

Teacher: Clark Kuhn

Subject: PE & Health

Week: April 16, 2019

Topics: positive attitude, Public Library, Being On Time, Tchoukball, Parachute Activities

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:

Teamwork,
Being on Time
(punctional),
Tchoukball,
offense,
defense,
rebounder (net)
Pass, turn
over,

Health: I can explain and provide an example of being positive. (K-5th) PL-P-N-U-2 & PL-4(5)-N-U-3
Health: I can describe the purpose and benefits of being on time. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1
P.E.: I can use various locomotor movements to move a big parachute. (K-2nd) PL-P-PS-U-1
P.E.: I can throw and pass a Tchoukball. (3rd-5th) PL-4(5)-PS-S-4
P.E.: I can throw and catch a ball off a rebounder. (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.

Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: Being On Time

Mini Lesson: (Health): Students will look at a slide and learn about the importance of Being Positive

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

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 3rd-5th will watch a video from youtube.com titled "Overcoming Adversity with a Positive Attitude". Students in grades K-2nd grade will watch a video from youtube.com titled "The Power of Positivity".

P.E. Activity #1: (3rd -5th) Students will be introduced to the sport of Tchoukball. Students will learn how to pass and throw a Tchoukball. Students will learn how to

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
- X Oral Questions
- Student Self-Assessment

P.E. Activity #1: (3rd -5th) Students will be introduced to the sport of Tchoukball. Students will learn how to pass and throw a Tchoukball. Students will learn how to score in Tchoukball. Students will learn how points are earned to Tchoukball. Students will about turn-overs in Tchoukball. Students will devise a plan or plays on how to score and how to defend from being scored against.

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.

Assessments/Exit Slip: Students participated in Tchoukball while trying to pass, catch, and score a point for their team.

P.E. Activity #1: Primary (K-2nd) Parachute Introduction (Parachute, pg. 1)

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: Give them an opportunity to come up with their own creative ways to use the parachute as a group.

Assessments/Exit Slip: Students were able to follow instructions and move the parachute as the directions were given.

P.E. Activity #2: Primary (K-2st) Chute Shapes, pg. 3

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: Give them an opportunity to come up with their own creative ways to use the parachute as a group.

Assessments/Exit Slip: Students were able to follow instructions and move the parachute as the directions were given. See "Wrap it Up" section of the attached lesson plans for advanced DOK questions.

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(5)-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.

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
- X Oral Questions
- Student Self-Assessment

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.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast passing a football and passing a basketball.

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.

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 used correct form tossing a beanbag into a hula hoop.

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: April 16, 2019 Topics: positive attitude, Public Library, Being On Time, Tchoukball, Parachute Activities

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

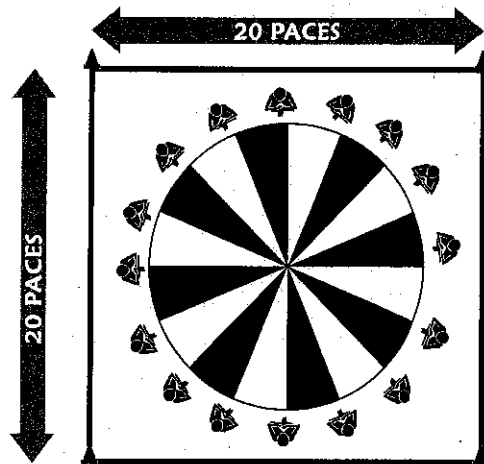


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Lay parachute as flat as possible within area.
- Direct students to sit away from parachute so they cannot touch it.



GO!

1. Introduction

- If we all work together, we can move this big parachute!
- When you hear the stop signal (“Freeze!” or *music stop*) bring the parachute to your waist level, freeze like a statue, and listen.
- To be safe, stay around the parachute – not under or on top of it.
- On my start signal (“Go!” or *music start*), move to the parachute and stand next to it. Don’t touch it yet.
- One or two of you may share the same color panel. Spread out safely; hold the chute with both hands using an overhand grip (*palms facing down*) and wait for my signal.
- We will use this grip for most of our activities.

2. Shake, Rattle & Roll

- On the start signal, everyone shake, rattle, and roll the parachute!
- On the stop signal, hold it at waist level and rest. (*Emphasize starting and stopping on signal.*)
- (*Continue practicing good starts and stops until learned.*)

3. Ready Position

- To get in Ready Position, keep both hands on the chute, move 1 leg forward, squat down, and touch your back knee to the ground.
- Once down, move your hands from side to side to let the air out of our chute so we can see everyone around the circle.
- Do this anytime you hear “Ready Position.”
- (*Practice moving from Shake, Rattle and Roll several times.*)

4. Dome

- On my signal, stand and bring your arms straight overhead, and we’ll make a Dome above us. (*Practice until all students are standing and lifting in unison.*)
- We will create this Dome to help us make other parachute shapes.

5. If time, continue the lesson with *Chute Shapes*, page 3.

- None. This is a one-time introduction for everyone.

Science

Some plants' seeds fly with the wind like tiny parachutes. Dandelion seeds floating in the air are good examples of this. Their seeds are attached to a thin stem that has a fluffy, parachute-like top. Wouldn't it be fun to be so tiny that you could float along using a dandelion seed as a parachute?

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, body awareness
 - #3, 4 Upper body muscular endurance, cardiovascular endurance
 - #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

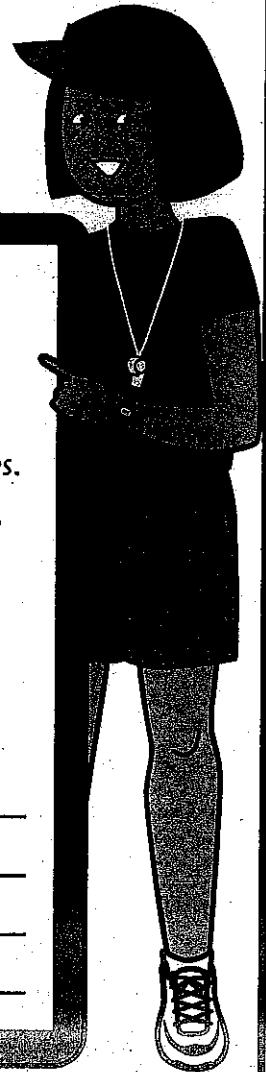
PAULA'S POINTERS

- Share your objectives and behavioral expectations with the class before approaching the parachute and beginning activities.
- After this *Parachute Introduction*, continue on to *Chute Shapes* to extend this 1st parachute lesson.

Vocabulary

Panel, squat, overhand grip

NOTES



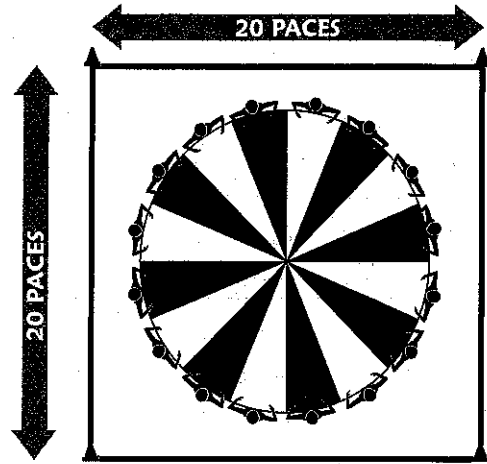


Ready

- 4 cones (for boundaries)
- 24' parachute
- 1 beanbag (optional)
- 1 7" foamball (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



GO!

PARACHUTE

1. Low Dome

- Who remembers our Ready Position? Overhand grip (*palms down*), 1 leg forward, squat down, touch your back knee to the ground. Move your hands side to side to let the air out.
- When you hear “Up,” everyone stand; then pull the chute up and overhead to make a Dome.
- When you hear “Down,” slowly pull the chute down to the ground in front of you to create a Low Dome.
- How large a dome can we make?
- (*Repeat several times.*)

2. Clubhouse

- Now let’s make a Clubhouse. Ready Position. On “Up,” create a Dome.
- When it peaks, take 1 step forward, pull the chute behind your back, pull it down, and sit on the inside edge of the chute.
- Now we’re in our own Clubhouse! (*While in the Clubhouse, talk about houses that look like this: an Igloo in Alaska or a Hogan in Navajoland. Ask if anyone has their own clubhouse.*)
- (*On signal, return to outside of chute.*)

3. Class Portrait

- Ready Position. On “Up,” create a Dome.
- On “Down,” kneel, then lie on your tummy. Wrap the edge of the chute around your head like a bonnet.
- It’s a Class Portrait because all we can see are our faces!
- (*On signal, return to outside of chute.*)

GO! (continued)

4. Mushroom

- Ready Position. On "Up," create a Dome.
- On my count, step forward under the chute until it deflates. Step 1, 2, 3, 4. It looks like a giant mushroom.
- Don't let go of the chute. On my signal, walk back out before the chute comes down on top of us!
- *(Repeat several times.)*

5. Wrap It Up

- Show me the overhand grip. How do you hold an underhand grip? When might you use the underhand grip? *(When you are throwing underhand.)* What do you think a reverse grip would look like? *(One palm down, the other up.)*

* SPARK™ IT UP!

* Piggybank

(For parachutes with a hole in the center.) I'll place a small ball *(or beanbag)* on the chute. Can you work together to drop the "coin" (ball) in the "piggybank" (hole)?

* The Wave

(Challenging!) Let's create a wave around the chute by raising and lowering your arms in sequence. We'll move in this direction *(point)*.

* Surfing the Wave

(Need a foamball.) Let's make a ball surf the wave. It is your turn when the person on your L starts to stand. *(Practice the wave first, then add the ball.)* Let's see if we can make our ball surf around our chute!

CHUTE SHAPES

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body awareness

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)



ACADEMIC

Science

What makes the parachute stay up? What makes it fall? (Discuss how air can lift things and gravity slowly pulls them down.)

TONY'S TIPS

- Try using these chute activities for warm-ups or cool-downs.
- Join students under the chute to better supervise, discuss homes, have fun, and don't forget to take a picture!
- Use "Shake, Rattle, and Roll" to reinforce starting and stopping on cue.

Vocabulary

Portrait, deflate, palms, forward/backward, underhand, sequence

NOTES

