

<p><b>K-5 Lesson plans</b></p>	<p><b><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u></b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><b><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u></b> Students effectively use interpersonal skills. (K-5th)</p> <p><b><u>KDOE: Practical Living: Academic Expectations:</u></b> (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</u></b> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Vocational Studies (Career Studies): Academic Expectations:</u></b> 2.36: Students use strategies for choosing and preparing for a career.</p> <p><b><u>KDOE: Practical Living (Health): 2.32:</u></b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)</p> <p><b><u>KDOE: Practical Living (Health): 4.1:</u></b> Students effectively use interpersonal skills. (3<sup>rd</sup>-5<sup>th</sup>)</p>	<p><b><u>Vocabulary:</u></b> Interpersonal, finance, communication, lean, protein, puck, hockey, dribble</p> <p><b><u>Learning Targets (relate all targets to real life):</u></b>  <b>P.E.:</b> I can perform physical movement skills correctly. (K-5<sup>th</sup>)</p> <p><b>Vocational Studies:</b> I can give a benefit of effective communication. (K-5<sup>th</sup>)  <b>Vocational Studies:</b> I can give an example of a career in finance. (K-5<sup>th</sup>)  <b>Health:</b> I can give an example of how fat negatively affects the body. (K-5<sup>th</sup>)  <b>Consumerism:</b> I can give an example of why people should save money. (K-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can safely perform basic gymnastic movements. (K-2<sup>nd</sup>)  <b>P.E.:</b> I can correctly use my body to move like various animals. (K-2<sup>nd</sup>)  <b>P.E.:</b> I can correctly handle a hockey stick. (3<sup>rd</sup>-5<sup>th</sup>)  <b>P.E.:</b> I can correctly dribble a hockey puck. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Tuesday-Thursday P.E. and Health Lesson Plans</b></p> <p><b>Mini lesson:</b> (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><b>Warm-up:</b> (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><b>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on Power Point: communication: DOK #1: Give 4 examples of ways one can demonstrate effective communication within a group.</p> <p><b>Mini Lesson: (Health):</b> Lean protein and protein high in "bad" fats. DOK 2: Compare and contrast protein rich foods that are lean with protein that is high in "bad" fats.</p> <p><b>Mini lesson: (KY Career Cluster):</b> I will show the students the career cluster poster and introduce students to careers within finance. Flashback: Ask students to summarize what they learned from the teenagers last week during Junior Achievement.</p> <p><b>Mini lesson: (Consumerism):</b> Students will learn about the purpose of saving money and will review (flashback) the characteristics of the ant and the grasshopper. DOK #2: Compare and contrast the attitude of the grasshopper and the ant in regards to saving money.</p>	<p><b><u>Daily Assessment:</u></b>  <input checked="" type="checkbox"/> Observation  <input checked="" type="checkbox"/> Oral responses  <input type="checkbox"/> Self-Evaluation  <input type="checkbox"/> ORQ  <input checked="" type="checkbox"/> Whole Class  <input checked="" type="checkbox"/> Small Group  <input checked="" type="checkbox"/> Individual</p> <p><b><u>Formative and Summative Assessments</u></b>  <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips  <input checked="" type="checkbox"/> 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 9-14 minute mark (“Colonial Chaos”)

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Stunts Introduction, 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: How quickly can you touch your...R foot with your R hand?

**Assessments/Exit Slip:** DOK 2: Compare and contrast the Puppy Dog Run and a Bear Walk...Bear Walk aa Crab Walk.

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) Animal Balancing Act, page 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: Students can come up with an animal and animal movement of their choice that hasn’t been gone over today.

**Assessments/Exit Slip:** DOK 1: Did you balance on any body parts other than your feet? What body parts did you use to support your body?

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Introduction to Stick-Handling, 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: They can play the game Tap-Tap-Pull, Trick Moves Air Dribble on page 6.

**Assessments/Exit Slip:** DOK 1: Explain how to correctly hold and handle a hockey stick. DOK 2: Compare and contrast ice hockey and field hockey.

**P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Dribbling Drills, 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 contrast dribble a basketball and dribbling a hockey puck.

**Mini lesson:** Students in grades K-2<sup>nd</sup> will watch a video from youtube.com titled "Sesame Street, Big Bird Sings, That's Cooperation". DOK 1: Explain the meaning of the word cooperation. Students in grades 3<sup>rd</sup>-5<sup>th</sup> grade will watch a video from brainpop.com titled "Stress". DOK 1: Describe how effects our emotional and physical health.

**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. (3<sup>rd</sup>-5<sup>th</sup>)

**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-5<sup>th</sup>)

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

**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-5<sup>th</sup>)

**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.

**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.**

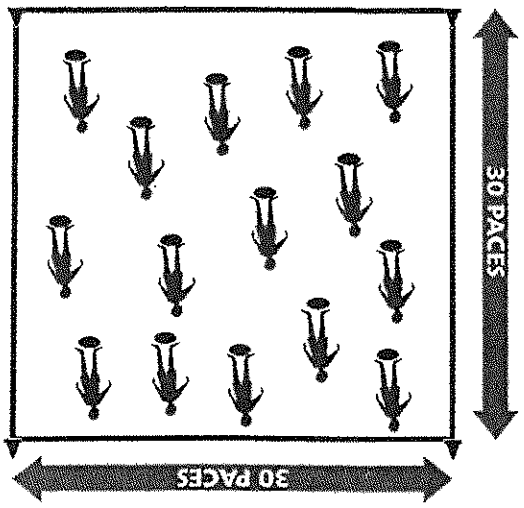
**Notes and Anecdotal records:**

Teacher: Clark Kuhn    Subject: PL/CS    Week: November 29, 2016 (Friday 2a)    Topics: hockey, locomotor movement, gymnastics, saving money, fats, effective communication


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



**BALANCE, STUNTS,  
AND TUMBLING**



**Ready**

- 4 cones (for boundaries)
- 1 spot marker per student
- Animal Walk Skill Cards (SPARKfamily.org)
- Pathways, Levels, Directions, Tempos Skill Cards (SPARKfamily.org)
- Music and player
- Animal Rhymes and Chants (SPARKfamily.org) (optional)

**Set**

- Create large (30X30 paces) activity area.
- Scatter spot markers within area.
- Send students to stand on 1 spot marker each (home base).

**GO!**

**1. Introduction and Orientation**

- Today we begin our *Stunts Unit*. Many activities come from a sport called "gymnastics." Who has participated in gymnastics?
- Safety is our 1<sup>st</sup> concern. What can we do to be safe during class? (e.g., stay within boundaries, start/stop quickly every time, watch for others, don't bump anyone in general space, etc.)

**2. Movement Exploration**

- **Challenges** – How quickly can you touch your...
  - o R foot with your R hand?
  - o L foot with your R hand?
  - o R foot with your L hand?
  - o Both feet with your hands?
  - o Both feet with opposite hands?
  - o Let's try it again; how quickly can you move?

### 3. Animal Walks

- Animals move in fun and different ways. Let's learn and practice animal walks at home base and in general space.
- If you hear "Go home," return to home base.
- (Use Animal Walk Skill Cards to teach Kangaroo Jump, Puppy Dog Run, Bear Walk, Gorilla Walk, Rabbit Jump, Elephant Walk, Crab Walk, Inch Worm, Seal Walk.)
- (Provide challenges by combining Animal Walks with movement concepts such as pathways, directions, tempos, and levels when applicable.)

### 4. Wrap It Up

- What is the difference between a Puppy Dog Run and a Bear Walk and a Crab Walk? Of all the walks we did today, do you have a favorite?
- Who played up a thirst in class today? Does anyone know what the K in SPARK stands for? Keep H<sub>2</sub>O the way to go! H<sub>2</sub>O is the symbol for water.
- We'll stop for a refreshing water break on the way back to class.



STUNTS INTRODUCTION

**\* SPARK™ IT UP!**

**\* More Movement Exploration Challenges**

How quickly can you touch your:

- R hand to nose and L hand to R shoulder. Reverse.
- R elbow to raised L knee. Reverse.
- Bring your L heel up behind you and reach with your R hand to touch it. Now try the other side.

- Pat your head with 1 hand and rub your belly with the other. Reverse.

**\* Animal Walk Tag**

(Move all students to a sideline, facing another sideline approximately 30 paces away. Ask for a student volunteer to join you.) (Name) is our 1<sup>st</sup> safe tagger. When ready, (name) will shout, "Puppy Dog Run!" (or another animal walk on teacher signal.) Everyone do that animal walk to here (point to the line), trying not to be tagged. If you cross safely, stop, turn around and get ready to repeat doing the new animal walk called. If tagged, join (name) as a tagger.

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Spatial awareness, balance, nonlocomotor skills, locomotor skills
- #3, 4 Cardiovascular endurance, flexibility, muscular strength, muscular endurance
- #5, 6 Participates, appreciates, enjoys movement, respects others

*Your State* (Write in here)

**PAULA'S POINTERS**

- Matching walks to music is fun and motivating (e.g., play "Baby Elephant Walk" by Henry Mancini).
- Integrate pathways, levels, tempos, and directions, and keep students moving!
- Students enjoy making animal noises while they walk.
- Use Animal Chants (located on SPARKfamily.org) to integrate rhymes and encourage imagination.

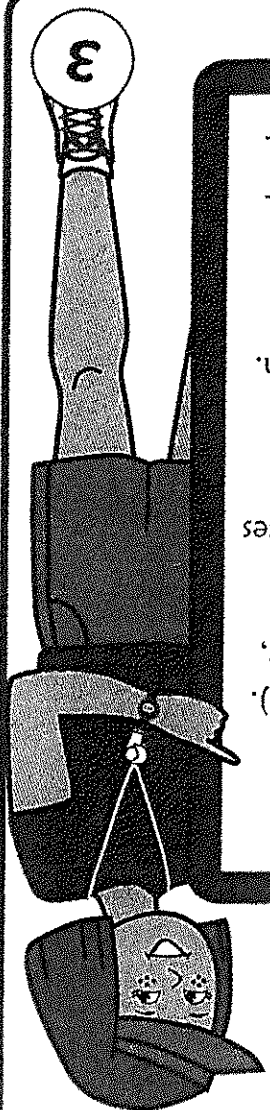
**Vocabulary – Gymnastics**

**NOTES**

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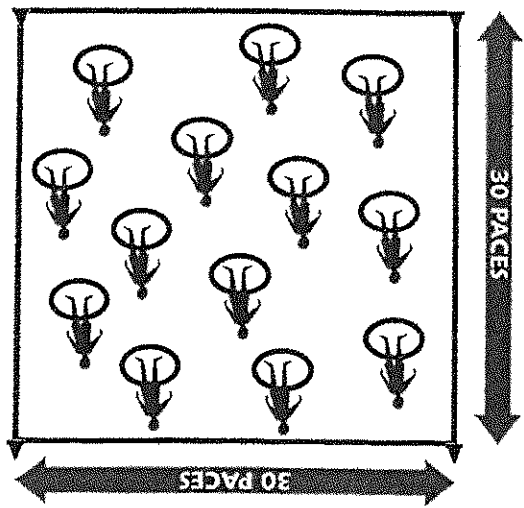


**Language Arts**  
 (Read Over in the Meadow by Ezra Jack Keats; Pretend you are a Cat by Jean Marzollo; and Animals Should Definitely Not Act Like People by Judi Barrett.)

**ACADEMIC**







**Ready**

- 4 cones (for boundaries)
- 1 hoop per student
- Animal Walk Skill Cards (SPARKfamily.org)
- Tempos, Directions, Levels, Pathways Skill Cards (SPARKfamily.org)
- Music and player

**Set**

- Create large (30X30 paces) activity area.
- Scatter hoops within area.
- Send students to stand inside 1 hoop each.

**GO!**

**1. Exploration Time**

- Safely play (explore) with your hoop around home base (1-2 minutes).
- Show how quickly you freeze when the music stops (or other signal).
- Can you move over your hoop? Under? Around? Through?

**2. Animal Balancing Act**

- This game is called *Animal Balancing Act*.
- I'll call an animal walk, and hold up the card.
- On the music, move within our boundaries and act like that animal.
- While moving, do not step in or on a hoop. Go around all hoops – even your own.
- When the music stops, quickly get in a hoop and pose like a statue of that animal.
- Try to stop quickly and smoothly; get your body balanced.
- I'll pretend I'm a visitor at the zoo and take your picture!
- I will call someone to name another animal, and we will play again.

**3. Wrap It Up**

- (Animal Walks reinforced today: Kangaroo Jump, Puppy Dog Run, Bear Walk, Gorilla Walk, Rabbit Jump, Elephant Walk, Crab Walk, Inch Worm, Seal Walk.)
- Did you balance on any body parts other than your feet? What body parts did you use to support your body?
- The body parts you use to hold your balance are called your "base of support."



**Disappearing Hoops**

*(While the music is on and students are moving like animals, remove a few hoops during each round.)*  
When the music stops, show how well you share a hoop with 1 or more of your animal friends.

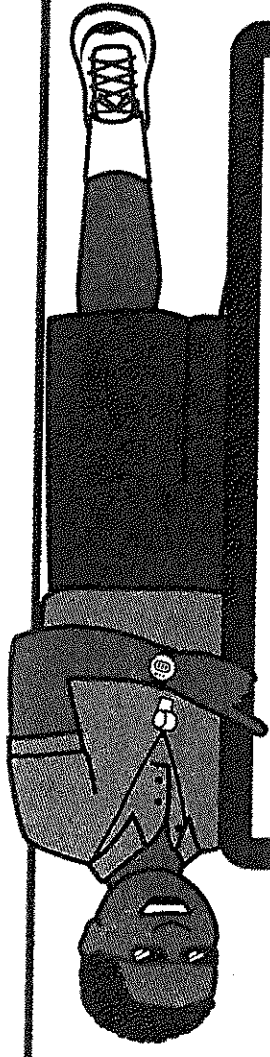
**Your Call**

We'll play again: This time, I'll shuffle the cards and call on someone to choose 1, and read the animal walk aloud; then everyone practices it. I may change the tempo, direction, level or pathway, too, so be listening. You can make animal noises this time!

**STANDARDS ADDRESSED**

- **NASPE**
    - #1, 2 Spatial awareness, balance, nonlocomotor skills, locomotor skills
    - #3, 4 Cardiovascular endurance, flexibility, muscular strength, muscular endurance
    - #5, 6 Participates, appreciates, enjoys movement, respects others
- Your State (Write in here)*

- TONY'S TIPS**
- Encourage creative animal poses, and starting and stopping on signal.
  - Work with students having difficulty balancing and controlling their bodies.
- Vocabulary**
- Base of support
- NOTES**



**HOME**

Balancing proper nutrition and physical activity is an "act" we all should get into. The 5 in SPARK stands for "Select (a variety of) fruits and vegetables." Work this healthy deal with a parent: If mom or dad selects 1 vegetable you like, you'll agree to try one you didn't like again. Get everyone into "the act!"

# GO!

1. The object is to learn and practice stick-handling.
2. (Teach students how to hold and handle the stick.)

## 3. Stick Grip

- Use your dominant hand to "shake hands" with the stick at mid-shaft. Place your other hand near the top of shaft, and shake hands with it.
- Practice slowly drawing the stick back, keeping the blade close to the ground, then swinging forward under control. Never let the blade go higher than your waist!

## 4 Front to Back

- L foot forward, push the ball forward with the front side of the stick (side facing away from you); then backward with the backside of the stick.
- Transfer your weight from front foot to back foot.

## 5. Side to Side

- Straddle your feet wider than your shoulders, and move the ball R to L using both sides of the stick.
- Keep the ball between your feet.

## Ready...

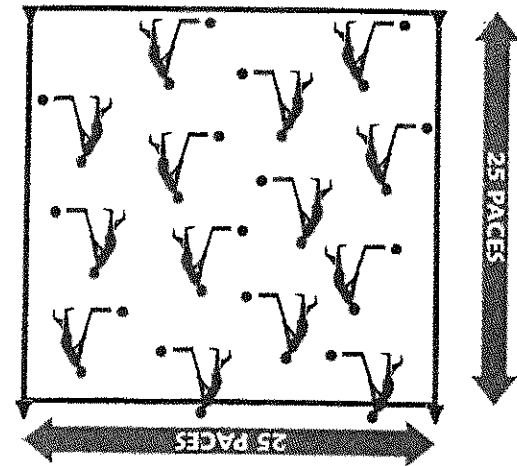
- 4 cones (for boundaries)
- 1 hockey stick per student
- 1 hockey ball per student

## Set...

- Create medium activity area (25X25 paces).
- Scatter students in area; each with a stick and a ball.

# INTRODUCTION TO STICK-HANDLING

SPARK SKILL BUILDER



## CHALLENGES

- How quickly can you move the ball front to back? Side to side?
- How many front-to-back touches can you make in 15 seconds? How many side-to-side touches?
- Can you control the ball without looking directly at it?

## CUES

- Keep stick blades down low.
- Use gentle taps and touches.
- Work toward controlling the ball while keeping your head up.

STANDARDS ADDRESSED

NASPE

#1, 2 Ball control, balance

#3, 4 Cardiovascular fitness

Your State (Write in here)

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PAULA'S POINTERS

- Safety first! Have students, who raise their hockey stick above waist-level, practice 20X in "slow motion." This encourages proper form and keeps others safe.

NOTES

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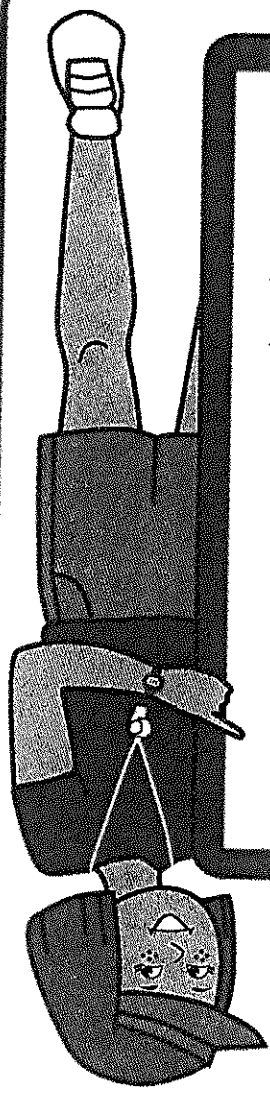
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Try tapping the ball into the air using the blade of the stick. Keep the stick below your waist.

Air Dribble

Invent a trick dribbling move. Try behind the back; through the legs; fake 1 way, and go another way. Keep the ball in control at all times.

Trick Moves

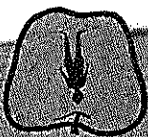
Try 2 short taps forward, followed by 1 long pull backward. Then make 2 short taps in 1 direction, followed by 1 long pull in the opposite direction.

Tap-Tap-Pull

Math - Hold up fingers on both hands. Students multiply the numbers on both hands and call out the product. Add them together and call out "odd" or "even."

ACADEMIC





**Ready...**

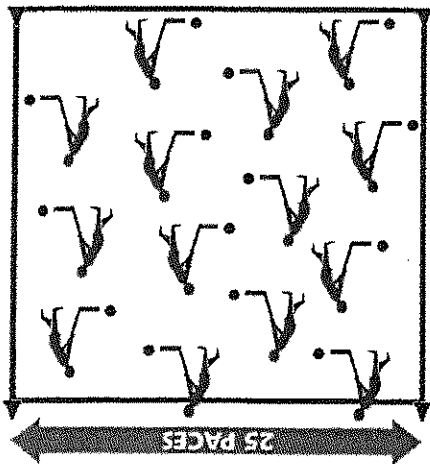
- 4 cones (for boundaries)
- 1 hockey stick per student
- 1 hockey ball per student

**Set...**

- Create medium (25X25 paces) activity area.
- Scatter students in area; each with a stick and a ball.

**GO!**

1. The object is to practice dribbling.
2. On signal, walk in any direction inside our area while dribbling your hockey ball.
3. On "Trap," quickly trap your ball with the front side of the stick ("give" with the ball). I'll count down "3, 2, 1, 0." Can you trap your ball before I reach "0?" Try to be quicker each time.
4. (Practice dribbling and trapping quickly several times.)



**CHALLENGES**

- Can you trap your ball before I reach "0?"
- How quickly can you all trap the ball?

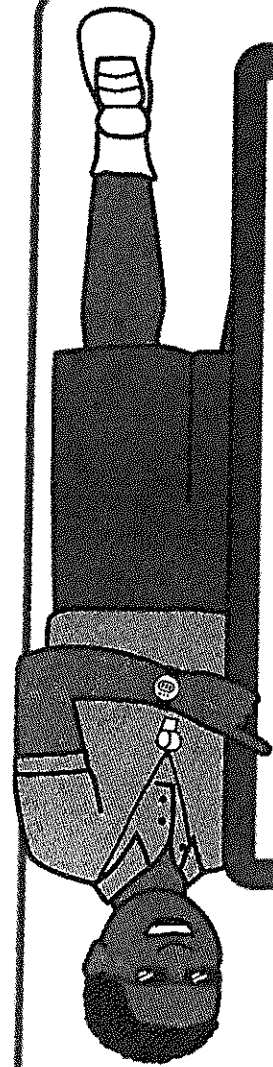
**TIPS**

**Dribbling:**

- Keep ball close (1-2' away) while dribbling for control.
- Head up, look for open space, and watch for others.
- Use both sides of the blade.
- Keep stick low to ground, and do not rise above knee level.

**Trapping:**

- Keep blade on the ground.
- As the ball approaches, "give" with it by relaxing lower hand grip and angling top hand forward.
- Try not to let ball rebound off your stick.



**TONY'S TIPS**

- Stress the importance of controlling the ball.
- Allow all to move at their own pace. Experienced players may be dribbling at a jog or run, while beginners may be walking.

**NOTES**

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**STANDARDS ADDRESSED**

**NASPE**

#1, 2 Dribbling, trapping

*Your State (Write in here)*

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**Follow the Leader** (Students in pairs; each with a ball.) Lead partner dribbles throughout the area, while other follows. On signal, freeze. If the follower can reach out and touch leader, they score a point. If not, leader scores 1 point. Switch roles on signal.

**Dodge and Go** (Scatter cones, 1 per student, inside area.) Dribble to a cone, trap, then dribble to another cone. Continue until the signal.

**Tap, Tap, Pull** On the stop signal, perform tap, tap, pull rather than trapping. Now change direction and continue dribbling.

**Faster** As you gain more control, try moving at a faster pace.

**WELLNESS**

During the course of an average game, ice hockey players may lose 5 to 8 pounds. What percentage of your weight would that be? This loss is mostly water, so players need to make sure they drink plenty of fluids. You need to stay hydrated, too - hockey or no hockey!

