

Teacher: Clark Kuhn Subject: Practical Living/Vocational Studies/ Vocational Studies Week: February 23-26th, 2016 (Friday 4c) Topic: basketball (playing a game), social networking, care of teeth, comparing careers

K-5th Lesson plans

KY DOE: Health and PE:
 Primary: Academic Expectations 2.29: Students demonstrate skills that promote individual well-being and healthy family relationships.

KY DOE: Vocational Studies (Career): Intermediate: Academic Expectations 4.1: Students effectively use interpersonal skills.

KY DOE: Primary & Intermediate: Practical Living (Health and PE): 2.3.1: Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

Vocabulary:

Expectations, rules, rewards, consequences, safety, warm up, cool down, compare, contrast, social networking, oral hygiene, plaque, calcium, flossing.

Learning Targets (relate all targets to real life)

P.E.: (K-5th) I can demonstrate the basic skills and knowledge needed to play a game of basketball.
Practical Living: I can identify and practice how to care for my teeth. (K-3rd).
Practical Living: I can understand the purpose of social networking in relation to careers (4th-5th).

Tuesday-Thursday P.E. and Health 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 three 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, and bulldog voice levels.

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-Maple Mayhem (next 8-15 minute mark).

Mini lesson: (Practical Living) Students will watch a video from brainpopjr.com titled "Caring for the Teeth". (Flashback): Tell me something you learned from Monday's guest speaker? (Exit slip):

Question: What is plaque? DOK 1. What is oral hygiene? DOK 1. Compare and contrast the career of a dentist and a teacher. DOK 2. (K-3rd) Students will watch a video from brainpop.com titled "social networking". (Flashback): Tell me something you learned from Monday's guest speaker? (3rd-5th) (Exit slip): Question: Define social networking?

DOK 1. How could using social networking benefit you in a career? DOK 2.

Assessment: (K-3rd) The third graders this week will be given multiple choice test about oral hygiene. Students will also answer a career writing response comparing and contrasting the career of a teacher and a dentist. Test and written response will be graded, posted in the gym, and will have written feedback.

P.E. Activity #1: Primary (K-5th) Foundations of Playing a Basketball Game.

Daily

Assessment:
 Observation
 Oral responses
 Self-Evaluation

ORQ
 Whole Class
 Small Group
 Individual
 Multiple choice and written response

Formative and Summative Assessments

Entrance (flashback) and Exit Slips
 Oral Questions
 Student Self-Assessment

P.E. National Standards (NASPE):

Shooting Drills (Basketball, pg. 13) #1,2 Shooting #5,6 Cooperation (K-5th)

Students will warm up with dribbling, passing, shooting up close range, and playing a full court game of basketball. Students will learn about defense, offense, scoring, good sportsmanship, throwing a basketball in, and other basketball game playing basics.

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 aid struggling students and will demonstrate the correct techniques with peers.

Assessment/Exit Slip: Describe the meaning of good sportsmanship and teamwork.

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 aid struggling students and will demonstrate the correct techniques with peers.

Assessment/Exit Slip: Demonstrate the proper way to hold and shoot a basketball with correct form.

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".

FRIDAY (3c) P.E. and Health Lesson Plan: Durham observes (K)

Topic: Spanish, dance, basketball dribbling, soccer dribbling, relay Spanish Lesson 6: Go to weebly website, under lesson plans clip PE Spanish Lessons 2016. Today's lesson is Spanish lesson #6. (8-10 minutes K-5th)

Vocabulary: dribbling, force, offense, defense, strategy, inside of foot, teamwork, cooperation,

Friday 1 only: "I can" statements:

Primary: Soccer Tag (OPEN curriculum): Standard 1-5: E1.8.3-5, E5.3-5a, E3.3-5, E1.3.85, 5 E1.3-5

Primary: Soccer Red Light, Green Light (OPEN curriculum): Standard 1: E1.8.K-2, Standard 2: E3.K-2, Standard 3: E3.K-2, Standard 4: E6.K-2, Standard 5: E1.K-2

Intermediate: Down and Back Relay (OPEN curriculum): Standard 3: E2.3-5, Standard 4: E1.3-5, Standard: E4.3-5

<p>Teacher: Clark Kuhn</p>	<p>Subject: Practical Living/Vocational Studies</p>	<p>Week: February 23-26th, 2016 (Friday 4c) Topic: basketball (playing a game), social networking, care of teeth, comparing careers</p>
<p>Intermediate: Squirrels and Acorns (SPARK curriculum: Dribbling, volleying, and striking, pg. 9). NAPSE: #1,2 Spatial awareness, hand dribbles a ball #3,4 Participates in enjoyable, challenging activities, cardiovascular endurance #5,6 Participates, appreciates, enjoys movement, cooperates with a partner</p>	<p>P.E. (K-2nd) I will tap the ball forward with a safe amount force – Keeping the ball close and under control. P.E. (K-2nd) I will make smooth transitions from dribbling to passing while rescuing classmates who have been tagged. P.E. (3rd-5th) I will pass/hand off my team's objects under control and in a safe manner. P.E. (3rd-5th) I will work cooperatively with my team and collect objects while dribbling.</p> <p>Friday 1 only: Warm-up: Students will run three 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.</p> <p>Friday 1 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides as needed.</p> <p>P.E. Activity #1: (K-2nd) Soccer Red Light, Green Light (Open Online PE curriculum), pg. 1, see attached lesson plan!</p> <p>Differentiated Instruction: Struggling students will need more modeling. Advanced students: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.</p> <p>Exit Slip: DOK 1: Describe how to correctly dribble a soccer ball? DOK 2: What strategies did you use to help you be successful in our dribbling game?</p> <p>Fitness Activity #2: (K-2nd) Soccer Tag (OPEN online PE curriculum) pg. 14, see attached lesson plan!</p> <p>Differentiated Instruction: Struggling students will need more modeling. Advanced students: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.</p> <p>Exit Slip: DOK 2: Taggers: How would you apply offensive strategy (trying to get the soccer ball away from the flier) in Soccer Tag? Fliers: How did you apply a defensive strategy (keeping the ball away from the tagger) in Soccer Tag? DOK 3: Compare and contrast soccer and basketball? How is the game of soccer like the game of basketball? How is the game of soccer different than the game of soccer?</p>	

		<p><u>Fitness Activity #1: (3-5th) Down and Back Relay (Open online PE curriculum) pg. 16-17, see attached lesson plan!</u></p> <p><u>Differentiated Instruction:</u> Struggling students will need more modeling. Advanced students: See grade level progression on page 1 and move the advanced student up one or two grade levels with more advanced activities.</p> <p><u>Exit Slip:</u> DOK 1: What does independent mean? DOK 2: How does your ability to work independently affect your team's performance? Support your answer with facts and examples. DOK 1: What does cooperation look like in physical education class? DOK 2: Can you summarize how well your team cooperated during the Down and Back Relay? Provide specific examples. DOK 3: How is cooperation related to performance in your favorite sport or recreational activity? Support your answer with facts and examples.</p> <p><u>Fitness Activity #2: (3rd-5th) Squirrels and Acorns, (Spark pg. 9-10), see attached lesson plan!</u></p> <p><u>Differentiated Instruction:</u> Struggling students will need more modeling. Advanced students: Their groups will have fewer students in them to make the activity more challenging.</p> <p><u>Exit Slip:</u> DOK 1: Where should your eyes be looking while you move and dribble? DOK 2: What strategies did you use while playing this game to help your group get the greatest number of objects?</p> <p><u>Cool down and Rewarding Positive Behaviors:</u> 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".</p>	

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

SOCCER TAG

INTERMEDIATE (3-5)
Primary (K-2)

STUDENT TARGETS

- ✔ **Skill:** I will make smooth transitions from dribbling to passing while rescuing classmates who have been tagged.
- ✔ **Cognitive:** I will discuss offensive and defensive strategies used in the game of Soccer Tag.
- ✔ **Fitness:** I will identify the components of health- and skill-related fitness and how physical activity influences both.
- ✔ **Personal & Social Responsibility:** I will help classmates who have been tagged by rescuing them with a pass.

TEACHING CUES

Passing

- ✔ Step Up to the Target
- ✔ Inside Foot to Center of Ball
- ✔ Firm Kick
- ✔ Follow Through

Taggers

- ✔ Tag with Fingers
- ✔ Shoulders Only

ACTIVITY SET-UP & PROCEDURE

Equipment:

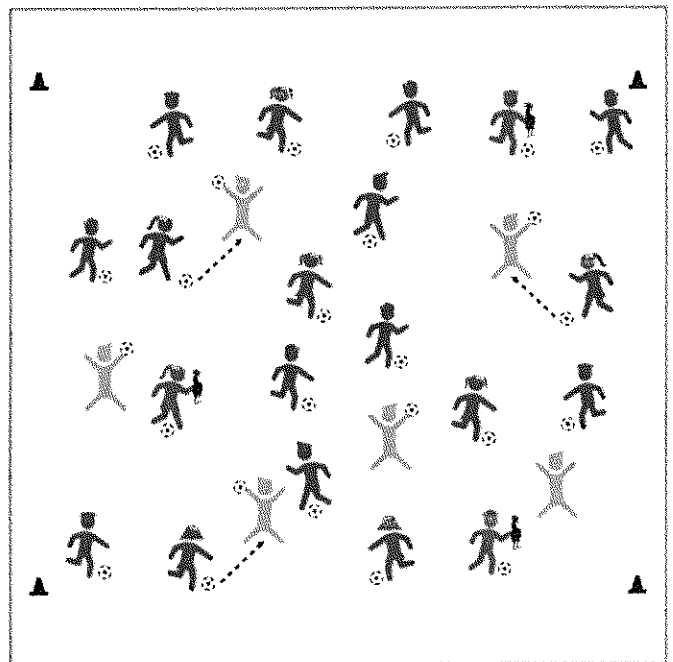
- ✔ 4 large cones
- ✔ 1 soccer ball per student
- ✔ 3 rubber chickens

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter all students throughout the area, each with a ball.
3. Give 3 students rubber chickens to indicate that they are taggers.

Activity Procedure:

1. It's time for Soccer Tag. On the start signal, work to dribble throughout the activity area without getting tagged by a player with a rubber chicken. Taggers, be sure to tag with your fingers.
2. If you're tagged, hold the soccer ball above your head and make a goal with your feet spread apart. You're free when someone passes a ball through your legs.



Grade Level Progression:

- 3rd: Play at a walking pace in a large activity area.
- 4th: Allow Dribblers to jog while Taggers walk.
- 5th: Decrease the size of the activity area. Everyone moves at a jogging pace.

Challenge Progressions:

Tagged players do jumping jacks. Passes must make it through their legs as they jump their feet to the out position.

Modifications:

Use a high-5 to rescue tagged players rather than a pass.



SOCCER TAG

ACADEMIC LANGUAGE

Dribble, General Space, Ball Control, Body Control, 1 v 1, Practice, Offense, Defense, Ready Position, Strategy, Health-related Fitness, Skill-related Fitness

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E18.3-5]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1 v 1 practice tasks (5).
- **Standard 2 [E5.3-5a]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies and tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF QUESTIONS

- **DOK 1:** What is offense? What is defense?
- **DOK 2:** How would you apply offensive strategy in Soccer Tag? Defensive strategy?
- **DOK 3:** Can you describe an offensive (or defensive) strategy and how it is executed?
- **DOK 1:** What are the components of health-related fitness? Skill-related fitness?
- **DOK 2:** How does regular physical activity affect health-related fitness? Skill-related fitness?
- **DOK 3:** How is health-related fitness related to performance in activities similar to soccer?

TEACHING STRATEGY FOCUS

Help students process content: Use small group discussion to encourage students to process content and generate conclusions. Pose questions for students to discuss, summarize, and elaborate on their responses.

SOCCER RED LIGHT, GREEN LIGHT

STUDENT TARGETS

- **Skill:** I will tap the ball forward with a safe amount of force – keeping the ball close and under control.
- **Cognitive:** I will explain what a Calorie is and what good health balance is
- **Fitness:** I will list the healthy foods that I like to eat in order to fuel my body for physical activity.
- **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

TEACHING CUES

- Eyes Alert
- Eyes Up
- Quick Looks
- Inside/Outside Taps

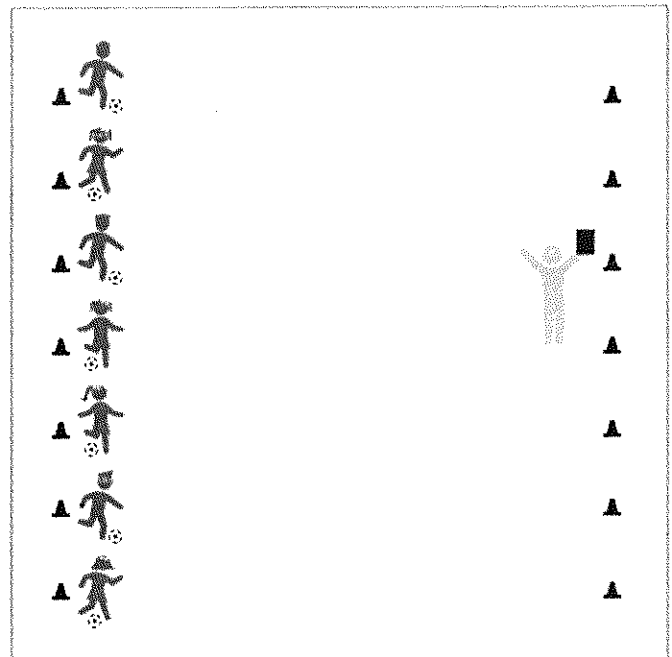
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 soccer ball per student
- Enough low profile cones to create 2 parallel lines 20 yards apart
- Selected Academic Language Cards

Set-Up:

1. Create a large activity area with 2 parallel lines, wide enough for all students to stand safely on 1 line.
2. All students to 1 line, facing the opposite line.
3. Teacher stands on the opposite line as the “Traffic Light”.



Activity Procedure:

1. It’s time to play Red Light, Green Light while we dribble our soccer balls. Cars use gasoline as fuel and some use electricity. Our bodies use Calories for fuel and we get Calories from food. When we’re physically active, we burn calories. It’s important that we eat healthy food in order to refuel our bodies. Who can give me some examples of healthy foods?
2. Your goal is to dribble your soccer ball over the end line where I’m standing. I will be the traffic light first.
3. When I call out “Green Light,” you will start to dribble toward the other end line. When I call out “Red Light,” you have to stop and freeze immediately, keeping control of your soccer ball.
4. Any student who doesn’t stop on time must go back to the start.
5. When you cross the end line that I’m standing on, you score a point and we’ll restart the game.

Grade Level Progression:

- K:** Focus on safe behaviors and following directions (Standard 4). It’s okay for students to work without a ball or carrying a ball. When ready, add a ball with a focus on “tap and follow.”
- 1st:** Keep a walking pace with a focus on ball control and light inside taps.
- 2nd:** Allow students to jog using both inside and outside taps.



SOCCER RED LIGHT, GREEN LIGHT

CHALLENGE PROGRESSIONS

- Call out commands quickly.
- Add cones inside the activity area as obstacles.
- [If space allows] Students make a kick past a third line after crossing the traffic light line.

MODIFICATIONS

Add a “Yellow Light” command before saying “Red Light” to allow students to slow down before stopping.

ACADEMIC LANGUAGE

Dribble, Ball Control, Force, Fast, Slow, Inside of the Foot, Good Health Balance, Safety

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E18.K-2]** Taps ball forward using inside of the foot (K); Dribbles ball using inside of the foot while walking in general space (1); Dribbles with the feet in general space with control of ball and body (2).
- **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a) ...and strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- **Standard 3 [E3.K-2]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the “good health balance” of good nutrition with physical activity (2).
- **Standard 4 [E6.K-2]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); ...without teacher reminders (1); Works safely with physical education equipment (2).
- **Standard 5 [E1.K-2]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of “good health balance” (2).

DEBRIEF QUESTIONS

- **DOK 1:** Can you recall why good ball control was important in this activity?
- **DOK 1:** Can you recite the cues that we used for ball control?
- **DOK 2:** Can you tell me why each of those cues is important to foot dribbling?
- **DOK 1:** What is a Calorie? What is a healthy food? What is an unhealthy food?
- **DOK 2:** How do healthy foods and physical activity relate to good health balance?
- **DOK 3:** How would you help a friend or family member understand and practice good health balance?

TEACHING STRATEGY FOCUS

Helping students revise knowledge: Many students will have misconceptions about good nutrition and health balance. Take this opportunity to correct their errors and add new information to their nutrition vocabulary. Find accurate nutrition information at www.choosemyplate.gov.

DOWN AND BACK RELAY

STUDENT TARGETS

- **Skill:** I will pass/hand off my team's objects under control and in a safe manner.
- **Cognitive:** I will define the word "independent" and discuss how it applies to my behavior in physical education.
- **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- **Personal & Social Responsibility:** I will demonstrate personal responsibility through teamwork and cooperation.

TEACHING CUES

- Stay Ready
- Pass Quickly with Control

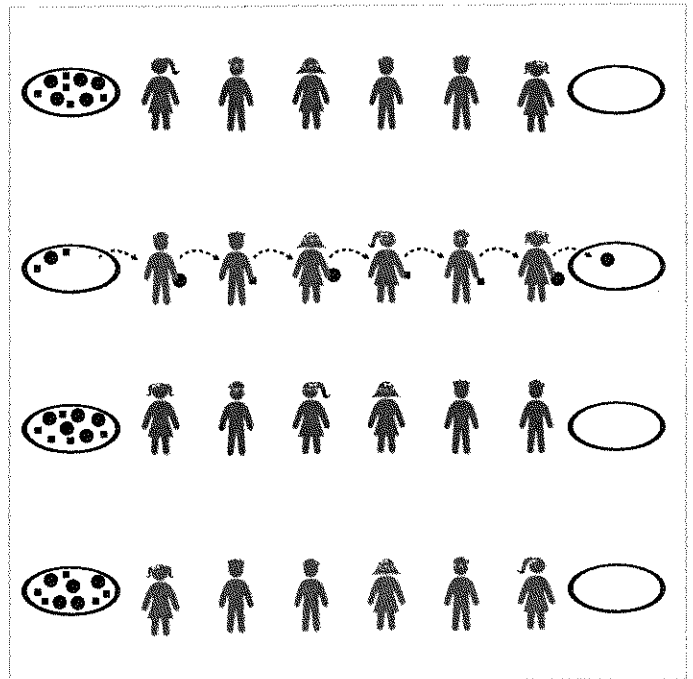
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 2 hoops per 6 students
- 6 beanbags per 6 students
- 6 foam balls per 6 students

Set-Up:

1. Using hoops, create 2 parallel lines 20-30 feet apart.
2. Place 5 beanbags and 5 foam balls in the hoops along one side of the activity area.
3. Create teams of 6 students and space each team evenly between two hoops.



Activity Procedures:

1. This is a Down and Back Relay. The object is to see how many times your team can send the pile of foam balls and beanbags back and forth between the hoops in 2 minutes.
2. Here's the rules:
 - a. You can only hold 1 object at a time.
 - b. You must pass objects to the person next to you (do not skip anyone).
 - c. All objects must make it to the opposite hoop before you reverse directions.
 - d. All objects must remain in the hoop until you hear the GO signal.
 - e. After each 2-minute round, teams will have 1 minute to revise their strategy.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Add a rule. Allow the team who completes the most repetitions to create a rule for the next round of play.
- 5th: Add referees. One player from each team rotates and acts as a referee for one of the other teams.



DOWN AND BACK RELAY

CHALLENGE PROGRESSIONS

Add a muscular endurance component with students playing from plank or crunch positions.

MODIFICATIONS

Use large objects, such as large foam balls, that are easier to hold and pass.

ACADEMIC LANGUAGE

Personal Responsibility, Independent, Interpersonal, Referee, Teamwork, Cooperation

STANDARDS & OUTCOMES ADDRESSED

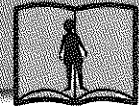
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3), Exhibits responsible behavior in independent group situations (4), Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- **DOK 1:** What does independent mean?
- **DOK 2:** How does your ability to work independently affect your team's performance? Support your answer with facts and examples.
- **DOK 1:** What does cooperation look like in physical education class?
- **DOK 2:** Can you summarize how well your team cooperated during the Down and Back Relay? Provide specific examples.
- **DOK 3:** How is cooperation related to performance in your favorite sport or recreational activity? Support your answer with facts and examples.

TEACHING STRATEGY FOCUS

Help students elaborate on content: It would be very easy for students to say that their team worked independently or cooperatively. Don't let them off the hook. Ask for facts and specific examples in order to help students develop the ability elaborate on new information and experiences.

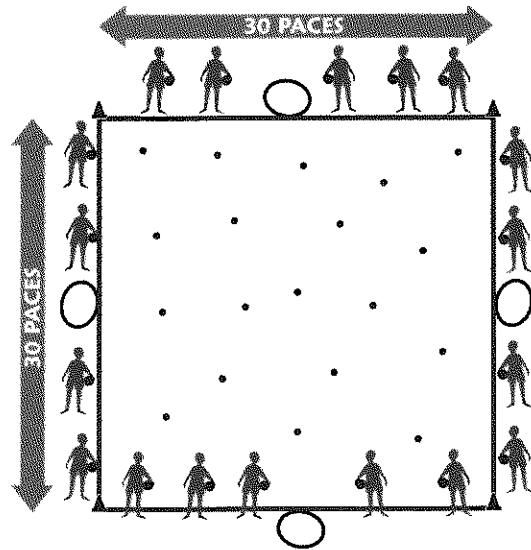


Ready

- 4 cones (for boundaries)
- 4 hoops
- 1 8½" playground ball per student
- 1 fluffball per student
- Music and player

Set

- Create large (30X30 paces) activity area.
- Place 1 hoop (tree) on each sideline.
- Scatter fluffballs (acorns) within area.
- Send students to select 1 ball each, then scatter along the perimeter.



GO!

1. The object of *Squirrels and Acorns* is for our entire class of “squirrels” to gather all the “acorns” (fluffballs) and place them in our “trees” (hoops).
2. When you hear the music, dribble your ball with 1 hand to an acorn. Keep dribbling while you reach down with the other hand to pick up the acorn.
3. Dribble to a tree (hoop) and set the acorn inside.
4. We’ll play until all the acorns are in trees.
5. Before we begin, what do we need to do to play this game safely? (*Keep our heads up and watch for others, look before we turn and move, only dribble as quickly as we can maintain control of the ball, etc.*)
6. (*After 1-2 safe rounds, time how long it takes the class to finish; then scatter acorns and play again.*) It took us _____ minutes to gather all the acorns. Let’s see if we can reduce our time!
7. (*Next trial.*) Count how many acorns you gather this time.
8. **Wrap It Up**
 - Where should your eyes be looking while you move and dribble?
 - Who can tell us what the R in SPARK stands for? (*Reduce TV and media time.*)
 - It’s fun to watch sports on TV or play sport video games, but limit the time you sit and watch **others** play, and be more active **yourself!**

* Squirrel Buddies

(Pair students; have each pair place 1 hoop outside the perimeter.) When the music starts, you and your partner begin dribbling and collecting acorns, 1 acorn at a time, 1 per person, to set in your tree (hoop). You may not take acorns from others' trees. (Once finished, scatter acorns and play again.)

* Dribble Keep Away

(Distribute 1 ball per student.) When the music starts, dribble with 1 hand and use the other hand to tap someone else's ball away. If your ball goes out of bounds, run after it and rejoin the game. (Cue students to keep their heads up and not look at their own ball; keep their bodies between their ball and others; and dribble lower than their waists).



ACADEMIC

Science

Here's a nutty idea! I'll wrap some acorns in moist paper towels and place them inside a sealed plastic bag. We'll tape the bag onto a window in our classroom so the sun can do its magic. Everyone will help me keep the towels moist. Let's see if our acorns sprout! If they do, we'll plant them outside and play *Squirrels and Acorns* with real acorns in a few years when our oak tree grows.

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, hand dribbles a ball

#3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

• #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

TONY'S TIPS

- Allow students to dribble with 2 hands until they are ready to progress to 1. Allow students to hold their ball while picking up a fluffball if needed.
- Continue to encourage low, controlled dribbling – waist-high or lower – and frequent hand changes.
- Remind students that if they're not looking at their ball, they can watch for others – and acorns!

NOTES

