

<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 effectively use inter-personal skills. (3rd-5th)</p>	<p>Vocabulary: Hockey, gymnastic, nervous system, budget, hearing, smelling, tasting, touching, seeing, empathy</p>	<p>Learning Targets (relate all targets to real life): P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Vocational Studies: I can give examples of empathy. (K-5th)</p> <p>Vocational Studies: I can give an example of a career in agriculture and in the arts. (K-5th)</p> <p>Health: I can explain the function of the nervous system. (K-5th)</p> <p>Health: I can understand the purpose of each of the five senses.</p> <p>Consumerism: I can explain the purpose of a budget. (K-5th)</p> <p>P.E.: I can safely perform basic gymnastic movements. (K-2nd)</p> <p>P.E.: I can correctly use my body to move like various animals. (K-2nd)</p> <p>P.E.: I can correctly handle a hockey stick. (3rd-5th)</p> <p>P.E.: I can correctly dribble a hockey puck. (3rd-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: empathy: DOK #1: Provide an example of the word empathy.</p> <p>Mini Lesson: (Health): Nervous system: Students will look at a Powerpoint slide and learn about the function and parts of the nervous system. DOK 1: What are the three parts that make up the nervous system?</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within agriculture and arts. Flashback: Ask students to summarize what they learned from the guest speakers from the Louisville Water Company.</p> <p>Mini lesson: (Consumerism): Students will learn about the purpose of a budget and will review (flashback) why we save money. DOK #2: Compare and contrast the attitude of the grasshopper and the ant in regards to budgeting money.</p>	<p>Daily Assessment:</p> <ul style="list-style-type: none"> X <input type="checkbox"/> Observer X <input type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X <input type="checkbox"/> Whole Class X <input type="checkbox"/> Small Group X <input type="checkbox"/> Individual <p>Formative and Summative Assessments</p> <ul style="list-style-type: none"> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment
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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 15-21 minute mark (“Colonial Chaos”)

P.E. Activity #1: Primary (K-2nd) Basic Body Positions, page 7, (Balance, Stunts, and Tumbling), 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: Come up with your own unique locomotor movement of your choosing. **Assessments/Exit Slip:** What body parts did you use to make your base of support in a front support? A straddle? What positions are you in when you watch TV Probably not one that is very good for you.

P.E. Activity #2: Primary (K-2nd) Static Balances, (Balance, Stunts, and Tumbling), 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: Knee Scale and Tripod0which need a mat, and allow students to create their own.

Assessments/Exit Slip: DOK 1: Which is easier to keep your balance: A wide base of support or a narrow one? Why?

P.E. Activity #1: Intermediate (3rd-5th) Dribble Keep Away, (Hockey, pg. 9) 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: You may tap balls away only when you have control of your own ball. Just tap balls; do not hit them hard. Keep stick low to the ground. Look ahead while you dribble.

Assessments/Exit Slip: DOK 1: Explain how to correctly dribble, trap, and handle the hockey stick. DOK 2: Compare and contrast ice hockey and field hockey.

P.E. Activity #2: Intermediate (3rd-5th) Passing Drills, page 11, 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 many traps can you make with your partner before the signal? Can you make a backhand pass using backside of stick? Pass the ball directly to your partner's stick. Can you dribble a few steps before you pass?
 Assessments/Exit Slip: DOK 1: Describe how pass and trap (receive) the puck. DOK 2: Compare and contrast dribble a basketball and dribbling a hockey puck.

Mini lesson: Students in grades K-2nd will watch a video from brainpopjr.com titled "Senses". DOK 2: Pick two of the five senses and then compare and contrast them. Students in grades 3rd-5th grade will watch a video from brainpop.com titled "nervous system". DOK 2: Compare and contrast the nervous and the digestive 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.

(2b) FRIDAY PL/CS 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.

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: 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.

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

1. Who has seen the movie Toy Story? What toys belonged to Andy, the young boy in the film?
2. ON my signal, pretend you are a toy and move within our area.
3. 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."
4. On "All Clear!" you may start moving again.
5. 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?

Friday only: P.E. Activity #2: Intermediate (3rd-5th): Centipede Bucket Brigade (Aerobic Games, pg.) See attached lesson plan

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 perform more advance locomotor movements (various animal walks, such as bear walk, crab walk, 3-legged dog, etc.).

Friday only: Assessments/Exit Slip: DOK 1: What is the meaning of a brigade? DOK 2: Choose a relay type game. Now compare and contrast that game and the game Centipede Bucket Brigade.

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 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.

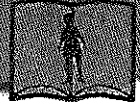
- Drills:**
- **Fire drills: exit following the emergency exit plan & close doors (prevents spread of flames)
 - **Earthquake drills: doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers
 - **Lockdown drills: Call phone tree, turn off lights, lock door, cover 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:

			<p><u>Notes and Anecdotal records:</u></p>	
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Teacher: Clark Kuhn Subject: PL/CS Week: December 6, 2016 (Friday 2b) Topics: hockey, gymnastics, 5 senses, nervous system, budget, careers in agriculture/arts, empathy

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

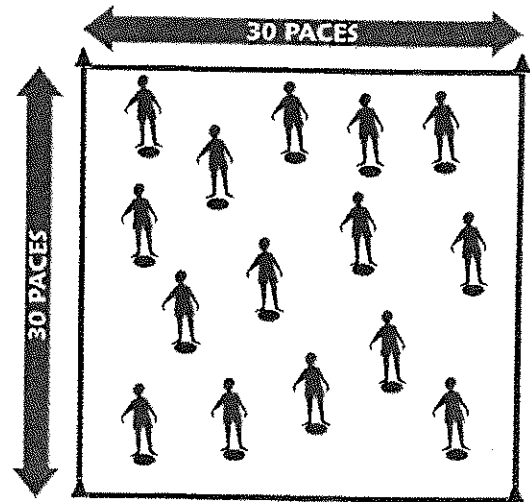


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- *Body Positions Skill Cards* (SPARKfamily.org)
- *Locomotor Skill Cards* (SPARKfamily.org)
- Music and player

Set

- Create large (30X30 paces) activity area on grass or mats.
- Send students to select and place their own spot markers.



**BALANCE, STUNTS,
AND TUMBLING**

GO!

1. Personal Space Review

- You placed your own spot today. What did you do to spread out safely (helicopter)?

2. Body Positions

- Today we will learn and practice basic body positions.
- On music start, move in general space using the locomotor skill I call. Avoid spots and others.
- On music stop, move to a spot, and we will learn and practice different body positions.
- (Use the *Body Position Skill Cards* to teach *T-Stand, Pike, Tuck, Sit, Straddle Sit, Front Support, Side Support, Rear Support, Tuck to Front Support, Front Support to Tuck, Front Support to Straddle Stand, Straddle Stand to Front Support, Front Support to Rear Support.*)
- (Provide a variety of challenges by combining different *Body Positions* with *locomotor skills.*)

3. Wrap It Up

- What body parts did you use to make your base of support in a front support? A straddle?
- What position are you in when you watch TV? Probably not one that is very good for you.
- The R in SPARK stands for "Reduce TV and video time." Who is careful not to spend too much time just lying around?

More Positions

(Add more advanced supports — i.e., Tuck to Front and Front to Tuck).

Memory Game

The object is to remember our body positions in the order we do them. I'll start the music and give you a locomotor skill to do. When the music stops, I'll call a body position. Hold that position until the music begins and I give you a different way to move. When the music stops again, I'll give you a 2nd body position; but do the previous move first; then the new one. We'll keep adding on and see how many we remember. It's okay to look around for help, too!



ACADEMIC

Science

(Read Bridges: Amazing Structures to Design, Build & Test (Kaleidoscope Kids) by Carol A. Johmann, and discuss the strength and balance of various types of structures.)

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, respects others

Your State (Write in here)

• _____

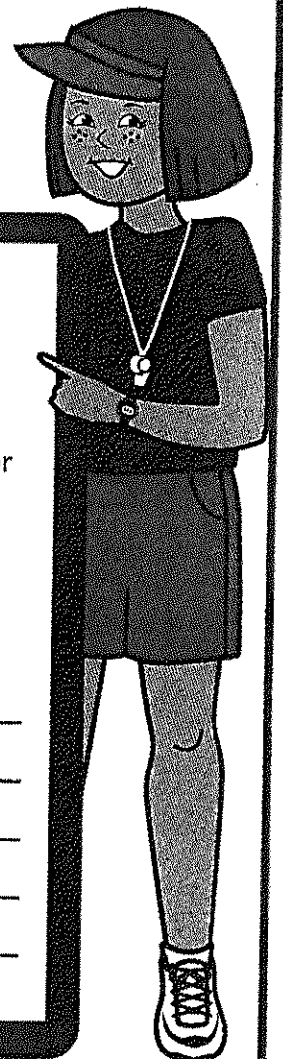
PAULA'S POINTERS

- Many stunts begin, end, or pass through a pike position. Have students practice this position while watching demonstrations or listening to instructions.

Vocabulary

Horizontal, pike, tuck

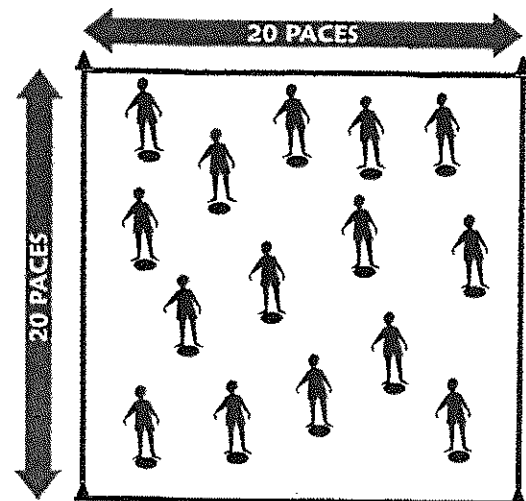
NOTES





Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- *Static Balance Skill Cards* (SPARKfamily.org)
- *Animal Walk Skill Cards* (SPARKfamily.org)
- *Locomotor Skill Cards* (SPARKfamily.org)
- Mats (optional)
- Music and player



Set

- Create medium (20X20 paces) activity area, preferably on grass or mats.
- Send students to select and place their own spot.

GO!

1. Static means “without movement.” So, what do you think a *Static Balance* is? It is a balance done standing still.
2. **Challenges** – (*Pose challenges, give sufficient time to practice, move to help.*)

Can you balance on. . .

- o Just 1 body part? Another 1?
 - o Two different body parts? Two more?
 - o Three body parts? Try 3 different ones.
 - o Four body parts? How about 5?
- What shape can you create at medium level space? Now try one in low space.
 - Can you make a shape where your R and L sides are in the same position? That is a “symmetrical” shape.
 - How about a shape where your sides are in different positions? That is an “asymmetrical” shape.
3. **Animal Walks and Static Balances**
 - On the music, move in our area using the animal walk I call. Avoid spots and others.
 - When the music stops, move to a spot. Stay near home base to learn and practice different balance positions.
 - (*Use Static Balance Skill Cards to teach Kimbo Stand, Knee Lift Stand, Stork Stand, Double-Knee Balance, Hand/Knee Balance, Single-Knee Balance, Head Touch, Shoulder/Feet Balance, Backward Balance, Forward Balance, Sideways Balance, Knee Scale, Tripod.*)
 - (*Provide movement challenges by combining Animal Walks with Static Balances.*)

STATIC BALANCES

GO! (continued)

4. Wrap It Up

- Which is easier to keep your balance: a wide base of support or a narrow one? Why?
- Who played up a thirst today? Sometimes we don't feel thirsty, but our bodies still need water. Who remembers what the K in SPARK stands for? (*Keep H₂O the way to go!*)

* SPARK™ IT UP!

* More Positions

(Add more advanced supports — i.e., *Knee Scale* and *Tripod* — which need a mat, and allow students to create their own.)

* Static Balance Circuit

(Create a circuit using *Static Balance Skill Cards*. Allow students to choose which animal walk they use to travel from station to station.)

STANDARDS ADDRESSED

● NASPE

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

- #3, 4 Flexibility, muscular strength, muscular endurance

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

Your State (Write in here)



HOME

There are examples of static balances all around your home and community. For example, a chair, a ladder, a bridge, a tripod, a bird on a wire, etc. Try to copy the way they are balanced by using your body. If you're not sure it's safe, have your little brother try it first — kidding! Have fun, but be careful.

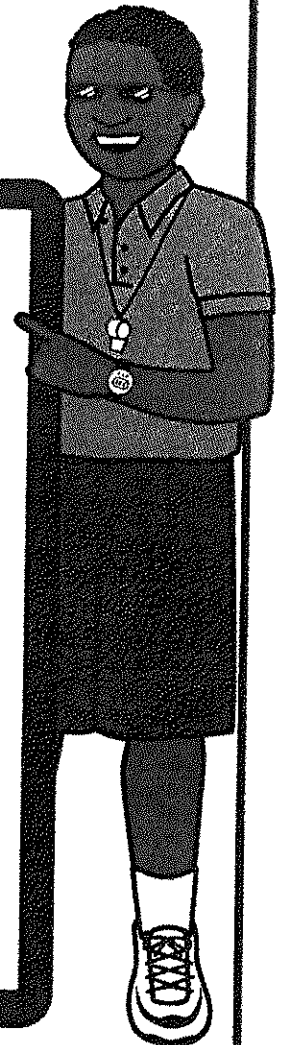


TONY'S TIPS

Vocabulary

Static, symmetrical, asymmetrical, narrow

NOTES



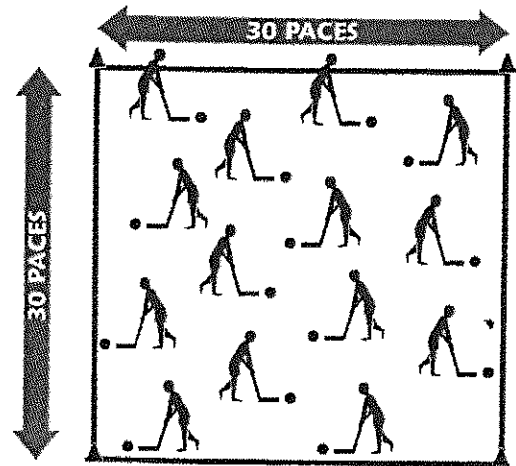


Ready...

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

Set...

- Create large (30X30 paces) activity area.
- Scatter students in area; each with a stick and a ball.



GO!

1. The object is to practice dribbling, trapping and stick-handling.
2. On signal, dribble in control of the ball.
3. When I say, "Dribble Keep Away," try tapping other players' balls away.
4. If your ball gets tapped away, retrieve it and continue.

CHALLENGES

- * You may tap balls away only when you have control of your own ball.
- * Just tap balls; do not hit them hard.
- * Keep stick low to the ground.
- * Look ahead while you dribble.

CUES

- * How many balls can you tap away?
- * How few times can you have your ball tapped away?

HOCKEY

* SPARK * IT UP!

* Small Ice

(Make the activity area smaller.)

* Holes

(Scatter spot markers.) The spot markers are "holes" in the ice. Now you have to watch out for holes and others trying to tap your ball away. If your ball rolls over a hole, put your stick down, and do 10 jumping jacks.

* Shark

(Take away ball from 1/5 of students.) On signal, those without a ball (Sharks) try to legally steal the ball from other players. If the ball is stolen, you become a shark.



HOME

Save those empty water bottles. Use them as targets. Invent shooting games. How far away can you hit a target? How many can you hit in a row? Set up a hockey golf course.

• STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping, dodging, agility, balance, eye-hand coordination

#2 Critical thinking

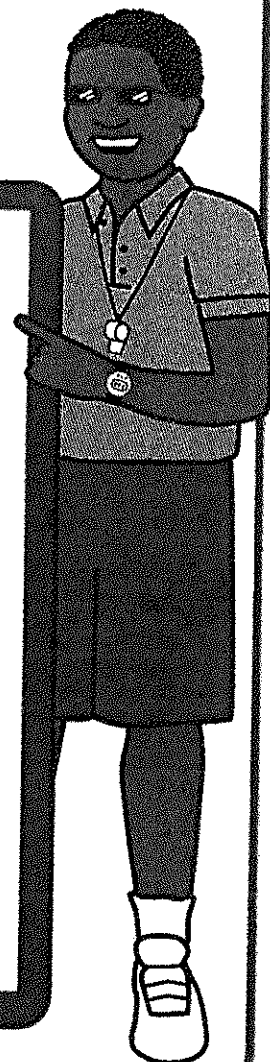
#3, 4 Cardiovascular fitness

Your State (Write in here)

TONY'S TIPS

- Stop play every minute or so to allow students to regain control.
- Change focus from offense (i.e., guarding their own ball) to defense (i.e., tapping others) each round.

NOTES



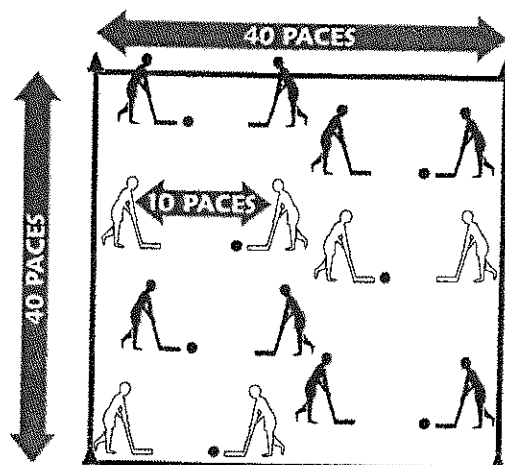


Ready...

- 4 cones (for boundaries) or spot markers if using grids
- 1 hockey stick per student
- 1 hockey ball per pair

Set...

- Create large (40X40 paces) activity area, or create 1 10X10 pace grid per pair.
- Pair students; each with a stick; 1 ball per pair.
- Partner face-off formation, about 10 paces apart (or 1 pair per grid).



GO!

1. The object is to practice passing and trapping (receiving) with a partner.
2. Teach students to pass and receive. To pass, keep the ball on the front side of your stick. With top hand angled forward, push the ball to your partner using your lower hand, and keep the stick along the ground. Finish with the lower hand forward, and snap your wrists.
3. To receive, keep blade on the ground and give with the ball as it approaches your stick. Relax your lower hand grip, and angle your top hand forward. Try not to let the ball rebound off your stick.
4. On signal, begin passing with your partner. Focus on control and accuracy.

CHALLENGES

- ★ How many traps can you make with your partner before the signal? (For example: 30 seconds, 1 minute. Play several rounds, and increase the distance after each round.)
- ★ Can you make a backhand pass using backside of stick? Pass the ball directly to your partner's stick.
- ★ Can you dribble a few steps before you pass?

CUES

- ★ Keep stick along the ground.
- ★ Push ball to partner using lower hand.
- ★ Snap your wrists.
- ★ Give with the ball as it touches your stick.
- ★ Don't let the ball rebound off your stick.

★ Partner Step Back

(Partner face-off formation.) The object is to pass accurately at different distances. After 2 successful traps (1 each), both partners take 1 step back and try again. How far back can you both go in 3 minutes?

★ Give and Go

The object is to pass, then move to an open space. The partner with the ball is stationary. The other partner runs to an open space to receive the pass. Make the pass (Give); then run to an open space (Go). Pass to where your partner is going. "Lead" them with your pass.

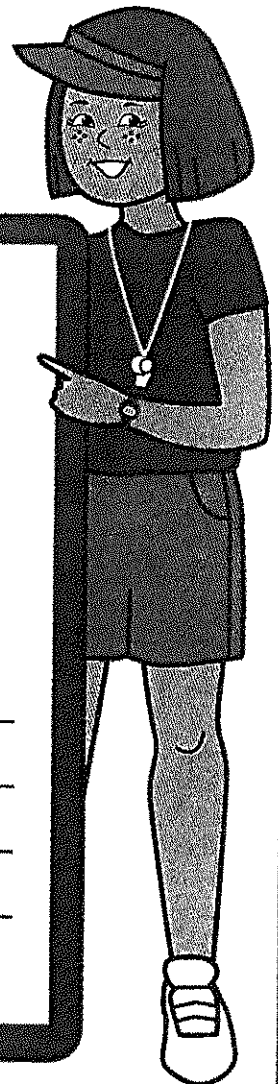
★ Pass Pass

(Partners around perimeter.) The object is to pass back and forth with your partner as you both move around the perimeter. Continue until the signal. Advanced: add a fake before passing.



ACADEMIC

Author Roy MacGregor has written a mystery series about a team's adventures on and off the ice. The Matt Christopher Series chronicles the different players and the peer, family and personal issues they each face.



STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping, passing

#2 Critical thinking

#3, 4 Cardiovascular fitness

#5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

- Rotate partners often. The player with the ball stays, and the other player moves 1 partner/grid up.
- Expand grid size if necessary.

NOTES
