

<p>K-5 Lesson plans</p>	<p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills (K-5th)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.</p> <p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining</p>	<p>Vocabulary: circulatory system, chicken pox, aerobic exercise, quality goods</p>	<p>P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Health: I can explain the purpose of the circulatory system. (3rd-5th) Health: I can give an example of a symptom of the chickenpox virus. (K-2nd) Vocational Studies: I can give an example of a career in finance. (K-5th) Health: I can give examples of aerobic activities. (K-5th) Consumerism: I can understand how to purchase quality goods. (K-5th)</p> <p>P.E.: I can avoid getting tagged while running from one safe zone to another. (K-5th) P.E.: I can avoid getting hit by bean bags while running and dodging. (K-5th)</p> <p>Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>Mini lesson: (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p>Warm-up: (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p>Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: pursuit of excellence</p> <p>Mini Lesson: (Health): Students will look at a slide about various aerobic exercises.</p> <p>Mini lesson: (KY Career Cluster): 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 firefighter & the two dogs.</p> <p>Mini lesson: (Consumerism): Slide about: purchasing quality goods</p> <p>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 if time permits.</p> <p>P.E. Activity #1: Primary & Intermediate (K-5th) Prison Break: See attached lesson plan!</p>	<p>Daily Assessment: X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p>Formative and Summative Assessments X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
--------------------------------	--	---	---	---

<p>mentally and emotionally healthy. (K-2nd)</p> <p>KDOE: Practical Living (Health): 4.1: Students effectively use interpersonal skills. (3rd-5th)</p> <p>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.</p> <p>National Standards (NASPE): See attached lesson plans for NASPE standards!</p>		<p>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 brainstorm and come up with creative ways to change up gameplay. Assessments/Exit Slip: DOK 2: Compare and contrast the gameplay of Prison Break and traditional tag. Students participated and demonstrated the proper gameplay.</p> <p>P.E. Activity #2: Primary & Intermediate (K-5th) Shooting Stars: See attached lesson plan!</p> <p>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 brainstorm and come up with creative ways to change up gameplay. Assessments/Exit Slip: Students participated and demonstrated the proper gameplay.</p> <p>Mini lesson: Students in grades K-2nd will watch a video from jrbrainpop.com titled "chickenpox". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "circulatory system". DOK 2: Compare and contrast the circulatory system and the respiratory system.</p> <p>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.</p> <p>FRIDAY PE & Health Lesson Plan:</p> <p>Topics: kickball, basketball shoot, jump rope, hula hoop, football</p> <p>Vocabulary: pass, foul, inning, out, safe, base</p> <p>P.E.: I can kick a ball and run to a base without getting tagged. (K-5th) P.E.: I can shoot a basketball with correct form. I can use a jump rope or hula hoop with correct form. I can toss a football with correct form.</p> <p>Friday only: Mini lesson: (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.</p> <p>Friday only: Warm-up: Students will run three warm up laps.</p>	
---	--	---	--

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 songs (Star Wars) on youtube.com (K-5th)

Friday only: P.E. Activity #1: Primary and intermediate: Kickball

Materials: bases and kickball

Students will play several innings of kickball until everyone has kicked the ball at least once.

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: I will roll the ball to them as a way to make this activity more challenging.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast kickball and baseball.

Friday only: P.E. Activity #2: Primary & Intermediate (K-5th): Rotate through 3 stations. Basketball shoot, football toss & hula hoops. Materials needed: 8 to 10 hula hoops, 2 basketballs, a football for each pair of students.

Station 1: Basketball shoot from the foul line. Students will make two rows and will shoot baskets by taking turns.

Station 2: Students will practice tossing the football back and forth with a partner.

Station 3: Students will practice using a hula hoop around their waist using proper form.

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 brainstorm with their peers and collaborate their ideas with Mr. Kuhn about how they can make these particular activities more challenging.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast each of the three different stations.

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.

Teacher: Clark Kuhn **Subject:** PE & Health **Week:** December 12, 2017 **Topics:** circulatory system, chickenpox, finance, aerobic, quality goods, tag

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

K-5th

Prison Break

Full Length PE Games

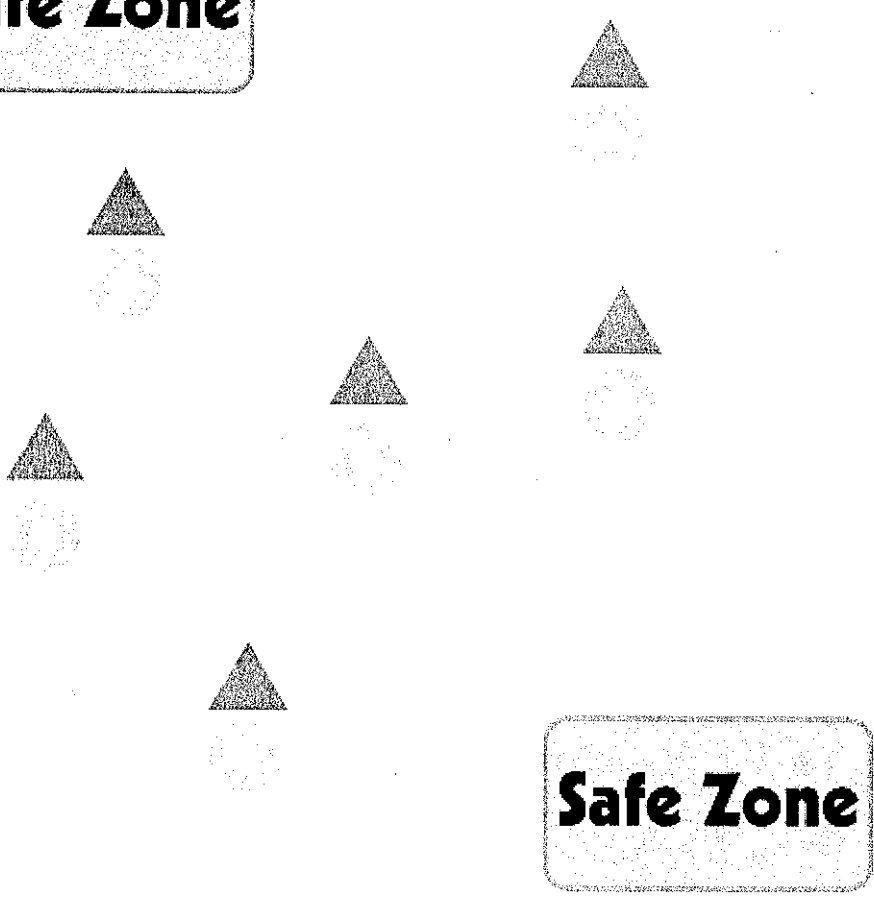
Equipment:

- 5-7 hula hoops.
- A cone for each hula hoop.
- Pinnies to distinguish opposing teams.
- 2 individual "Safe Zones" (playgrounds work great if they are relatively close together, otherwise mark two same size safe zones using cones).

Description:

- Split the kids into two even teams.
- Lay the hula hoops out sporadically around the field, and mark each one by placing a cone outside of the hoop.
- One team starts inside/on one of the safe zones, and the other team starts in the field.
- The object of the game is to get as many of your players from one safe zone to the other in 5-minutes.
- As long as a player is on/in a safe zone, he can not be tagged.
- The minute a player leaves the safe zone, he can be tagged by the other team waiting in the field.
- If a player is tagged while trying to make it from one safe zone to another, then he must go back to the starting safe zone and touch it, before making another attempt.
- Hula hoops are safe zones as well, and allow the players trying to cross the field a chance to rest before trying to continue on.

- You can have as many people in a hula hoop at a time as you want.
- After 5-minutes is up, blow the whistle and count how many people made it across the field into the other safe zone, then allow the teams to switch roles, so that the team that was just guarding now has a chance to try and get more people than the other team did, across and into the safe zone.

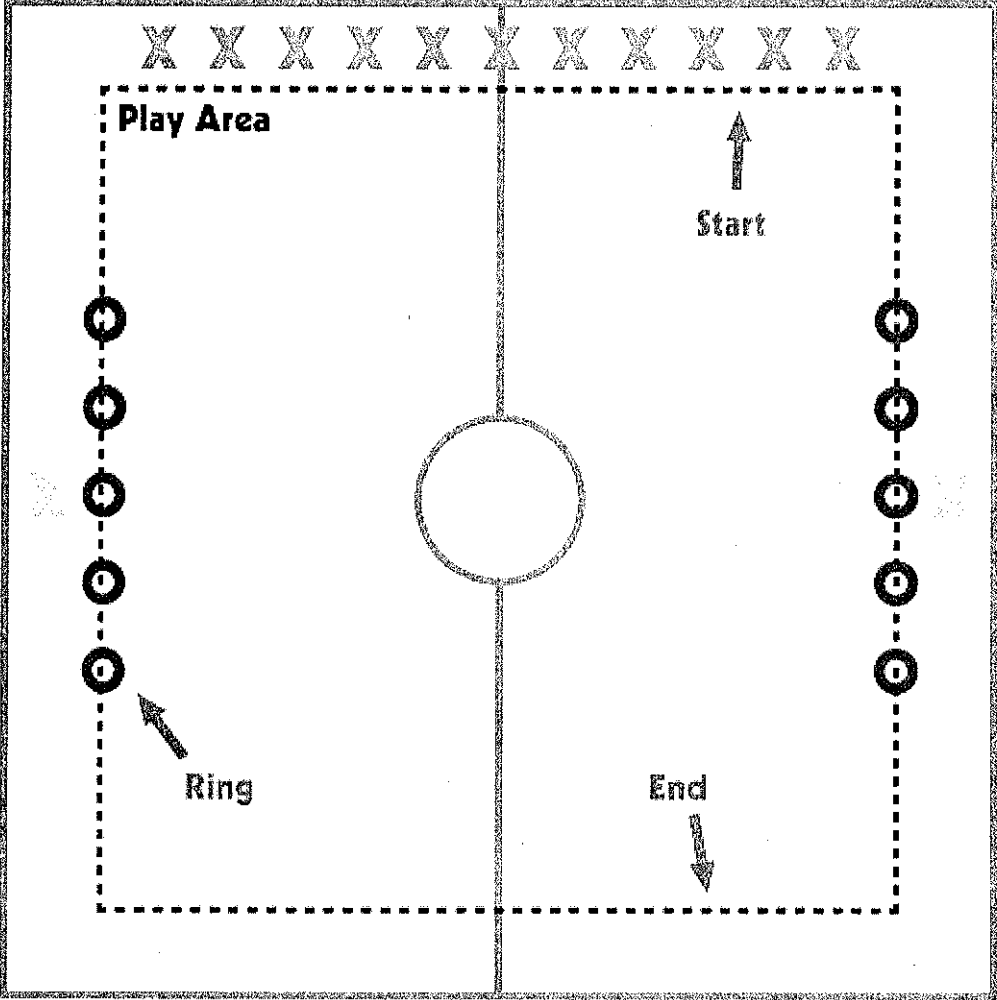


Equipment:

- As many rings (ringette rings work great), or balls, bean bags, etc. as you feel are necessary (at least 20).

Description:

- Create a rectangular playing area using either the lines in the gym or cones if you are outside. The playing area should be almost as large as the gym itself.
- Line up the rings along the two outside lines of the rectangle (as shown in the picture).
- Have one student stand on the outside of one line behind the rings, and have another student on the outside of the other line behind the rings.
- Have all other students line up on the end line beside one another.
- When the teacher shouts "GO," all students have approximately 10 seconds to cross from one end of the gym to the other without being hit in the feet by a ring (a shooting star).
- As soon as the teacher says "GO," the two students standing behind the rings are allowed to kick or throw the rings, so that they slide along the ground, to try and hit the feet of the players running past.
- Any player who has his/her feet hit by a ring must help to line the rings back up on the sidelines, and must then stay standing behind the rings, ready to fire on the runners in the next round.
- To change the difficulty level, or if you are playing outside, feel free to use soccer balls, dodgeballs, bosu balls, bean bags (gym only)...etc.



Cops and Robbers

Full Length PE Games

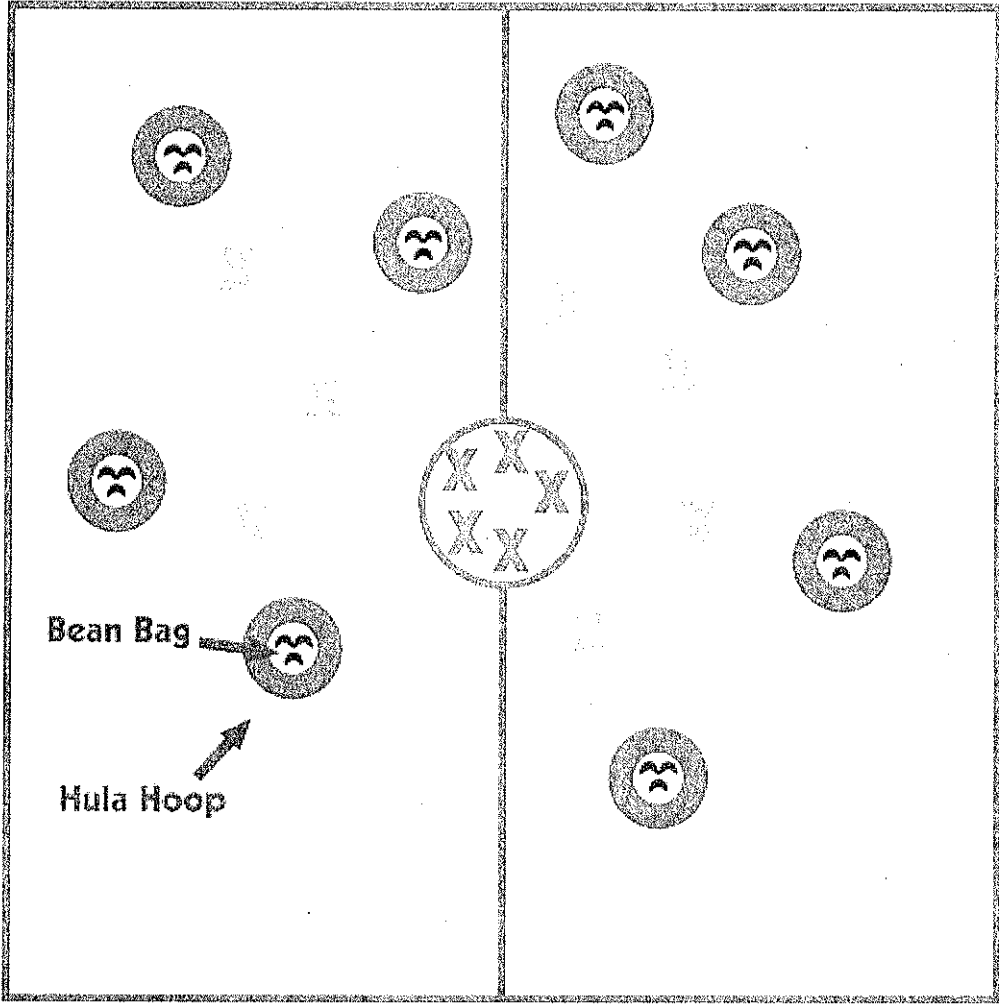
Equipment:

- 7-9 hula hoops.
- A whole bunch of bean bags.
- Cones to mark center safe zone (if playing outside).¹

Description:

- Scatter the hula hoops around the gym.
- Put as many bean bags into each hoop as you can.
- Split the class into 2 even teams, placing one team in the middle of the gym, inside the center circle (this will be their safe zone). Have the other team scatter around the playing area.
- The players in the middle of the gym are the robbers.
- The players outside the safe zone, scattered around the playing area, are the cops.
- The object of the game is for the robbers to steal as many bean bags as they can and bring them back to their safe zone without being tagged by a cop.
- If a robber can make it to a hula hoop he/she can stand and be safe inside the hula hoop with the bean bags.
- Only one robber can be inside a hula hoop at one time.
- Robbers can only steal one bean bag at a time.

- If a robber makes it back to their safe zone without being tagged by a cop, he/she drops the bean bag in the middle of the safe zone and prepares to head out again.
- If a robber is tagged by a cop, and does not have a bean bag, he or she must sit down wherever he or she was tagged.
- If a robber is tagged while holding a bean bag, he or she must first return the bean bag to the hula hoop, and then go and sit down back in the spot where he or she was tagged.
- When a robber leaves the safe zone, they can either try and steal a bean bag OR save a robber who has been frozen (they cannot do both). To save a robber, they must make it to the frozen robber and touch them and then, while still remaining in contact with them, walk back to the safe zone together before rejoining the game.
- Play for a predetermined amount of time or until all of the robbers have been caught or until all of the bean bags have been stolen.
- At the end of each round have the cops and robbers switch roles.



Cops and Robbers – Full Length