

K-5th Lesson Plans

PL-EP-2.34: Students perform physical movement skills effectively in a variety of settings. (K-5th)

Practical Living KY Core Content:

PL-EP-4.2.1 The learner will be able to identify how personal responsibility and good work habits are important at home, school and work.

PL-04-1.1.7: The learner will be able to explain how strategies and good hygiene practices promote good health and prevent communicable and non-communicable diseases. **National Health Standards:** (PL-4-PW-S-GD1)

P.E. KY Core Content:

Vocabulary:

Expectations, rules, rewards, consequences safety, warm up, cool down, diabetes, responsibility

Learning Targets (relate all targets to real life)

- P.E.: I can identify expectations and safety rules for my PE class. (K-5th)
- P.E.: (K-2nd) I can follow directions and participate in locomotor movements.
- P.E.: (K-2nd) I can strike the balloon at different levels.
- P.E.: (K-2nd) I can move the balloon safely across the gym without getting it taken away.
- P.E.: (3rd-5th) I can warm up major muscle groups and cooperate with a partner.
- P.E.: (3rd-5th) I can correctly perform an overhead pass or set.
- P.E.: (3rd-5th) I can improve my overhead passing skills by practicing with a partner.
- P.E.: (3rd-5th) I can give an example of how to help out at home. (K-2nd)
- Practical Living:** I can understand what diabetes is and how to prevent it. (3rd-5th)

Tuesday-Thursday P.E. and Health 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 two laps as a warm up.

Mini lesson: (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission).

Warm-up: (P.E.) Mr. Kuhn will get into their personal space. (K-5th) Students will be lead in a variety of warm ups by listening and watching Adventures to Fitness-Abominable Ascent (next 10—15 minutes).

Mini lesson: (Practical Living) Students will watch a book from www.bookflix.com titled "This is the way we help at home". (Flashback): Give me an example what you learned from the students of Junior Achievement on Monday. (Exit slip): Question: Give me an example a community helper. (K-2nd) Students will watch a video from brainpop.com titled "diabetes". (Flashback): Give me an example what you learned from the students of Junior Achievement on Monday (3rd-5th) (Exit slip): Question: What is diabetes and how can how to prevent it.

P.E. Activity #1: Primary (K-2nd) I want a Home, pg. 7. See attached lesson plan!

Daily

- Assessment:**
- 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

Teacher: Clark Kuhn

Subject: P.E./Practical Living

Week: November 17-24, 2015 (Friday 2b)

Topic: diabetes, responsibility, volleyball, striking

Want a Home, ASAP, pg. 7.
#1, 2 Spatial awareness, locomotor skills #3,4
Cardiovascular endurance #5,6 Participates, appreciates movement, cooperates in small group activities (K-2nd grade)

Straddleball (Dribbling, Volleying, and Striking pg. 21): #1,2 Spatial and body awareness, striking #3,4 Participates in enjoyable, challenging activities, muscular endurance #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting (K-2nd grade)

Setting Pairs (Volleyball, pg. 11) #1,2 Overhead set #3,6 Independent work #2,6 Challenge completion (3rd-5th grade)

Introduction to Underhand Serve (Volleyball, pg. 13)
#1,2 Overhand serve #3,6 Independent Work #2,6 Challenge completion (3rd-5th grade)

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 can come up their own ideas on how to add to the rules of the game.
Assessments/Exit Slip: Was it challenging to find a new home? How did you move to a new home without bumping into other shoppers?

P.E. Activity #2: Primary (K-2nd) Straddleball (Dribbling, Volleying, and Striking, pg. 21. 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: They can play the game with 2 or 3 balls at once. **Assessment/Exit Slip:** How can we demonstrate respect for others during physical activity?

P.E. Activity #1: Intermediate (3rd-5th) Setting Pairs (Volleyball, 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 set it to your partner without making them move? How many times can you and your partner set the ball in a row? How many sets can you make in 30 seconds? **Assessments/Exit Slip:** Explain how overhead pass the volleyball with a partner.

P.E. Activity #2: Intermediate (3rd-5th): Introduction to Underhand Serve (Volleyball, pg. 13). 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: How far back can you get in 3 minutes? **Assessments/Exit Slip:** Demonstrate how to underhand serve.

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. 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".

FRIDAY (2b) P.E. and Health Lesson Plan & Tuesday 11.24.15:

Topic: calling 911, asthma, Ships and Sailors, Castle Ball, dance

Practical Living KY Core Content:

PL-EP-1.3.2: The learner will be able to identify proper procedures to access emergency assistance (call 911). K-2nd

PL-04-1.1.7 Good Health: The learner will be able to explain how strategies and good hygiene practices promote good health and prevent communicable and non-communicable (asthma) diseases. (3rd-5th)

PL-EP-2.1.1: Fundamental Motor Skills: Students will apply fundamental motor skills, non-locomotor, locomotor, and fundamental manipulative skills.

PL-04-2.1.2 Fundamental Movement: The learner will be able to explain the fundamental movement concepts (body awareness, space awareness, time, effort, relationship)

Friday 4 only: "I can" statements:

Practical Living: I can give an example of why to call 911. (K-2nd) I can define and understand what asthma is. (3rd-5th)

P.E. I can correctly perform flexibility exercises. (K-2nd) I can help the "squirrel" (a student) find a safe place between 2 Trees. (K-2nd)
 P.E. I can earn my partner's trust by allowing them to "drive" them through "hazards". (3rd-5th) P.E. I can correctly serve a ball by kicking it. (3rd-5th)

Friday 2b only: Warm-up: Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com. (K-5th) See list of Just Dance songs with appropriate lyrics.

Friday 2b only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.

Friday 2b only: Mini lesson: (Practical Living) Flashback: Give me an example of how we can help out around the house. Students will watch a video from youtube.com titled "Easy as 911". (Exit slip): Question: Give me an example of when to dial 911. (K-2nd)

Friday 2b only: Mini lesson: (Practical Living) Flashback: What is diabetes and how can it be prevented? Students will watch a video on brainpop.com titled "asthma". (Exit slip): Question: What is asthma and recognize the symptoms? (3rd-5th)

Friday 2b only: P.E. Activity #1: Primary (K-2nd): Castle Ball: Castle ball 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 or 3 castles made from hula hoops.

Friday 2b 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 2b only: Assessments/Exit Slip: Give an example of one strategy that you used during this game of Castle Ball.

Friday 2b only: P.E. Activity #2: Primary (K-2nd): 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

| | | | |
|---------------------|--------------------------------|--|---|
| Teacher: Clark Kuhn | Subject: P.E./Practical Living | Week: November 17-24, 2015 (Friday 2b) | Topic: diabetes, responsibility, volleyball, striking |
| | | | <p>game. Students that are eliminated from the game are given physical activities to act out (jumping jacks, push-ups, and etc).</p> <p>Friday 2b 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.</p> <p>Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p>Friday 2b only: Assessments/Exit Slip: What strategies did use in order to stay in the game?</p> <p>Friday 2b only: P.E. Activity #1: Intermediate (3rd-5th): Castle Ball: Castle ball 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 or 3 castles made from hula hoops.</p> <p>Friday 2b 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.</p> <p>Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p>Friday 2b only: Assessments/Exit Slip: Give an example of one strategy that you used during this game of Castle Ball.</p> <p>Friday 2b only: P.E. Activity #2: Intermediate (3rd-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-ups, and etc).</p> <p>Friday 2b 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.</p> <p>Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p>Friday 2b only: Assessments/Exit Slip: What strategies did use in order to stay in the game.</p> |
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| | | 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". | |

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

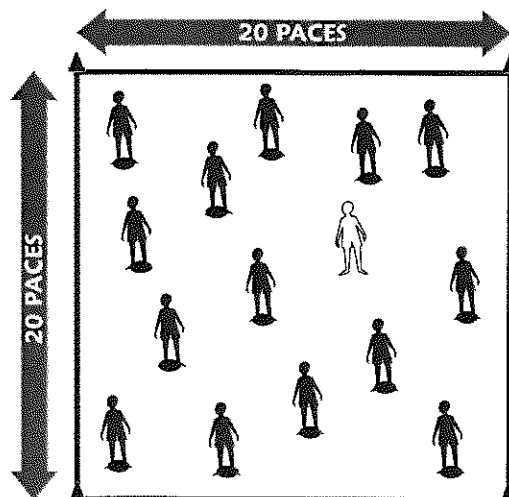


Ready

- 4 cones (for boundaries)
- 1 spot marker per student (less 1 spot)

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area.
- Disperse students to stand on spots (homes). One will be without a spot.



ASAP

GO!

 = Home Shopper

1. Our ASAP is called *I Want a Home*.
2. _____ (name of student without a home) does not have a home and will be the 1st "Home Shopper."
3. When _____ says, "I want a home!" leave your home and walk quickly to find a new one.
4. Whoever doesn't have a home becomes our next Home Shopper.
5. Look for a new home without bumping or touching others. Remember to say "Excuse me."
6. (Continue playing for several rounds, changing the locomotor skill each round.)
7. **Wrap It Up**
 - Was it challenging to find a new home?
 - How did you move to a new home without bumping into other shoppers?

✦ Two Home Shoppers

This time we'll play with 2 Home Shoppers.

✦ House of the Same Color

(Use 4-6 different colors of spots and have 1 Home Shopper for each color spot.) This time we will have 1 Home Shopper for each color home. Your new house must be the same color as the one you left.



HOME

Play "Musical Spots" at home with your family. Put spots (use paper, socks, tape, etc.) on the floor. Use 1 per player minus 1. (If there are 4 of you, you will need 3 spots.) Turn on the music and everyone dances around the spots. The "DJ" stops the music and everyone tries to touch a spot. The dancer without a spot is the DJ next round.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Cardiovascular endurance

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

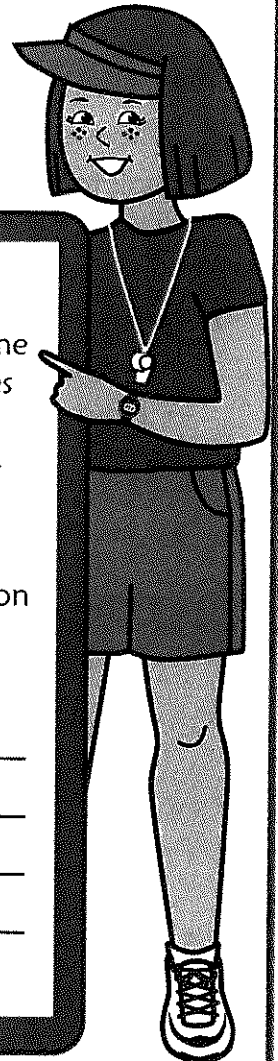
Your State (Write in here)



PAULA'S POINTERS

- For kindergartners, omit the Home Shopper and simply switch homes each round.
- After walking, designate different locomotor skills.
- Hoops may be used instead of spot markers; however, use caution on the blacktop or gym floor.

NOTES



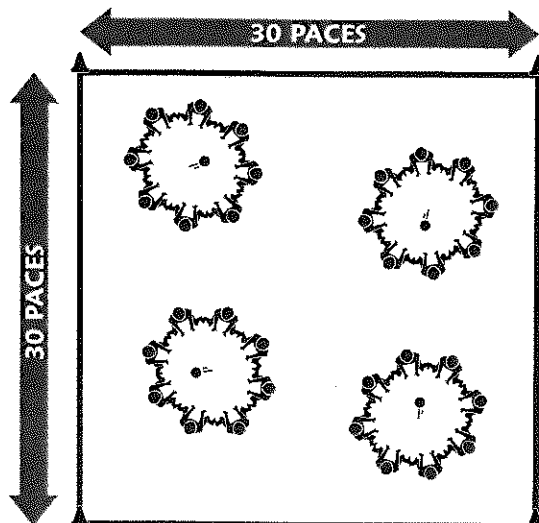


Ready

- 4 cones (for boundaries)
- 3 7" foamballs per 8-10 students

Set

- Create large (30X30 paces) activity area.
- Create groups of 8-10 students.
- Have each group form a circle, with members' legs wide and sides of feet touching their neighbors'.



GO!

1. The object of *Straddleball* is to score a goal. You do that by striking the ball through the legs of anyone in your circle.
2. Everyone has created their own "goal" by straddling wide. Look around, and make sure everyone's goal is the same size!
3. Bend your knees and get low.
4. Send the ball through anyone's goal by striking it with an open palm and stiff wrist. Keep the ball low and on the floor/ground.
5. You may use your hands to protect your goal.
6. If the ball goes outside of the circle, the person who touched it last runs after it.
7. If you are scored on, go retrieve the ball, toss it back in, then rejoin the group as quickly as you can.
8. **Double Trouble**
 - We'll play again, this time with 2 balls at once!
9. **Triple Threat**
 - Which group is ready to try 3 balls at 1 time?
10. **Wrap It Up**
 - How can we demonstrate respect for others during physical activity?
 - *Straddleball* is a fun game to play at recess and lunch. Who will try and organize a *Straddleball* game later today (or tomorrow)?

* Play in Levels

Now that you know how to play *Straddleball*, those of you that would like to play a “nice and easy” game, meet over here (*point*). Those that want to play a “little faster” game, gather here (*point*). Those that want to play “super fast” *Straddleball*, move to this area (*point*).

(Organize students so there are at least 8 in a group; combine groups if necessary. Distribute equipment so “level 1” is playing with 1 ball, “level 2” with 2 or more, “level 3” with 3 or more balls.)

(Note: You may vary the size of the ball in level 3, but only play straddleball with very soft foamballs.)

* Flip It

This time, turn around so you face out from the circle, and strike the ball while looking back between your legs!

* Super Straddleball

Let’s make a giant circle and play 1 huge game of *Straddleball* with 3 (or more) different balls at once!

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, striking

#3, 4 Participates in enjoyable, challenging activities, muscular endurance

- #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)



HOME

Take your *Straddleball* skills home with you and practice against a wall. Does *Straddleball* remind anyone of a popular sport? I think it’s a lot like hockey. You try and score a goal, but in hockey, you strike the ball with a stick in your hand. You can play ice hockey where you skate to move, or field hockey where you run to move. Both games are really fun. Has anyone ever played hockey?

PAULA’S POINTERS

- *Straddleball* is a fun recess/lunch game. Ensure playground monitors use only very soft, safe foamballs to play it.
- While using smaller groups for *Straddleball* seems like a good idea, it’s hard to play with too few students in the circle. They’re too close to one another to get a good rally going.
- Larger foamballs (e.g., 7”) are easier to strike (larger surface and slower play) than smaller ones (3”). Use equipment strategically to build skills and provide challenge.





Ready...

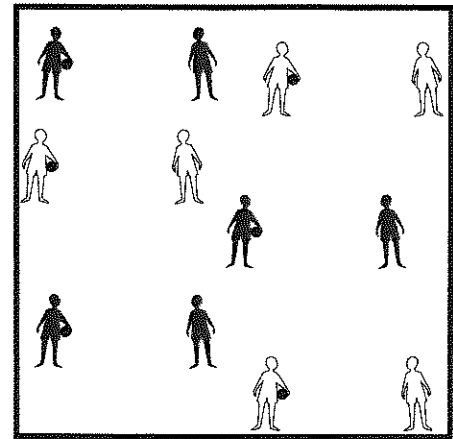
- 1 ball per pair

Set...

- Scatter students in pairs; each pair with a ball.

GO!

1. The object is to improve overhead passing skills (setting) by practicing with a partner. One will underhand toss; the other passes (sets) the ball back.
2. **Toss to Set**
 - Tossers, toss the ball with 2 hands in an underhand motion with a high, gentle arch. Toss the ball gently above your partner's forehead.
 - Passers, ready position; get low. You always have to be ready to bump, because you don't know when it's coming. When you are low, you have time to adjust to a higher, slower ball, and set it.
 - Pass the ball back in a high arch, so your partner can catch it just above their forehead.
 - After 10X, switch roles. (*Allow students to switch at least 3X.*)
3. **Toss to Move**
 - Tossers, toss your ball slightly to the R or L of your partner.
 - Passers, move your feet to get your body under the ball; then use good form to pass back to your Tossers.
 - After 10X, switch roles.
- 4 **Keep it Up**
 - Begin with a toss from either partner; then set back and forth.
 - Pass with a high arc, and try to keep the ball up as many times as you can.
 - Quickly return to ready position after each pass.



CHALLENGES

- ★ Can you set it to your partner without making them move?
- ★ How many times can you and your partner set the ball in a row?
- ★ How many sets can you make in 30 seconds?

CUES

- ★ Move your feet to get in position to set.
- ★ Are your hands in the shape of the ball?
- ★ Are all 10 finger pads contacting the ball?
- ★ Shhh! A good overhead pass is silent. Because only finger pads (not palms) touch the ball, and they do so very softly.
- ★ Can you set the ball so its arc is as high as a basketball rim?

★ Set to Wall

(Give each pair 7 paces of wall space.) Stand 2-3 paces from the wall, and set back and forth with ball hitting wall between each hit.

★ S.E.T.

(Give each pair 7 paces of wall space.) The objective is to earn all the letters of S.E.T. Stand 2-3 paces from the wall and set the ball back and forth. The ball must hit the wall between each set. The player who wins the rally earns the letters S.E.T. in sequence. (You can also use this game with Keep It Up if walls are not available.)



HOME

Offer to “set” the table at home. No, don’t pick up the table and hit it across the dining room! Create a volleyball place setting. The plate can be the ball, knives and forks the posts, and the napkin the net. Take a picture, and send it to us at spark@sparkpe.org. You’ll receive a prompt response. Now dig in!

● STANDARDS ADDRESSED

NASPE

#1, 2 Overhand set

#3, 6 Partner setting

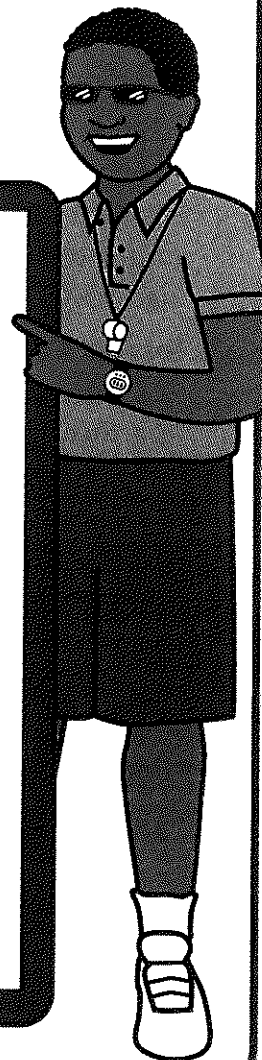
#2, 6 Challenge completion

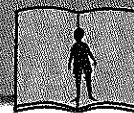
● **Your State** (Write in here)

TONY’S TIPS

- The toss is critical to skill development. If need be, have pairs practice tossing the ball to one another before doing setting drills.
- Remind students of setting cues.
- Switch partners often.

NOTES



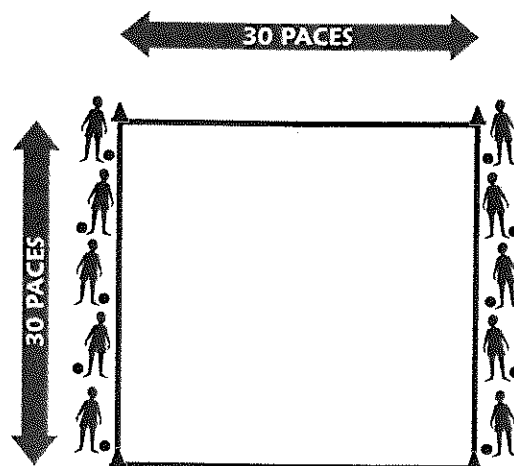


Ready...

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

Set...

- Create a large (30X30 paces) activity area.
- Students on 2 lines on opposites sides, each with ball on floor nearby.



GO!

1. The object is to learn and practice the underhand serve.
2. First, we'll practice without the ball (shadowing). When you show good technique, we'll add the ball.
3. **Underhand Serve**
 - Feet together; hips and shoulders face your target.
 - Hold the ball on the palm of your non-serving hand, hip high, out in front (imagine the ball sitting on a tee).
 - Bring your serving arm back until it's a little higher than your waist.
 - To serve, step forward with your opposite foot, then swing your serving hand forward.
 - Strike the ball with the heel of your hand (do not toss) just under its mid-line.
 - Follow through; finish around head-high. (Repeat several times.)
4. **Wall Serve Step Back**
 - On signal, serve your ball to the wall, and try to catch the rebound. If you make 3 catches in a row, take a step back. Keep serving until you hear the stop signal.

CHALLENGES

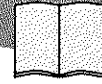
- ★ How far back can you get in 3 minutes?

CUES

- ★ Bring your serving arm straight back and swing it straight forward – like a pendulum.
- ★ Hit off your hand. Don't toss the ball.
- ★ A bigger swing back and longer step forward adds distance to your serve.

★ Rebound Points

Serve the ball to the wall. Score 3 points for catching the rebound without a bounce, 2 points for catches after 1 bounce and 1 point if the ball bounces 2X or more. Does standing a certain distance from the wall help you be more successful? Take 1-3 steps back, and try again.



ACADEMIC

Language Arts - Word Serve. Scatter letters of the alphabet (written on index cards, taped to cones, marked on spots, etc.) 5-10 paces from the wall. Provide a list of words to spell. Students find the letter of each word and serve from that point to the wall. How fast can you “serve” words? Spell sentences?

• STANDARDS ADDRESSED

NASPE

- #1, 2 Underhand serve
- #3, 6 Independent work
- #2, 6 Challenge completion

• **Your State** (Write in here)

PAULA'S POINTERS

- If you are inside, use balloons inside a plastic grocery bag, beach balls or foam balls. These are lighter and easier to control, and students can better maximize their time on the task and spend less time chasing balls.
- Monitor safety, i.e., balls being hit too hard, students moving in front of servers, etc.
- If space is limited, use stations. Some students practice forearm pass, others set, and others serve. Rotate every few minutes.

