

<p><b>K-5 Lesson plans</b></p> <p><u>National Standards (NASPE)</u> See attached lesson plans for NASPE standards!</p> <p>KY Health &amp; PE standards are written down after the "I can" statements for both P.E. and Health.</p>	<p><u>Vocabulary:</u></p> <p>Teamwork, authority, Tchoukball, offense, defense, rebounder (net).</p>	<p><u>Health:</u> I can explain and provide an example of respecting authority. (K-5<sup>th</sup>) PL-P-N-U-2 &amp; PL-4(5)-N-U-3</p> <p><u>Health:</u> I can describe the purpose and benefits of working in a group. (K-5<sup>th</sup>) PL-4(5)-S-U-1 &amp; PL-P-S-U-1</p> <p><u>P.E.:</u> I can toss and catch a ball off a net. (K-2nd) PL-P-PS-U-1</p> <p><u>P.E.:</u> I can (K-2nd) PL-P-PS-U-1 &amp; PL-4(5)-PS-S-4</p> <p><u>P.E.:</u> I can throw and pass a Tchoukball. (3rd-5th) PL-4(5)-PS-S-4</p> <p><u>P.E.:</u> I can throw and catch a ball off a rebounder. (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 &amp; 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.</p> <p><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on Power Point: respect authority.</p> <p><u>Mini Lesson: (Health):</u> Students will look at a slide and learn about the importance of working with others. Students will turn and talk about various ways that they can work well with others.</p> <p><u>Mini lesson: (KY Career Cluster):</u> I will show the students the career cluster in Education and Training.</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 3<sup>rd</sup>-5<sup>th</sup> will watch a video from youtube.com titled "a set of rules for group work 1". Students in grades K-2nd grade will watch a video from youtube.com titled "Work Together as a Team S4 E5".</p>	<p><b>Daily Assessment:</b></p> <p><u>(Tuesday-Friday)</u></p> <p>X Observation responses</p> <p>X Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p><b>Formative and Summative Assessments</b></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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**P.E. Activity #1:** (3<sup>rd</sup> -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.

**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) Throwing a Tchoukball into a rebounder while an opponent tried to catch the ball before the Tchoukball hits the ground.

**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 exposed to the more advanced elements of Tchoukball gameplay like running and passing the ball.

**Assessments/Exit Slip:** Students were able to catch the Tchoukball while in was coming off of the rebounder.

**P.E. Activity #2:** Primary (K-1st) Emotion Motion, pg. 17 (ASAP)

**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.

**Assessments/Exit Slip:** See "Wrap it Up" on attached LP for 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.

**(2) FRIDAY P.E. & Health Lesson Plan:**

Topics: Tchoukball, tag

Vocabulary: Tchoukball, tag, catching, toss, defense, offense,

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

I can Statements:

I can understand the basics of Tchoukball. I can catch a ball being bounced off a net. I can chase and I can flee with/from a partner. (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 Tchoukball (3rd-5<sup>th</sup>): See above!

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: See above

Activity #1 (K-2<sup>nd</sup>): Tchoukball catch (See above!)

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: See above

Activity #2 (K-2<sup>nd</sup>): Partner Tag, (Pg. 25 ASAP) See attached lesson plan!

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

**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:** See Wrap it Up section on attached lesson plan.

**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 9, 2019 Topics: working in a group, respect authority, Tchoukball,


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



**Ready**

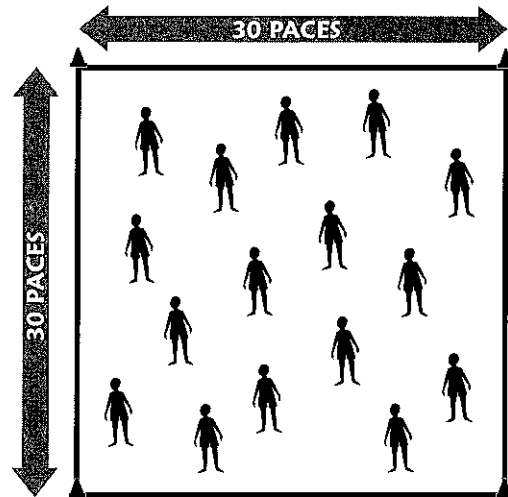
- 4 cones (for boundaries)

**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)

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### 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.

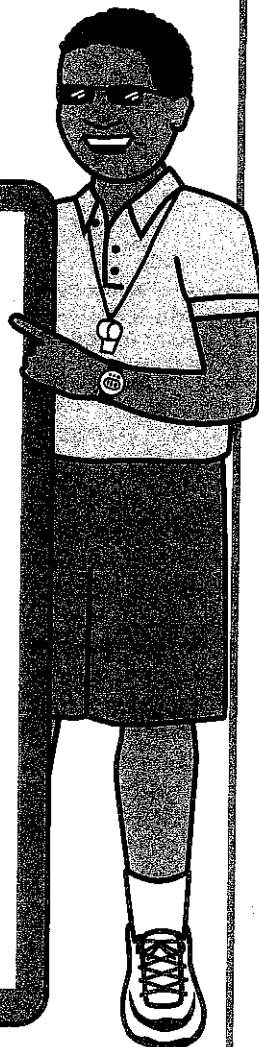
### NOTES

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## ★ Change the Task

(Call different tasks for the new Chaser to do: e.g., 3 hops, 3 jumps, 3 Donkey Kicks, etc.)

## ★ Change the Locomotor Skill

(Change the locomotor skill every few minutes as you see students playing safely and fairly.)

## ★ Paper Plate Tag

(Need 2 paper plates per student. All players must slide their feet to keep them on the plates at all times.)



## HOME

Invent your own version of Partner Tag and play at home.

### STANDARDS ADDRESSED

#### ● NASPE

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#3, 4 Cardiovascular endurance

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**Your State** (Write in here)

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### TONY'S TIPS

- Remind students to watch out for others.
- Ensure partners are evenly matched. Switch partners if needed.

### NOTES

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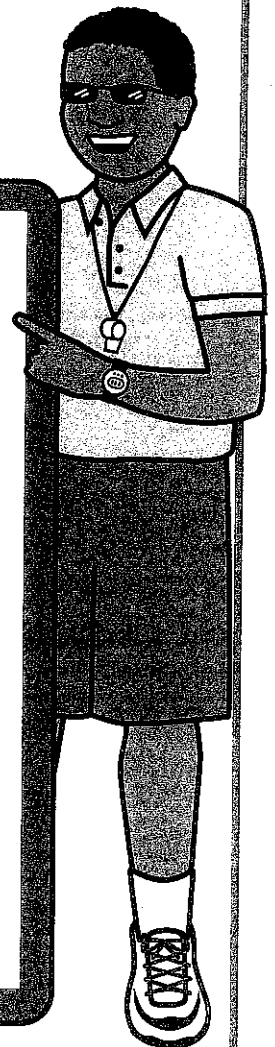
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