

Name: Clark Kuhn Subject: PE Date: Week of 10.18 to 11.5.21 PE, SEL, Career, & Health Topics: Topics: baseball, kickball, bullying, sleep, outdoor safety,

<p>K-5th Lesson plans</p>	<p><u>Standards and "I can" statements: K-5th</u> Kindergarten Health: I can identify the benefits of personal health care practices. K.1.5. P.E: I can explore manipulative skills with a variety of objects including a baseball bat, baseball, and kickball. K.1.MS1</p> <p>2nd Health: I can explain why it is harmful to tease or bully others based on personal characteristics. 2.1.5. P.E. I can explore manipulative skills with a variety of objects including a baseball bat, baseball and kickball. 2.1.MS1</p> <p>3rd Health: I can explain why rest and sleep are important for growth and good health. 3.1.5. P.E.: I can demonstrate</p>	<p>Vocabulary: warm up, cool down, dynamic stretching, warm-up, dynamic stretching, bullying, sleep, illness, baseball, kickball, groundball, pitch, homerun, foul</p>	<p>Mini lesson: Greet students and the door and then students will walk to their assigned spot on the gym floor. Slides: I will go through the first few slides reviewing expectations, rewards, and consequences as needed. I will give the students a basic overview of the class and go over learning targets.</p> <p>Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up. 4th and 5th grade will jog 2 laps until December, 3 laps beginning in January, and 4 laps beginning in March.</p> <p>Daily Warm-ups #2: Monday: (Dynamic) K-5th: https://www.youtube.com/watch?v=2A01hscUHSY</p> <p>Tues: (Choice) K-5th: https://www.youtube.com/watch?v=1UfULDPJ2PW</p> <p>Wed: (Dynamic) K-2nd: https://www.youtube.com/watch?v=aW_JqSK-CgY&t=50s</p> <p>Wed: (Choice) K-5th: https://www.youtube.com/watch?v=D0eMtMu3NF4c</p> <p>Thurs. (Dynamic & Static) K-5th: https://www.youtube.com/watch?v=0L3W0pCHU50</p> <p>Fri. (Dynamic) K-5th https://www.youtube.com/watch?v=EYDDrTJ6TtQ</p> <p><u>K-5th M & Tu: Physical Education Concepts</u></p> <p>Monday: T-Ball Read Aloud (K-2) https://www.youtube.com/watch?v=2go7SNZKE9g</p> <p>Monday: (Baseball) (3-5)</p>	<p>Weekly Assessment: X Observation X Participation X Oral responses - Self-Evaluation - ORQ X Whole Class - Small Group X Individual X Product (drawing, written response)</p> <p>Formative and Summative Assessments -X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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	<p>manipulative skills using a variety of objects (baseball, kickball, baseball bat) with a partner. 3.1.MS1</p> <p>4th Health: I can demonstrate the symptoms of someone who is seriously ill and needs immediate medical attention. 4.1.5. P.E.: I can apply manipulative skills using a variety of objects (baseball, kickball, baseball bat) with a partner. 4.1.MS1</p> <p>5th Health: I can describe safety precautions for playing and working outdoors in different kinds of weather and climates. 5.1.5. P.E.: I can apply manipulative skills in a game-like situation using a variety of objects (baseball, kickback, baseball bat) with a partner. 5.1.MS1</p>		<p>https://www.brainpop.com/health/sportsandfitness/baseball/</p> <p>Tuesday: (Non locomotor) (K-2) https://www.youtube.com/watch?v=vRALQPaaOWE</p> <p>Tuesday: (FITT Principle) (3-5) https://www.youtube.com/watch?v=Qss0afEmQrY</p> <p>Turn and Talk: Compare & Contrast: Baseball & Hockey</p> <p>K-5th Wednesday: Health Concepts</p> <p>K (Personal healthcare practices) teeth https://r.brainpop.com/health/teeth/caringfortooth/</p> <p>1-2 (Bullying) https://r.brainpop.com/health/besafe/bullying/</p> <p>3 (Sleep) https://www.youtube.com/watch?v=aAmaCeg9v4</p> <p>4 (Symptoms of illness) https://www.youtube.com/watch?v=ulF4oKqITUc8</p> <p>Unconscious, lots of vomiting, high fever, severe chest/stomach pain, shortness of breath, can't swallow</p> <p>5 (Sun, outside temperature, outside safety) https://www.youtube.com/watch?v=g3vEkqotIE8</p> <p>https://www.youtube.com/watch?v=sYU-uNNUpvg</p>	
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	<p><u>K-5th Thursday & Friday: Career & SEL (Social Emotional Learning) Concepts</u></p> <p>K-2nd: (Education & Training) Teacher <u>https://www.youtube.com/watch?v=CJzD7vZy6w</u> <u>https://www.youtube.com/watch?v=sr1hUBRYJIYQ</u></p> <p>3rd-5th: (Education & Training) Career Cluster <u>https://www.youtube.com/watch?v=qPGIqKMJv2K</u></p> <p>SEL (E-L)</p> <p>K-2nd: (Responsible Decision Making) <u>https://www.youtube.com/watch?v=YoLGVANLz_4</u></p> <p>3rd-5th: Responsible Decision Making <u>https://www.youtube.com/watch?v=RGJpO2qHUBq</u></p> <p>PE Activities (K-2)</p> <p>K-2nd Activity: Monday: Run the Bases & Batter Up (SPARK) Tuesday: T-Ball Wednesday: T-Ball Thursday: Kickball Friday: Kickball</p> <p>See attached for lessons, questions leveled by DOK, <u>differentiated instruction and assessment/exit slip.</u></p> <p>PE Activities (3-5)</p> <p>3rd-5th Activity: Monday: Two Ball Tossers (OPEN) & T-Ball Tuesday: Partner Throw & Catch (SPARK) & T-Ball Wednesday: Ground Ball Mania (SPARK) & T-Ball Thursday: Pitch & Catch (SPARK) & Kickball Friday: Batting Practice (SPARK) & Kickball</p>	

			<p>See attached for lessons, questions leveled by DOK, differentiated instruction and assessment/exit slip.</p> <p>Cool Down & Rewarding Positive Behaviors: Mr. Kuhn will pass out "B Bucks" tickets. I will review all content to ensure that learning targets were met. If time permits, Students will participate in some static stretching and/or students will participate in a cool down activity by running one lap and walking one lap and then line up at the door.</p>	

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

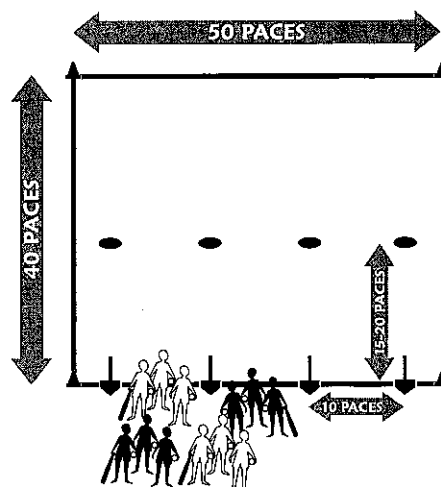


Ready

- 4 cones (for boundaries)
- 1 batting tee per 2-3 students (if no batting tees, 12" to 28" cones may substitute)
- 1 spot marker per 2-3 students
- 2 Bonkerball sets
- 1 3" foamball per student

Set

- Create extra large (50X40 paces) activity area.
- Place batting tees (10 paces apart) along 1 sideline of the area.
- Place 1 spot marker 15-20 paces inside the area in front of each tee.
- Create groups of 3. Have them select 1 bat and 3 balls.
- Send all students to stand behind 1 tee and watch a demonstration.



GO!

1. Introduction

- Today we will practice striking a ball off a tee. The tee holds the ball still so it is easier to hit. Before we play, we must have a serious discussion about safety.
- Anytime you have a bat in your hands, look around before you swing it. Drop the bat immediately when you hear "Freeze!" Who has another safety tip for us?

2. Batting Cues

- Stand facing the tee with your L side (for a R-hander) pointing toward the field.
- Right-handed batters have their R hand on top. Left-handed batters, L hand on top.
- Reach with the bat so the widest part touches the middle of the ball, and it looks like the ball will go straight ahead on contact.
- Watching the ball, bring your bat back; arms behind you, hands up, and hold it there.
- When you're ready, shift your weight forward, swing level, and watch the bat strike the ball.

3. Batting Practice

- Number yourselves 1, 2, 3. Wonderful 1's, raise your hands. You are the 1st batters. All others are Fielders, who stand no closer than the spot marker.
- The 1s hit a ball off the tee, and the Fielders retrieve and **roll** it back.
- After 3 hits per person, rotate so the 2's are up for 3 hits, then the 3's.
- Keep your rotation going until the stop signal.

4. Wrap It Up

- Why do you stand sideways when striking a ball from a tee?
- Why does the ball go straight ahead when you strike it with the bat? To the R? To the L?



TWO BALL TOSSERS

STUDENT TARGETS

- ✔ **Skill:** I will accurately throw the ball to my partner.
- ✔ **Cognitive:** I will recite the cues for catching a ball at different heights.
- ✔ **Fitness:** I will stay physically active throughout the activity.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with my partner to make good throws and catches.

TEACHING CUES

- ✔ Eyes on the Ball
- ✔ Hands a Target
- ✔ Thumbs Together (Chest or Above)
- ✔ Pinkies Together (Below the Chest)
- ✔ Two Hands Absorb the Ball

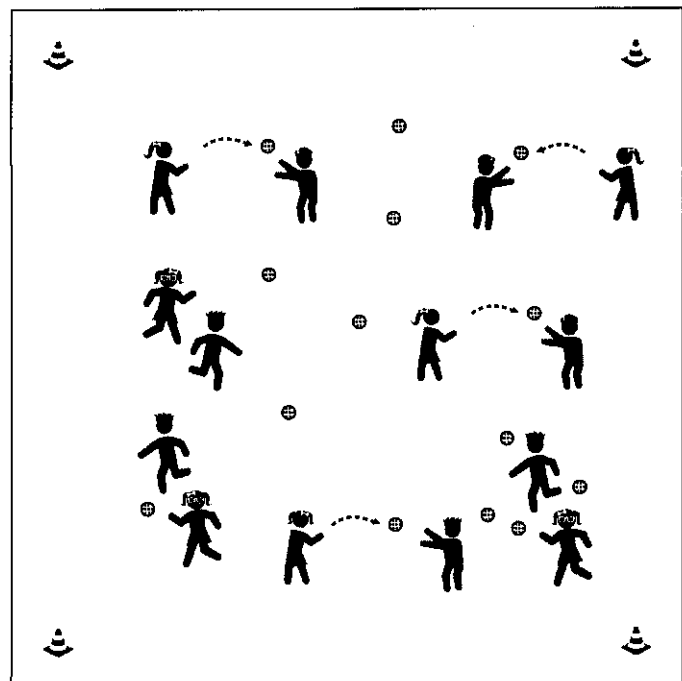
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 ball per 2 students

Set-Up:

1. Balls will be scattered around the gym.
2. Pair students; each pair with a ball.



Activity Procedures:

1. Today we're going to work on our throwing and catching skills with a game called Two Ball Tossers. The object of the game is for you and your partner to accurately throw and catch as many plastic softballs as you can before the time is up.
2. On the start signal you'll move to a ball, pick it up and make a good throw to your partner. Your partner will then throw the ball back to you, and you'll put it back on the ground while your partner moves to a new ball.
3. Your partner will then pick up the new ball and make a good throw to you. You'll throw back to your partner and then move to a new ball. Continue until you hear the stop signal.

Grade Level Progression:

- 3rd: Focus on underhand throwing.
- 4th: Review underhand throwing and move to overhand throws.
- 5th: Prompt students to remain moving while throwing and catching. They must pick the ball up, move during both throws and catches, and then place the ball in a new part of the activity area.



TWO BALL TOSSERS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Use a variety of different balls, allowing students to select the ball they are most comfortable catching.

ACADEMIC
LANGUAGE

Accuracy, Actively Engage, Catch, Manipulative Skill, Overhand, Throw, Underhand

STANDARDS
& OUTCOMES
ADDRESSED

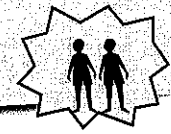
- ✔ **Standard [E1.4-5b]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance (5a); Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments (5b).
- ✔ **Standard 1 [E13.3,5a&b]** Throws underhand to a partner or target with reasonable accuracy (3); Throws (underhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (underhand) to a large target with accuracy (5b).
- ✔ **Standard 1 [E14.3-5b]** Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force (3); Throws overarm using a mature pattern in non-dynamic environments (4a); Throws overarm to a partner or at a target with accuracy at a reasonable distance (4b); Throws (overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (overarm) to a large target with accuracy (5b).
- ✔ **Standard 1 [E16.3-5]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4); Catches a batted ball above the head, at chest/waist level, and along the ground using a mature pattern in a non-dynamic environment (5a); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** Can you remember the cues for throwing (underhand/overhand)? How about catching?
- ✔ **DOK 2:** How does where you catch the ball (high/low) affect how you catch it?
- ✔ **DOK 3:** How is throwing related to sports like softball and baseball? How is catching related?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: The game of Two Ball Tossers is designed to provide a large number of touches for each student. In other words, the pace and organization of this game provides many opportunities for each student to both throw and catch a ball. At the same time, students are required to demonstrate cooperation and personal responsibility.



Ready...

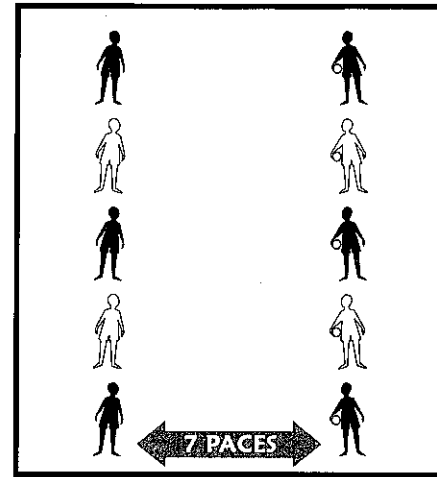
- 1 ball (rag ball) per pair

Set...

- Pair students; each pair with a ball.
- Partner face-off formation; 7 paces apart.
Allow for plenty of space between sets of partners.

GO!

1. The object is to practice the overhand throw and the 2-hand catch.
2. We'll start without a ball, and warm up our shoulders by "shadowing." On signal, take turns "shadowing" the throwing motion, and "catching" an imaginary ball.
3. (*Review the Overhand Throw*)
 - Point your non-throwing arm at your target (partner), and extend your throwing arm back and behind you, making a "T" with your body.
 - As you take a small step towards your target with your front foot, twist at the waist, and release the ball when your shoulders are square to your target.
 - Follow through across your body until your throwing hand is at your opposite hip. Bring your back foot forward until your body is square to your target. Stay balanced and ready to catch the throw back to you.
4. (*Review the Catch*)
 - Face your partner with hands up and fingers spread.
 - Show you're ready by "asking" for the ball with your hands and eyes.
 - Watch the ball all the way into your hands, and close your fingers around it.
 - Reach for the ball, and "give" with it when you catch.
5. Practice shadow throwing and catching until signal (*give about a minute to warm up*). Start easy, then increase your intensity.
6. Now, with the ball, throw back and forth with your partner.



CHALLENGES

- ★ Can you throw the ball between your partner's waist and shoulders?
- ★ How many catches can you and your partner make in 1 minute? Count out loud together.
- ★ Let's do it again. Can you improve your score?
- ★ Can you catch with only 1 hand?

CUES

- ★ Try this tongue twister to remember the steps:
T – Twist – Throw!
- ★ Throw only when partner is "asking" for the ball.



Ready...

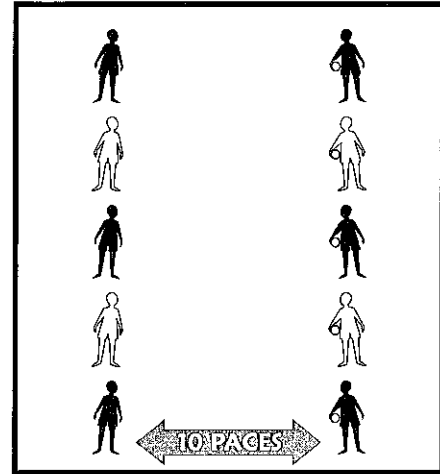
- 1 ball (tennis or rag ball) per pair

Set...

- Pair students; each pair with a ball.
- Partner face-off formation; 10 paces apart.
- Plenty of space between sets of partners.

GO!

1. The object is to practice fielding ground balls and throwing to a base.
2. (*Teach and demonstrate proper form for fielding.*)
 - Move in line with the path of the ball.
 - Square to the ball, bend knees, body low.
 - Hands down and ready.
 - Scoop the ball into your hands, and close your fingers around it.
3. On signal, roll the ball to your partner. Your partner fields it and throws it quickly back to you, as though throwing to a base.
4. Switch roles every 5 grounders.

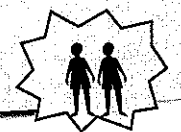


CHALLENGES

- ★ How many grounders can you field cleanly (without a bobble or error)?
- ★ How quickly can you move to the ball?
- ★ Throwers, roll the ball to the L and R of the Fielder.

CUES

- ★ Try this rhyme to remember the moves: move, get low; catch and throw.



Ready...

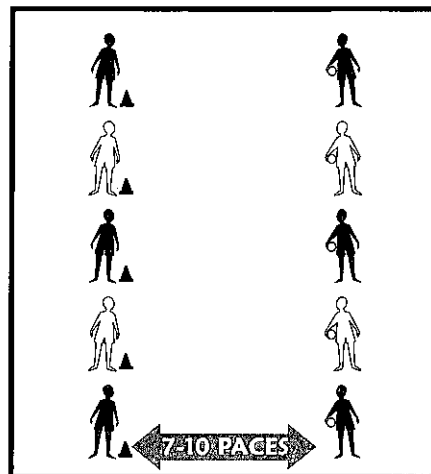
- 1 ball (tennis or rag ball) per pair
- 1 12" cone per pair

Set...

- Pair students; each pair with a ball and a cone.
- Partner face-off formation; 7-10 paces apart.
- Plenty of space between sets of partners.

GO!

1. The object is to practice underhand pitching and catching.
2. (Teach and demonstrate proper form for the underhand pitch.)
 - Face the person you're pitching to.
 - Bring pitching hand back and behind you.
 - Step forward with your opposite foot.
 - Swing pitching arm forward.
 - Release the ball when it points at your target.
 - Follow through, keeping your arm straight.
3. One of you is the Pitcher, 1 is the Catcher; decide now.
4. Catchers: Squat or kneel, and make a target with your hands in front of your chest. You'll be calling balls and strikes. Place the cone in front of you. A pitch caught above the cone, and without having to stand up, is a strike. Anywhere else is a ball.
5. Pitchers: Underhand pitch to your Catcher. You either strike 'em out (3 strikes), or you walk 'em (4 balls). Then switch roles.



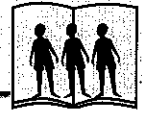
SOFTBALL

CHALLENGES

- ★ Can you pitch a strike out?
- ★ Catchers, let's hear your call – Steerike 1! Can you keep track of the count? That is, the number of balls versus strikes (e.g., 3 and 2 – always call the numbers of balls first).

CUES

- ★ Reach back, step and pitch.
- ★ Your arm moves like a clock's pendulum; swinging back and forth gracefully.
- ★ Catchers squat or kneel and make a target with your hands. Keep your fingers up.

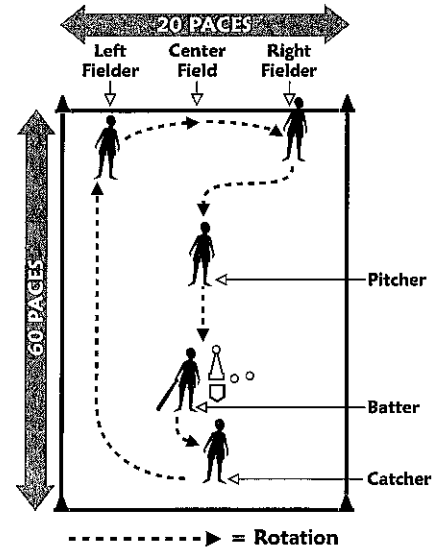


Ready...

- 1 home plate per group of 5
- 2-3 wiffle balls per group of 5
- 1 bat per group of 5
- 1 batting tee or tall cone per group of 5
- 4 cones (for boundaries of grid)

Set...

- Create 1 large rectangular grid (20X60 paces) per group of 5-6.
- In each grid, place home plate so Catchers' backs face the fence/wall if possible. Batters face the field. All grids should be facing the same direction.
- Place 2-3 balls, 1 bat and 1 batting tee in each grid.
- Form groups of 5: Batter, Catcher and 2-3 Fielders.



GO!

1. The object is to practice proper batting technique by hitting off a tee.
2. When you rotate to Catcher, make sure you are 5 giant steps behind the Batter.
3. (Teach and demonstrate proper batting form.)
 - **Set:** bat on back shoulder; watch the ball; bend your knees.
 - **Swing:** rotate your hips into the pitch; swing the bat forward while extending your arms. Watch your bat contact the ball.
 - **Follow through:** finish with the bat on top of your front shoulder, and your weight on your front foot.
4. Fielders: field the balls, and quickly relay them back to the Batter by rolling the ball in. See how accurately you can "bowl" the ball!
5. Every 5 hits, rotate in the shape of a question mark: L field to R field to Pitcher to Batter to Catcher to L field.

CHALLENGES

- ★ How many hits can you make to each Fielder?
- ★ Can you keep all your hits in your activity area?
- ★ When rotating Batters every 5 hits, how many Batters can bat before the signal to stop?

CUES

- ★ Right-handed batters should have their R hand on top; lefties the opposite.
- ★ Batters: set, swing, follow through.
- ★ On "set," keep your weight back. Tap your front foot twice.
- ★ Swing level, that is, parallel to the ground.
- ★ On "follow-through," is your weight forward? Tap your back foot twice and see.