

<p>K-5 Lesson Plans</p>	<p><u>KDOE: Practical Living</u> <u>(P.E.): Academic Standards 2.34:</u> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><u>KDOE: Practical Living</u> <u>(Health): Academic Expectations:</u> 4.1: Students effectively use interpersonal skills. (K-5th)</p> <p><u>KDOE: Practical Living: Academic Expectations:</u> <u>(Health) 5.4:</u> Students use decision-making process to make informed decisions among options. (K-5th)</p> <p><u>KDOE: Vocational Studies</u> <u>(Consumerism): Academic Expectations:</u> 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p><u>KDOE: Vocational Studies</u> <u>(Career Studies): Academic Expectations:</u> 2.36: Students use strategies for choosing and preparing for a career.</p> <p><u>KDOE: Practical Living</u> <u>(Health): 2.32:</u> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)</p> <p><u>KDOE: Practical Living</u> <u>(Health): 4.1:</u> Students effectively use interpersonal skills. (3rd-5th)</p>	<p><u>Vocabulary:</u> nervous system, five senses (see, hear, taste, touch, smell), impulse buying purchase</p>	<p><u>P.E.:</u> I can perform physical movement skills correctly. (K-5th)</p> <p>► <u>Health:</u> I can define and provide a benefit of responsibility. (K-5th)</p> <p>► <u>Health:</u> I can describe the purpose of the nervous system. (3rd-5th)</p> <p>► <u>Health:</u> I can describe each of the five senses. (K-2nd)</p> <p>► <u>Health:</u> I can give examples of ways to be active. (K-5th)</p> <p>► <u>Consumerism:</u> I can identify the meaning of impulse buying. (K-5th)</p> <p>► <u>Vocational Studies:</u> I can give an example of a career from the agriculture, food, and natural resources career cluster. (K-5th)</p> <p style="text-align: center;"><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p> <p><u>Mini lesson:</u> (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><u>Warm-up:</u> (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><u>Mini lesson</u> (<u>Health/Citizenship/Employability Traits</u>): Character word of the week on Power Point: responsibility</p> <p><u>Mini Lesson:</u> (<u>Health</u>): Students will look at a slide about the importance of exercise.</p> <p><u>Mini lesson:</u> (<u>KY Career Cluster</u>): I will show the students the career cluster poster and introduce students to careers within agriculture, food, and natural resources. Flashback: Ask students to summarize what they learned from the teenagers last week during Junior Achievement.</p> <p><u>Mini lesson:</u> (<u>Consumerism</u>): Slide about: Impulse buying or purchases!</p> <p><u>Warm-up:</u> (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 if time permits.</p> <p><u>P.E. Activity #1:</u> Primary (K-2nd) Partner Stunts, balance, stunts, and tumbling, pg. 19. See attached lesson plan!</p>	<p><u>Daily Assessment:</u></p> <p>X Observation</p> <p>X Oral responses</p> <p>□ Self-Evaluation</p> <p>□ ORO</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p><u>Formative and Summative Assessments</u></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p>□ Student Self-Assessment</p>
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KDOE: Vocational Skills (Consumers/ml): 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!

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

P.E. Activity #2: Primary (K-2nd) Weight Transfer & Rolls, Balance, Stunts, and Tumbling, page 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: See attached lesson plan under challenges.

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

P.E. Activity #1: 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: See attached lesson plan under challenges.

Assessments/Exit Slip: DOK 2: Compare and contrast serving a volleyball and serving with in tennis. Students are able to demonstrate how to serve a volleyball with correct form.

P.E. Activity #2: Intermediate (3rd-5th) Shooting Drills, Hockey, page 15, 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: See attached lesson plan under challenges.

Assessments/Exit Slip: DOK 2: Compare and contrast scoring a goal in hockey with scoring a goal in soccer.

Mini lesson: Students in grades K-2nd will watch a video from jrbrainpop.com titled "senses". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "nervous 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

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

NAPSE Standards: See attached lesson plan(s) for national standards.

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. 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:

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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.

Teacher: Clark Kuhn **Subject:** PE & Health **Week of:** November 28, 2017 **Topics:** hockey, volleyball, gymnastics/stunts, responsibility, nervous system, senses, impulse buying, being active, Lou Water

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



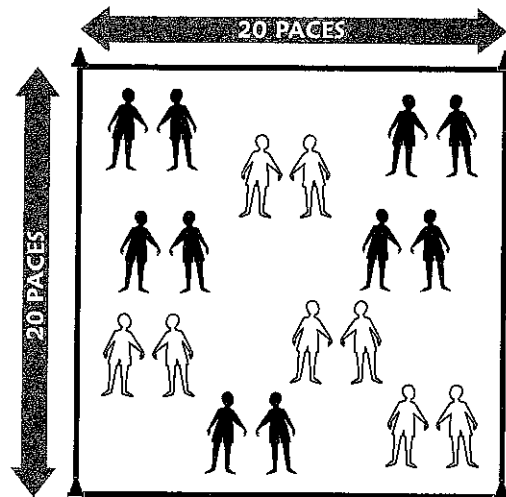
Ready

- 4 cones (for boundaries)
- *Stunts Skill Cards – Partner Counterbalances* (SPARKfamily.org)

Set

- Create medium (20X20 paces) activity area, preferably on grass or mats.
- Scatter pairs within area.

GO!



1. Today we will learn and practice in pairs. Be a good partner by sharing, taking turns, encouraging, and helping each person you pair with.
2. **Partner Stunt Lead-Ins**
 - Choose 1 partner to be Leader. Followers stand 1 arm's length behind Leaders.
 - On the music, Leaders walk very slowly, and Followers stay just behind them.
 - Can you move your legs and arms at the same time? How closely can you walk behind your partner without touching?
 - Switch! Followers become Leaders.
 - Face each other, and place your hands on your partner's shoulders.
 - Can you hop within our boundaries together? Can you take off and land at the same time as your partner? Talk to each other and problem solve.
 - Turn so both of you face the same direction; then join hands. Can you skip together? Gallop in a zigzag pathway? Jog slowly in a curved pathway?
 - Stand back-to-back and lock elbows. Decide who is the leader. Can you walk together in our area? Can you change directions?
3. **Partner Stunts**
 - Partner stunts are fun! We will learn and practice "counterbalances" where you use your weight in "opposition" to your partner's weight to support each other.
 - (Use *Partner Counterbalances Cards* to teach *Side-by-Side*, *Forward Squat*, *Back-to-Back*, *Forward V*, *Shoulder-Foot Counterbalance*, *Double Push-up*, *Push-up and Kneel Support*, *Push-up and Kneel Reverse*, and *Back Push-up Support*.)
4. **Wrap It Up**
 - You needed to depend on your partner to accomplish these challenges. What makes a helpful partner? Why is being safe so important in this activity?
 - Did anyone play actively with a partner this past weekend (or plan to this weekend)?

★ More Stunts

(For advanced learners.) Who's ready to try the *Wheelbarrow Walk*; *Partner Log Rolls*; and *Leap Frog*?

★ Two Plus Two

How quickly can your pair join another and form a group of 4? Let's repeat our *Partner Stunts Lead-In* activities, and see if you can do them with your group.

★ Partner Simon Says

(Play *Simon Says*, incorporating dynamic balances, jump turns, and line walking challenges learned/practiced thus far.) If you hear *Simon Says* first, you and your partner do the activity I call together. If you don't hear *Simon Says* first, don't do it! Let's see how well we remember all the stunts and tricks we've learned so far. You may talk and help each other.



HOME

A workout partner helps you commit to staying active and healthy at home. Who can you ask to be your workout partner this weekend? Parents, brothers, sisters, friends, aunts, and uncles all make great workout partners. Canaries and guinea pigs do not – so don't bother asking!

STANDARDS ADDRESSED

● NASPE

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

● #3, 4 Cardiovascular endurance, flexibility, muscular strength, muscular endurance

#5, 6 Participates, appreciates, enjoys movement, cooperates with others

Your State (Write in here)

● _____

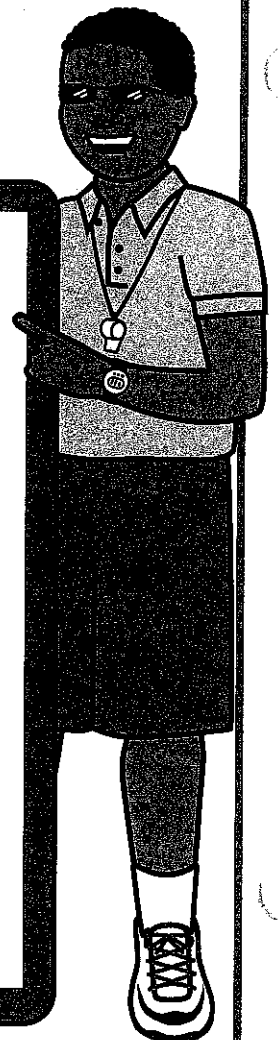
TONY'S TIPS

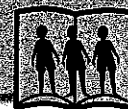
- Help children pair and group with students of similar size.

Vocabulary

Opposition, counterbalance

NOTES



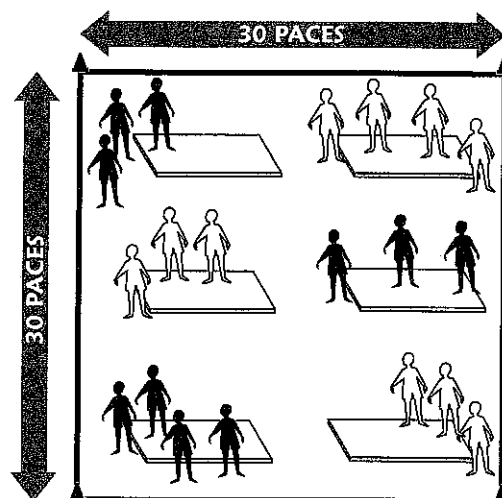


Ready

- 4 cones (for boundaries)
- Mats (for forward rolls)
- *Rolls and Weight Transfers Skill Cards (SPARKfamily.org)*
- Music and player
- Incline mat (optional)
- 1 raw egg in shell (optional)

Set

- Create large (30X30 paces) activity area, preferably on mats (and/or grass).
- Group students in 3s or 4s, depending on number of mats.
- Have students remove their shoes and stand 3-4 to a mat.



GO!

1. Today we will learn and practice tumbling tricks where we “transfer,” or shift, our weight from one body part to another.
2. **Mat Safety and Procedures**
 - Before we begin, we will learn how to move across the mats.
 - The 1st person leads the way. When they are safely ahead (halfway down the mat), the next person in line may go. Continue until everyone has a turn.
 - When you reach the other end of the mat, move off and fast walk back to the start.
 - Before we do our tumbling tricks, let’s practice by pretending to walk a tightrope across the mat. (*Have all practice the flow from one end of the mat to the other and fast walking back to the start.*)
3. **Rolls**
 - Now we are ready to learn different ways to roll our bodies.
 - (*Use the Rolls Skill Cards to teach Log Roll, Egg Roll, and Shoulder Roll.*)
 - (*Allow students at least 3 practice trials down the mat per stunt before moving on.*)
4. **Weight Transfers**
 - “Shift” means move. Let’s learn ways to shift our weight onto different body parts.
 - Spread out on your mats so everyone can practice at the same time.
 - (*Use the Weight Transfers Skill Cards to teach Back Rocker, Back Rocker to Stand.*)
 - (*Allow 2-3 minutes to practice each stunt.*)

WEIGHT TRANSFER AND ROLLS

GO! (continued)

5. Wrap It Up

- How does a ball roll compared to a building block? What can you do to make sure you roll like a ball and not like a block? (*Curl and streamline the body to reduce resistance points.*)
- Who will name a different kind of roll? I'm thinking of the roll we eat! Whole grain rolls and breads are healthier than white breads. Ask a parent to choose whole grains, and let the white bread "roll on by."

* SPARK™ IT UP!

* More Rolls

Who's ready to learn more challenging rolls? Try the *Forward Roll* – to sitting and then to standing. The *Eagle Roll*. The *Straddle Forward Roll*. For advanced learners, the *Backward Roll*.

* Centipede Log Roll

(*Move mats in a pattern so there is no space between them – e.g., 1 long straight line. Have students form a single-file line.*) Can we get everyone to *Log Roll* from the first mat all the way to the last – like a long centipede?

WEIGHT TRANSFER AND ROLLS

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body awareness, balance, nonlocomotor skills, locomotor skills, weight transfer

● #3, 4 Cardiovascular endurance, flexibility, muscular strength, muscular endurance

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

Your State (Write in here)

● _____



ACADEMIC

Science

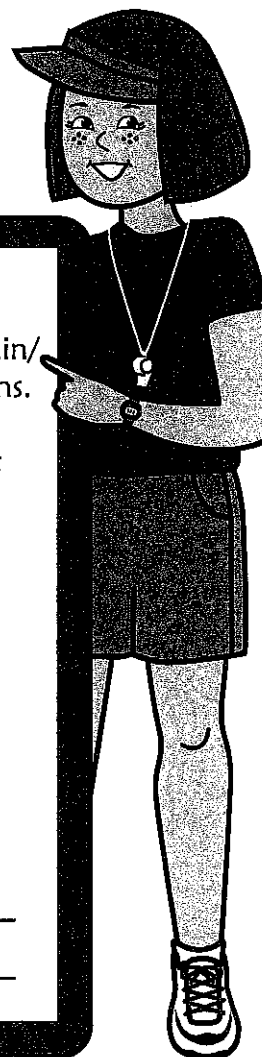
(Need 1 raw egg.) Watch how this egg rolls. Does it travel in a straight line? Why not? The wobbling helps keep eggs from rolling away from the hen in the nest. Why is that helpful?

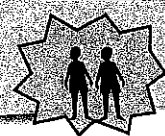
PAULA'S POINTERS

- Use a demonstration mat to explain/demonstrate stunts and taking turns. Use tape to show where the 1st tumbler should be before the next tumbler begins.
- Give anyone waiting for a turn something active to do (e.g., balance on 1 foot, march in place, 3 push-ups, etc.).
- Incline mats help with rolls.

Vocabulary – Weight transfer, shift, centipede

NOTES



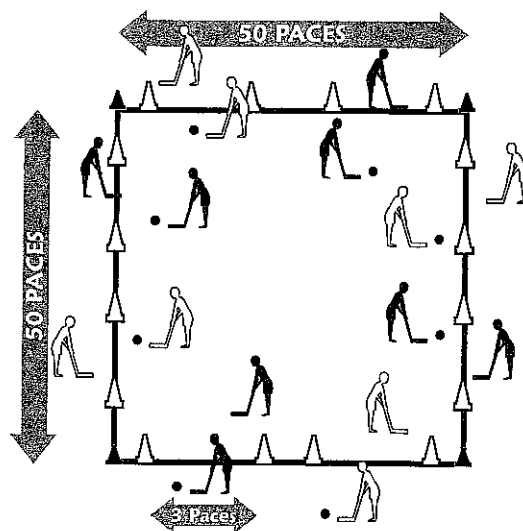


Ready...

- 4 cones (for boundaries)
- 2 tall cones per pair (for goals)
- 1 hockey stick per student
- 1 hockey ball per pair

Set...

- Create large (50X50 paces) activity area.
- Make small goals (3 paces wide) using tall cones all around perimeter (1 per pair).
- Pair students; each with hockey sticks and a ball.
- Partners face each other at opposite sides of goal.



HOCKEY

GO!

1. The object is to practice shooting on the goal and defending the goal.
2. On signal, take turns shooting at your goal from opposite sides. Dribble toward goal, and when 5 paces from goal, use wrist shot (similar to forehand pass). Flick wrists and follow through by turning wrists over.
3. Partner receives the ball on the other side of the goal and repeats in the opposite direction.
4. The ball must roll between the cones to score a goal. There's no score if the ball is higher than the top of the cone.
5. Shoot back and forth until the signal.

CHALLENGES

- ★ Can you make 5 goals in a row?
- ★ After 4 goals, take a step back.
- ★ Can you score using your backhand?

CUES

- ★ Work on accuracy first, then power.
- ★ For close shots, turn your wrists over as you shoot.
- ★ Use the drive for shots farther back.

SPARK IT UP!

* Wall Targets

(If a wall is available, post targets, like tape or stickers, below waist-level along wall.)

* Small Targets

(Move the target goal cones closer together to 1-2' apart, or shoot at water bottle targets.)

* Straddle Switch Goal

(Groups of 3.) There are 2 Shooters. The 3rd player is the "Goal" (in straddle position) facing Shooter with ball. Goals, when the shot passes you, immediately switch positions with Shooter. A new Goal sets up for the next Shooter. Continue the cycle until signal.



FUN FACT

Smart Girl! The first person to wear a hockey mask was Elizabeth Graham. In 1927, Elizabeth put on a fencing mask to protect her face. However, masks only became widely used when the Montreal Canadians' Goalie Jacques Plante, began wearing 1 in 1959, after he broke his skull, cheekbones, nose and jaw!

• STANDARDS ADDRESSED

NASPE

#1, 2 Shooting on goal, defending goal

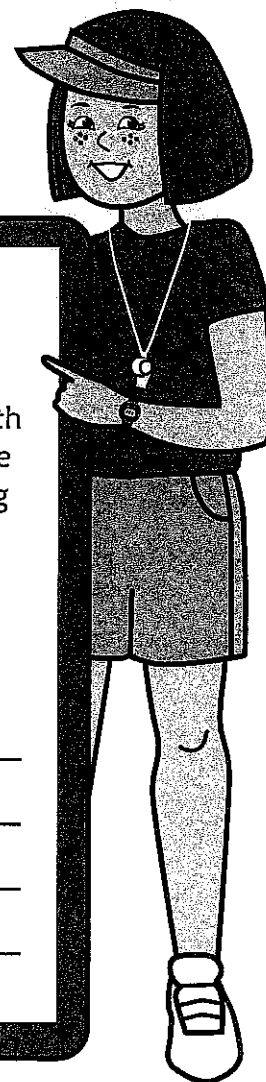
#3, 4 Cardiovascular fitness

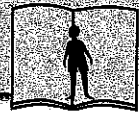
• Your State (Write in here)

PAULA'S POINTERS

- Remind students to be careful with the height of their stick, and to be aware of other classmates moving around in their area.

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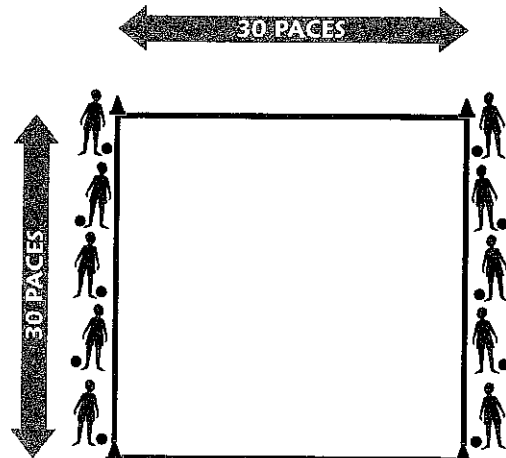


Ready...

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

Set...

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



GO!

1. The object is to **underhand serve**.
2. First, we'll practice **underhand serving**. When you should the ball.
3. **Underhand Serve**
 - Feet together, **serve** 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.

Handwritten notes:
Body systems 3-5
Senses K-2
stunts 19, 21
K-2nd

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.

