

<p>K-5 Lesson plans</p> <p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.</p> <p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)</p> <p>KDOE: Practical Living (Health): 4.1: Students effectively use interpersonal skills. (3rd-5th)</p>	<p>Vocabulary:</p> <p>Negotiation, construction, digestive system, interest, savings account,</p> <p>Learning Targets (relate all targets to real life):</p> <p>P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Vocational Studies: I can define negotiation within group work. (K-5th)</p> <p>Vocational Studies: I can give an example of a career in agriculture and construction. (K-5th)</p> <p>Health: I can explain the purpose of the digestive system. (K-5th)</p> <p>Consumerism: I can define interest and describe the purpose a savings account. (K-5th)</p> <p>P.E.: I can safely perform locomotor movements. (K-2nd)</p> <p>P.E.: I can dribble a soccer ball. (K-2nd)</p> <p>P.E.: I can learn and practice ball control skills used in soccer. (3rd-5th)</p> <p>P.E.: I can dribble in space, control my ball, and quickly trap the ball. (3rd-5th)</p> <p style="text-align: center;">Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>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!</p> <p>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.</p> <p>Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: negotiation: DOK #2: Compare and contrast negotiation and cooperation.</p> <p>Mini Lesson: (Health): Students will look at a powerpoint slide that explains the parts of the digestive system. DOK 2: Compare and contrast the digestive system and the skeletal system.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within agriculture and construction. Flashback: What do you remember from our guest speakers (nurse/author)?</p> <p>Mini lesson: (Consumerism): Students will learn about the purpose of a savings account and can define interest. Students will review (flashback) the terms income, expenses, budget, and savings.</p>	<p>Daily Assessment:</p> <p>X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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KDOE: Vocational Skills

(Consumerism): 2.30:
Students evaluate consumer products and services and make effective consumer decisions. Students demonstrate the skills to evaluate and use series and resources available in their community.

National Standards (NASPE)

See attached lesson plans for NASPE standards!

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-5th) Students will watch a video from Adventure to Fitness. Students will watch from 3-10 minute mark (“Conquering Kilimanjaro”)

P.E. Activity #1: Primary (K-2nd) Dribbling “Soccer Style” (Kicking and Trapping), See attached lesson plan!

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: Can you dribble. While jogging slowly and keeping your ball under control. Can you dribble while touching the ball with the outside of your foot? The inside? The toes?

Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a soccer ball and a hockey puck.

P.E. Activity #2: Primary (K-2nd) Beanbag Balances: (Balance, Stunts, and Tumbling, pg. 11) See attached lesson plan!

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: Can you...Stand on 1 foot and reach with the other foot to touch the beanbag with your toe?

Assessments/Exit Slip: See attached lesson plan for DOK 1 and 2 types questions under the section Wrap It Up.

P.E. Activity #1: Intermediate (3rd-5th) Ball-Control Drills, Soccer, pg. 5. See attached lesson plan.

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: Can you move your feet to the beat? (use music) Try each ball control skill for speed. How many ___ can you do in 30 seconds.

Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a soccer ball and dribbling a hockey puck.

P.E. Activity #2: Intermediate (3rd-5th) Dribbling Drills, Soccer page 7, see attached lesson plan!

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: Can you trap your ball before I read “0”. How quickly can you trap the ball?
Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a hockey puck. DOK 2: Compare and contract dribble a basketball and dribbling a hockey puck.

Mini lesson: Students in grades K-2nd will watch a video from brainpopjr.com titled “Digestive System”. DOK 1: Briefly describe the purpose of the digestive system. Students in grades 3rd-5th grade will watch a video from brainpop.com titled “Digestive System”. DOK 1: Briefly describe the purpose of the digestive system.

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.

(1b) FRIDAY PL/CS Lesson Plan:

Topics: fire safety, cancer prevention, ships and sailors, castle ball, dance

Vocabulary: cancer, smoke alarm, captain, sailors, offense, defense

Health: I can give examples of what to do in a fire. (K-2nd) I can describe what cancer is and ways we can prevent cancer. (3rd-5th)

P.E.: I can throw a ball towards a target and knock the target down. I can defend a target and keep it from getting knocked down. (K-5th)

P.E.: I can perform various locomotor skills by listening and following directions. (K-5th)

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 two warm up laps.

Friday only: Mini lesson (Spiral Review): Review with students the career cluster of the week. Review the healthy and unhealthy food of the week.

KDOE: Practical Living

(P.E.): Academic

Standards 2.34: P.E.:

Students perform physical movement’s skills effectively in a variety of settings.

KDOE: Practical Living

(Health/Safety):

Academic Standards 5.12:

Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.

KDOE: Practical Living (Health): Academic Standards 3.2: Students demonstrate the ability to maintain a healthy lifestyle.

Review the consumerism vocabulary and character/employability skills word of the week.

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: Primary (K-5th): Castleball is played like “Dodgeball” except instead of the students throwing the ball at students, they try to knock down the team hula hoop castles. Each team will have 2 castles made from hula hoops.

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 1: Give an example of one strategy that you used during the game of castleball. DOK 2: Compare and contrast castleball and dodgeball.

Friday only: P.E. Activity #2: Primary (K-5th): Ships and Sailors: Students will be given different commands from the captain (teacher) and will have to quickly obey each command by acting out a physical command. The students that obey the command quickly get to stay in the game. Students that are eliminated from the game are given physical activities to act out (Jumping jacks, push-up, and etc.).

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 1: What strategies did you use in order to stay in the game? DOK 2: Compare and contrast the game Ships and Sailors and Simon Says.

Static Stretching (Cool Down) and Rewarding Student Behavior:

Students will review the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will go

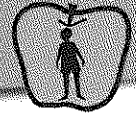
over numerous stretches presented on the Powerpoint. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

****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:

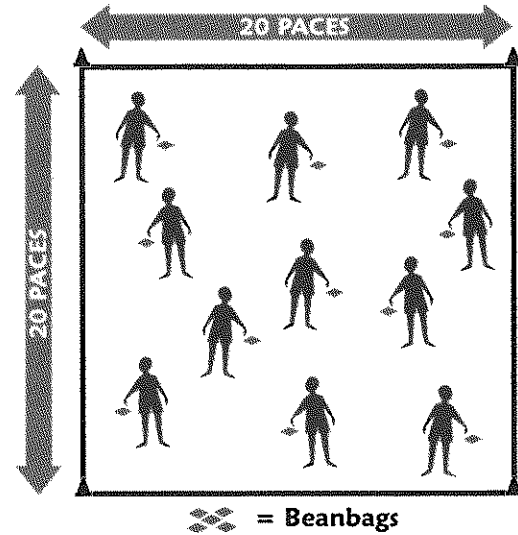


Ready

- 4 cones (for boundaries)
- 1 beanbag per student
- Music and player
- 1 fluffball per 10 students (optional)

Set

- Create medium (20X20 paces) activity area.
- Distribute 1 beanbag to each student.
- Scatter students within area.



GO!

1. Exploration Time

- When the music starts, safely play (explore) with your beanbag around home base (1-2 minutes).
- Show how quickly you freeze when the music stops.

2. Beanbag Balancing

- Place your beanbag on top of your head. The object is to follow my signals without letting it drop to the floor. If it does, put it back and keep going.
- Listen carefully for the music stop (or "Go home").
- **Challenges** – Can you. . .
 - Walk slowly with good posture in general space? Head high, chest out, shoulders back.
 - Walk in a curved pathway at a medium level?
 - Walk quickly in a zigzag pathway at a high level?
 - Squat to a low level? Stand up?
 - Turn so your L shoulder faces the center of our general space?
 - Point your R shoulder towards the center?
 - Turn all the way around?
 - Lower your body slowly by bending your knees? Elevator down!
 - Reverse the motion; elevator up!
 - (Have children balance the beanbag on the back of 1 hand then the other, and continue providing/repeat movement challenges.)

BEANBAG BALANCES

GO! (continued)

3. Balance Touch

- Set your beanbag on the floor in front of you.
- **Challenges** — Can you. . .
 - Stand on 1 foot and reach with the other foot to touch the beanbag with your toe?
 - Tap the beanbag gently 3X in a row with your toes? Switch legs and try again.
 - Move your beanbag to the side of your body and try to tap it? Switch legs.
 - Move your beanbag behind you and try to tap it?
 - Circle your head with the beanbag? Waist? Ankle? Other ankle?

4. Wrap It Up

- Was 1 leg easier to balance on than the other? Why do you think that is?
- Would practicing help improve your balance? Where and when could you practice?

* SPARK™ IT UP!

* Courtesy Tag

(Need 1 fluffball for every 10 students.) The object is to balance a beanbag on your head and avoid being tagged. I will give fluffballs to 3 students, who will be our 1st Chasers. If tagged, take the fluffball, because you are now a Chaser. If your beanbag drops, freeze until another person picks it up and hands it to you. Remember to say “Thank you;” then put the beanbag back on your head, and return to the game. While helping a classmate, you are safe from being tagged. If your beanbag drops while helping someone, you are not frozen. It pays to be courteous! We’ll start and stop on the music.

* Crab and Bear Tag

Bears love to eat crab! In this game, everyone will be in the crab position (4 pt. bridge tummy up) balancing the beanbag on their tummies, except for 5 hungry bears. The Bears will Bear Walk (inverted crab) until they safe tag (2 fingers between waist and shoulders) a crab. When a Bear tags a Crab, Bears become Crabs (flip to Crab position and flee), and Crabs become Bears (flip to Bear position and chase).

BEANBAG BALANCES

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body awareness, balance, non-locomotor skills, manipulative skills

● #3, 4 Flexibility, muscular strength, muscular endurance

#5, 6 Participates, appreciates, enjoys movement, respects others

Your State (Write in here)



WELLNESS

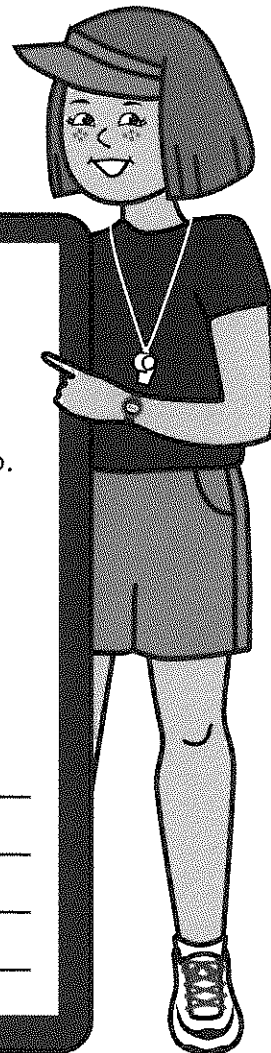
Did you know that certain fish (e.g., salmon, mackerel, and sardines) are very high in Omega 3s? Omegas are acids that help keep our hearts healthy. Crabs and lobsters are higher in fat and lower in omegas. Ask a parent to grill salmon for dinner sometime, and tell them about Omegas!

PAULA'S POINTERS

- It is harder to balance an object while moving. To help students progress, think stationary first, then move slowly, then speed up.
- When advanced learners are balancing a beanbag and not moving, challenge them to try with their eyes closed.

Vocabulary – Dynamic

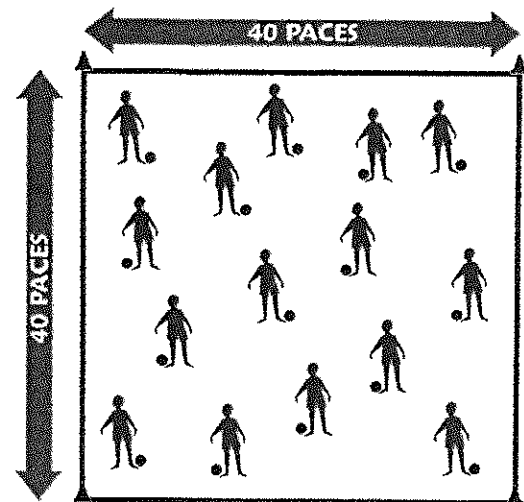
NOTES





Ready

- 4 cones (for boundaries)
- 1 7" foamball per student
- 1 whistle
- Music and player (optional)
- 1 spot marker per student (optional)
- 12 cones (optional)
- 2 Movement Cubes and *Tempos, Pathways, Directions Skill Cards* (SPARKfamily.org)



Set

- Create extra large (40X40 paces) activity area.
- Send students to select 1 ball each; then scatter them within boundaries.

GO!

1. Dribbling Introduction

- Today, we'll begin moving a ball using only our feet. We'll call that *Dribbling Soccer-Style*. First, let's review and practice our whistle cues so we can move safely.
- 1 whistle: Trap the ball by placing 1 foot on top of it. Trapping means stopping the ball. Hold your ball still, look at me and listen.
- 2 whistles: Pick up your ball and jog to me.

2. Walk and Dribble

- When I say "Go!" walk and dribble your ball within our boundaries.
- (*Explain while having a student demonstrate.*)
- Control your ball using the insides of your feet. Keep it 1-3' away.
- Keep your head up and watch for others. Pay attention to your **own** ball.
- When you hear a whistle cue, show you know what to do.

3. Jog and Dribble

- Let's pick up the pace and jog slowly while dribbling the ball close to your feet.
- Trap quickly whenever you hear 1 whistle.
- **Challenges** – Can you dribble. . .
 - While jogging slowly and keeping your ball under control?
 - While touching the ball with the outside of your foot? The inside? The toes?
 - Around a spot in the grass (*on the floor*)? Turn around and go the other way?
 - In a curved pathway? A zigzag? Are you using both feet to control the ball?
 - Your ball in the shape of a square? A triangle? The first letter of your name?

(continued)

DRIBBLING "SOCCER-STYLE"

GO! (continued)

- Your ball while running faster? On the whistle, can you trap your ball before I count down from 3?
- Quickly around 3 different objects and back to where you started? A figure-8? What other ways can you dribble and trap your ball?

4. Wrap It Up

- Why is it important to keep your eyes up and not just on your ball?
- Why is it important to be able to dribble with either foot?
- Who can tell us what the *P* in SPARK stands for? (*Play actively.*) Raise your hand if you're already playing on a soccer team, or would like to join one. I'll give you information on where, when, and how to sign up after school.

* SPARK™ IT UP!

* Eyes on Me

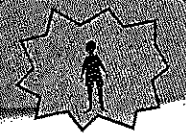
As you dribble, keep your eyes on me; I'll point a direction for you to go. Only look at your ball when you have to. I'll change directions a lot, so be ready!

* Movement Cubes

(Insert *Directions, Tempos, Pathways Skill Cards* into 2 Cubes.) I'll choose 2 students (who were keeping good distance from others and dribbling with good control) to be the 1st to roll our dice. Everyone will dribble the way the dice tell us to (e.g., fast – zigzag).

* Indy 500

(Create a large oval "racetrack" using 8-12 cones. Scatter 1 spot marker per student inside the boundaries.) For our version of the *Indy 500*, each of you will drive your cars (dribbling your soccer balls under control) around (point the direction) our race track. When you hear, "Pit stop!" dribble inside the boundaries to a spot marker, and trap the ball on top of it; it's time to refuel! (After playing several times, you can remove 1 spot at a time, prompting students to scramble to find an available spot or share with others.)



Ready...

- 4 cones (for boundaries)
- 1 ball per student

Set...

- Create medium (20X20 paces) area.
- Scatter students in area; each with a ball.

GO!

1. The object is to learn and practice ball control skills used in soccer.
2. While dribbling, keep the ball close so you can change directions quickly, pass, or shoot on goal. On signal, try the following drills.

3. Top Taps

- Keep 1 foot on the ground while the sole of the other foot taps the top of the ball. Hop and switch feet until signal (20 - 30 seconds).

4. Side Taps

- Straddle ball, and tap from R to L with the inside of each foot until signal (20 - 30 seconds).

5. Ball Fakes

- Set the ball slightly in front of you, and place 1 foot on top of it.
- Move that foot in a circle around your ball without touching it. Alternate feet until signal (30-60 seconds).

6. Drop Trap

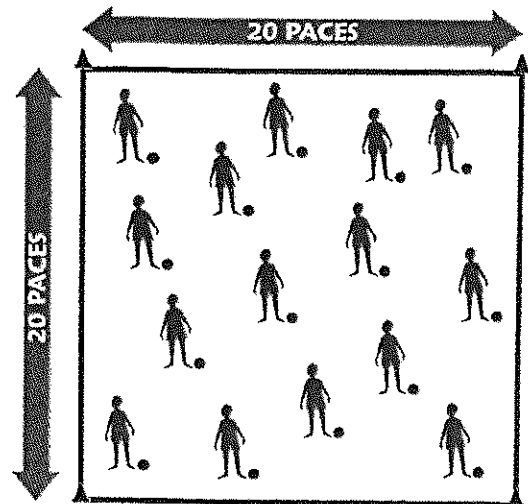
- Hold the ball shoulder high. Drop it quickly, and trap it under 1 foot. Alternate feet until signal (1-2 minutes).

7. Drop Tap

- Hold ball shoulder-high. Drop it, and use the top of 1 foot to tap the ball back your hands. Point your toes to make a flat surface for tapping. Alternate feet after every 5 taps until signal (1-2 minutes).

8. Pull Backs

- Keep all your weight on 1 supporting leg, and place the other heel on the ball. Pull the ball behind you by rolling it along the bottom of your foot; then turn around and trap it with your other foot. Alternate feet until signal (1 minute).



CHALLENGES

- ★ Can you move your feet to the beat? (use music)
- ★ Try each ball control skill for speed. How many _____ can you do in 30 seconds?

CUES

- ★ Head up.
- ★ Light touches.
- ★ Quick feet.
- ★ Keep your weight on the supporting leg, not on the ball.

SPARK IT UP!

Switch Signal

Choose a ball-control skill and begin. When you hear my “switch” signal, change the ball-control skill to another skill you know.

Eyes Up

I will give you a ball-control skill to practice. Every 5-10 seconds, you will hear “eyes up.” I will hold up fingers on 1 or 2 hands. Say the correct number, while continuing your ball control work. I may ask you to multiply or add the fingers on 1 hand with fingers on the other hand.

Fancy Feet Street Show

(Use music.) With a partner or small group, create a 2-minute routine to music using several ball control skills. Perform your routine for some friends.

FUN FACT

The first balls were made of pig’s bladder blown up like a balloon, tied at the ends and placed inside a leather case. It looked more like an egg than a ball and oinked when it was kicked – not really. However, players who kept the ball too much without passing were called “pigs,” “oinkers” and “ball hogs.”

STANDARDS ADDRESSED

NASPE

#1, 2 Learn/practice ball-control skills

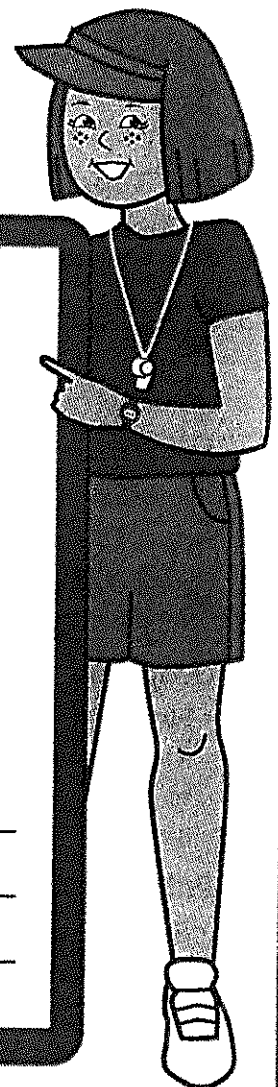
#6 Accepting personal challenges

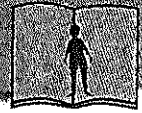
Your State (Write in here)

PAULA’S POINTERS

- Shadow – Introduce ball-control skills without a ball. Students shadow the skill for a few moments, then repeat it with the ball at their feet.
- Not enough soccer balls? Use utility balls or others that are available.

NOTES





Ready...

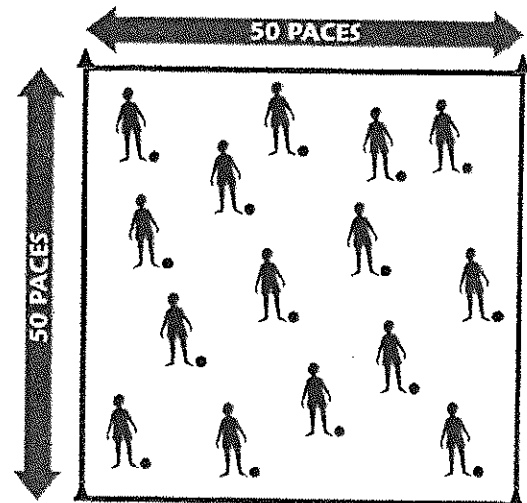
- 4 cones (for boundaries)
- 1 ball per student

Set...

- Create large (50X50 paces) activity area.
- Scatter students in area; each with a ball.

GO!

1. The object is to dribble in space, control your ball and quickly trap it.
2. On signal, dribble the ball under control inside the activity area.
3. When you hear the trap signal, quickly trap your ball. I'll count down "3, 2, 1, and 0." Can you trap your ball before I reach 0?
4. (Repeat several times, prompting students to increase the dribbling speed as they gain skills to medium, and, eventually, fast.)



CHALLENGES

- * The class earns a point if everyone has the ball before I reach 0. If not, I score the point. How many points can you score as a class?
- * Can you alternate your trapping foot each time?

CUES

- * Dribbling
 - Keep the ball close.
 - Head up, look for open space and watch for others.
 - Inside, outside of feet.
 - Quick feet; light touches.
- * Trapping
 - Put bottom of foot on the ball, but keep weight on the other foot.

* SPARK * IT UP!

Pull Backs

On signal, perform Pull Backs (or Top Taps or Side Touches) rather than trap.

Direction Change

Dribble as quickly as you can. On the signal, "Directions!" change directions using a trap, pull back or other method (*give signal every 5-10 seconds*). If you or your ball touches another student or their ball, both of you must stop and do 5 jumping jacks.

SHARK

(*Take away a ball from 1/5 of students.*) Those without a ball (Sharks) try to legally steal the ball from others. You become a Shark if your ball is taken.



ACADEMIC

Science (Sharks) - Sharks have the most powerful jaws on the planet. Unlike most animals' jaws, both the sharks' upper and lower jaws move. A shark bites with its lower jaw first and then its upper jaw. Sharks never run out of teeth. If a tooth is lost, another tooth spins forward from the rows and rows of backup teeth. A shark uses over 20,000 teeth in its lifetime!

• STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping

#6 Accepting personal challenges

• **Your State** (Write in here)

PAULA'S POINTERS

- Vary the dribbling speeds slow, medium and fast. Students will naturally adjust their speed relative to their individual skill level.
- To deter students from dribbling out of control, have them dribble around the perimeter until they can do so safely.

NOTES

