

Teacher: Clark Kuhn

Subject: PE & Health Week: April 23, 2019

Topics: resilience, Tchoukball, Talent Show, Loyalty, 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:

- Resilience,
- Talent show,
- Loyalty,
- Tchoukball,
- offence,
- defense,
- rebounder (net)
- Pass, turn over,

Health: I can explain and provide an example of being resilient. (K-5th) PL-P-N-U-2 & PL-4(5)-N-U-3

Health: I can explain and provide an example of being loyal. (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: resilient

Mini Lesson: (Health): Students will look at a slide and learn about the importance of being loyal.

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

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 "Resilience in Kids". Students in grades K-2nd grade will watch a video from youtube.com titled "Keeping Calm, Building Resilience".

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

Daily Assessment:
(Tuesday-Friday)

X	Observation
X	Oral responses
<input type="checkbox"/>	Self-Evaluation
<input type="checkbox"/>	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

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 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) Move & Groove, pg. 7 Changing Places, pg. 9 (Parachute, pg. 7-9)

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. See challenges sections of lesson plan.

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

P.E. Activity #2: Primary (K-2st) Parachute Fitness, pg. 13 & Popcorn, pg. 15 (parachute 13-15).

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. See challenges sections of lesson plan.

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: playground, Frisbee, football, relays, jump rope

Vocabulary: Frisbee, relay, toss, catch

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

P.E.: I can throw and catch a Frisbee. (K-5th) **PL-4(5)-PS-S-1**

P.E.: (K-5th) I can run and race with my peers in a relay.

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 K-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.

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: (K-5th) Frisbee Throw & Catch: Students can throw and catch a Frisbee.

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 throwing a Frisbee and a football.

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 23, 2019 **Topics:** resilience, Tchoukball, Talent Show, Loyalty, Parachute Activities

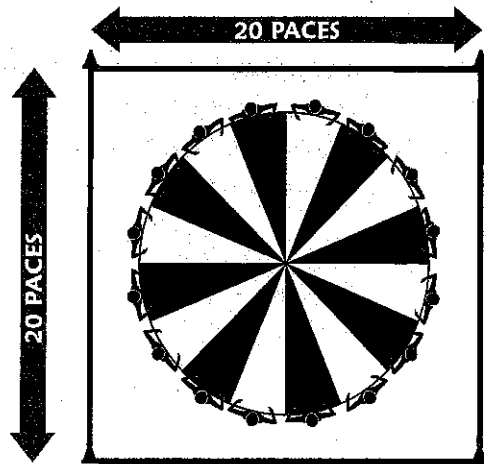
Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

Ready

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

Set

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



GO!

1. Let's Move and Groove!
2. Hold the chute with your R hand, and be ready to move (*point direction*) in a large circle.
3. **Challenges** – On the music, can you . . .
 - Walk slowly at a medium level? (*Allow 15-20 seconds.*) Freeze. Turn, change hands, and walk in the other direction?
 - Jog slowly? (*Allow 15-20 seconds.*) Freeze. Change hands and jog the other way.
 - Gallop at a medium speed? (*Allow 10-15 seconds.*) Freeze. Change directions and gallop the other way?
 - Skip at a medium speed at a high level? Freeze. Change direction and skip the other way?
 - Side-slide while holding with both hands? First to your R. Freeze. Now to your L? Repeat.
 - (*Continue changing locomotor skills, levels, and tempos to present a variety of movement challenges. See Building a Foundation, pg. vii*)
4. **Wrap It Up**
 - What keeps you from bumping into others while you move with the chute? How might that help you when moving in general space?

PARACHUTE

★ Routine

Let's create a routine! I'll call locomotor skills, directions, levels, and tempos. Follow my cues and try to keep moving for a complete song. (*Switch every 10-15 seconds to keep it fresh.*)



ACADEMIC

Music

What does it mean to "keep time" with music? (*Play songs with different tempos and challenge children to clap their hands or snap their fingers in time with the beat.*)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Upper body muscular endurance, cardiovascular endurance

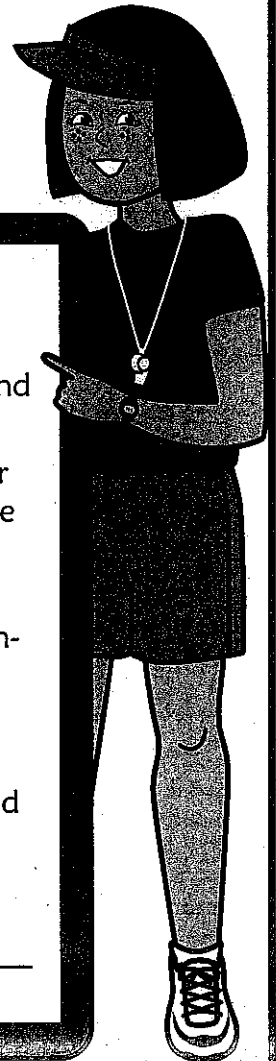
● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

PAULA'S POINTERS

- Change locomotor skills, directions, rates of movement, and levels of movement often.
- Side-sliding is the only locomotor skill done with students facing the chute and holding on with both hands.
- Use *Move and Groove* as a warm-up during subsequent parachute lessons.
- Use *Shake, Rattle, and Roll* anytime to reinforce stopping and starting on cue.

NOTES



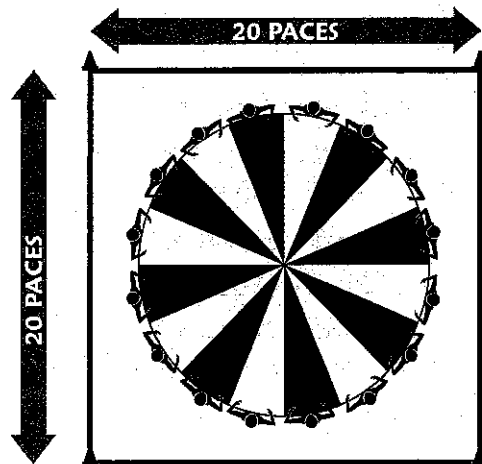


Ready

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

Set

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



GO!

1. Color Change Around

- In *Color Change Around*, you will move from 1 color panel to another moving around the chute.
- Hold the chute with your R hand. Which color panel are you holding? When you hear your color, let go, and run forward (*point direction*) until you get to the next panel of your same color.
- We'll play until all colors have had several turns.

2. Running Colors

- In *Running Colors*, you will move to the next panel of your color while the parachute is moving.
- On my signal, begin walking. When your color is called, let go of the chute and run forward to the next open section. If your color is not called, keep holding and moving the chute.
- We'll play until all colors have had several turns.

3. Color Exchange Under

- In *Color Exchange Under*, you'll exchange places with those holding the same color as you. This time you will move under the chute.
- Everyone must have their own color. Which color are you?
- On "Up," make a Dome. When it peaks, I will call a color. If it is your color, move safely under the chute to another panel of the same color.
- We'll play until all colors have had several turns.

PARACHUTE

CHANGING PLACES

GO! (continued)

4. Animal Exchange Under

- In *Animal Exchange Under* you'll safely exchange places with other "animals" under the chute. I will tell you which animal to be. (*Crabs, puppies, kangaroos, or bears.*)
- On "Up," make a Dome. When it peaks, I will call an animal. When your animal is called, exchange places by going under the parachute moving like your animal.
 - **Crabs** – Walk on your hands and feet tummy up. Walk sideways, forward, or back. Watch where you are going!
 - **Puppies** – Run on your hands and feet, keeping your knees bent.
 - **Kangaroos** – Squat, then jump forward holding your hands in front of your chest.
 - **Bears** – Walk on your hands and feet, facing down. Can you move your R hand and R foot together; then your L hand and L foot together?
- We'll play until all animals have had several turns.

5. Wrap It Up

- What level are you when you Crab Walk? What other animals move in low levels?

*SPARK™ IT UP!

* Number Exchange Under

In *Number Exchange*, you'll exchange places with others with the same number under the chute. I will assign you a number. (Designate students 1s, 2s, 3s, and 4s.) On "Up," make a Dome. When it peaks, I will call a number. When your number is called, exchange places by moving safely under the parachute. (After several rounds, call out math problems for which the answer is between 1-4; e.g., $5-3 = \underline{\quad}$.)

* Spanish Exchanges

I'll substitute Spanish words for English. (e.g., 1, 2, 3, 4 = *uno, dos, tres, quatros*. Red=*rojo*, green=*verde*, blue=*azul*, and yellow=*amarillo*. Crab=*cangrejo*, puppy=*cachorro*, kangaroo=*canguro*, and bear=*oso*.)



ACADEMIC

Science

Animals live in different places. Where they live is called their habitat. An animal's habitat has a lot to do with the way the animals move. Why do fish swim? Kangaroos jump? Bears walk? (Lead a discussion on the ways animals adapt to their environments.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

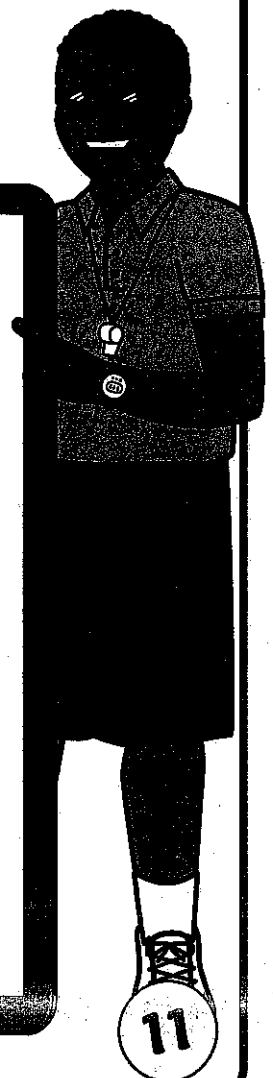
Your State (Write in here)

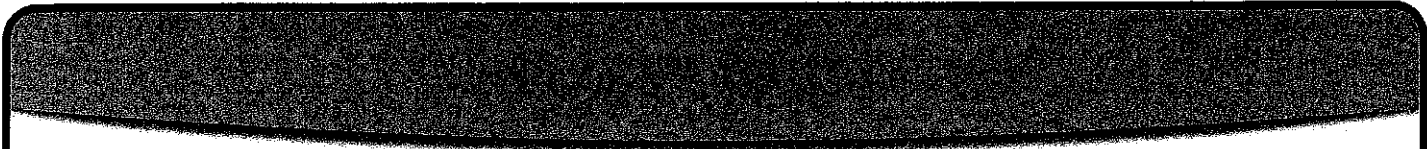
TONY'S TIPS

- Caution: When students 1st move under the chute, begin slowly and increase speed only when they have shown they can move safely.

Vocabulary
Peak, exchange

NOTES

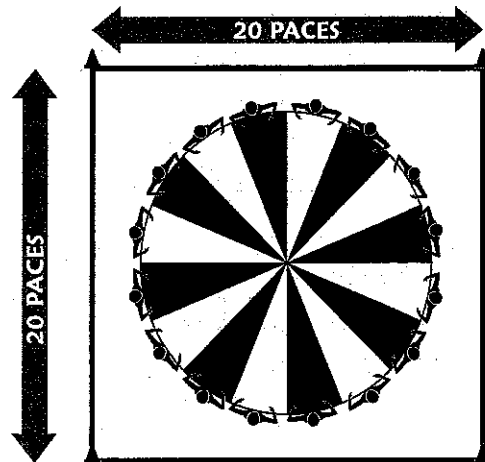






Ready

- 4 cones (for boundaries)
- 24' parachute
- Mats/carpet squares (optional)
- Variety of Skill Cards from *SPARKfamily.org* (optional)
- Music and player (optional)



Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area with soft surface.
- Direct students to stand near edge of chute.
- Place mats/carpet squares under students if floor/ground is hard/dirty.

GO!

1. Rock and Row

- Sit with the parachute over your knees, holding on with both hands. While students on 1 side of the parachute “Rock” (stretch forward to touch your toes), students on the other side “Row” (lean backward and pull the chute up chest-high).
- *(Continue for 20-30 seconds.)*

2. Curl-ups

- Tuck your feet under the chute; bend your knees; hold using the overhand grip.
- Lay back until your shoulders are on the mat *(ground/floor)*.
- Curl up so your shoulders come off the mat. Slowly uncurl and return to the mat. You use your abdominal muscles *(point to them)* when you do curl-ups.
- How many curl-ups can you do before the signal?
- *(Allow students to practice curl-ups at their own pace for 20-30 seconds. Move around the chute to encourage and give feedback on form.)*

3. Push-ups

- Face the middle of the parachute in push-up position with your hands on the edge of the chute and your knees and feet off the chute. Start on your knees.
- Can you do a “perfect” push-up? Back straight, elbows bent. If you can do 5 on your knees, try with your legs straight (only feet and hands touching.)
- How many push-ups can you do before the signal? *(Allow students to practice at their own pace for 30 seconds.)*

4. Wrap It Up

- Where are your abdominals? Did you use them today? Which activities made your heart beat faster? We use the word “aerobic” for those activities that help your heart get stronger.

★ Kneeboarding


This one is like water skiing on your knees, so it is called *Kneeboarding*. Get on your knees and hold the chute with both hands. On cue, lean back slowly. Keep your back straight. (*Continue several times.*)

★ More Moves

Now, let's add more moves (*e.g., stretches, lunges, jumping jacks, ski jumps, side bends, trunk twists, 1-arm flies, etc.*) so you use different muscle groups and become more fit. (*Skill cards for these are found on SPARKfamily.org.*)

★ The Coach

I'll pretend to be a tough football coach. I'll call 1 exercise after another to get you moving up, then down, then up, then down. Come on team, you can do it. Keep it going!



WELLNESS

Physical activity plays a very important role in health and wellness. It makes your heart, as well as the other muscles of your body, strong. Did you know that you should try to be physically active for 60 minutes each day? Outside of PE, when and where are you physically active?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness

#3, 4 Upper and lower body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

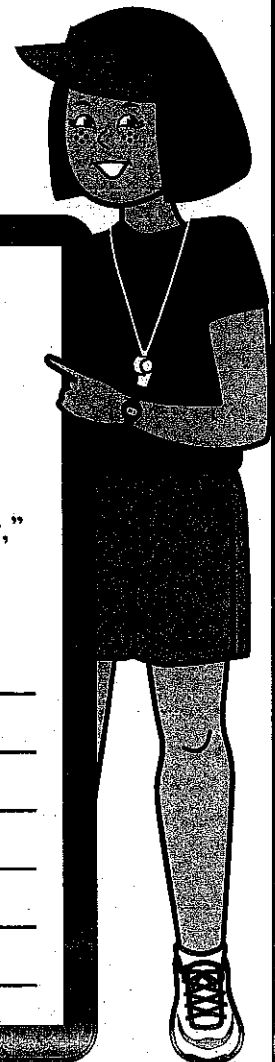
PAULA'S POINTERS

- Use *Parachute Fitness* exercises daily for warming up.

Vocabulary

Muscular strength, cardiovascular, flexibility, flexible, "feel good point," abdominal, physical, fit

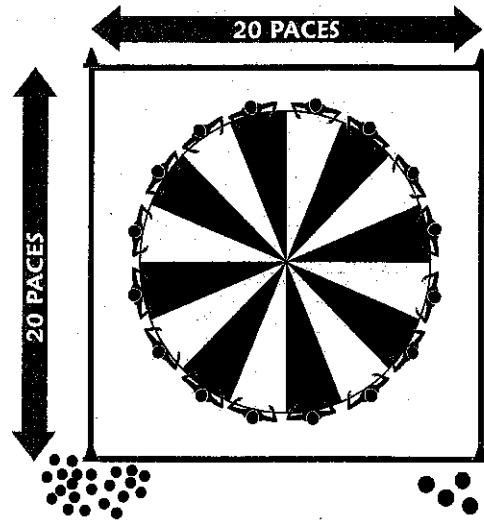
NOTES





Ready

- 4 cones (for boundaries)
- 24' parachute
- 12-20+ 7" fluffballs
- 4 6" or 7½" foamballs
- Music: "Popcorn" (SPARK K-2 Music CD)
- Music player



PARACHUTE

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.
- Keep yarnballs and foamballs (popcorn) to the side until needed.

GO!

1. The object of *Popcorn* is to make the kernels of popcorn (balls) pop high into the air like popcorn being popped in a pan.
2. The parachute is our pan, and we need to heat it up. On my signal, shake the chute with small motions to heat up our pan.
3. I will put only a few kernels in at a time until the pan is hot and ready.
4. When the 5th kernel hits the pan, it's time to shake it harder to really pop the popcorn. Let's count them together. (*Toss 1 at a time slowly as students count aloud until the 5th ball. Then toss them onto the chute quickly and watch them fly!*)
5. Try to keep the popcorn on the parachute, but it's OK if they pop off.
6. (*Play until all popcorn is off the chute or students are too pooped to pop! Take short breaks every 15-30 seconds. Try the other type of ball.*)
7. **Wrap It Up**
 - What makes the popcorn fly high?
 - Which type of ball flies the highest? Why do you think that is?

★ Sizzling Hot (Cooperative) Popcorn

The pan is sizzling, and the kernels are flying! Now we'll try to pop the popcorn off the chute as fast as we can. I'll time us each round to see what our best time is. *(Problem-solve with students to discover faster ways of removing the popcorn.)*

★ Competitive Popcorn

I'll divide our chute in half. Those from *(name and point)* to *(name and point)* are group "X" and from *(name and point)* to *(name and point)* are group "Z." The object is to pop popcorn off the other group's side of the chute. We'll play until all the balls *(use only 6-10)* are off, then count how many are on each side. Let's see who has the fewest each time we play.

ACADEMIC

Math

Popcorn, when eaten without butter, is a healthy snack. *(Make some with your class. Measure the kernels – in terms of cups – and then measure the popped corn in cups.)* How much did it grow? An average popcorn kernel grows 30 times its size when popped! *(Compare the volume of unpopped and popped corn.)*

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body management

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

Your State *(Write in here)*

TONY'S TIPS

- Select 1 or 2 students to retrieve and throw balls back onto the chute. If too many retrieve, the chute collapses.
- Use a variety of sizes and densities of objects for the popcorn (always keep them light and safe). Experiment to find which fly the highest.

Vocabulary

Volume, sizzling, kernels

NOTES

