

K-5th Lesson plans

P.E. KY Core Content:

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

Practical Living KY Core Content:

PL-EP-4.2.2: The learner will be able to describe team skills (e.g. cooperation, communication) used to complete tasks more efficiently at home, school and work.

National Health Standards:

PL-P-PW-SMEM-1.f: Identifying the differences between verbal and nonverbal communications.

PL-04-1.1.9: The learner will be able to describe symptoms of common social and emotional problems (aggression, anxiety, and depression). **National Health Standards:** PL-P-PW-S-SMEM-3: Students will define and identify ways to manage health.

Vocabulary:

Expectations, rules, rewards, consequences safety, warm up, cool down, stress, cooperation, gymnastics, stunt, hockey, dribble, balance

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 safely perform basic gymnastic movements.

P.E.: (K-2nd) I can correctly use my body to move like various animals.

P.E.: (3rd-5th) I can correctly handle a hockey stick.

P.E.: (3rd-5th) I can correctly dribble a hockey puck.

Practical Living: I can understand the meaning of the word cooperation. (K-2nd)

Practical Living: I can give an example of what to do in order to prevent stress. (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 20-25 minutes).

Mini lesson: (Practical Living) Students will watch a video from youtube.com titled "Sesame Street: Big Bird Sings "That's Cooperation". (Flashback): Give me an example what you learned from the students of Junior Achievement on Monday. (Exit slip): Question: Give me an example of how you can cooperate with your peers. (K-2nd) Students will watch a video from brainpop.com titled "stress". (Flashback): Give me an example what you learned from the students of Junior Achievement on Monday (3rd-5th) (Exit slip): Question: What is stress and how can how to prevent or lessen its effects.

P.E. Activity #1: Primary (K-2nd) Stunts Introduction, pg. 7: See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement

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: December 1st-4th, 2015 (Friday 1b)

Topic: stress, cooperation, gymnastics, hockey

P.E. National Standards (NASPE):

Stunts Introduction, Balance, Stunts, and Tumbling, pg. 1: #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 (K-2nd grade)

Animal Balancing Act, pg. 5: #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 (K-2nd grade)

Introduction to Stick-Handling, pg. 5 #1,2 Ball control, balance, #3,4 Cardiovascular fitness (3rd-5th grade)

Dribbling Drills, pg. 7 #1,2 Dribbling, trapping (3rd,5th grade)

correctly from the teacher or from peers. Advanced students: How quickly can you touch your...R foot with your R hand?

Assessments/Exit Slip: What is the difference between a Puppy Dog Run and a Bear Walk? A Bear Walk and a Crab Walk? Of all the walks we did today, do you have a favorite?

P.E. Activity #2: Primary (K-2nd) Animal Balancing Act, 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: Students can come up with an animal and animal movement of their choice that hasn't been gone over today. Assessment/Exit Slip: 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 (3rd-5th) 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, or Air Dribble on page 6. Assessments/Exit Slip: Explain how to correctly hold and handle a hockey stick.

P.E. Activity #2: Intermediate (3rd-5th): Dribbling Drills, pg. 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 reach "0"? How quickly can you all trap the ball? Assessments/ Exit Slip: Describe how to correctly dribble a hockey puck.

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 (1b) P.E. and Health Lesson Plan:

Topic: fire safety, cancer prevention, Ships and Sailors, Castle Ball, dance

<p><u>Practical Living KY Core Content:</u></p> <p>PL-EP-1.3.1: Safety Practices: The learner will be able to identify safety practice for dealing with a variety of health hazards while at school, home, and play. (K-2nd)</p> <p>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 (cancer) diseases. (3rd-5th)</p> <p>PL-EP-2.1.1: Fundamental Motor Skills: Students will apply fundamental motor skills, non-locomotor, locomotor, and fundamental manipulative skills.</p> <p>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)</p>	<p>Friday 4 only: “I can” statements: Practical Living: 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> <p>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)</p> <p>Friday 1b 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.</p> <p>Friday 1b only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.</p> <p>Friday 1b only: Mini lesson: (Practical Living) Students will watch a video from brainpopjr.com titled “fire safety”. (Exit slip): Question: Give me an example of what to do in the event of a fire. (K-2nd)</p> <p>Friday 1b only: Mini lesson: (Practical Living) Students will watch a video on brainpop.com titled “cancer”. (Exit slip): Question: What is cancer and how can we prevent from getting cancer? (3rd-5th)</p> <p>Friday 1b 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.</p> <p>Friday 1b 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.</p> <p>Friday 1b only: Assessments/Exit Slip: Give an example of one strategy that you used during this game of Castle Ball.</p> <p>Friday 1b 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 game. Students that are eliminated from the game are given physical activities to act out (jumping jacks, push-ups, and etc).</p>	
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Teacher: Clark Kuhn

Subject: P.E./Practical Living

Week: December 1st-4th, 2015 (Friday 1b)

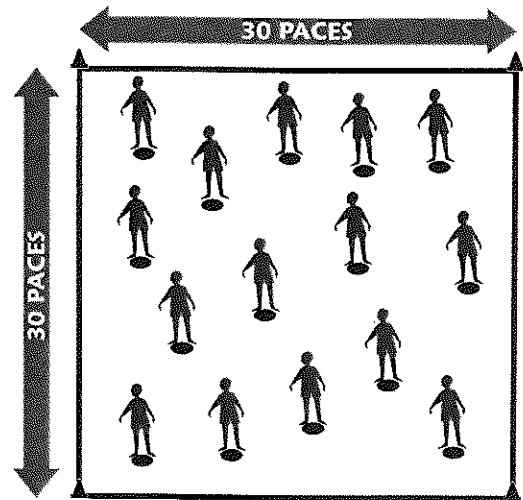
Topic: stress, cooperation, gymnastics, hockey

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
- *Animal Walk Skill Cards (SPARKfamily.org)*
- *Pathways, Levels, Directions, Tempos Skill Cards (SPARKfamily.org)*
- Music and player
- *Animal Rhymes and Chants (SPARKfamily.org)* (optional)



**BALANCE, STUNTS,
AND TUMBLING**

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 1st 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 . . .
 - R foot with your R hand?
 - L foot with your R hand?
 - R foot with your L hand?
 - Both feet with your hands?
 - Both feet with opposite hands?
 - Let’s try it again; how quickly can you move?

STUNTS INTRODUCTION

GO! (continued)

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*? 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 H₂O the way to go! H₂O is the symbol for water.
- We'll stop for a refreshing water break on the way back to class.

STUNTS INTRODUCTION

* SPARK™ IT UP!

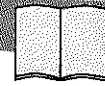
* More Movement Exploration Challenges

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 1st 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.



ACADEMIC

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.)

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

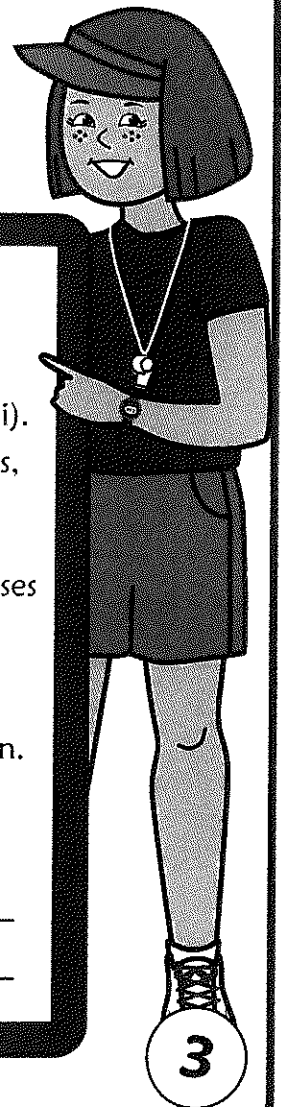
Your State (Write in here)

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

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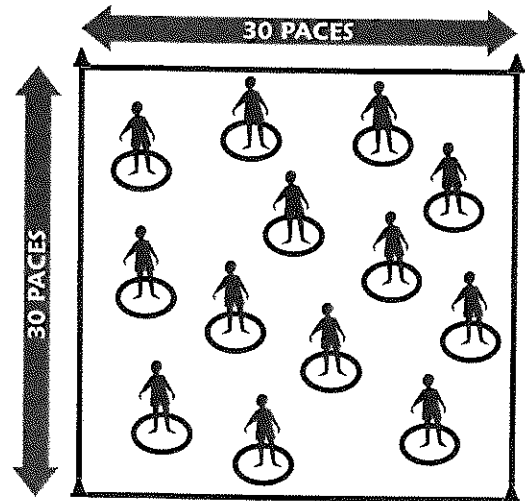


Ready

- 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.



**BALANCE, STUNTS,
AND TUMBLING**

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.
- (*Animal Walks reinforced today: Kangaroo Jump, Puppy Dog Run, Bear Walk, Gorilla Walk, Rabbit Jump, Elephant Walk, Crab Walk, Inch Worm, Seal Walk.*)

3. Wrap It Up

- 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!



HOME

Balancing proper nutrition and physical activity is an "act" we all should get into. The S 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!"

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)



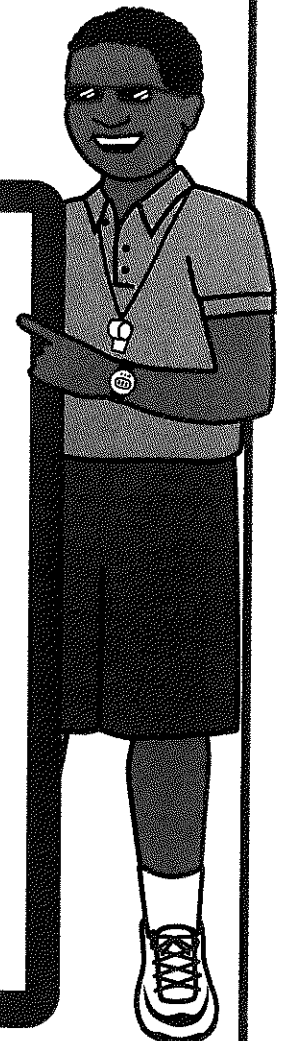
TONY'S TIPS

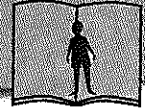
- Encourage creative animal poses, and starting and stopping on signal.
- Work with students having difficulty balancing and controlling their bodies.

Vocabulary

Base of support

NOTES



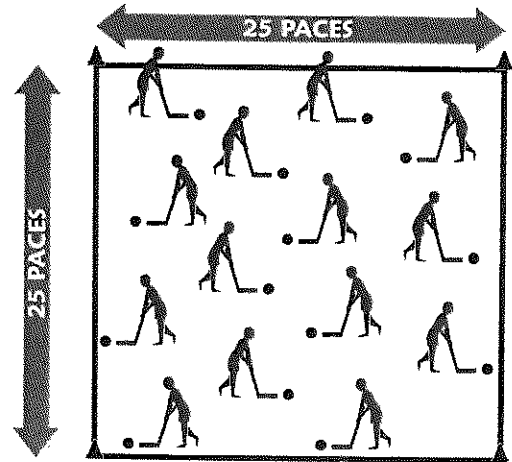


Ready...

- 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.



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.

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.

* SPARK™ IT UP!

* Tap-Tap-Pull

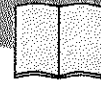
Try 2 short taps forward, followed by 1 long pull backward. Then make 2 short taps in 1 direction, followed by 1 long pull in the opposite direction.

* Trick Moves

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.

* Air Dribble

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



ACADEMIC

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."

• STANDARDS ADDRESSED

NASPE

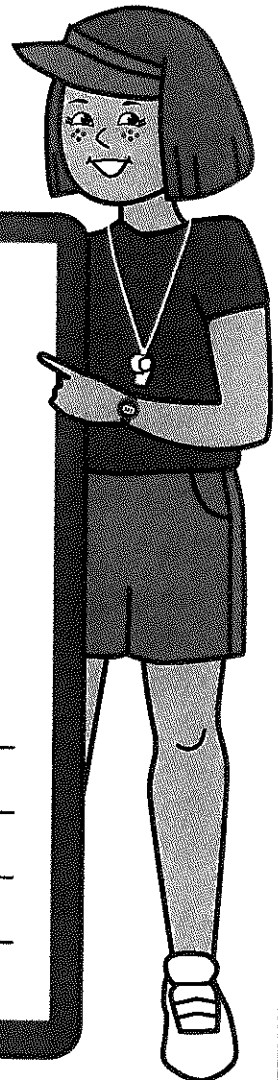
- #1, 2 Ball control, balance
- #3, 4 Cardiovascular fitness

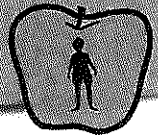
• **Your State** (Write in here)

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



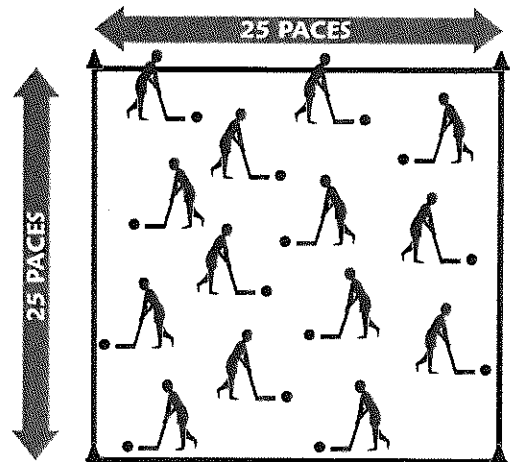


Ready...

- 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?

CUES

- ★ 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.

SPARK IT UP!

1 Faster

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

2 Tap, Tap, Pull

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

3 Dodge and Go

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

4 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.



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!

STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping

Your State (Write in here)

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

