

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: Team Skills: The learner will be able to describe team skills (teamwork) used to complete tasks more efficiently at home, school, and work. **National Health Standards:** PL-P-PW-S-SMEM-1b: working and playing collaboratively in large and small groups.

PL-04-2.1.2: Fundamental Movement: The learner will be able to explain the fundamental movement concepts: Body awareness-what the body is doing-space awareness-where the body moves-Time-how quickly the body moves-Effort-how the body moves-Relationship-relationships that occur while the body moves. **National Health Standards:** PL-P-PW-U-1: Individuals have a responsibility to maintain a healthy lifestyle.

Vocabulary:

Expectations, rules, rewards, consequences safety, warm up, cool down, gymnastics, stunt, hockey, teamwork, fitness

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 Heath 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 25-30 minutes).

Mini lesson: (Practical Living) Students will watch a video from youtube.com titled "Bad teamwork and good teamwork". (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 demonstrate teamwork. (K-2nd) Students will watch a video from brainpop.com titled "fitness". (Flashback): Give me an example what you learned from the students of Junior Achievement on Monday (3rd-5th) (Exit slip): Question: What is fitness and how does it benefit our body and mind?

P.E. National Standards (NASPE):

Basic Body Positions: (Balance, Stunts, and

P.E. Activity #1: Primary (K-2nd) **Basic Body Positions, 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

Tumbling, pg. 7: #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. (K-2nd grade)

Static Balances (Balance, Students, and Tumbling, pg. 9): #1,2 Spatial and body awareness, balance, nonlocomotor skills, locomotor skills #3,4 Flexibility, muscular strength, muscular endurance #5,6 Participates, appreciates movement, respects others (K-2nd grade)

Dribble Keep Away, (Hockey pg. 9) #1,2 Dribbling, trapping, dodging, agility, balance, eye-hand coordination #2 Critical thinking #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: 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 position 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, 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: Advanced Supports: Knee Scale and Tripod-which need a mat, and allow students to create their own. Assessment/Exit Slip: 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: Explain how to correctly dribble, trap, and handle the hockey stick.

P.E. Activity #2: Intermediate (3rd-5th): Passing Drills, (Hockey, pg. 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: Demonstrate how to pass and trap (receive) the 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".

Practical Living KY Core Content:

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. **National Health Standards: PL-P-S-U-1:** safety practices and procedures help prevent injuries and provide a safe environment. (K-2nd)

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. **National Health Standards: PL-P-PW-S-DP-1:** Identify and practice personal health habits which affect self and others in the prevention and spread of disease. (3rd-5th)

PL-EP-2.1.1: Fundamental Motor Skills: Students will apply fundamental motor skills, non-locomotor, locomotor, and fundamental manipulative skills. **NASPE: PL-P-PS-S-1:** Demonstrate fundamental motor skills.

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) **NASPE: PL-P-PS-S-1:** Demonstrate fundamental motor skills.

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

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

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.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)

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.

Friday 1b only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.

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)

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)

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.

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.

Friday 1b only: Assessments/Exit Slip: Give an example of one strategy that you used during this game of Castle Ball.

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).

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Friday 1b only: Assessments/Exit Slip: What strategies did use in order to stay in the game?

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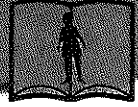
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Friday 1b only: Assessments/Exit Slip: What strategies did use in order to stay in the game?

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

	Teacher: Clark Kuhn	Subject: P.E./Practical Living	Week: December 8th-11th, 2015 (Friday 2b)	Topic: teamwork, fitness, gymnastics, hockey 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".
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

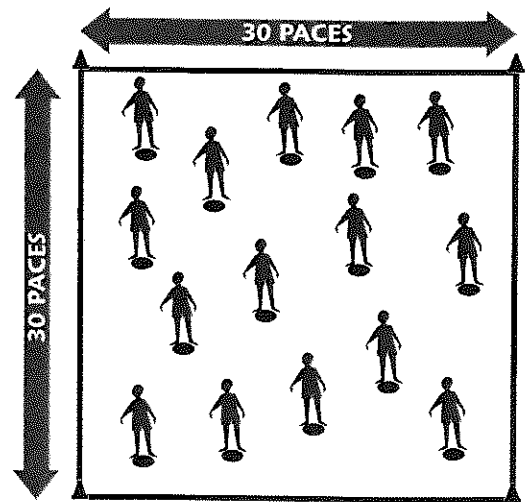


Ready

- 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.



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

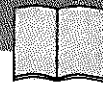
- What body parts did you use to make your base of support in a front support? A straddle?
- What position are you in when you watch TV? Probably not one that is very good for you.
- The R in SPARK stands for "Reduce TV and video time." Who is careful not to spend too much time just lying around?

★ 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)

- _____
- _____

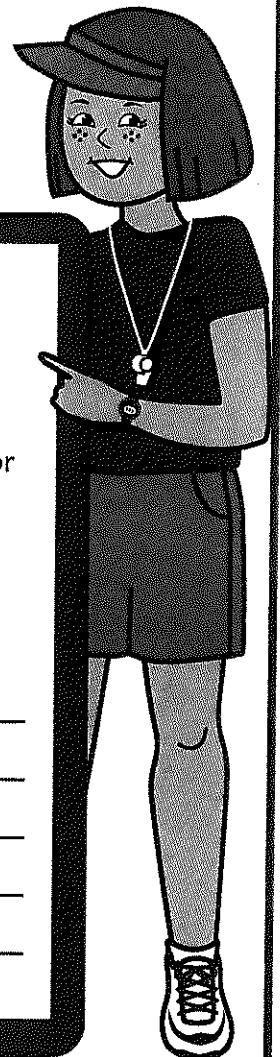
PAULA'S POINTERS

- 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

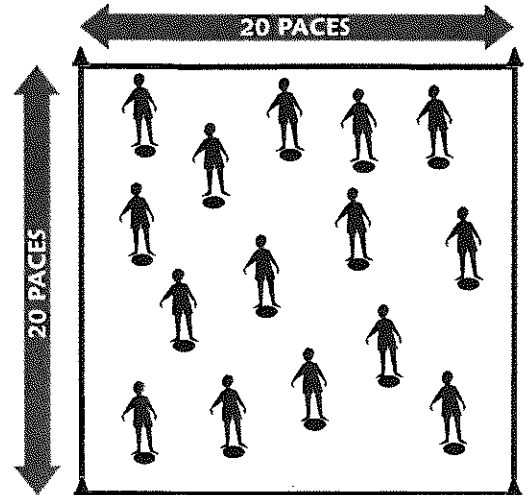
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Ready

- 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

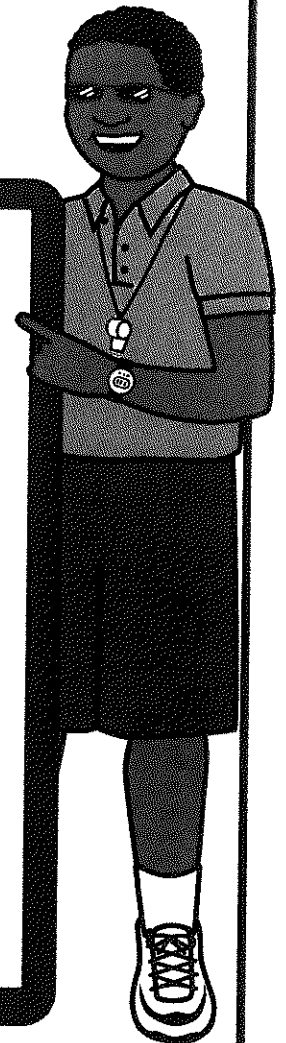
There are examples of static balances all around your home and community. For example, a chair, a ladder, a bridge, a tripod, a bird on a wire, etc. Try to copy the way they are balanced by using your body. If you're not sure it's safe, have your little brother try it first – kidding! Have fun, but be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

TONY'S TIPS

Vocabulary

Static, symmetrical, asymmetrical, narrow

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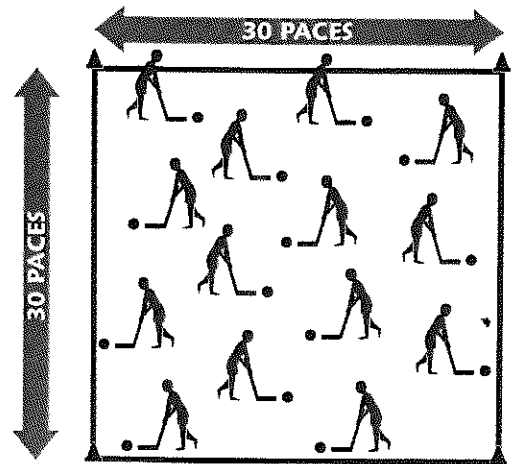


Ready...

- 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?

★ 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

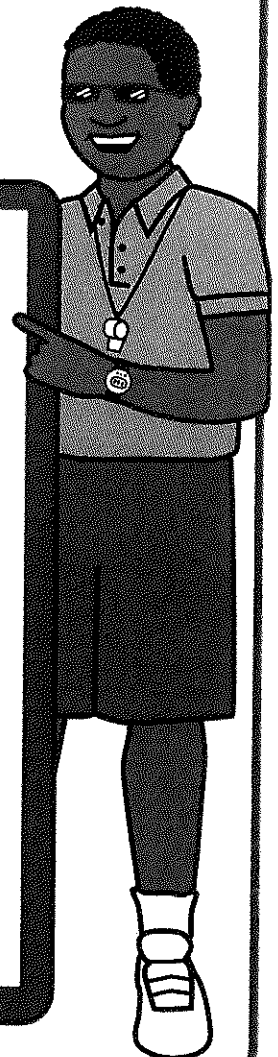
#3, 4 Cardiovascular fitness

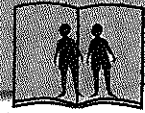
Your State (Write in here)

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.

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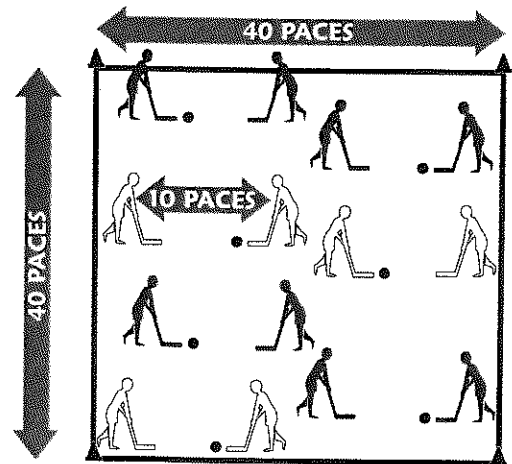


Ready...

- 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.

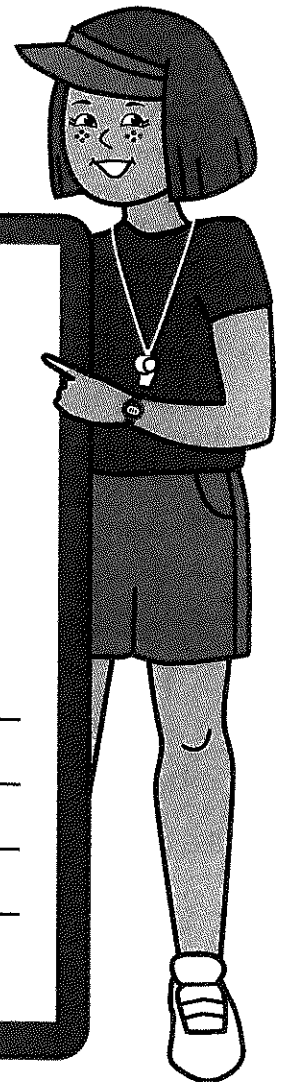
★ Pass Pass

(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
