

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:
Sunscreen, UV rays, do your share, empathy, locomotor movement, push-ups, sit ups,

Health: I can explain and provide an example of empathy and doing my share., (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3

Health: I can describe the purpose and benefits of sunscreen. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1

P.E: I can perform various locomotor activities by following directions. (K-2nd) PL-P-PS-U-1

P.E.: I can demonstrate various emotions through movement. (K-2nd) PL-P-PS-U-1 & PL-4(5)-PS-S-4

P.E.: I can jump rope and use a hula hoop correctly. (3rd-5th) PL-4(5)-PS-S-4

P.E.: I can perform heart and strength training exercises. (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: Empathy.

Mini Lesson: (Health): Students will look at a slide and learn about the meaning of the term "Do Your Share". Students will turn and talk about various ways that they can share responsibility.

Mini lesson: (KY Career Cluster): I will show the students the career cluster in Education and Training.

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.

Mini lesson: Students in grades K-2nd will watch a video from youtube.com titled "Why You Should Wear Sunscreen: body science for kids". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "sunscreen".

Daily Assessment:
(Tuesday-Friday)
X Observation
X Oral responses
 Self-Evaluation
 ORO
X Whole Class
X Small Group
X Individual

Formative and Summative Assessments
X Entrance (flashback) and Exit Slips
X Oral Questions
 Student Self-Assessment

	<p>P.E. Activity #1: (2nd-5th) Students will rotate through jump rope, hula hoop, exercise stations, and teamwork activities. 1. Jump rope 2. Hula hoops 3. Jump rope 4. Long rope jump 5. Thumb wrestling 6. Sit ups / push ups / stretching 7. Rest station (talk about your spring break plans) 8. Secret handshake or choice of aerobic exercises.</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: Students will be given an opportunity to brainstorm advanced activities that they can perform at any station.</p> <p>Assessments/Exit Slip: Students correctly performed and remained on-task during P.E. Anecdotal Records: Record if students were on-task and if they performed the activities with correct form.</p> <p>P.E. Activity #1: Primary (K-1st) Roadway, pg. 9 (ASAP)</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 "Challenges section" on attached LP.</p> <p>Assessments/Exit Slip: See "Wrap It Up" on attached LP for DOK questions.</p> <hr/> <p>P.E. Activity #2: Primary (K-1st) The Good Ship Spark, pg. 11 (ASAP)</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 "Challenges section" on attached LP.</p> <p>Assessments/Exit Slip: See "Wrap It Up" on attached LP for DOK questions.</p> <p>P.E. Activity #3: Primary (K-1st) Emotion Motion, pg. 17 (ASAP)</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 "Challenges section" on attached LP.</p> <p>Assessments/Exit Slip: See "Wrap It Up" on attached LP for DOK questions.</p>	
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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: playground games, Frisbee, football, jump rope, tag, racing

Vocabulary: Frisbee, football, jump rope, tag, flier, tagger,

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

I can Statements:

I can throw a Frisbee. I can toss a football. I can jump over a rope. (K-5th) PL-4(5)-PS-S-4 & PL-P-PS-U-1

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

Activity #1 Playground Activities (K-5th): Students will be taken to the playground and will play playground games (weather permitting). Students can toss a football, jump over a rope, play tag, or participate in relays. If weather is bad, students will play kickball in the gym.

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 outside 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

Daily Assessment:

Tuesday-Friday

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

Formative and Summative Assessments

- Entrance (flashback) and Exit Slips
- Oral Questions
- Student Self-Assessment

Teacher: Clark Kuhn Subject: PE & Health Week: March 26, 2019 Topics: sunscreen, do your share, be you, do your share, empathy, jump rope, hula hoop, locomotor movements/games

vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

Teacher: Clark Kuhn Subject: PE & Health Week: March 26, 2019 Topics: sunscreen, do your share, be you, do your share, empathy, jump rope, hula hoop, locomotor movements/games

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Teacher: Clark Kuhn **Subject:** PE & Health **Week:** March 26, 2019 **Topics:** sunscreen, do your share, be you, do your share, empathy, jump rope, hula hoop, locomotor movements/games

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

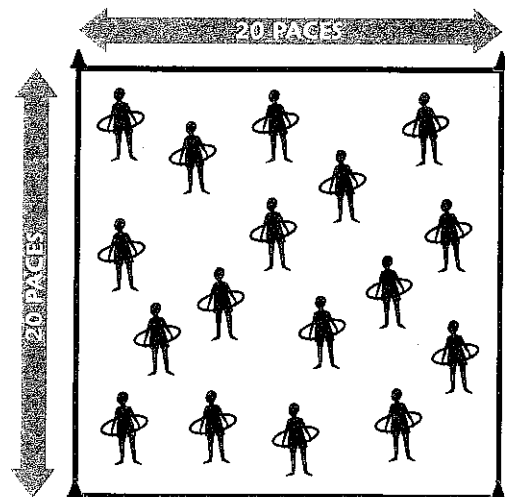


Ready

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

Set

- Create medium (20X20 paces) activity area.
- Scatter students throughout area (each student has a hoop.)



GO!

1. Our ASAP is called *Roadway*.
2. Pretend your hoop is a car and you are the driver. Buckle your seat belt!
3. When you hear, "Green light," hold your hoop around your waist and walk within our area avoiding other cars.
4. I will call different ways to move. (*Begin with 2-3 commands and add on 1 at a time.*)
 - **Red light** – Stop
 - **Yellow light** – Move slowly
 - **School zone** – Skip
 - **Highway** – Run
 - **Uphill** – March
 - **Flat tire** – Hop
 - **Pothole** – Run and leap
 - **Tunnel** – Duck down
 - **Oil slick** – Swerve and make quick turns
 - **Emergency vehicle** – Move to the side of the area and stop
5. Show you are a good driver and follow the rules of the road.
6. **Wrap It Up**
 - Why are rules important? What would happen if we didn't have rules on the road?
 - What rules do we have in our SPARK PE class to keep everyone safe?

★ Combined Commands

Can you show me a yellow light in a school zone? Look out for the oil slick in the tunnel. Can you go uphill in reverse? Down a highway and over a pothole? What other combinations can we create?

★ Carpool

(Students in pairs; 1 hoop per pair. One partner inside the hoop, the other outside holding the hoop with both hands.) The partner in the hoop is the car; the other is the driver. Work together and follow the cues. We'll switch roles every minute or so.



ACADEMIC

Language Arts

(Read *The Wheels on the Bus* by Paul O. Zelinsky. Have students sing and act out the moves of the bus.)

STANDARDS ADDRESSED

● NASPE

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

#3, 4 Cardiovascular endurance

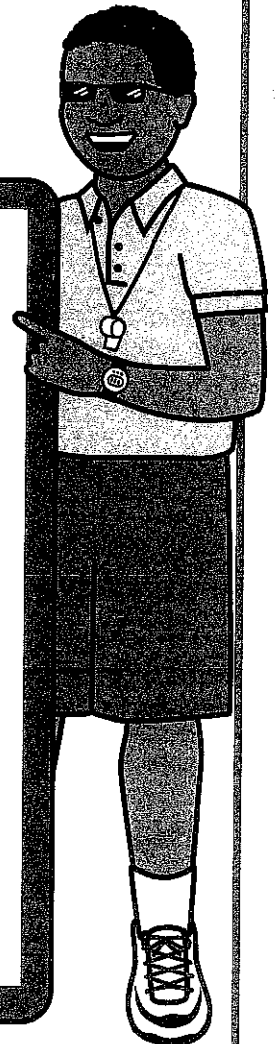
● #5, 6 Participates, appreciates, enjoys movement, cooperates in small group activities

Your State (Write in here)

TONY'S TIPS

- Change commands every 5-10 seconds to keep it fresh and fun.
- I recommend not having children move backward during game play. They may move too quickly and/or forget to watch for others.

NOTES





Ready

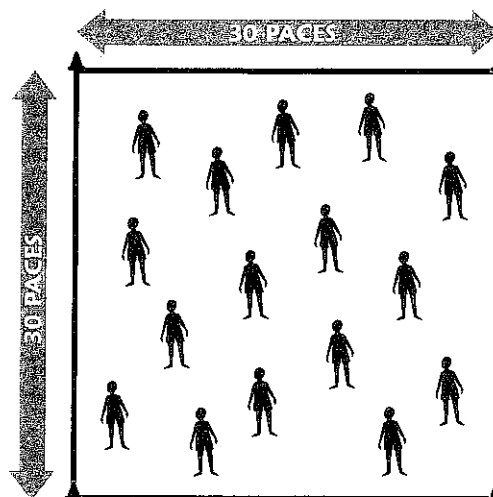
- 4 cones (for boundaries)

Set

- Create large (30X30 paces) activity area.
- Scatter individuals within activity area.

GO!

1. Our ASAP is called *The Good Ship SPARK*. Are your sea legs ready?
2. On my signal, walk the “decks of our ship” and listen for your 1st order from the “Captain.” (*Begin with 2-3 commands and add 2-3 more every minute or so.*)
 - **Shipwreck** – Drop to the ground
 - **Iceberg** – Freeze
 - **Swab the deck** – Mop the floor
 - **Ship ahoy** – Stand at attention and salute saying, “Aye, Aye Captain”
 - **Drop the anchor** – Sit down
 - **Sardines** – All students stand close together
 - **Hoist the anchor** – Do 3 sit-ups
 - **Shark** – Make a fin with hand on head and move at a low level
 - **Torpedo** – Run anywhere on our ship avoiding other sailors
 - **Shiver Me Timbers** – Shiver and shake from high to low
 - **Walk the plank** – Take 3 steps, jump up, then sink to the floor/ground
3. Pretend there is a storm and the ship is swaying a lot. Can you sway back and forth without falling down? Keep your balance.
4. **Wrap It Up**
 - Why is balance important?
 - What can you do to improve your balance?



★ Add More Moves

Man overboard – (In pairs.) One lie on the floor; the other stands over you and pretends to look for a missing person. Switch.

3 in a boat – Sit in a file line close together, legs straddled around the person in front of you, everybody rowing.

★ Nautical Terminology

Let's add some ship terminology. I'll call these directions for you to move:

- **Bow** – Front of the ship (move forward)
- **Stern** – Back of the ship (move backward)
- **Port** – Left side of the ship (turn left)
- **Starboard** – Right side of the ship (turn right)



ACADEMIC

Language Arts

(Read books on ships, boats, the sea, etc.)

- (K) Sheep On A Ship by Nancy Shaw
- (1st) The Story of Ships by Jane Bingham
- (2nd) Ship, Sailors and the Sea by J. Miles and C. Young

STANDARDS ADDRESSED

• NASPE

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

#3, 4 Cardiovascular endurance, muscular strength

- #6 Participates, appreciates, enjoys movement

Your State (Write in here)

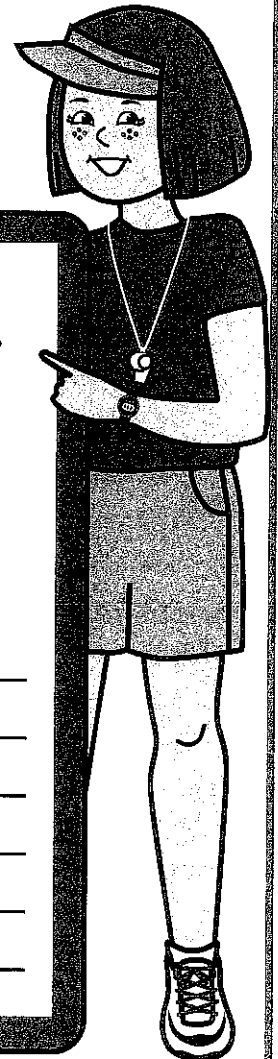
PAULA'S POINTERS

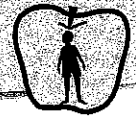
- Some tasks require students to lie on the ground, so play indoors on a soft surface or outdoors on dry grass.

Vocabulary

Nautical, swab, hoist, plank

NOTES





Ready

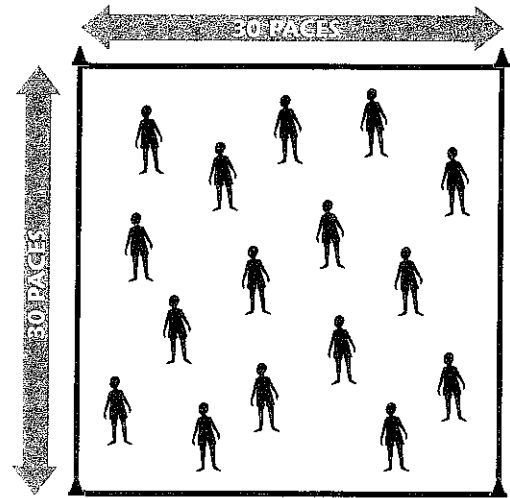
- 4 cones (for boundaries)

Set

- Create large (30X30 paces) activity area.
- Scatter students within area.

GO!

1. Our ASAP is called *Emotion Motion*.
2. I will read a sentence, then you move based on the way it makes you feel.
 - The sun is shining, and you're on your way to a birthday party! How does this make you want to move?
 - Your classmate is not sharing her orange and you're angry! What does an angry walk look like?
 - Your friends leave you out of a game and you're sad. What does a sad movement look like?
 - Nightmares are scary! How would you run if you are frightened?
 - You roll out of bed and you're still sleepy. How will you move?
 - Wow, a wonderful report card!
 - A favorite aunt/uncle just came over to take you to a ballgame!
 - You forgot to straighten up your room again, and your mom is disappointed in you.
 - *(Create other scenarios that would evoke emotions and have students act them out.)*
3. **Wrap It Up**
 - What other emotions can we think of?
 - What kind of motion would express that emotion?



ASAP

* Create a Drama

(Students create their own scenarios.) How does that make you feel? What does that emotion look like?



WELLNESS

Who will say a positive way of dealing with frustration or situations that make you angry? (Discuss healthy ways of coping.)

STANDARDS ADDRESSED

• NASPE

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

#3, 4 Cardiovascular endurance

• #5, 6 Participates, appreciates, enjoys movement, cooperates in small group activities

Your State (Write in here)

TONY'S TIPS

- Remind students to move without bumping into others or falling.
- Encourage students to move using different tempos, levels, directions, and pathways.
- Use this activity as a primer for further discussions on positive agreement, conflict resolution, etc.

NOTES

