

,k			Daily Assessment:
<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><u>Vocabulary:</u> Basketball, dribble, figure 8, straddle, reverse, V-Drabble, Science, Health, communicable, non-communicable diseases, charity</p> <p><u>Health:</u> I can explain and provide an example of charity. (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3 <u>Health:</u> I can define and explain the differences between communicable and non-communicable diseases. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1 <u>P.E.:</u> I can pass a ball. (K-2nd) PL-P-PS-U-1 <u>P.E.:</u> I can dribble a basketball. (K-2-nd) PL-P-PS-U-1 <u>P.E.:</u> I can perform various ball handling techniques. (3rd-5th) PL-4(5)-PS-S-4 <u>P.E.:</u> I can dribble a basketball. (3rd-5th) PL-4(5)-PS-S-4</p> <p style="text-align: center;"><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></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>Mini lesson:</u> (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!</p> <p><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on Power Point: Concern for Others (Charity) Turn & Talk: Students will discuss with a peer a time when they helped another person.</p> <p><u>Mini Lesson: (Health):</u> Students will look at a slide and learn about the differences between communicable (cold, strep throat, chicken pox) and non-communicable diseases (asthma, heart disease, diabetes, skin cancer).</p> <p><u>Mini lesson: (KY Career Cluster):</u> I will show the students the career cluster in Health Science (American Heart Association). Students will discuss a job from the Health Science career cluster.</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:</u> Students in grades K-2nd will watch a video from brainpop.com titled "basketball". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "basketball".</p>	<p><u>Assessment:</u> <u>(Tuesday-Friday)</u> X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p><u>Formative and Summative Assessments</u> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>

P.E. Activity #1: Primary (K-2nd) Bounce and Catch Introduction (Dribbling, Volleying and Striking, 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.

P.E. Activity #2: Primary (K-2nd) Dribbling Introduction (Dribbling, Volleying, and Striking, 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: DOK 2: Compare and contrast dribbling a soccer ball and a basketball. See assessment questions under the section "Wrap It Up". DOK levels vary by question. DOK 2: Compare and contrast soccer and basketball.

P.E. Activity #1: Intermediate (3rd-5th) Ball-Handling Drills, Basketball, 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 attached lesson plan.

Assessments/Exit Slip: See "Wrap it Up" 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 Drills, Basketball, pg. 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: See "Challenges" or "Spark It Up" section of attached lesson plan. DOK 2: Compare and contrast dribbling a basketball and dribbling a soccer ball.

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

P.E. Activity #3: Intermediate (3rd-5th) Dribbling Relay: Divide students into 4 groups. Students will participate in a dribbling relay. Students will complete in groups to race down the court from the out of bounds line to mid-court. The team that finishes first is the winning team.

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 choose create or advanced ways to dribble the ball up the court, for example: They dribble using both hands alternating.

Assessments/Exit Slip: Students demonstrated how to dribble up the court by walking quickly or running. 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 as needed.

(1) FRIDAY P.E. & Health Lesson Plan:

Topics: soccer, volleyball, hockey, football, soccer, beanbag toss

Vocabulary: bump, toss, shoot, dribble, toss,

P.E.: I can toss and catch a football with a partner. (3rd-5th) PL-4(5)-PS-S-1

P.E.: I can shoot a hockey puck between two cones. I can toss and bump a volleyball. (3rd-5th) **PL-4(S)-PS-S-1**

P.E.: (K-2nd) I can toss a beanbag into a hula hoop at varying distances. PL-P-PS-S-1
I can toss and catch a football. PL-P-PS-S-1

I can kick a soccer ball between two cones. 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) Football Toss:
Students will review how to toss a football from the August, September 2018 unit.

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 passing a football and passing a basketball.

Friday only: P.E. Activity #2: (Intermediate 3rd-5th) Hockey Puck Shoot:
Students can dribble and shoot a hockey puck between two cones. Review the floor hockey unit from November 2018.

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 passing a hockey puck with passing a soccer ball.

Friday only: P.E. Activity #3: (Intermediate 3rd-5th) Bumping a Volleyball with a Partner: Students can toss and bump a volleyball with a partner as a review of our volleyball unit from December 2018.

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 volleyball and kin-ball.

Friday only: P.E. Activity #1: Primary (K-2nd) Soccer Shoot: Students will kick a soccer ball between two cones.

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 demonstrated how to kick a ball between two cones. DOK #2: Compare and contrast soccer and basketball.

Friday only: P.E. Activity #2: (Primary K-2nd) Football Toss: Students will review how to toss a football from the August, September 2018 unit.

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.

			<p>Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast passing a football and passing a basketball.</p> <p>Friday only: P.E. Activity #3: Primary (K-2nd): Beanbag Toss. Students will use an underhand toss to toss a beanbag into a hula hoop at varying distances.</p> <p>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.</p> <p>Friday only: Assessments/Exit Slip: Students used correct form tossing a beanbag into a hula hoop.</p> <p>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.</p>	

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

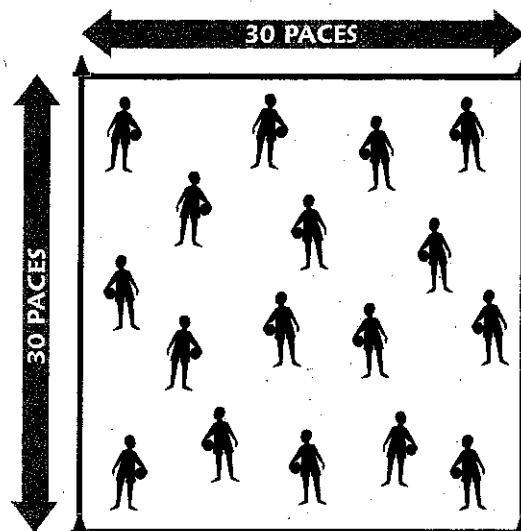


Ready

- 4 cones (for boundaries)
- 1 8½" playground ball per student
- Music and player
- Variety of ball sizes, 1 per student (optional)
- Chalk (optional)

Set

- Create large (30X30 paces) activity area.
- Send students to select 1 ball each, then scatter them within area.



GO!

1. Exploration and Introduction

- While the music plays, explore (play) with your ball near your home base. When the music stops, set the ball between your feet, look at me, and listen.
- *(Practice starting and stopping quickly until learned.)*
- Today we'll be practicing many different ball skills.

2. Ball Handling Challenges – Can you. . .

- Hold the ball in front of you and make little passes from 1 hand to the other?
- Keep going and bring your arms up above your head? Back down?
- Make the ball circle your knees? Go in the other direction? Circle your waist? Other direction? Now try your head.
- *(Repeat, this time challenging students to look up – not at the ball – and to move it as fast as possible without dropping it.)*

3. Ball Rolling Challenges – Can you roll the ball. . .

- In the shape of a circle? A square? In the shape of the letter A? B? C?
- Around 1 foot? The other foot? Try again, this time with your eyes closed!
- In a figure-8? That's once around 1 foot, then around the other foot in the other direction to make the shape of the number 8.

4. Bounce and Catch

- Let's try a bounce and catch. Drop the ball in front of you, let it bounce, then catch it with both hands. Move your arms underneath the ball to trap it and keep it from dropping. Give the ball a hug.
- Try that a few times. Can you drop and catch it 2-3X in a row? Three-5X in a row?

BOUNCE AND CATCH INTRODUCTION

GO! (continued)

- **Challenges** – Can you. . .
 - Drop, bounce, then clap your hands once, before catching the ball? How many times can you clap your hands before you catch it? Count out loud.
 - Drop, bounce, then catch the ball with your eyes closed?
 - Hold the ball at a high level, drop, bounce, and catch it? How many times can you do that before the signal?
 - Toss the ball above your head, drop bounce, and catch it? If you catch it, you may toss it a little higher the next time.

5. Wall Bounce

- *(Move students to face a wall or backboard, 5 paces away.)*
- Let's try bouncing the ball against the wall. Toss it underhand to the wall, let it bounce once on the ground, then catch it.
- **Challenges**
 - How many times in a row can you toss, bounce, and catch it?
 - How quickly can you toss, bounce, and catch 2-3X? Five or more?

6. Wrap It Up

- Show me what your hands and fingers look like when you catch a ball below your waist. *(Thumbs out.)* Above your waist. *(Thumbs in.)*
- How about practicing what we did today in class during recess or lunch? See if you can set a new "personal best" for *Toss, Bounce and Catch* against a wall; then try it with a friend.
- Who will tell us what the P in SPARK stands for? *(Play actively.)*

BOUNCE AND CATCH INTRODUCTION

* SPARK™ IT UP!

* Ball Exchange

(Need a variety of ball sizes.) We'll Toss, Bounce, Catch again, but first, choose a different size ball. Can you find 1 that has a different bounce, too?

* Target Practice

(Use chalk to draw different shapes on the wall or backboard. Write numbers in the shapes, smaller numbers in larger shapes and larger numbers in smaller shapes.) Let's see how accurately you can toss the ball to the wall. The number inside each shape tells you the points you score if your ball lands inside the shape. Toss it 3X, and add up your score. Try another 3 and see if you can beat your score. Remember, you still have to catch the ball after it bounces, so consider the angle and pace of your toss. (Discuss angle and pace during cool-down.)

* Routine

I'm going to select some of our challenges today, and create a routine for us to perform while the music plays. Follow me!



ACADEMIC

Language Arts

(Read *Miss Mary Mack* by Joanna Cole and Stephanie Calmenson. Incorporate the ball-bouncing rhymes into the activity.)

STANDARDS ADDRESSED

• NASPE

#1, 2 Catches a self-bounced ball, tosses underhand, body awareness

#3, 4 Participates in enjoyable, challenging activities

• #5, 6 Participates, appreciates, enjoys movement

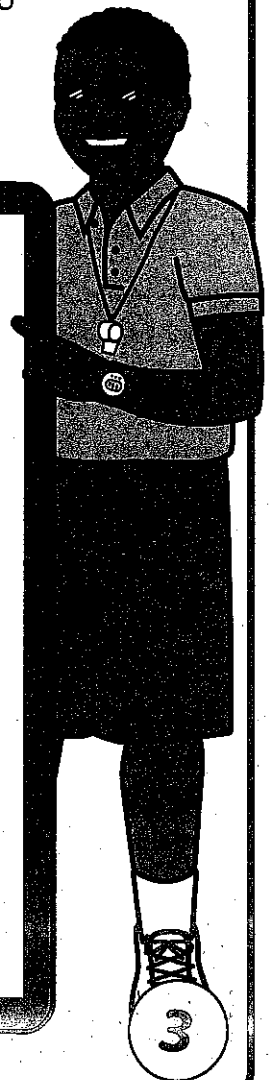
Your State (Write in here)

TONY'S TIPS

- Using music to start and stop practice time enhances the lesson. If no music, establish clear start and stop signals (e.g., When I say "Go," and "Freeze!") to aide management.
- Once students show they can place the ball between their feet quickly on your signal, allow them to hold the ball in their hands.
- Wall bounce challenges require walls or backboards. If not available, pair students, and have them share a ball.

Vocabulary

Personal best, angle, pace





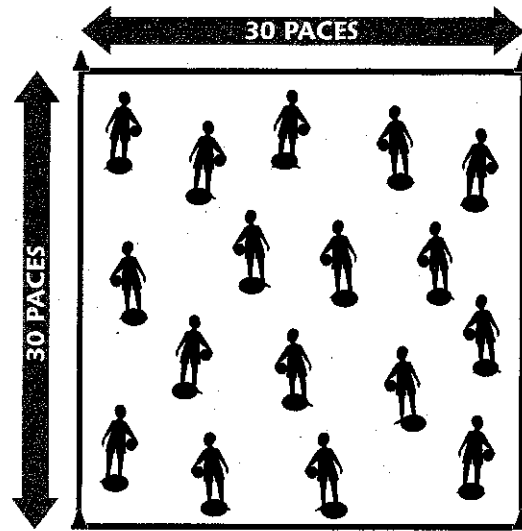


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- 1 8½" playground ball per student
- Music and player

Set

- Create large (30X30 paces) activity area.
- Have students select 1 ball and 1 spot marker.
- Send them to place their spots inside the boundaries.



GO!

1. Dribbling Introduction

- Dribbling is continuously bouncing the ball without catching it. Let's practice dribbling with 1 hand:
- Stand with your back straight, knees slightly bent. To dribble, spread your fingers and push the ball down gently; don't slap at it.
- Can you control the ball with your finger-pads? (*Show.*)
- Dribble low, around waist level.
- If you hear, "Freeze!" stop dribbling and hold the ball with both hands.
- If you hear, "Switch!" dribble with your other hand.
- (*Give students ample time to dribble with both hands, and show they can stop quickly on your signal.*)

2. Challenges – Can you stand on your spot and dribble. . .

- To the R of your spot with your R hand? Count how many times in a row. How high can you count?
- To the L of your spot with your L hand? Count how many times in a row. How high can you count?
- To the R 3-5X, then to the L 3-5X?
- In front of your spot with your R hand 3-5X? Then your L hand 3-5X?
- In front of your spot switching R and L hands? How many times in a row before a miss?

DRIBBLING INTRODUCTION

GO! (continued)

3. 100 Bounces

- This game is called *100 Bounces*, because you'll try to dribble your ball 100X!
- On my signal, jog to an open spot marker and dribble 10X on that spot, then jog to another spot and dribble 10X more.
- Continue until you have dribbled 10X on 10 different spot markers (100 bounces total).
- When you finish, give me a high-five, then start over.

4. Wrap It Up

- When you dribble, show me your finger position as the ball leaves your hand.
- Who will name a sport that features a lot of dribbling?
- Does anyone play basketball on a team? It's really fun **and** you'll become a very good dribbler.
- Ask a parent to sign you up for a class or league.

DRIBBLING INTRODUCTION

SPARK IT UP!

* Closing Challenge

(Provide a closing challenge for students who have finished 100 bounces, for example dribble with the other hand; pass back and forth with a partner; dribble the perimeter; etc.)

* Count On Me

Count by 2s while dribbling. (Next time, count by 5s. Finally, count by 10s.)

* Dash and Dribble

When the music starts, walk and dribble with 1 hand anywhere inside our boundaries. When the music stops (or "Go home!"), dribble back to your spot. Continue dribbling there until the music starts again. (Repeat several times, allowing students to move at a fast walk, then a slow jog for advanced learners.)

HOME

Choose different kinds of balls (small, large, bouncy, slightly flat, heavy, etc.) and practice dribbling. Which is the easiest for you to dribble without an error? Which is the most difficult? Then, choose the one you dribble best, then close your eyes and don't peek! Can you dribble when you cannot see the ball? Try it with both hands.

STANDARDS ADDRESSED

NASPE

#1, 2 Hand dribbles a ball, distinguishes left and right

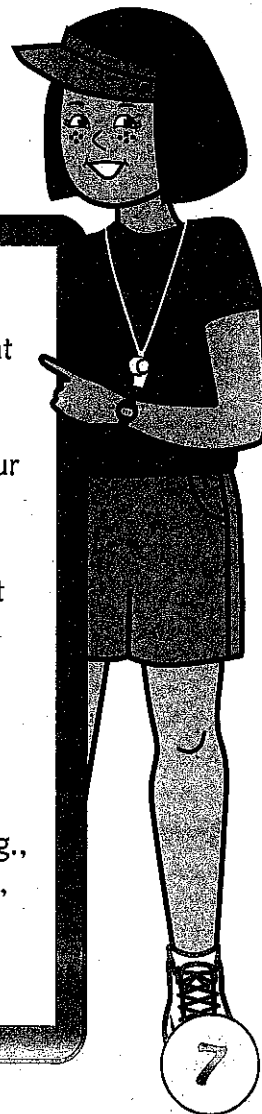
#3, 4 Participates in enjoyable, challenging activities

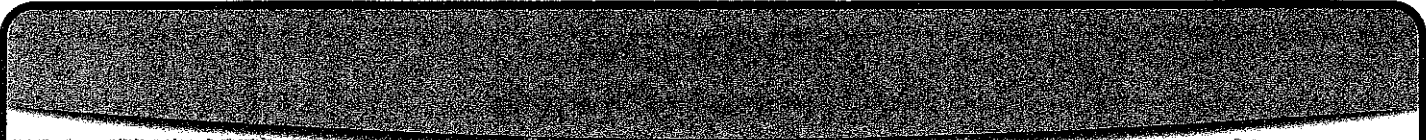
#5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Hold a ball in 1 hand. Extend that arm straight up; then let the ball drop. Make a muscle pose. The ball should bounce as high as your elbow – if properly inflated.
- Remind students to keep their heads up when dribbling and not to look at the ball.
- During *100 Bounces*, allow more advanced students to dribble between spots.
- Challenge advanced learners to dribble with the correct hand (e.g., when dribbling counterclockwise, dribble with R hand).





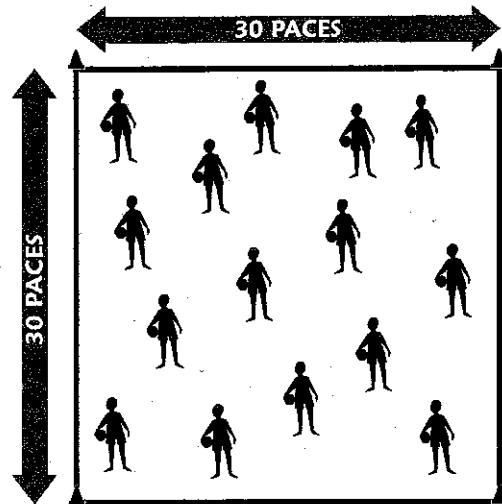


Ready...

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

Set...

- Create large (30X30 paces) activity area, or use a basketball court.
- Scatter students in area, each with a ball.



GO!

1. The object is to maintain control of the ball while performing ball-handling activities.
2. On signal, try the following ball-handling drills.
3. **Wrap It Up**
 - Stand with feet together.
 - Move the ball around your body, starting at feet and working up to the head. Reverse.
4. **Figure 8**
 - Stand in a wide straddle.
 - Move ball in a figure 8 around legs. Reverse.
5. **Switcheroo**
 - Start with the ball on the ground between feet.
 - R hand in front of R leg touching front of ball; L hand behind leg and touching the back of the ball.
 - Let go and reverse hand positions. R hand to back, L hand to front.
 - Next, raise the ball off the ground. Drop, switch and catch after a bounce.
 - Finally, omit the bounce.
6. **Hot Potato**
 - Pass the ball from R hand to L hand as quickly as possible without dropping it.
 - Move the ball from in front of the body to overhead and back down.
7. **Fast Hands High/Low**
 - Drop the ball behind your head
 - Without turning around, move hands quickly to catch the ball behind the back.

CHALLENGES

- ★ How many can you do in 30 seconds? Can you better your score?
- ★ Which ball-handling skills can you perform with your eyes closed?

CUES

- ★ Keep head up; don't look at the ball.
- ★ Round your hands in the shape of the ball.
- ★ Use the pads of fingers.

SPARK IT UP!

Switch Signal

Choose a ball-handling skill and begin. Every 5-15 seconds, you will hear a signal telling you it's time to change to a different ball handling skill.

Eyes Up

I'll give hand signals, so you need to look at me and not the ball. For example, I might hold up 4 fingers and ask how many are showing. I'll change the number of fingers each time, so keep watching.

Street Show

Create a 2-minute ball-handling routine to music. Use all your ball-handling skills. Perform it for a friend.



ACADEMIC

Math - Hold up fingers on both hands. Students multiply the 2 numbers, call out the product, or add them together and call out if the sum is odd or even.

STANDARDS ADDRESSED

NASPE

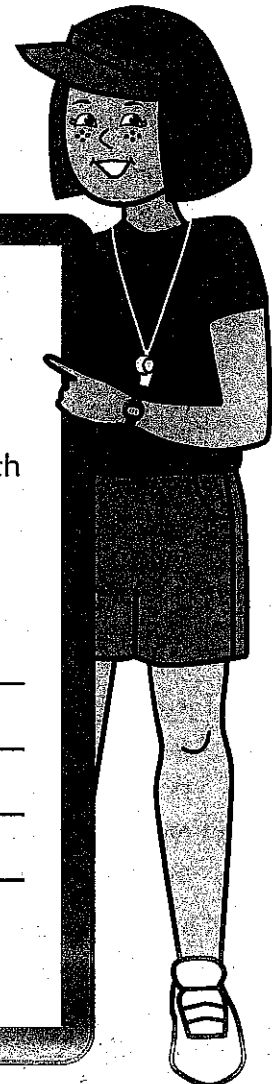
#1 Manipulative skills

Your State (Write in here)

PAULA'S POINTERS

- Allow students to experiment with a variety of different size balls.

NOTES





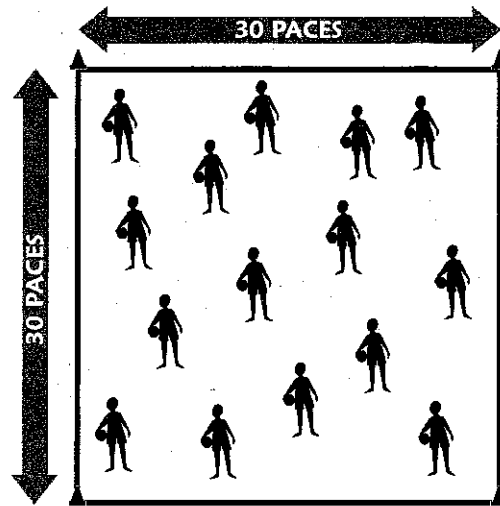
Ready...

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

Set...

- Create large (30X30 paces) activity area or use a basketball court.
- Scatter students in area, each with a ball.

GO!



1. The object is to develop dribbling competency with both hands.
2. When dribbling, keep eyes up; bounce the ball hip high with knees bent. Straighten your elbow to push the ball down. Your hand should be the same shape as a ball, and use the pads of your fingers.
3. **Single Hand**
 - Dribble in place with R hand only. Now L hand only.
4. **V Dribble**
 - Alternate R and L hands.
 - Release dribble from the side of the hip, and push ball toward middle at an angle to make a big "V."
5. **Through The Legs**
 - Similar to the *V Dribble*, but step forward with opposite foot.
 - Push ball under thigh in a "V."
6. **Around The World**
 - Dribble with R hand around back, let go, twist to the L, and continue around using L hand. Switch hands in front and continue. Switch directions on signal.
 - Around the back with 1 bounce.
7. **Free Dribbling**
 - Dribble while moving through the area.
 - Change hands on signal or when you get close to someone.
8. **Line Dribbling**
 - Dribble on the lines of the court. (*Use basketball court, 4-square or other lines.*)

CHALLENGES

- ★ How many bounces can you make in 30 seconds?
- ★ Can you beat your record?
- ★ Can you dribble with your eyes closed?

CUES

- ★ Keep eyes up.
- ★ Keep ball lower than hips
- ★ Use pads of fingers

SPARK IT UP!

★ Eyes Up!

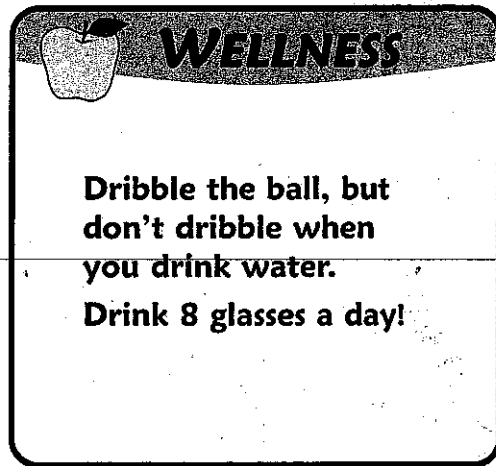
(Use visual cues only to keep students from staring at the ball. E.g., Raise hand to indicate switching hands while dribbling.)

★ Dribble Keep Away

Dribble and travel throughout the area trying to knock balls away from others with free hand. If you lose your dribble trying to knock away a ball, or have your ball knocked away, just keep playing.

★ SHARK

(Take away a ball from 1/5 of students.) Those without a ball (sharks) try to legally steal ball from others. You become a shark if your ball is taken.



WELLNESS

Dribble the ball, but don't dribble when you drink water.

Drink 8 glasses a day!

• STANDARDS ADDRESSED

NASPE

#1 Dribbling, locomotor skills

#2 Problem-solving

#5,6 Cooperation

• **Your State** (Write in here)

TONY'S TIPS

- Watch the speed of your students when *Free Dribbling* in traffic. Don't let them compromise ball control for the desire to move fast.
- If traffic in *Line Dribbling* is a problem, have 1st group dribble in self-space, while 2nd group travels the lines. Switch after a couple of minutes.

NOTES

