

## K-5 Lesson plans

KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th)

KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>)

KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.

KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)

National Standards (NASPE)

See attached lesson plans for NASPE standards!

Vocabulary:  
Stretching  
Dynamic  
Static  
Business, management, administration, grit, football, pathway, level

### Learning Targets (relate all targets to real life):

**P.E.:** I can perform physical movement skills correctly. (K-5<sup>th</sup>)  
**Career:** I can understand about careers in business, management, and administration (K-5<sup>th</sup>).  
**Health:** I can understand and demonstrate grit. (K-5<sup>th</sup>)  
**Health:** I can understand and demonstrate the importance healthy eating (K-5<sup>th</sup>).

**P.E.:** I can demonstrate dynamic and static stretching (3<sup>rd</sup>-5<sup>th</sup>). **PL-4-PS-S-1**  
**P.E.:** I can toss and catch a football to my partner within my group. (3<sup>rd</sup>-5<sup>th</sup>). **PL-4-PS-S-4**  
**P.E.:** I can score a touchdown. I can keep a peer from scoring a touchdown. **PL-4-PS-S-4**

**P.E.:** I can move my body and cooperate with my group (K-2<sup>nd</sup>). **PL-P-PS-S-1**  
**P.E.:** I can recognize and name various parts of my body. (K-2<sup>nd</sup>) **PL-P-PS-S-1**

### Tuesday-Thursday P.E. and Heath Lesson Plans

**Mini lesson:** (P.E.) Students will enter gym and sit down on the white circle. 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!

**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 (Health/Citizenship/Employability Traits):** Character word of the week on Power Point: grit

**Mini Lesson: (Health):** See PowerPoint: The importance of eating healthy foods.

**Mini lesson: (KY Career Cluster):** See PowerPoint about a career related to business, management, and administration.

**Warm-up:** (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. All students will learn about “dynamic” stretching before a workout and will complete one upper body and one lower body stretch. (K-3rd) Students will watch a video from Adventure to Fitness, if time permits.

### Daily

**Assessment:**  
 Observation  
 Oral 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

Date: September 18, 2018 Topics: football, nutrition, grit, locomotor movements, tag

**P.E. Activity #1:** (K-2nd) pg. 33 Pairs Combining Movement Concepts (Building a Foundation) pg. 43 Chasing & Fleeing (Building a Foundation)

**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 throughout the attached lesson.

**Assessments/Exit Slip:** See Wrap It Up under attached lesson plan.

**P.E. Activity #2:** (3rd-5th) Football Station: 1. Football toss station. Partners will toss and catch the football. 2. Jump rope and hula hoop station. 3. Flag football. Students will find a partner and will practice trying to score a touchdown. If the student has their flag pulled, the drill is over.

**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 throughout the attached lesson.

**Assessment/Exit Slip:** Make sure students performed the activity correctly, see "Tony's Tips" in attached lesson plan. Students correctly punted a football. Evidence in anecdotal records. DOK 2: Compare and contrast dynamic and static stretching.

**Mini lesson:** Students in grades K-2nd will watch a video from jrbrainpop.com titled "eating right". 3<sup>rd</sup>-5<sup>th</sup> grade students will watch a video from brainpop.com titled "nutrition".

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

KDOE: Practical Living (P.E.): Academic Standards 2.34. P.E.: Students perform physical movement's skills effectively in a variety of settings.

National Standards (NASPE) 1/2

**PL-4 (5)-PS-S-2:** use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities

**PL-P-PS-S-8:** develop basic manipulative skills (e.g., throwing, catching, kicking, striking)

**Date:** Friday, September 21, 2018

**Topics:** Tag, flee, Rock, Paper, Scissors, Hopping, Throwing at a target

**Vocabulary:** tag, flee, hop

**I can statements:** I can tag or run away from a peer that is chasing me. **PL-4 (5)-PS-S-2 (2-5<sup>th</sup>)**

I can hop between hula hoops. **PL-4 (5)-PS-S-2 (2nd-5<sup>th</sup>)**

I can catch a ball. **(K-1) PL-P-PS-S-8**

I can throw a ball at a target. **(K-1) PL-P-PS-S-8**

**Large group instruction:** Students will sit on the floor and will spend a few minutes reviewing concepts learned earlier this week in PE.

**Warm-up:** Students will run 3 laps and will dance along with one or two Just Dance songs on the Activboard.

**P.E. Activity #1& 2** Color Tag (Games, pg. 5) & Flexibility (Building a Foundation, pg. 47) See attached lesson plan. **(K-2<sup>nd</sup>)**

**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 perform various "Challenges" listed throughout the attached lesson.

**Assessments/Exit Slip:** Students will complete the Wrap It Up assessment at the end of the attached lesson. DOK 2: Compare and contrast the traditional game of tag with color tag.

**P.E. Activity #1** Hoop Hop Showdown **(2<sup>nd</sup>-5<sup>th</sup>)**

A video of 4th graders playing a game called Hoop Hop Showdown has gone viral in recent days amassing over 13 million views.

How to Play: Set up a game board using multiple hula hoops. This should zig zag across your meeting space.

Split your group into two teams - with teams at either ends of the hula hoop playing board lined up one behind another.

Upon verbal command, the first member of each team hop from hula hoop to hula hoop until they meet somewhere on the game board.

They play a round of rock paper scissors until someone wins. The winner keeps advancing on the game board and the loser goes to the back of their team line. Meanwhile the second player in the losing team becomes active and hops onto to the hula hoop play area until they meet the first player from the other team where to play another round of rock, paper, scissors.

The aim of the game is to reach the last hoop on the game board which scores your team one point. The game can be played for a certain period of time and the team with the most points is the winner.

P.E. Activity #2: **Zombie Tag (2<sup>nd</sup>-5<sup>th</sup>)** One student will be "it" (an infected zombie) and will be trying to tag (infect) other students. Students are permitted to run on the lines only. The infected zombies become "it" and must then crawl to tag (infect) other students.

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 perform various "Challenges" listed throughout the attached lesson.

Assessments/Exit Slip: Students correctly played hopped and played Rock, Paper, Scissors Correctly. DOK 2: Compare and contrast tradition Rock, Paper, Scissors and Hoop Hop Showdown.

P.E. Activity #1: **Aliens versus Astronauts (K-1<sup>st</sup>)**: One team (Aliens) will throw balls (missiles) at cones (planets). The astronauts will defend

the cones (planets) by catching the ball and throwing it back to the aliens or will reset the cones by standing them back up. Roles will switch every 5 minutes.

P.E. Activity #2: Hungry Monsters: (K-1<sup>st</sup>): Eight students will sit in a hula hoop (cage) and will try and catch the ball (pizza). Students will be divided into two groups and will throw the ball to the monsters so they can catch and then "eat the pizza".

**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 brainstorm a variation of a way to play these games differently.

**Assessments/Exit Slip:** Students correctly throw the ball with correct form.  
DOK 2: Compare and contrast Aliens vs. Astronauts and Hungry Monsters.

**\*\*Emergency Drills:** Open the door on the rolling cart.  
On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

**Drills:**

- \*\*Fire drills: exit following the emergency exit plan & close doors (prevents spread of flames)
- \*\*Earthquake drills: doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers
- \*\*Lockdown drills: Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.
- \*\*Tornado drills: File into the hallway, head covered....this will take some maneuvering with class sizes that have changed.
- \*\*Evacuation drills: We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.
- \*\*Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.

**Notes and Anecdotal records:**

Teacher: Clark Kuhn    Subject: PE & Health    Date: September 18, 2018    Topics: football, nutrition, grit, locomotor movements, tag


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

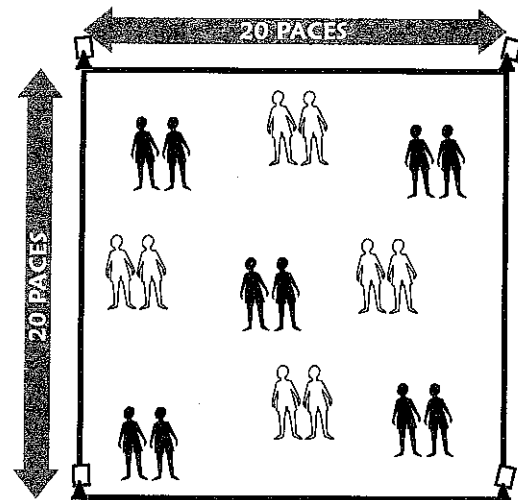


## Ready

- 4 cones for boundaries
- 3 Movement Cubes (locomotor skills, levels and directions, pathways, and tempos)
- *Traveling Skill Cards* (Locomotor, direction, pathways, levels, and tempos) (*SPARKfamily.org*)
- Music and player

## Set

- Create medium (20X20 paces) activity area.
- Place a *Locomotor Skill Card* on 1 corner cone, then move clockwise and place a *Pathway Skill Card* on the next corner cone.
- Continue around placing a *Level* and a *Tempo Skill Card* on the final 2 corner cones. (Have alternate *Skill Cards* to exchange with these later.)
- Play *Back-to-Back* to pair students.
- Scatter pairs within area.



**BUILDING A  
FOUNDATION**

## GO!

### 1. Rock and Roll in Pairs

- Let's *Rock and Roll*; this time with a partner.
- We'll roll 3 Movement Cubes, and you and your partner do the movement patterns together.
- (*Begin slowly to integrate a warm-up. Start with 2 or 3 Cubes and sequence 3 or more movements. Prompt in challenge language; e.g., "Can you gallop – slowly – at a medium level – in a curved pathway?"*)

### 2. Follow the Leader

- In *Follow the Leader*, one of you is the first Leader, the other follows. Decide now.
- On my signal, Leaders lead Followers inside our area. We'll begin by walking.
- Next, I'll call a direction. Leaders move in that direction; Followers follow.
- Next, I'll add a pathway. Leaders move in that pathway; Followers follow.
- We will continue for levels and tempos, too.
- Switch roles (Leaders and Followers) each round.
- Stay near your Leader, but not so close that your legs get tangled. Watch where you're going.
- (*Play several rounds.*)

# PAIRS COMBINING MOVEMENT CONCEPTS

## GO! (continued)

### 3. Partner Chase

- Both partners move at low level. You are both frogs looking for a lily pad. Crouch down and jump together to find your lily pad.
- Both partners move at high level. Both are tall monsters trampling over cars!
- Let's play *Partner Chase*. Everyone hold up 2 fingers (*index and 3<sup>rd</sup>*). Use them to tag yourself in a nice way. It is not a stab, a slap, or a push; it's a gentle touch. This is how you will tag your partner: between the waist and shoulders.
- One partner moves at high level, the other low. High is a cat, the other a mouse! Who would chase whom? Go!
- One partner moves at medium level, the other high. High is a giraffe and medium is a tiger. Who would chase whom? Go!
- One partner moves at high level, the other low. High is a T-Rex, low is a Stegosaurus! Who would chase whom? Go!

### 4. Corner Add-On

- Walk the perimeter with your partner. The perimeter is the outside boundary of our area. When you arrive at this corner (*point to the one with Locomotor Skill Cards*), read the card. If it says, "Run," run to the next corner.
- At the next corner, read the Pathway Skill Card. If it says "Curved," run in a curved pathway next corner.
- The 3<sup>rd</sup> corner will add a level, and the 4<sup>th</sup> a tempo (*speed*).
- When you have read all 4 cards and are putting together 3 movement concepts, continue around the outside of our activity area, or the perimeter.
- I will change the cards every minute or so to change the ways we move!

### 5. Wrap It Up

- Which locomotor movements did you use? Which levels? Pathways? Directions? How well did your Leader lead you? Were they easy to follow? Why or why not?
- (*While stretching*) Did you take turns with your partner today? Soon, we'll have equipment to share. I'll be watching and complimenting students who take turns with their equipment, and play well with different partners.
- Let's review today's key phrase while we stretch.



# PAIRS COMBINING MOVEMENT CONCEPTS

## \*SPARK™ IT UP!

### \* In the Middle

Once you have read all 4 cards and know how to move, move inside our boundaries until your hear my signal to return to the perimeter.

### \* Snakes and Lizards

(Play *Snakes and Lizards*, ASAP section, pg. 19.)



## WELLNESS

It's not only fun to play with a partner; it may be good for your health, too. A partner gives you someone to play catch with, ride a bike with, run with, and be your workout buddy. A partner can remind you to eat fruits and vegetables, get to bed early so you get plenty of sleep, and drink water instead of soft drinks. Be a good partner and a good friend.

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, locomotor skills, pathways, levels, directions, tempos

● #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities, cooperates with a partner

● **Your State** (Write in here)

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### TONY'S TIPS

- Play each activity several times with new partners.
- To designate roles use familiar/local sport teams (e.g., 1 partner is a Yankee, the other a Met). Also try other familiar pairs (e.g., car and driver, dog and cat).

#### Vocabulary

Perimeter, sequencing, trampling

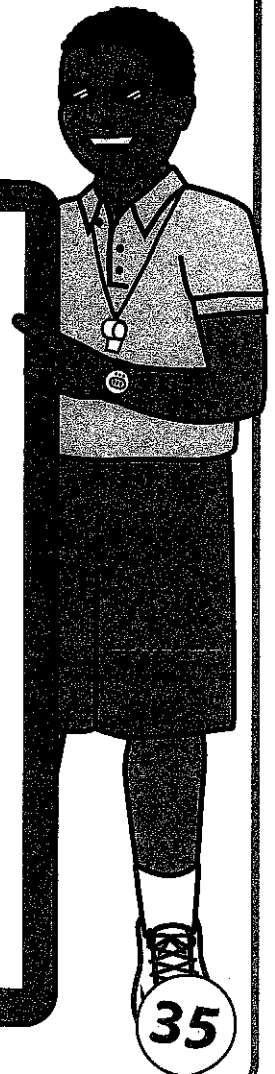
#### NOTES

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# GROUPING AND MAKING BRIDGES

## \* SPARK™ IT UP!

### \* Obstacle Course

(Scatter 6 different color spot markers – 1 per 2 students – and 3-4 hoops, within boundaries. Pair students.) One of you is a “Mover,” the other an “Obstacle.” Obstacles, show how quickly you can stand on a spot. Say your color out loud.

- **Orange** – Lie on your backs.
- **Blue** – Make tunnels by standing with your legs in a wide straddle.
- **Red** – Make tunnels by standing and holding your hoop to the side.
- **Purple** – Crab position: 4-point bridges with tummies facing upward.
- **Yellow** – Bear position: 4-point bridges with tummies facing down and legs straight.
- **Green** – Frog position: Knees, legs, and arms on the floor; heads down.
- Movers, on my signal, travel around, over, or under the obstacles. We’ll play for a couple of minutes, then switch roles.

### \* Add 1 for Fun

Let’s build on the types of bridges we’ve learned.

- Yellows, can you run in place?
- Greens, what kind of noise does a frog make?
- Blues, can you open and close your bridge?
- Reds, can you create a new and different tunnel with your hoop?
- Oranges, if no one is nearby, can you do 3 crunches before company arrives?
- Purples, how you can change your crab position to make it less crabby?

# GROUPING AND MAKING BRIDGES

## STANDARDS ADDRESSED

### ● NASPE

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

#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

### ●

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

**Your State** (Write in here)

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## WELLNESS

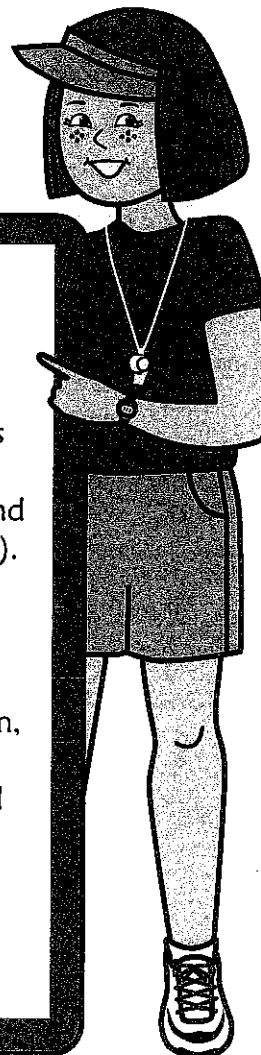
Why is doing activity more fun with a group of friends? Which activities do you like to do with friends? Ask a parent if you can sign up for a class, league, or sport away from school where you can be active with your friends – or make a few new ones!

## PAULA'S POINTERS

- Praise those who group quickly and/or invite others to join them.
- Pre-plan, then teach modifications for any role (e.g., students unable to hold a 4-pt. bridge with feet and hands should try knees and hands).
- Teach/reinforce taking turns when students arrive at a bridge simultaneously.
- On the walk back to the classroom, ask which colors of the rainbow were seen in the spot markers and hoops used in class today.

### Vocabulary

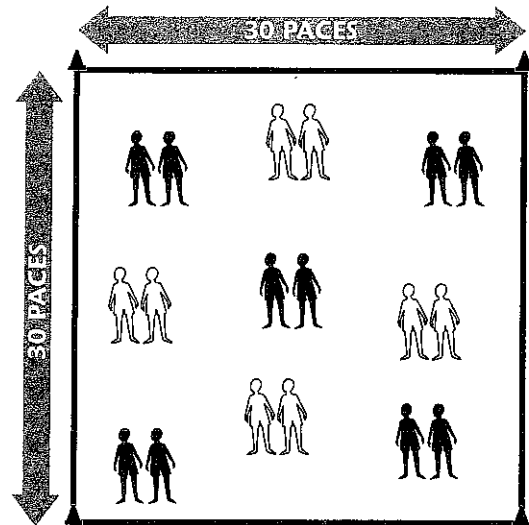
H<sub>2</sub>O, mingle, function





## Ready

- 4 cones (for boundaries)
- 2 paper plates per student
- 1 fluffball (or yarnball, crumpled paper) per 4 students
- 1 scarf
- 4-5 beanbags (fruit and veggie beanbags optional)
- 1 junk food wrapper (e.g., candy) per 4 students (optional)
- Music and player



**BUILDING A FOUNDATION**

## Set

- Create a large (30X30 paces) activity area.
- Scatter pairs within boundaries.

## GO!

### 1. Safe Tag Review

- Who will show how we tag safely (*2-finger tag*)? Where do you softly touch someone (*between waist and shoulders*)?

### 2. Partner Tag

- One partner stands at high-level, the other low. High is the first “Chaser” and low the first “Fleer.”
- On my signal, Fleers fast walk (*then gallop, side-slide, skip, run, etc.*) away from your partner. “Chasers” do 3 jumping jacks (*3 imaginary soccer kicks, 3 baseball throws, run in place 3 sec., etc.*), then fast walk after your partner to try to tag them.
- When tagged, it is your turn to be the Chaser. Do 3 jumping jacks 1<sup>st</sup>, then chase your partner.
- Continue chasing and fleeing until the signal.

### 3. Partner Toss and Tag

- (*Distribute 1 fluffball – or yarnball, or crumpled newspaper – per pair.*)
- While the music is on, toss the fluffball back and forth with your partner. When the music stops, whoever is holding the ball becomes the Chaser. Chasers, try to safe tag your partners with the ball. After a tag, drop the ball. Fleers, pick up the ball and become Chasers. Continue tagging until the music signals you to play catch again.

# CHASING AND FLEEING

## GO! (continued)

### 4. Paper Plate Tag

- For *Paper Plate Tag*, each of you will wear paper plate shoes; each foot on a plate. Both feet must stay on the plates at all times.
- I will designate “Chasers.” (*Select 1 student per 4 and hand them each 1 fluffball.*)
- Fleers, on my signal, scatter within our boundaries.
- Chasers, when you hear me say, “Paper plate tag,” Tag and freeze as many others as possible by touching them with your fluffballs.
- One student will receive the “magic scarf.” It is used to “thaw-out” students who are tagged and “frozen.”
- The student with the scarf hands it to a frozen classmate, then rejoins the game as a Fleeer.
- The new carrier of the scarf tries to “thaw” another frozen student.
- I’ll switch Chasers every minute or so.

### 5. Wrap It Up

- What strategies might you use to avoid being tagged? (*Change tempo, direction, level, pathway, dodge, fake.*)
- Let’s review today’s key words while we stretch.

## \*SPARK™ IT UP!

### \* Shadow Tag (*Need to play where shadows exist.*)

Same as before, but “tag” your partner by stepping on their shadow. When your shadow is tagged, switch roles and continue playing.

### \* Everybody’s It Tag

In *Everybody’s It*, everybody plays both the Chaser and the Fleeer at the same time. On signal, everyone tries to tag each other. The 1<sup>st</sup> time you are tagged, keep 1 hand on the body part where you were tagged, and continue trying to tag others. The 2<sup>nd</sup> time tagged you are “frozen” until someone gives you a high-five to “thaw” you. Thank the person who gave you the high-five and continue playing.

### \* Junk Food Tag

(*Need 1 junk food wrapper per 4 students and 1-2 fruit/vegetable beanbags.*) These wrappers come from unhealthy foods, also known as “junk foods.” In *Junk Food Tag*, the “Chasers” (carrying the wrappers) try to tag and freeze you. A student carrying a fruit and veggie beanbag looks for frozen classmate to toss it to, thereby “thawing them out.” The newly thawed owner of the beanbag moves to “thaw” other frozen students, while the previous beanbag owner joins the Fleers.

# CHASING AND FLEEING

## STANDARDS ADDRESSED

### ● **NASPE**

#1, 2 Spatial awareness, locomotor skills, dodging, chasing, fleeing

#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

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

**Your State** (Write in here)

● \_\_\_\_\_  
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## WELLNESS

Would you like to play SPARK PE games at other times during the day? Could you play a tag game with a friend before school, during recess, lunch, or after school? What about at home and on the weekends – maybe with a family member? I want to encourage all of you to play actively, every day, and invite others to join you! Remember, active play is good for every**BODY**.

## PAULA'S POINTERS

- Praise students who tag gently on the upper torso using a "2-finger tag."
- Enlarge the boundaries to increase the cardio emphasis.
- Gradually lengthen the time children play to enhance fitness.

### Vocabulary

Junk food, frozen, thaw, dodge, fake

### NOTES

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