

Teacher: Clark Kuhn Subject: Practical Living (P.E./Health/Career/Consumerism) Week: August 9-11th Topic: Rules, procedures, making friends, back to school, movement, football (throwing)

Name: Clark Kuhn Subject: PE Date: Week of 4.12.22 to 4.29.22 PE, SEL, Career, & Health Topics: Kin-ball, flexibility, health care workers, media influences health, social awareness

K-5th Lesson plans	Standards and "I can" statements: K-5th	Vocabulary:	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. Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will run/jog 3 laps as a warm up. Mon.: (Dynamic 3) K-5th: https://www.youtube.com/watch?v=2A01hsCUHsY&t=8s (Part 2) https://www.youtube.com/watch?v=wQ9vLkrdyw Tues.: (Choice) K-5th: https://www.youtube.com/watch?v=V4MgeKLT7nA Wed.: (Dynamic & Static) K-2nd: https://www.youtube.com/watch?v=V4MgeKLT7nA Wed. (Dynamic & Static) 3rd-5th: https://www.youtube.com/watch?v=kUsw2toIXUU Thurs.: (Dynamic) K-5th: https://www.youtube.com/watch?v=RB30YZEskWpg&t=28s Fri. (Dynamic) K-5th: https://www.youtube.com/watch?v=0IA6GXvoC2k See attached for lessons, questions leveled by DOK, <u>differentiated instruction</u> and <u>assessment/exit slip</u> . Use of anecdotal records. Participation in activity.	Weekly Assessment: X Observation X Participation X Oral responses - Self-Evaluation ORQ - Whole Class - Small Group X Individual X Product (drawing, written response)
	<p>Kindergarten Health: I can identify community health care helpers. K.3.1 P.E.: I can share equipment and space with others. K.4.SW1</p> <p>1st Health: I can identify roles and responsibilities of community health care helpers. 1.3.1 P.E.: I can work with others independently in a variety of activities. 1.4.SW1</p> <p>2nd Health: I can locate community health care helpers to enhance health. 2.3.1 P.E. I can work with others independently in</p>	<p>warm up, cool down, dynamic stretching, warm-up, dynamic stretching, kin-ball, serve, health care workers, community, flexibility, media, social awareness</p>	<p><u>K-5th M & Tu: Physical Education Concepts</u></p> <p>Monday: My Body Needs Exercise (K-2) https://www.youtube.com/watch?v=14mQsJ2C3mk&t=99s</p> <p>Monday: Organic Food (3-5) https://www.brainpop.com/health/nutrition/organicfood/</p> <p>Tuesday: Lungs (K-2) https://ir.brainpop.com/health/bodies/lungs/</p> <p>Tuesday: Metabolism: (3-5) https://www.brainpop.com/health/nutrition/metabolism/movie</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>partner environments. 2.4.SW1</p> <p>3rd Health: I can identify the influence that the media has on personal health decisions. 3.5.3 P.E.: I can work cooperatively and communicate positively with others. 3.4.SW1</p> <p>4th Health: I can describe how the media influences decision-making for personal health. 4.2.1 P.E.: I can encourage and accept all peers in a variety of physical activities. 4.4.SW1</p>			
<p>See attached for lessons, questions leveled by DOK, differentiated instruction and assessment/exit slip. Use of anecdotal records.</p> <p><u>K-5th Wednesday: Health Concepts</u></p> <p>K (health care helpers) https://www.youtube.com/watch?v=yCH_UX0uEIQ</p> <p>1 (health care helpers) https://www.youtube.com/watch?v=yCH_UX0uEIQ</p> <p>2 (health care helpers) https://www.youtube.com/watch?v=yCH_UX0uEIQ</p> <p>3 (Media influences behaviors) https://www.youtube.com/watch?v=V06upKORrNs</p> <p>4 (Media influences behaviors) https://www.youtube.com/watch?v=V06upKORrNs</p> <p>5 (Media influences behaviors) https://www.youtube.com/watch?v=V06upKORrNs</p> <p>See attached for lessons, questions leveled by DOK, differentiated instruction and assessment/exit slip. Use of anecdotal records.</p>			

	<p>5th Health: I can analyze how the media influences thoughts and feelings concerning health behaviors. 5.2.1 P.E. I can accept, recognize and actively involve others. 5.4.SW1</p>	<p>K-5th Thursday & Friday: Career & SEL (Social Emotional Learning) Concepts</p> <p>Career (Thursday & Friday Lesson) Primary: Automobile Factory: https://www.youtube.com/watch?v=U9rVh7NP1lQ</p> <p>Intermediate: Manufacturing: https://www.youtube.com/watch?v=58dPv5T1tIM&list=PLwaY7Ha3fP_K1ehOYELehG16aKVZWooOcj&index=14</p> <p>SEL (Fri.) Primary: (Social Awareness) Empathy Read Aloud https://www.youtube.com/watch?v=QV3LvgXXVY0</p> <p>Intermediate: (Social Awareness) Perspective of others https://www.youtube.com/watch?v=tqz7UcGghLA</p> <p>See attached for lessons, questions leveled by DOK, <u>differentiated instruction and assessment/exit slip</u>. Use of anecdotal records.</p> <p>PE Activities (K-2) K-2nd Activity:</p> <p>Monday: Corridor: two lines facing each other closely and passing the ball up and down the line. Gauntlet: two lines facing, spread out a little, two people run up and try not to get hit by the ball.</p> <p>Tuesday: Temple of Doom: Big circle and inner circle: Warm up by passing the ball around the circle first. Pass the ball in a circle and two students run from the ball while in the circle. Partner Tag: Students run from the ball in an open gym with a partner holding a jump rope.</p>	
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			<p>Wednesday: Poison Ball: One big outer circle, three students inside, students on outside push or slap the ball, no kicking, if a student gets hit, they go outside the circle and do 5 jumping jacks before returning. Train tracks: Students lie on the floor and make themselves into a railroad track tie all the way around the room.</p> <p>Thursday: Kin-ball catch: Teacher throws the ball and four students catch the ball together without the ball hitting the floor. Popcorn: Students lie on their backs in a circle and keep the ball up in the air by using their feet or hands. Have 4 students sit outside the circle to keep the ball in the circle.</p> <p>Friday: Monster ball: Two teams, huge square, throw small balls at the monster ball and try to knock the big ball out of teams boundary lines. Kick the kin-ball: Students in groups of 3 kick and chase after the ball for one minute. Students are not allowed to use their hands to move the ball. Review as many different kinball games as time permits from this week. https://www.thepespecialist.com/monsterball/</p> <p>See attached for lessons, questions leveled by DOK, differentiated instruction and assessment/exit slip. Anecdotal records, observation and evaluation during station time.</p> <p>PE Activities (3-5) 3rd-5th Activity:</p> <p>Monday: Pick a cooperative kin-ball game as a warm up. After an introduction to the sport of kin-ball students will be divided into three teams and will play kin-ball. See attached lesson plan for more details.</p> <p>Tuesday: Pick a cooperative kin-ball game as a warm up. Students will be divided into three teams and will play kin-ball. See attached lesson plan for more details.</p> <p>Wednesday: Pick a cooperative kin-ball game as a warm up. Students will be divided into three teams and will play kin-ball. See attached lesson plan for more details.</p> <p>Thursday: Pick a cooperative kin-ball game as a warm up. Students will be divided into three teams and will play kin-ball. See attached lesson plan for more details.</p> <p>Friday: Pick a cooperative kin-ball game as a warm up. Students will be divided into three teams and will play kin-ball. See attached lesson plan for more details.</p>
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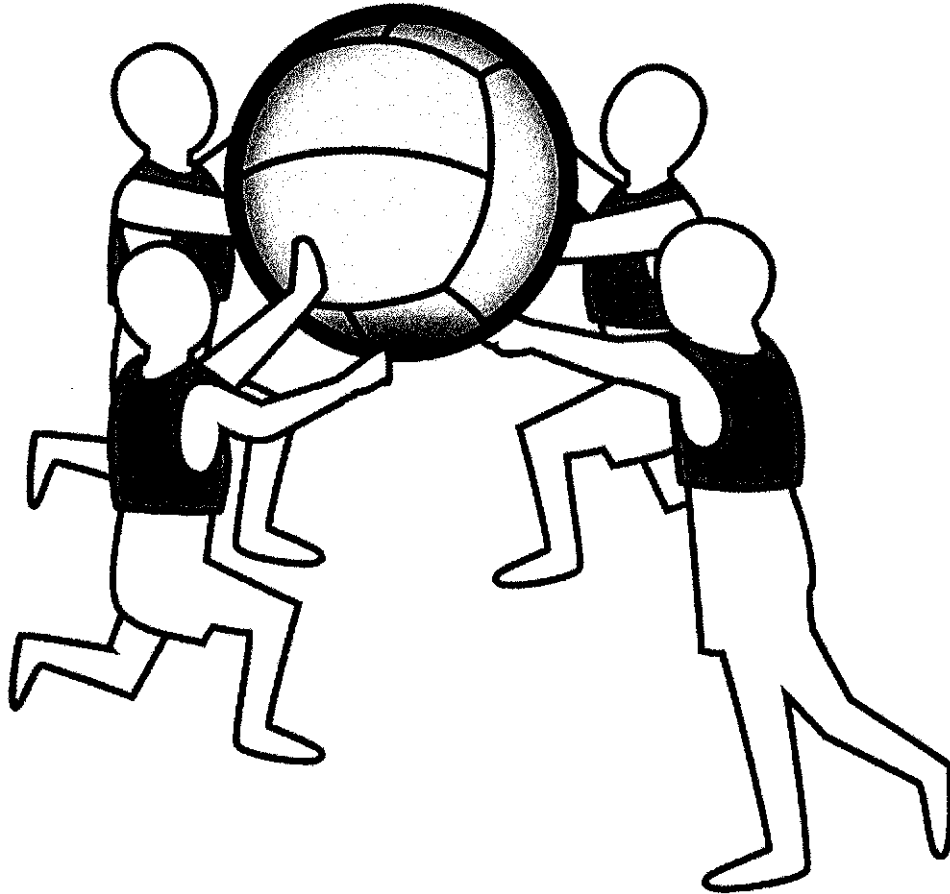
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

SPARK™

KIN-BALL® & SPARK **High Activity FUN!!!**



Session Handout

Presented by: Aaron Hart

Development Director, SPARK

Lecturer, SUNY Cortland's Activity & Movement Pedagogy Lab



WHY KIN-BALL®

Teaching KIN-BALL® utilizing SPARK's research-based instructional strategies is a fun and cooperative way to get students excited about physical activity. Here's what we love about teaching KIN-BALL:

- 1) Everyone is included
- 2) Everyone is active
- 3) Character Matters concepts emerge naturally

A Focus on Character Matters Focus

- Cooperation
- Fair Play
- Competition

With a focus on Cooperation, KIN-BALL® allows students to practice identified Character Matters concepts in an environment in which all students can participate successfully.

A Focus on SPARK Instructional Strategies

- **Activity From the Get-Go** – Students move as soon as they arrive to class.
 - Use a lead-up game taught during a previous lesson to get students active soon as possible.
- **Involvement By All** – Provide ample practice opportunities for everyone.
 - Use variations to increase challenges for those who need it.
 - Use inclusionary strategies to adapt for students with special needs.
- **Concise Instructional Cues** – The object is... You do that by...
 - Reduce time spent giving instruction by stating the desired outcome first, then 1 or 2 steps to achieve it. Then add-on as students progress through the activity.
 - Follow the 80-20 Rule: After instructing a new activity, 80% “get it,” 20% don't. Start anyway! Then, help those in need – be a “plumber” and fix leaks.
- **Principle of 3s** – The answer is always 3!
 - When students know the answer they don't have to use class time to ask the question.
- **Supervision and Feedback** – After instructions are given, shift your role to supervision and feedback.
 - Move throughout class to see all students, all the time.
 - Provide positive-specific feedback at least 3X more often than corrective statements.



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1-8 players
(team
size 4-8)



Number
1-4

Area of defense

kin-ball

-Only 3 team sport in the world.

Purpose - to catch the ball
before it hits the ground

Attack

Omnikin (blue, red, orange)

When Pass

Clap & close (forearm)

Hold the ball - 3 players, one
knee on the ground (make a



The same great construction as our
coated-foam dodgeballs, perfect for
tossing, catching, and rolling activities!

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ball hit up with any
part of the body

Stop when a team
reaches 13 points

Accidental foul - replay

Intentional foul - both

teams get a point



Revolutionary design
guarantees these half-cones



arms up, head down
(knee on butt, chest down
knee, palms upward)

defence - Square around
the ball (two balls
between)

(Missing a contact)

(fault - serve must travel 6
feet or ball



Give toes, feet, and hands a break
with this lighter and softer kickball!

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ball cannot be held
in opening

When one team reaches
11, lowest scoring team
drops out



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Activity Line-up:

- The Train (www.omnikin.com)
- Bubble Gum Bull Dog (www.omnikin.com)
- Giant Rebound (SPARKfamily.org)
- Kin-Ball® Target Practice (SPARK MS PE)
- Kin-Ball® Cooperative Golf (SPARK MS PE)
- Kin-Ball Sport (SPARK MS PE)