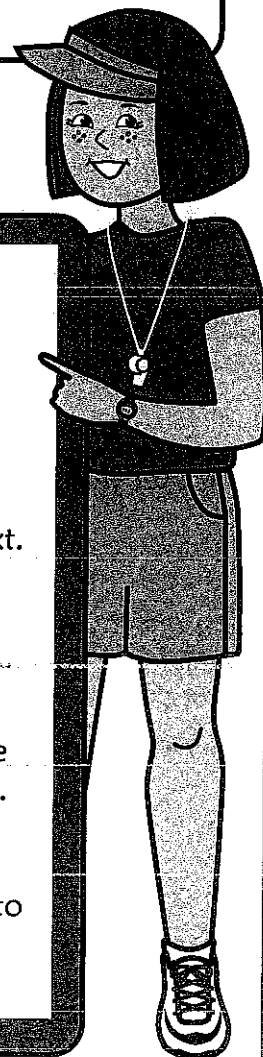
#3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

● #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Teach 1 cue at a time (e.g., feet shoulder-width apart, bend hips and knees, push off balls of feet, swing arms back to front, etc.). When students show they are using the 1st cue, move to the next.
- When jumping for distance, students should still land on both feet under control and balanced... not fall to the floor.
- Set up "puddle" ropes at an angle to each other rather than parallel. Allow students to match their ability to the "puddle" distance, and encourage them to progress to greater angles.





BACK TO BASICS

STUDENT TARGETS

- ✔ **Skill:** I will practice a variety of jump rope skills using the cues my teacher gives me in class.
- ✔ **Cognitive:** I will give examples of physical activities that enhance fitness.
- ✔ **Fitness:** I will work to stay actively engaged during all of the jump rope activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

TEACHING CUES

- ✔ Work Safely by Respecting Self-Space
- ✔ See *Jump Rope Progression Card* for Basic Jump Rope Skill Cues

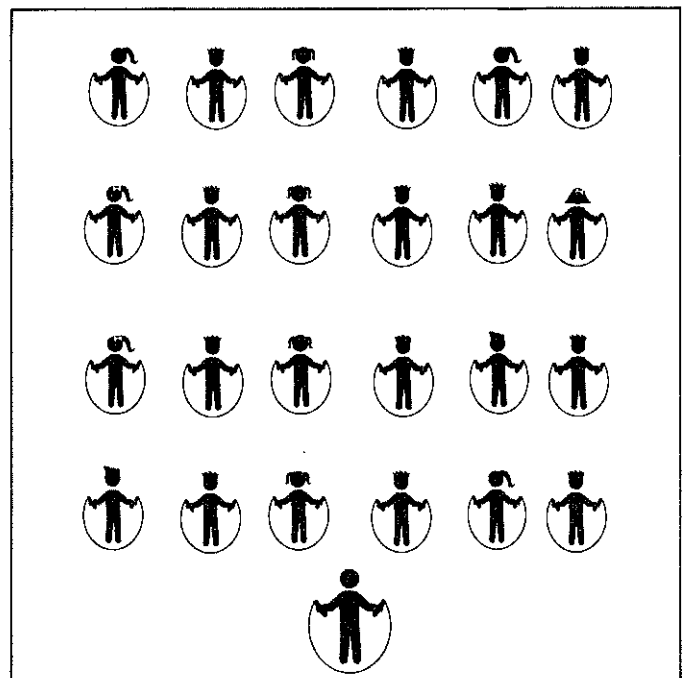
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 jump rope per student
- ✔ Rope Selection Rule Poster
- ✔ Jump Rope Progression Cards

Set-Up:

1. Students spread out in general space facing the teacher, each with a jump rope.
2. Jump Rope Progression Cards ready on clipboard or tablet.



Activity Procedures:

1. Today, we are going to review the progression for jumping rope.
2. It's important that everyone has a jump rope that is the proper length. The Rope Selection Rule posted near the jump ropes will help you make the correct choice.
3. Now that everyone has a jump rope, follow along and repeat the skills that I demonstrate. For safety, remember to stay within your own personal space.
4. *Teachers, follow the Jump Rope Progression Cards and lead the class through the progressions for jumping rope.*

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Students work in small groups, each with a progression card, to review basic jump rope technique.
- 5th: Combine this activity with Creative Mode Station Cards. Work through the progression card with students who need assistance. Allow more advanced students to complete Creative Mode Stations.



BACK TO BASICS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Allow students to use ropes in a variety of styles and lengths.
- ✔ Jump an invisible rope to music with a slow and steady beat. Increase the tempo of the music selection to increase the intensity of the activity.
- ✔ Provide ongoing verbal cues with individualized instruction and/or peer tutoring.

ACADEMIC
LANGUAGE

Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [S1.E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize activities that enhance fitness?
- ✔ **DOK 1:** What are some examples of activities that enhance fitness?
- ✔ **DOK 2:** How does jumping rope enhance health-related fitness?
- ✔ **DOK 3:** Which components of fitness would be most impacted if you jumped rope every day? Why?

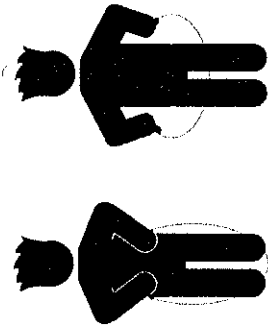
TEACHING
STRATEGY
FOCUS

Identify Critical Content: Jump rope success depends on students' ability to understand and perform the basic jump. At each grade level, students will benefit from a review of jump rope cues and content. Likewise, there will most likely be students at each grade level who haven't mastered the basic jump and will require remediation. Take time to assess where students are starting and then identify the critical content needed for progression.



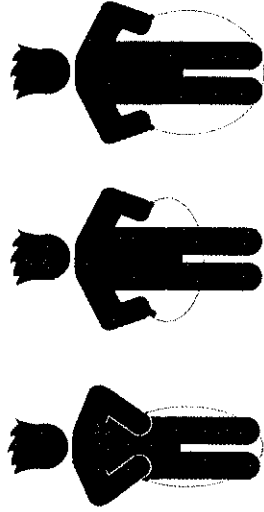
JUMP ROPE PROGRESSION CARD

Level 1



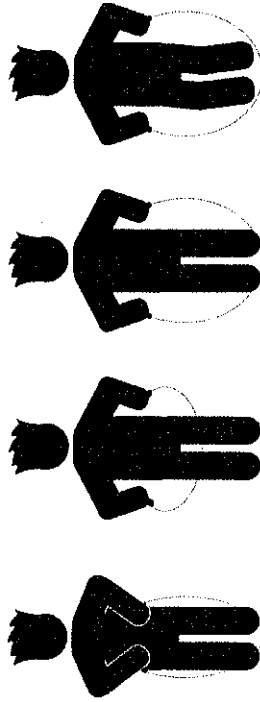
Knuckle Bump + Turn Rope

Level 2



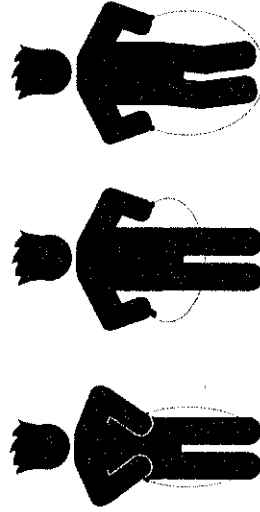
Knuckle Bump + Turn Rope + Trap with Feet

Level 3



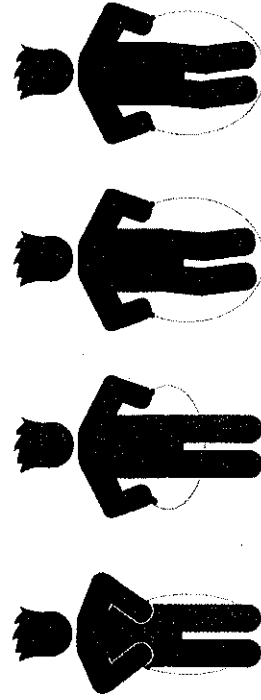
Knuckle Bump + Turn Rope + Trap with Feet + Jump Over Once

Level 4



Knuckle Bump + Turn Rope + Jump Over Once

Level 5



Knuckle Bump + Turn Rope + Jump + Keep Jumping