

<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 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:</p> <p>Sportsmanshi p, dribble, chest pass, bounce pass, overhead pass, shooting</p>	<p>Learning Targets (relate all targets to real life): P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Career: I can understand about the career of an author. (K-5th)</p> <p>Health: I can explain about the purpose of the heart.(K-5th)</p> <p>Health: I can demonstrate good sportsmanship. (K-5th)</p> <p>PE: I can (K-5th)</p> <p>Consumerism: I can be responsible and take back returns quickly. (K-5th)</p> <p>P.E.: I can shoot, dribble and pass a basketball with correct form (K-5th)</p>	<p>Wednesday-Friday 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: Good Sportsmanship</p> <p>Mini Lesson: (Health): See powerpoint about good and bad fats.</p> <p>Mini lesson: (KY Career Cluster): See powerpoint about a career as an author.</p> <p>Mini lesson (Consumerism): See powerpoint about the importance of taking back returns promptly.</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-3rd) Students will watch a video from Adventure to Fitness, if time permits.</p> <p>P.E. Activity #1: (K-5th) Students will practice dribbling a basketball in a game of tag. See attached lesson plan.</p>	<p>Daily Assessment:</p> <p>X Observation</p> <p>X Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p>
			<p>Handwritten notes:</p> <p>① Sit, kneel, stand</p> <p>② Hula, JK</p> <p>③ Dribble, Pass, Shoot</p>	<p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><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 inter-personal 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>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 come up with a signal for changing speeds. (See attached LP).</p> <p>Assessments/Exit Slip: See attached LP!</p> <p>P.E. Activity #2: (K-5th) Students will dribble, pass and shoot the ball on a poly spot. See attached LP.</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 increase the speed to their drill.</p> <p>Assessments/Exit Slip: Teacher will observe that all students are demonstrating proper form.</p> <p>P.E. Activity #3: Intermediate (3rd-5th) Shooting Drills (Basketball, pg. 13) 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 set goals as to how many baskets they can make.</p> <p>Assessments/Exit Slip: DOK 2: Compare and contrast shooting a soccer ball and shooting a basketball.</p> <p>P.E. Activity #4: Pattern Passing (Cooperatives) Middle School, pg. 11 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: See attached LP for additional challenges.</p> <p>Assessments/Exit Slip: Look under Think About section of attached LP.</p> <p>Mini lesson: Students in grades K-5th will watch a video from brainpop.com titled "Basketball".</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</p>	
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by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

****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:

Teacher: Clark Kuhn Subject: PE & Health Date: February 21, 2018 Topics: Basketball, fats, author, being a smart consumer

Teacher: Clark Kuhn Subject: PE & Health Date: February 21, 2018 Topics: Basketball, fats, author, being a smart consumer

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



DRIBBLE TAG

STUDENT TARGETS

- ✔ **Skill:** I will move into open space and away from potential taggers while keeping control of my dribble.
- ✔ **Cognitive:** I will discuss offensive and defensive strategies for Dribble Tag.
- ✔ **Fitness:** I will work to increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will follow the rules and etiquette of Dribble Tag so that everyone is safe and has fun.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

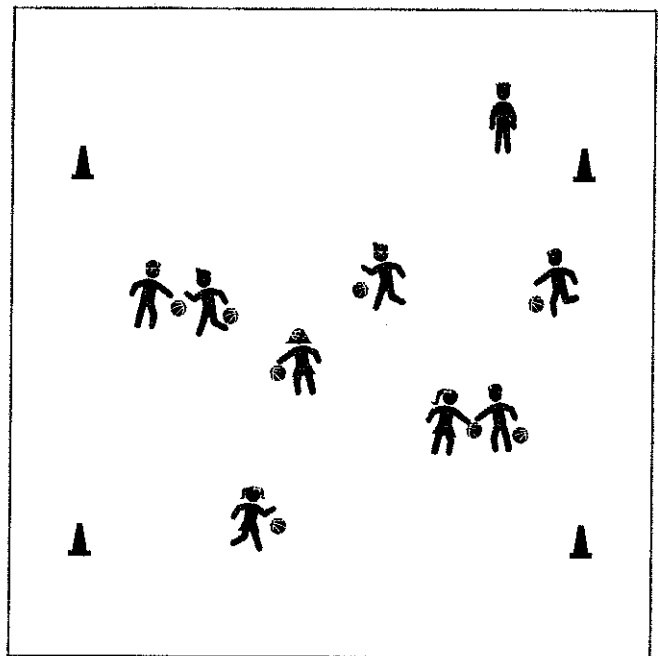
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. It's time to dribble in traffic and under pressure with a game of Dribble Tag.
2. Everyone is "it." The object is to dribble around the activity area without losing control of your ball. At the same time, you'll try to knock other players' basketballs away from them and out of bounds.
3. There are three ways to get tagged: 1) your ball is knocked out of bounds; 2) you dribble out of bounds; 3) you touch or bump another player.
4. If you're tagged, take your ball out of bounds on the perimeter and complete 3 right-hand dribbles, 3 left-hand dribbles, and 3 crossovers. Then re-enter the game.

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Introduce a signal for changing dribbling hands.
- 5th: Introduce a signal for changing speeds.



DRIBBLE TAG

CHALLENGE PROGRESSIONS

- Add more challenging fitness tasks for players working to re-enter the game.

MODIFICATIONS

- Only 2 or 3 students are "it" and act as defenders while dribblers concentrate on ball handling.

ACADEMIC LANGUAGE

1 v 1, Combine, Defense, Dynamic, Offense, Spatial

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E17.3-5]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- **Standard 2 [E5.3a-4b]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b).
- **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

DEBRIEF QUESTIONS

- **DOK 1:** What is offense? What is defense?
- **DOK 2:** What did you notice about offense and defense in Dribble Tag?
- **DOK 2:** How would you compare and/or contrast offense with defense in the game of basketball?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: Dribble tag blends skills and concepts typically associated with offense (dribbling) with the actions and strategies of defense. Students must protect possession of the ball while also working to steal away possession from other players. This is a perfect time to talk about the similarities and differences of offense and defense. For example, on offense students are working to find and move into open space, while on defense they're working to close off open space before opponents can enter.

TRIPLE THREAT TRIATHLON

EQUIPMENT

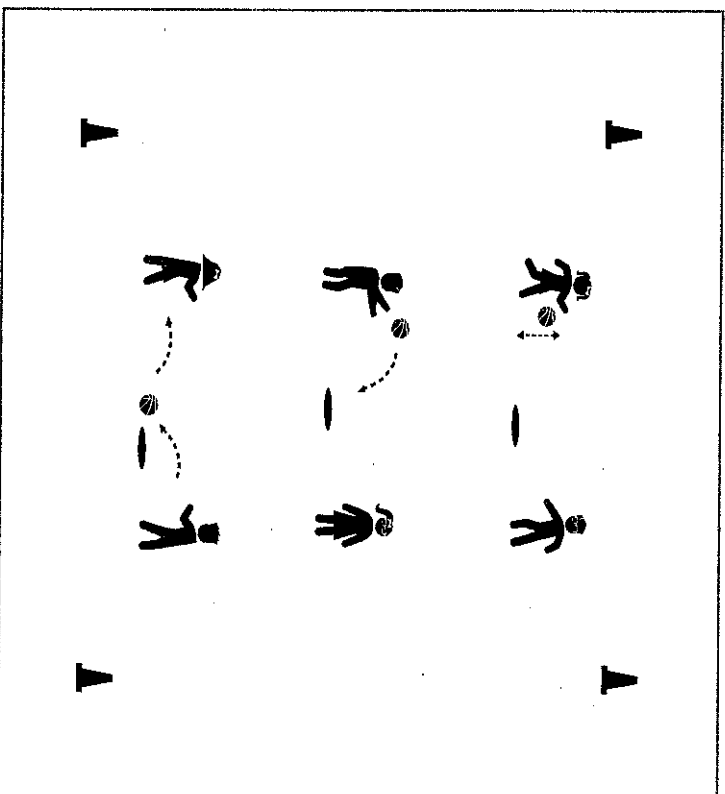
- ✓ 1 basketball and 1 poly spot per pair

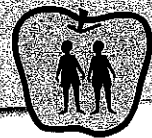
HOW TO PLAY

1. Complete the following Triathlon with each partner completing:
 1. 10 dribbles
 2. 10 bounce passes
 3. 5 shots to the poly spot

SET-UP

- ✓ Find a partner and move to a poly spot with a basketball.





Ready...

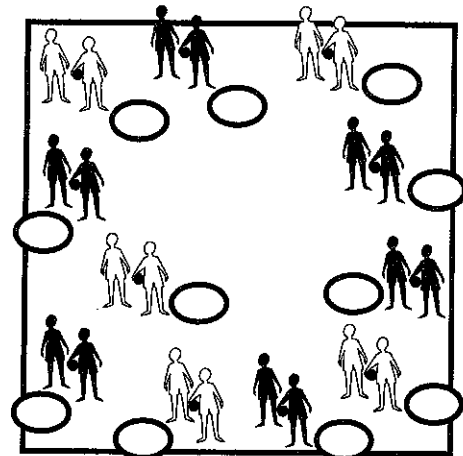
- 1 ball per pair
- 1 hoop per pair

Set...

- Pair students.
- Scatter pairs; 1 ball and 1 hoop per pair.

GO!

1. The object is to learn proper shooting technique.
2. First, “shadow” the skill without a ball.
 - Move your shooting foot slightly forward and point it toward the target.
 - Rest the ball on the palm of your shooting hand. Align your elbow with your knee. Place the other hand on the side of the ball for balance.
 - To shoot, extend your legs; then your shooting arm. “Snap” your shooting wrist, creating backspin, which helps the stay near the rim.
 - Practice 10X in slow motion, 10X at medium speed, and 10X at regular speed.
3. Next, practice shooting a ball to your hoop. Place the hoop on the floor. Your partner retrieves the shot and passes the ball back to you. Take 10 shots from a sitting, kneeling and then standing position.
4. Now, have your partner hold the hoop waist high, parallel to the floor. Take 10 shots from a sitting, kneeling and then standing position.



○ = Hoops

CHALLENGES

- ★ How many shots can you make (*name a position*) in 15 seconds?
- ★ Can you take a step back from the spot marker and still show good form?
- ★ How many shots can you make in 15 seconds alternating between the 3 practice shooting positions (sitting, kneeling and standing)?


CUES

- ★ Say, “L, l, goodbye.” Your arm is in the shape of an “L” when ready, an “l” when extended, then wave goodbye when you snap your wrist.
- ★ Shoot UP so the ball arches high above your target.

★ **Spot Shot**
(Use a spot marker on the floor instead of a hoop.)

★ **Defender**
Find a partner. One ball and 1 hoop/spot per pair. The object is for the shooter to shoot over a defender. The Defender stands stationary with arms raised in front of their shooter. Vary the shooting distance. Advantage shooter: Defender is not trying to block the shoot.

★ **No Dribble 2-On-2**
(Groups of 4; 1 hoop or polyspot, and 1 ball per group.) The object is for your team to score a basket in the hoop or spot. You do this by passing the ball until you or your partner has an open shoot. No dribbling allowed. Defenders may not touch the ball if it is in the offense's hands, but may intercept passes.



WELLNESS

The first basketball hoops were actually real peach baskets. Peaches are a good source of vitamins A, B, and C. There are over 175 varieties of peaches. So be peachy and eat one. Then shoot the pit into a waste can.


● **STANDARDS ADDRESSED**

NASPE

#1, 2 Shooting

#5, 6 Cooperation

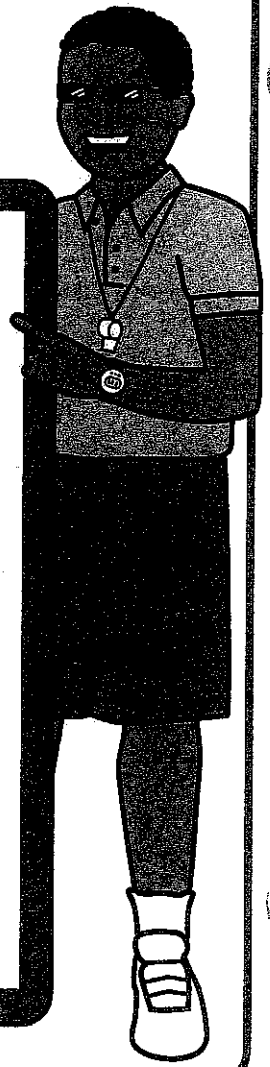
● **Your State** (Write in here)



TONY'S TIPS

- Students enjoy practicing at "real" baskets; however, few facilities have enough for all to practice safely or efficiently. Therefore, encourage good technique, and discuss places and times students can practice using real baskets, (e.g., during station work, at recess, on the playground, at home, etc.).

NOTES



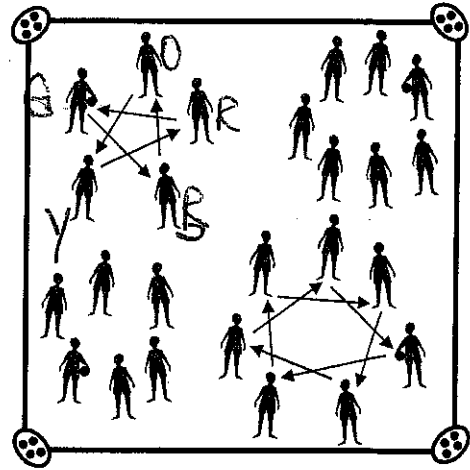


Prep

- 3 balls (or a variety of tossables) per 5-7 students
- 4 hoops
- Music and player (optional)

Set

- Place hoops in corners; fill them with a variety of tossables.
- Form groups of 5-7; each in a circle with a ball/manipulative.



Teach

1. In *Pattern Passing* you will cooperate and communicate to pass the ball around your circle following a pattern. It will be like juggling in a group.
2. On the music, begin with a pass across the circle to anyone not directly next to you.
3. Continue passing until everyone has received a pass and the ball returns to the 1st person.
4. Repeat, following the same pattern until you have successfully passed in sequence 3X, then add a 2nd ball following the same pattern. When you are successful with 2, try it with 3 balls simultaneously, all following the same pattern.
5. **Cues**
 - No one should catch the ball twice, until everyone has caught it once.
 - Keep your hands up and ready to receive a pass.
 - As soon as you have passed the ball, watch for the next one from your passer.
6. **Challenges**
 - How quickly can you get the ball back to the 1st player 5X?
 - How many objects can your group juggle without dropping the ball?
7. **Think About...**
 - Did you have to cooperate during today's activity? How?
 - Did you communicate? When? How?
 - How did trust factor into your game?
 - How did passing objects of different size, shape, and weight objects affect your group?

PATTERN PASSING

EXTENSIONS

Freeze Ball

Begin *Pattern Passing* with 1 ball for about 15-20 seconds. On "Freeze!" whoever has the ball holds it overhead. All others in the group quickly move in a file line behind the ball holder. The line begins moving (walking or jogging) around perimeter doing *Pass the Hat*. First in line passes overhead to 2nd in line and on down the line until it reaches the last person who runs with the ball to the front of the line. Then, all form a circle and continue with *Pattern Passing* in the set sequence.

Elevator

While passing, start in a standing position, then move to kneeling, and, finally, sitting. Now back up to a standing position.

HOME INTEGRATION

Pattern Passing at home? Heck yeah! You need people (semi-coordinated adults will do) and a few small empty water bottles. Add to the challenge by filling each water bottle with a different amount of water. Screw the lid on tight (unless you are outside, it's hot and everyone needs to cool down). Get in a circle and start passing. Please don't pick on the clumsy adults. Remember, it's not their fault that *Pattern Passing* wasn't invented in the 1800's.

STANDARDS ADDRESSED

NASPE

#1, 2 Throwing and catching

#5, 6 Cooperation and teamwork

Your State (Write in here)

TEACHING TIPS

- Add more movement by having students jog in place while passing.
- Provide a variety of tossable objects (size, weight, color, shape, etc.) to keep students challenged.
- Don't tell students how to "juggle" 3 or more balls at once. Let them solve it on their own.
- Beanbags are good for this activity; when dropped they don't roll away.

NOTES
