

<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 mentally and emotionally healthy. (K-2nd)</p> <p>KDOE: Practical Living (Health): 4.1: Students</p>	<p>Vocabulary:</p> <p>Accountability, respiratory system, lungs, screen time, comparison shopping</p>	<p>▶ P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>▶ Health: I can define and provide a benefit of accountability. (K-5th)</p> <p>▶ Health: I can describe the purpose of the respiratory system. (3rd-5th)</p> <p>▶ Health: I can describe the purpose of the lungs. (K-2nd)</p> <p>▶ Health: I can give examples of ways to cut down on screen time. (K-5th)</p> <p>▶ Consumerism: I can identify the meaning of comparison-shopping. (K-5th)</p> <p>▶ Vocational Studies: I can give an example of a career from the law, public safety, corrections, and security career cluster. (K-5th)</p> <p>▶ P.E.: I can tag or flee from others. (K-2nd)</p> <p>▶ P.E.: I can tag students while kicking a beanbag. (K-2nd)</p> <p>▶ P.E.: I can serve and bump or set a volleyball. (3rd-5th)</p> <p>▶ P.E.: I can use defense or offense in hockey. (3rd-5th)</p> <p style="text-align: center;"><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></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: accountability</p> <p>Mini Lesson: (Health): Students will look at a slide about the purpose of the lungs and the respiratory system.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within health and safety. Flashback: Ask students to summarize what they learned from the Louisville Water Company.</p> <p>Mini lesson: (Consumerism): Slide about comparison shopping</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>Daily Assessment:</p> <p>X Observation</p> <p>X Oral responses</p> <p>□ Self-Evaluation</p> <p>□ ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p>□ Student Self-Assessment</p>
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effectively use interpersonal skills. (3rd-5th)

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!

P.E. Activity #1: Primary (K-2nd) Hot Foot -- 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
Assessments/Exit Slip: Have students demonstrate the correct way to play this game.

P.E. Activity #2: Primary (K-2nd). Star Wars Tag -- 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 Star Wars tag with other tag games.

P.E. Activity #1: Intermediate (3rd-5th) Keep Away (3 on 1), (volleyball, pg. 29). 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 basketball and hockey in relation to offense and defense
P.E. Activity #2: Intermediate (3rd-5th) Mini-Volleyball, Hockey, page 25, 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 in Kin-ball and volleyball.

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

FRIDAY PE & Health Lesson Plan:

Topics: importance of practice, time management, dance, locomotor movements, cooperative teams, tag

Vocabulary: brigade, time management, practice,

Health: I can give examples of why practice is important (K-2nd). I can give an example of a time management strategy. (3rd-5th).

P.E.: I can correctly perform locomotor movements. (K-2nd)

P.E.: I can work cooperatively with my team. (3rd-5th)

P.E.: I can score a point for my team by not getting tagged. (3rd-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 three 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 two Just Dance appropriate for school songs on youtube.com (K-5th)

Friday only: (Practical Living K-2nd): Students will watch a video from youtube.com titled "Michael Jordan: The Importance of Practice". DOK 1: Why is practice important? DOK 2: Choose two different activities and compare and contrast how you practice for that activity.

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.

Friday only (Practical Living 3rd-5th): Students will watch a video on youtube.com titled "Time Management Tips (Ana Practus)". DOK 1: Give me a strategy you could use to help you manage your time better. (3rd-5th).

Friday only: P.E. Activity #1: Primary (K-2nd): Toys Alive (ASAP)

Materials: 4 cones, 1 beanbag per student

- ▶ Who has seen the movie Toy Story? What toys belonged to Andy, the young boy in the film?
- ▶ ON my signal, pretend you are a toy and move within our area.
- ▶ In the movie, toys can only move when humans are not around. So when you hear "Andy's coming!" freeze in a shape that looks like one of his toys. Hold your balance for the count down, "3,2,1."
- ▶ On "All Clear!" you may start moving again.
- ▶ Play several rounds, using a variety of locomotor skills.

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: Vary the locomotor movements and /or come up with their own unique movements.

Friday only: Assessments/Exit Slip: DOK 2: Pick two characters from Toy Story. Compare and contrast their movements.

Friday only: P.E. Activity #2: Primary (K-2nd): Monsters Inc.
Materials needed: 8 to 10 hula hoops

Students today are going to be monsters hiding in closets. Scatter the hoops about on the floor, leaving enough space between the hoops for the children to move freely. Tell them, as the music plays, they will be "monsters" wandering about looking for a closet to jump into. The student may perform any type of locomotor skill during this activity. When the music stops, they must jump into a hoop and give their very best monster grown. Once they have completed this, take away 2 or 3 of the hoops and repeat the activity, until there are only about 2 hoops left. You'll be amazed at how many children can stand in one of these 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 can add their own locomotor movements into the game.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast the gameplay of the Toy Story and Monster Inc. game.

Friday only: P.E. Activity #1: Intermediate (3rd-5th): Don't steal the bacon! Activity: Students are divided into two teams and will be numbered off. The numbers will be called off, students will run to the middle of the court and will try to grab the "Bacon" (red rectangular object). The student that tags the student gets one point. The student that makes it back to their group earns two points.

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 could be given a different locomotor movement to perform.

Friday only: Assessments/Exit Slip: DOK 1: What strategy or strategies did you use? Did they work? Why or why not?

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.**

	<p>On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.</p>		
	<p>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.</p>		
	<p>Notes and Anecdotal records: 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.</p>		

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

Quick Rules

Star Wars Tag is an exciting game that your students are sure to love.

Just like any great story, the game is broken down into chapters with each chapter introducing a new character to the action.

Use the builds below to help you build this game up, layer by layer.

Feel free to add your own characters with their own powers in any additional builds!



Builds

Build One: The Rebels

Students get into a scattered formation in the playing area.

All students begin the game as Rebels.

On the teacher's signal, the Rebels explore this star system by running around while avoiding contact with other Rebels.

Build Two: Stormtroopers

Upon hearing about all of the Rebel activity in this star system, the Empire decides to send in a squadron of Stormtroopers to deal with the problem.

Select 2-3 students to be Stormtroopers.

Stormtroopers wear white uniforms (pinnies) and are given yellow Blasters (hula hoops).

Stormtroopers attempt to tag Rebels by kicking their blaster (hula hoop) so that it slides on the ground and makes contact with a Rebel's feet.

If a Rebel is tagged, they become frozen in place (well... carbonite)

Build Three: Rebel Leaders

After getting word that the Rebel fleet is under attack, the Rebel Alliance sends in two of their greatest leaders: Luke Skywalker and General Leia Organa.

Select two students to be Luke and Leia. Give each of them a Lightsaber (foamie).

Luke and Leia attempt to free frozen Rebels by tapping them with their Lightsabers.

Being Rebels themselves, Luke and Leia must avoid being tagged by the Stormtroopers. If tagged, they become frozen. However, Leia may unfreeze Luke and vice-versa.

Build Four: Darth Vader

Hearing that Luke and Leia have joined the battle, the Empire sends in their most feared leader: Darth Vader.

Select one student to be Darth Vader. Darth Vader must wear a black pinnie and is given a red Blaster (hula hoop).

Just like the Stormtroopers, Darth Vader attempts to tag Rebels with his Blaster. However, if a Rebel is tagged with Vader's red Blaster, they must get a white pinnie and yellow blaster and rejoin the game as a Stormtrooper. Therefore, there will be more and more Stormtroopers in the game.

If Luke or Leia are tagged by Vader, they must drop their Lightsaber and rejoin the game as a Stormtrooper. Any Rebel may take on the Luke or Leia role by picking up the dropped Lightsaber.

Build Five: Return of the Jedi

Having felt a great disturbance in the Force, Master Yoda decides to join the battle.

Select one student to play the role of Yoda. Yoda must wear a green pinnie and is given a green blaster.

Yoda plays the same role as Darth Vader, except that he targets Stormtroopers. If a Stormtrooper is tagged by Yoda's blaster, that Stormtrooper must put away their uniform and Blaster and rejoin the game as a Rebel.

Being masters of the Force, Yoda and Vader are immune to all Blaster attacks (including each others).

“Hot Foot”

Object of the Game:

- ✓ To pick up and slide a bean bag at others feet
- ✓ To avoid being hit on the foot by a sliding beanbag
- ✓ To move around the room in general space in a variety of ways

Grade Levels:

K to 8th grade

NASPE Standards:

- Standard 1, 2 & 4

SET UP

Game Set Up:

- ✓ Place a large number of bean bags on the floor in a designated playing area
- ✓ Students are scattered throughout the room in open space
- ✓ Teacher reviews all locomotor movements, safety in moving around the room and sliding beanbags at others feet

Equipment:

- ✓ 20 – 40 bean bags
- ✓ Music and sound system

DESCRIPTION OF ACTIVITY

Directions & Rules:

1. On a start cue, students may begin picking up 1 bean bag at a time and attempt to slide it at other players feet
2. If students get tagged on the foot by a bean bag, they must move outside the lines of the playing area and perform an exercise designated by the teacher or student leader (ie. 8 pushups/squats)
3. Students may not dive or slide to get a bean bag and their knees are not allowed to touch the floor

Transitions & Modifications:

- ✓ Students may block bean bags with their hands or dodge the beanbag by moving side to side or jumping
- ✓ Use a variety of locomotor movements when moving
- ✓ Change the exercise that will be completed on the side every few minutes

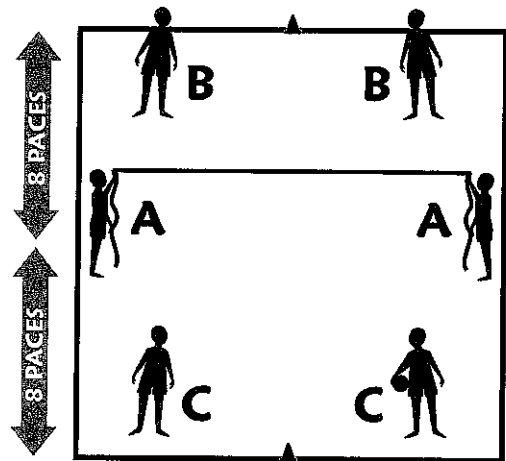


Ready...

- 1 ball per 6 students
- 1 10' rope per 6 students
- 2 cones per group

Set...

- Students in groups of 6; 3 pairs (Named A, B, and C) in each.
- To begin: The A group holds rope shoulder-high. The Bs on 1 side; Cs on the other. Pair C serves first.
- Bs and Cs place their cone 8 paces from the rope held by As.



GO!

1. The object is to play a modified volleyball game, combining all the skills we have been learning and practicing.
2. The cone is the back boundary. Each rope holder is the side boundary.
3. Play begins with a serve from 1 side of the rope. You may serve from anywhere inside your side of the court.
4. The server gets 2 chances to serve the ball over the rope.
5. The receiving team has up to 3 hits to send the ball back over the rope.
6. The ball may bounce once between hits.
7. Balls that land out of bounds (past cone or outside the rope) are awarded to the other team.
8. When servers lose a rally, the ball goes to the other team on a "sideout."
9. Switch rope holders after every 5 serves.

CHALLENGES

- ★ Servers, can you serve from farther back than you did last serve?
- ★ Receivers, can you make a pass to your teammate before sending the ball back over the rope?

CUES

- ★ Rope Holders, hold the rope straight and at shoulder-height, and count to 5 serves.
- ★ Receivers, call the ball before you hit it.
- ★ Remember to rotate after every 5 serves.

★ One Pass

When you receive serve, make at least 1 pass to a groupmate before sending the ball back over the rope.

★ Back Line Serve

Servers get 1 attempt to serve from the back of the court.

★ No-Bounce

You must hit the ball before it touches the ground.

★ Moving Net

Net holders move slowly in a circle to keep the net and all players constantly moving!



FUN FACT

2 vs. 2 beach volleyball debuted at the 1996 Summer Olympic Games in Atlanta, Georgia. There were 24 men's teams and 18 women's teams competed. The United States won the men's gold medal, and Brazil won the women's gold medal.

● STANDARDS ADDRESSED

NASPE

#1, 2 Forearm pass, overhead set, underhand serve

#2 Introduction to rules

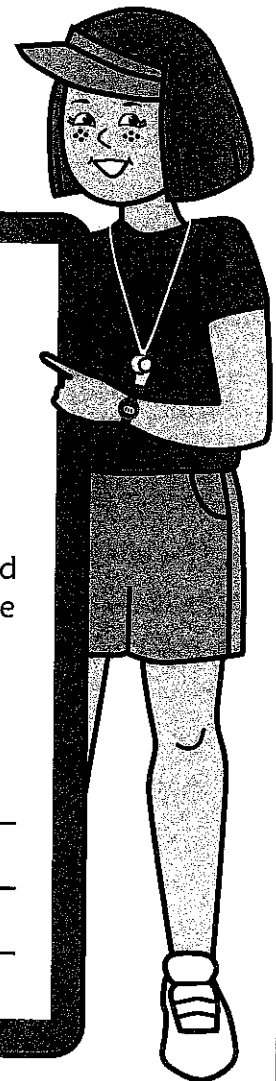
#5, 6 Group practice

● **Your State** (Write in here)

PAULA'S POINTERS

- Appoint the rope holders to be referees, and call balls in and out of bounds.
- If space is limited, add a 4th pair and an extra ball to each group. The extra pair practices setting and passing skills and rotates in as rope holder after 5 serves.

NOTES





Ready...

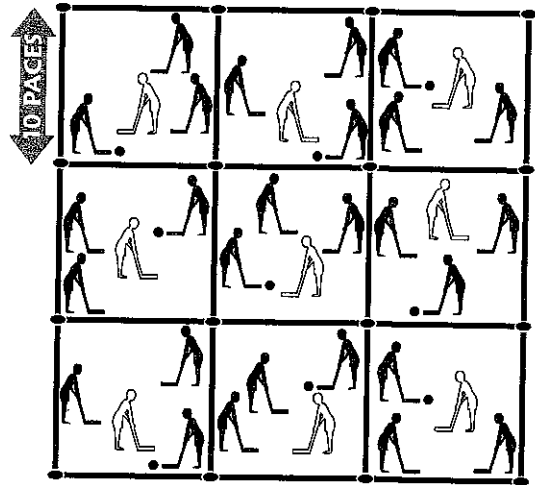
- Spot markers (for grids)
- 1 hockey stick per student
- 1 hockey ball per 4 students

Set...

- Create 1 grid (10X10 paces) per group of 4.
- Form groups of 4; each with hockey sticks and a ball.

GO!

1. The object is to practice passing with a partner while eluding the defender.
2. Three of you are Offense, and the 4th player is the Defender.
3. On signal, Offense passes back and forth, while the Defender tries to intercept. Each time the Defender touches the ball, they score a point. Each trapped pass by the Offense scores a point for them.
4. Change the Defender on signal.



CHALLENGES

- * Defenders: How many points can you score before the signal?
- * Offense: How many traps can you make in a row?

CUES

- * Receivers move into open space to receive a pass. Use the Give and Go.
- * Passers, pass quickly. Use fakes and feints. Dribble to get into a good passing position.
- * Defenders, stay between the ball and the receiver.

HOCKEY

★ SPARK™ IT UP!

★ Pedometer Estimation

1 student per group wears a pedometer. Everyone in the group estimates the number of steps the wearer will take while playing offense and, again, while playing defense.

★ 2 on 1

(Groups of 3.) There are 2 Offensive players and 1 Defender. Offense, use your best moves to get open.

★ 2 on 2

(Groups of 4.) Play like 3 on 1, but this time there are 2 Defenders and 2 Offensive players.



HOME

Are you a soda drinker? The average teenager drinks 50 gallons of soda a year. That is about enough to fill your parent's car with gas 3 times! If you drink soda, KEEP AWAY from it for a week. If you aren't a soda drinker, then keep up the good work!

• STANDARDS ADDRESSED

NASPE

#1 Defending, dribbling, passing, trapping, shooting

#3, 4 Cardiovascular fitness

• Your State (Write in here)

TONY'S TIPS

- Adjust grid size accordingly. Smaller grids make it easier for the Defender. Larger grids make it easier for the Offense.

NOTES

