

<p><b>K-5 Lesson plans</b></p> <p><b>KDOE: Practical Living (P.E.): Academic Standards 2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p><b>KDOE: Practical Living (Health): Academic Expectations: 4.1:</b> Students effectively use interpersonal skills. (K-5th) (dependability and reliability)</p> <p><b>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</b> Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>) (drugs/medicine)</p> <p><b>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</b> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>) (CD, savings account)</p> <p><b>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</b> Students use strategies for choosing and preparing for a career. (education and training)</p> <p><b>KDOE: Practical Living (Health): 2.32:</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (positive attitude)</p>	<p><b>Vocabulary:</b></p> <p>Flexibility, illegal, prescription drugs, medicine, CD, savings account, positive attitude</p> <p><b>Dependability</b></p> <p>reliability</p>	<p><b>Learning Targets (relate all targets to real life):</b></p> <p><b>P.E.:</b> I can perform physical movement skills correctly (K-5<sup>th</sup>).</p> <p><b>P.E.:</b> I can describe one of the five components of fitness (Flexibility) (K-5<sup>th</sup>).</p> <p><b>P.E.:</b> I can understand how to handle, pass, and shoot a basketball in a basketball game (K-5<sup>th</sup>).</p> <p><b>Career/Vocational Studies:</b> I can give an example of a career in education and training. (K-5<sup>th</sup>)</p> <p><b>Health:</b> I can describe the purpose and risks of drugs (K-5<sup>th</sup>).</p> <p><b>Consumerism:</b> I can give examples of ways to save money (K-5<sup>th</sup>).</p> <p><b>Career/Vocational Studies:</b> I can demonstrate a positive attitude (K-5<sup>th</sup>).</p> <p><b>Career/Vocational Studies:</b> I can define dependability and reliability (K-5<sup>th</sup>).</p> <p style="text-align: center;"><b>P.E. and Health Lesson Plans</b></p> <p><b>Mini lesson:</b> (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 if needed. Record students that are prepared to work and learn (wore correct type of shoes).</p> <p><b>Warm-up:</b> (P.E.) Teacher will go over how to safely run laps. 4<sup>th</sup> and 5<sup>th</sup> grade students will run in two separate groups. Students will run three laps as a warm up.</p> <p><b>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on Power Point: positive attitude, reliability, and dependability.</p> <p><b>Mini Lesson: (Health):</b> Students will look at a power point slide that explains the benefits and risks associated with drugs.</p> <p><b>Mini Lesson: (P.E.):</b> Go over power point slide that teaches about the five components of health (flexibility).</p> <p><b>Mini lesson: (KY Career Cluster):</b> I will show the students the career cluster poster and introduce students to careers within education and training.</p> <p><b>Mini lesson: (Consumerism):</b> Students will learn about the purpose of savings.</p> <p><b>Warm-up:</b> (P.E./stretching &amp; 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-5<sup>th</sup>) Students will watch a video from Adventure to Fitness. Students will watch from 16-21 minute mark ("Dino Disaster")</p>	<p><b>Daily Assessment:</b></p> <ul style="list-style-type: none"> <li>X Observation</li> <li>X Oral responses</li> <li><input type="checkbox"/> Self-Evaluation</li> <li><input type="checkbox"/> ORQ</li> <li>X Whole Class</li> <li>X Small Group</li> <li>X Individual</li> </ul> <p><b>Formative and Summative Assessments</b></p> <ul style="list-style-type: none"> <li>X Entrance (flashback) and Exit Slips</li> <li>X Oral Questions</li> <li><input type="checkbox"/> Student Self-Assessment</li> </ul>
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Teacher: Clark Kuhn Subject: PL/CS Week: February 22, 2017 Topics: basketball, flexibility, drugs, saving money, positive attitude, dependability, reliability

PE: National Standards (NASPE)  
See attached lesson plans for NASPE standards!

**P.E. Activity #1: Primary/Intermediate (K-5th)**  
Students will review proper ball handling, dribbling, passing, and ball shooting techniques.

**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 additional advanced techniques in ball handling, dribbling, passing, and ball shooting.

**Assessments/Exit Slip:** Students will describe the meaning of good sportsmanship and teamwork. Students will demonstrate a basic knowledge of how the game of basketball is played. DOK 2: Compare and contrast scoring in soccer and basketball.

**P.E. Activity #2: Primary/Intermediate (K-5<sup>th</sup>)** Students will learn about defense, offense, scoring, good sportsmanship, throwing a basketball inbounds, and other basketball game playing techniques.

**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: Teacher will be more flexible in allowing students to perform advance ball handling and shooting techniques.

Assessments/Exit Slip: Students will demonstrate proper offense, defense, and ball handling and shooting techniques.

**Mini lesson:** Brainpop.com and brainpopjr.com videos will not be shown this week so students will have more time to play in a basketball game.

**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, February 24, 2017

P.E. and Health Lesson Plans (Olive's class only, her class follows a different lesson because she is the fourth third grade class this week.

PE: National Standards (NASPE)  
See attached lesson plans for NASPE standards!

**Learning Targets (relate all targets to real life):**

**P.E.:** I can perform physical movement skills correctly (K-5<sup>th</sup>).

**P.E.:** I can describe one of the five components of fitness (Flexibility) (K-5<sup>th</sup>).

**P.E.:** I can understand how shoot a basketball with correct form (K-5<sup>th</sup>).

**Career/Vocational Studies:** I can give an example of a career in education and training (K-5<sup>th</sup>).

**Health:** I can describe the purpose and risks of drugs (K-5<sup>th</sup>).

**Consumerism:** I can give examples of ways to save money (K-5<sup>th</sup>).

**Career/Vocational Studies:** I can demonstrate a positive attitude (K-5<sup>th</sup>).

**Career/Vocational Studies:** I can define dependability and reliability (K-5<sup>th</sup>).

**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 if needed. Record students that are prepared to work and learn (wore correct type of shoes).

**Warm-up:** (P.E.) Teacher will go over how to safely run laps. 4<sup>th</sup> and 5<sup>th</sup> grade students will run in two separate groups. Students will run three laps as a warm up.

**Mini lesson (Health/Citizenship/Employability Traits):** Character word of the week on Power Point: positive attitude, reliability, and dependability.

**Mini Lesson: (Health):** Students will look at a power point slide that explains the benefits and risks associated with drugs.

**Mini Lesson: (P.E.):** Go over power point slide that teaches about the five components of health (flexibility).

**Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within education and training.

**Mini lesson: (Consumerism):** Students will learn about the purpose of savings.

**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-5<sup>th</sup>) Students will watch a video from Adventure to Fitness. Students will watch from 16-21 minute mark (“Dino Disaster”)

**P.E. Activity #1:** Primary/Intermediate (K-5<sup>th</sup>) Shooting Drills (Basketball, pg. 13). 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 soccer and basketball.

**P.E. Activity #2:** Primary/Intermediate (K-5<sup>th</sup>) Shooting on a Goal  
I will model proper shooting technique. Boys on one goal and girls on the other goal. Students will then divide into two lines and take turns shooting foul shots.

**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: A student will guard the shooter.  
Assessments/Exit Slip: Students will demonstrate proper shooting techniques.

**\*\*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.

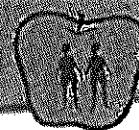
- Drills:**
- \*\*Fire drills: exit following the emergency exit plan & close doors (prevents spread of flames)
  - \*\*Earthquake drills: doors open (you would be trapped if door is struck), everyone gets under/tables including teachers
  - \*\*Lockdown drills: Call phone tree, turn off lights, lock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



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



**Ready...**

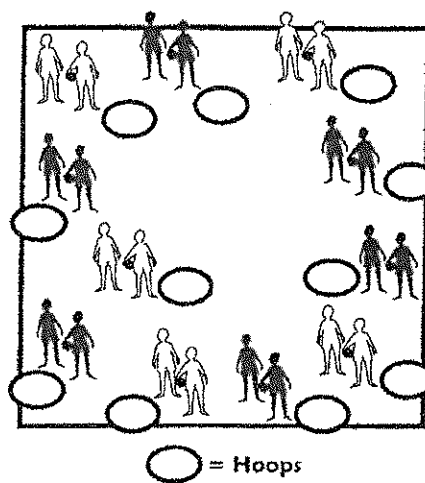
- 1 ball per pair
- 1 hoop per pair

**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.



**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.

# SPARK IT UP!

## ★ 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)

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### 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

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