

<p>K-5 Lesson plans</p>	<p><u>KDOE: Practical Living (P.E.): Academic Standards</u> <u>2.34:</u> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><u>KDOE: Practical Living (Health): Academic</u> <u>Expectations: 4.1:</u> Students effectively use interpersonal skills. (K-5th)</p> <p><u>KDOE: Practical Living: Academic</u> <u>Expectations: (Health)</u> 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p><u>KDOE: Vocational Studies (Consumerism): Academic</u> <u>Expectations:</u> 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p><u>KDOE: Vocational Studies (Career Studies): Academic</u> <u>Expectations: 2.36:</u> Students use strategies for choosing and preparing for a career.</p> <p><u>KDOE: Practical Living (Health): 2.32:</u> Students demonstrate strategies for becoming and remaining</p>	<p><u>Vocabulary:</u> Sportsmanshi p, dribble, chest pass, bounce pass, overhead pass,</p>	<p><u>Learning Targets (relate all targets to real life):</u> P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Career: I can (K-5th)</p> <p>Health: I can explain about the purpose of the heart.(K-5th) Health: I can demonstrate good sportsmanship. (K-5th) PE: I can (K-5th) Consumerism: I can (K-5th)</p> <p>P.E.: I can dribble a soccer ball. (K-2nd) P.E.: I can pass a basketball. (K-5th) P.E.: I can perform various ball handling techniques. (3rd-5th) P.E.: I can shoot a basketball with correct form (K-5th)</p> <p>Wednesday: Mr. Cook will teach a lesson on archery fundamentals to all 4th and 5th grade students.</p> <p><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p> <p><u>Mini lesson:</u> (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><u>Warm-up:</u> (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><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on Power Point: Good Sportsmanship</p> <p><u>Mini Lesson: (Health):</u></p> <p><u>Mini lesson: (KY Career Cluster):</u></p> <p><u>Mini lesson (Consumerism):</u></p> <p><u>Warm-up:</u> (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-3rd) Students will watch a video from Adventure to Fitness, if time permits.</p>	<p><u>Daily Assessment:</u> X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p><u>Formative and Summative Assessments</u> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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	<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>P.E. Activity #1: (K-5th) Students will practice shooting basketball with correct form towards a goal. 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 will count how many foul shots that they can make.</p> <p>Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a soccer ball and a basketball. Visual checklist of correct shooting form.</p> <p>P.E. Activity #2: (K-5th) Students will practice three different passes. Chest pass, overhead pass and bounce pass.</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 can demonstrate the various types of passing that they learned outside of PE.</p> <p>Assessments/Exit Slip: Compare and contrast passing a basketball and a soccer ball. Visual checklist of proper passing techniques.</p> <p>P.E. Activity #3: Intermediate (3rd-5th) Ball-Handling & Dribbling Drills (Basketball, pg. 5-8) 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: Can you demonstrate any advance dribbling techniques that were not demonstrated during today's lesson.</p> <p>Assessments/Exit Slip: DOK 2: Compare and contrast dribbling a soccer ball and dribbling a basketball.</p> <p>P.E. Activity #2: Primary (K-2nd) Dribbling Drills Students will be shown the proper way to dribble and will also participate in a dribbling relay.</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: Can you dribble the basketball while running? Can you dribble with a technique that was not demonstrated in PE today?</p>	
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Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a basketball. DOK 2: Compare and contrast dribble a basketball and dribbling a soccer ball.

Mini lesson: Students in grades K-2nd will watch a video from brainpopjr.com titled "Heart". DOK 1: Briefly describe the purpose of the heart. Students in grades 3rd-5th grade will watch a video from brainpop.com titled "Heart". DOK 1: Briefly describe the purpose of the heart.

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 students will play Mass Soccer & Target ball. Students will also dance along with two Just Dance Videos. Students will review the Power Point Slides from earlier in the week.

****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 struck), everyone gets under/tables including teachers

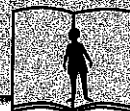
****Lockdown drills:** Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.

****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:



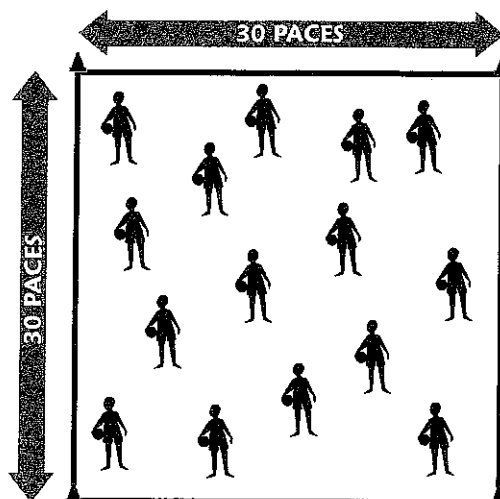
Ready...

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

Set...

- Create large (30X30 paces) activity area, or use a basketball court.
- Scatter students in area, each with a ball.

GO!



BASKETBALL

1. The object is to maintain control of the ball while performing ball-handling activities.
2. On signal, try the following ball-handling drills.
3. **Wrap It Up**
 - Stand with feet together.
 - Move the ball around your body, starting at feet and working up to the head. Reverse.

4. **Figure 8**
 - Stand in a wide straddle.
 - Move ball in a figure 8 around legs. Reverse.

5. **Switcheroo**
 - Start with the ball on the ground between feet.
 - R hand in front of R leg touching front of ball; L hand behind leg and touching the back of the ball.
 - Let go and reverse hand positions. R hand to back, L hand to front.
 - Next, raise the ball off the ground. Drop, switch and catch after a bounce.
 - Finally, omit the bounce.

6. **Hot Potato**
 - Pass the ball from R hand to L hand as quickly as possible without dropping it.
 - Move the ball from in front of the body to overhead and back down.

7. **Fast Hands High/Low**
 - Drop the ball behind your head
 - Without turning around, move hands quickly to catch the ball behind the back.

CHALLENGES

- ★ How many can you do in 30 seconds? Can you better your score?
- ★ Which ball-handling skills can you perform with your eyes closed?

CUES

- ★ Keep head up; don't look at the ball.
- ★ Round your hands in the shape of the ball.
- ★ Use the pads of fingers.

SPARK IT UP!

1 Switch Signal

Choose a ball-handling skill and begin. Every 5-15 seconds, you will hear a signal telling you it's time to change to a different ball handling skill.

2 Eyes Up

I'll give hand signals, so you need to look at me and not the ball. For example, I might hold up 4 fingers and ask how many are showing. I'll change the number of fingers each time, so keep watching.

3 Street Show

Create a 2-minute ball-handling routine to music. Use all your ball-handling skills. Perform it for a friend.



ACADEMIC

Math - Hold up fingers on both hands. Students multiply the 2 numbers, call out the product, or add them together and call out if the sum is odd or even.

STANDARDS ADDRESSED

NASPE

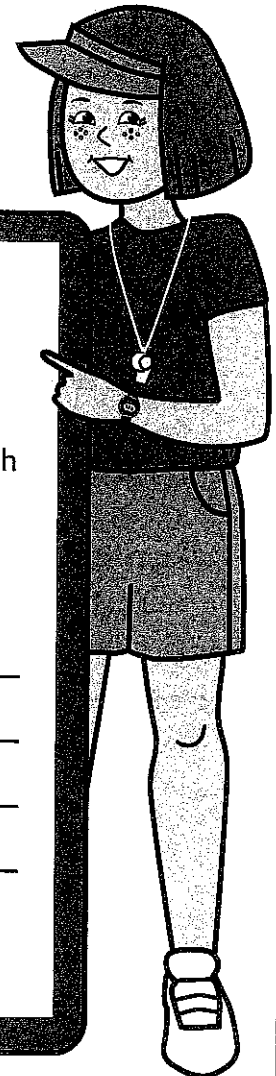
#1 Manipulative skills

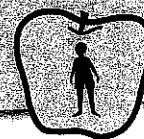
Your State (Write in here)

PAULA'S POINTERS

- Allow students to experiment with a variety of different size balls.

NOTES





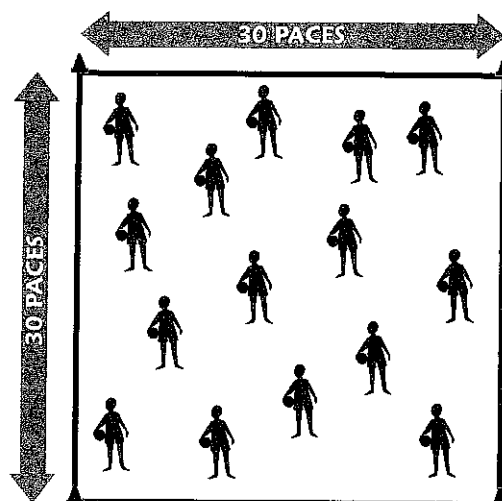
Ready...

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

Set...

- Create large (30X30 paces) activity area or use a basketball court.
- Scatter students in area, each with a ball.

GO!



1. The object is to develop dribbling competency with both hands.
2. When dribbling, keep eyes up; bounce the ball hip high with knees bent. Straighten your elbow to push the ball down. Your hand should be the same shape as a ball, and use the pads of your fingers.

3. Single Hand

- Dribble in place with R hand only. Now L hand only.

4. V Dribble

- Alternate R and L hands.
- Release dribble from the side of the hip, and push ball toward middle at an angle to make a big "V."

5. Through The Legs

- Similar to the *V Dribble*, but step forward with opposite foot.
- Push ball under thigh in a "V."

6. Around The World

- Dribble with R hand around back, let go, twist to the L, and continue around using L hand. Switch hands in front and continue. Switch directions on signal.
- Around the back with 1 bounce.

7. Free Dribbling

- Dribble while moving through the area.
- Change hands on signal or when you get close to someone.

8. Line Dribbling

- Dribble on the lines of the court. (*Use basketball court, 4-square or other lines.*)

CHALLENGES

- ★ How many bounces can you make in 30 seconds?
- ★ Can you beat your record?
- ★ Can you dribble with your eyes closed?

CUES

- ★ Keep eyes up.
- ★ Keep ball lower than hips
- ★ Use pads of fingers

★ SPARK IT UP! ★

★ Eyes Up!

(Use visual cues only to keep students from staring at the ball. E.g., Raise hand to indicate switching hands while dribbling.)

★ Dribble Keep Away

Dribble and travel throughout the area trying to knock balls away from others with free hand. If you lose your dribble trying to knock away a ball, or have your ball knocked away, just keep playing.

★ SHARK

(Take away a ball from 1/5 of students.) Those without a ball (sharks) try to legally steal ball from others. You become a shark if your ball is taken.



WELLNESS

Dribble the ball, but don't dribble when you drink water.

Drink 8 glasses a day!

● STANDARDS ADDRESSED

NASPE

#1 Dribbling, locomotor skills

#2 Problem-solving

#5,6 Cooperation

● **Your State** (Write in here)

TONY'S TIPS

- Watch the speed of your students when *Free Dribbling* in traffic. Don't let them compromise ball control for the desire to move fast.
- If traffic in *Line Dribbling* is a problem, have 1st group dribble in self-space, while 2nd group travels the lines. Switch after a couple of minutes.

NOTES

