

<p>K-5 Lesson plans</p>	<p>KDOE: Practical Living <i>(P.E.): Academic Standards 2.34:</i> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p>KDOE: Practical Living <i>(Health): Academic Expectations: 4.1:</i> Students effectively use interpersonal skills. (K-5th) (dependability and reliability)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th) (communicable and non-communicable diseases)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th) (savings bond)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career. (education and training)</p> <p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (good sportsmanship)</p>	<p>Vocabulary: Dependability Reliability, body composition, communicable, non-communicable, savings bond, sportsmanship</p>	<p>Learning Targets (Relate all targets to real life): P.E.: I can perform physical movement skills correctly (K-5th). P.E.: I can describe one of the five components of fitness (body composition) (K-5th). P.E.: I can understand how to handle, pass, and shoot a basketball in a basketball game (K-5th). Career/Vocational Studies: I can give an example of a career in education and training. (K-5th)</p> <p>Health: I can compare and contrast communicable and non-communicable diseases (K-5th). Consumerism: I can give examples of ways to save money (K-5th). Career/Vocational Studies: I can demonstrate good sportsmanship (K-5th). Career/Vocational Studies: I can demonstrate reliability (K-5th).</p> <p style="text-align: center;">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 if needed. Record students that are prepared to work and learn (wore correct type of shoes).</p> <p>Warm-up: (P.E.) Teacher will go over how to safely run laps. 4th and 5th grade students will run in two separate groups. 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: positive attitude, reliability, and dependability.</p> <p>Mini Lesson: (Health): Students will look at a power point slide that explains that defines communicable and non-communicable diseases.</p> <p>Mini Lesson: (P.E.): Go over power point slide that teaches about the five components of health (body composition).</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within education and training.</p> <p>Mini lesson: (Consumerism): Students will learn about the purpose of savings.</p> <p>Warm-up: (P.E. warm-up) (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 22-27 minute mark ("Dino Disaster")</p> <p>P.E. Activity #1: Primary/Intermediate (K-5th)</p>	<p>Daily Assessment: X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p>Formative and Summative Assessments X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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PE: National Standards (NASPE)
See attached lesson plans for NASPE standards!

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-5th) 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, March 3, 2017

(10) FRIDAY PL/CS Lesson Plan:

Topics: tag, soccer golf, keep away (3 on 1), cloud computing, bicycle safety

<p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5) (dance, soccer, golf)</p> <p>KDOE: Vocational Studies: Academic Standards 1.16: Students use computers and other kids of technology to collect, organize, and communicate information and ideas. (cloud computing)</p> <p>KDOE: Practical Living (Health): Academic Standards 3.2: Students demonstrate the ability to maintain a healthy lifestyle. (bicycle safety)</p>	<p>Vocabulary: flee, defender, fore, par, birdie, eagle, bogey</p> <p>Health: I can understand how to safely ride a bicycle (K-2nd). Vocational Studies: I can understand how to use "the cloud" to store computer data (3rd-5th).</p> <p>P.E.: I can flee from taggers without getting touched. (K-2nd) I can kick the soccer ball into the hoop (K-2nd). P.E.: I can keep the ball away from the defender (3rd-5th). I can kick the soccer ball into the hoop (3rd-5th).</p> <p>Friday only: Mini lesson: (P.E.) Check attendance and check to see if students are wearing the correct type of shoes. Friday only: Warm-up: Students will run three warm up laps. Friday only: Mini lesson (Spiral Review): Review with students the career cluster of the week. Review the body system of the week and how to keep the body system healthy. Review the consumerism vocabulary and character/employability skills word of the week.</p> <p>Friday only: P.E. Warm-up Activity: Students will dance to two or three Just Dance for Kids or Just Dance, appropriate for school songs on youtube.com (K-5th)</p> <p>Friday only: P.E. Activity #1: Primary (K-2nd): Soccer Golf (Kicking and Trapping, pg. 25). Friday 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: See attached lesson plan under challenges. Friday only: Assessments/Exit Slip: See attached lesson plan under Wrap It Up for DOK 1 and DOK 2 type questions.</p> <p>Friday only: P.E. Activity #2: Primary (K-2nd) Superhero Tag (ASAP, pg. 29): Friday 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: See pg. 30 for additional challenging activities.</p>	
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Friday only: Assessments/Exit Slip: See attached lesson plan under Wrap It Up for DOK 1 and DOK 2 type questions.

Friday only: P.E. Activity #1: Intermediate (3rd-5th): Soccer Golf (Soccer, pg. 19).

Friday 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: See attached lesson plan under challenges.

Friday only: Assessments/Exit Slip: Compare and contrast soccer golf and golf.

Friday only: P.E. Activity #2: Intermediate (3rd-5th): Keep Away (3 on 1, pg. 29)

Friday 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: See attached lesson plan under challenges.

Friday only: Assessments/Exit Slip: What are some sports that require you to keep the ball away from your opponent?

Mini lesson: (using brainpop, brainpopjr, youtube, or bookflix.com) to reinforce P.E., health, consumerism, or vocational/career studies.

K-2nd: Students will watch a video from bookflix.com titled "Bicycle Safety" under the adventure section. **DOK 2:** Compare and contrast car and bicycle safety.

3rd-5th: Students will watch a video from brainpop.com titled "Cloud Computing". **DOK 2:** Compare and contrast using "the cloud" and a thumb drive as a means of storing information.

Static Stretching (Cool Down) and Rewarding Student Behavior: Students will review the difference between static and dynamic stretching. Students will go over numerous stretches presented on the power point. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

****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:

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Teacher: Clark Kuhn Subject: PL/CS Week: February 27, 2017 Topics: basketball, communicable and non-communicable diseases, saving money, sportsmanship, reliability, body composition

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

- Has anyone ever played golf or watched someone else play it? It's a nice walk and very challenging to play, but not one of the more active sports. Remember, the P in SPARK stands for "Play actively."
- What type of kick did you use to get the ball to go far?
- What type of pass did you use when you got close to the hoop? Why the different types?

7. Wrap it Up

- Can you or your partner kick the ball so it stops rolling inside the hoop?
- Can you score a "hole in 1?" That's when you kick the ball inside a hoop on just one kick.

6. Challenges

1. The object of Soccer Golf is to kick your ball so it touches a hoop.
2. On "Go," safely roll your hoop away from your pair. Look before you roll to make sure no one is anywhere near where you're aiming. Wherever the hoop stops is your 1st "golf hole."
3. You and your partner take turns kicking the ball until it touches your hoop. When the ball touches your hoop, you have finished your 1st "hole."
4. Roll the hoop again, and you're on to "hole #2."
5. We'll play as many holes as we can before we run out of time.

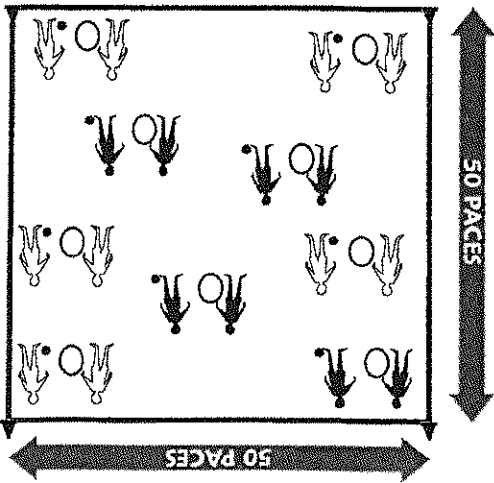
GO!

- Pair students; send them to select 1 ball and 1 hoop per pair.
- Create extra large (50X50 paces) activity area.

Set

- Additional hoops and other golf course "obstacles," i.e., trash cans, equipment carts, cones (optional)
- 1 whistle
- 1 hoop per 2 students
- 1 7" foamball per 2 students
- 4 cones (for boundaries)

Ready



KICKING AND TRAPPING



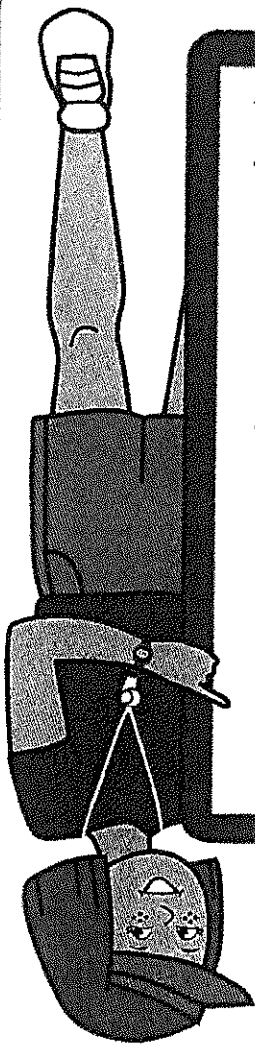
STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, kicking
 #3, 4 Cardiovascular fitness
 #5, 6 Cooperation, accepting challenges

Your State (Write in here)

NOTES



PAULA'S POINTERS

- * During warm-up, discuss golf terminology and etiquette.
- "Fore": Yelled as a warning that a ball is coming towards others.
- Par: Using as many kicks as expected; no more, no less.
- Birdie: Using 1 fewer kick than par.
- Eagle: Using 2 fewer kicks than par.
- Bogey: Using just 1 more kick than par.

Punt, Throw, Pass-Long Course

(Set up a 9-hole or 18-hole course ahead of time. Use cones to designate the tee-off area and hoops for the holes. Each hole should be 30 or more paces long. Number the hoops and cones.) Each group of 3-4 starts at a different hole. Punt to tee-off. The 2nd "shot" is a throw-in. The remaining "shots" are soccer passes.

Spot Golf

(Use spot markers instead of hoops.) The ball has to touch the spot to be considered "holed."

Partner Challenge

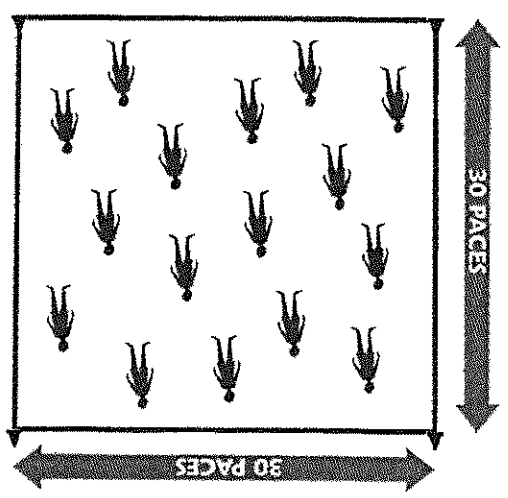
(Students in pairs: each student with a ball.) Take turns tossing the hoop, but this time play your own ball. After you kick/pass once, wait for your partner to kick/pass. Then both run to your balls. Alternate kicks until both balls are in the hoop.

FUN FACT

There are 50 million golfers in the world. Their average gross score for 18 holes is 107 shots. The chances of making 2 holes-in-1 in a round of golf are 1 in 67 million. Snow golf was invented by Ruyard Kipling when he lived in Vermont in the 1890s.



ASAP



Ready

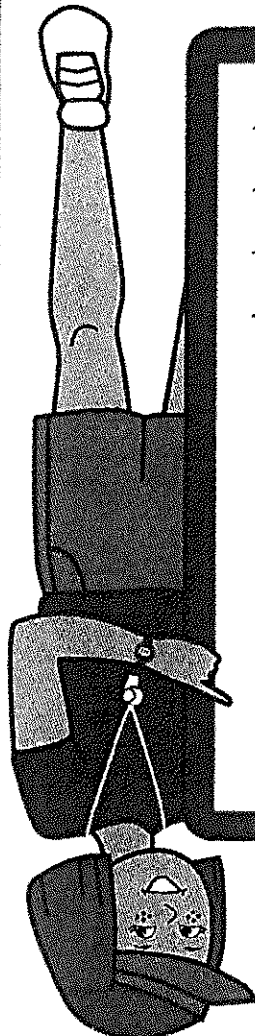
- 4 cones (for boundaries)
- 3-4 fluffballs (or similar) for tagging
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter students within area.

GO!

1. In *Superhero Tag*, the "Its" (Villains) try to find out the Superheroes' true identities.
2. I will designate 3-4 of you as "Villains" (Its) by giving you beanbags.
3. While the Villains turn their backs, I will designate 2 students to be Superheroes. Keep your identity a secret.
4. On my signal, Villains will tag as many players as possible. If tagged, freeze!
5. Superheroes move and unfreeze those who have been tagged by touching them.
6. The game ends when the Villains guess the Superheroes' true identities.
7. We will choose new Villains and new Superheroes each round.
8. **Wrap it Up**
 - What are some dodging moves you used to keep from getting tagged? (e.g., duck, twist, change pathways, run, stretch, pivot.)



PAULA'S POINTERS

NOTES

- Adjust grid size accordingly. Smaller grids make it easier for the Defender. Larger grids make it easier for the Offense.
- Group by ability.

STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, passing

#2 Defensive/offensive strategies

#3, 4 Cardiovascular fitness

#5, 6 Cooperation, accepting challenges

Your State (Write in here)

ACADEMIC

- Geometry (Triangles) -

Periodically, I will yell, "Freeze." Stop immediately where you are, and passers, analyze your shape. You should be in a triangle, but what type? An equilateral triangle has 3 sides and 3 angles of equal length. An isosceles triangle has 2 sides and 2 angles of equal length. A right-angle triangle has a 90° angle. A scalene triangle has no sides of equal length and no same angles.

- ★ **Get the Point!**
Defenders score 1 point when they touch the ball, 2 points when they intercept, and/or the Offense scores 1 point for each clean trap.
- ★ **Pedometer Estimation**
1 student per group wears a pedometer. Everyone in your group estimates the number of steps the wearer will take playing Offense/Defense.
- ★ **2 on 1 and 3 on 2**
Play with 2 Offensive players and 1 Defender, or 3 Offensive players and 2 Defenders.



Ready...

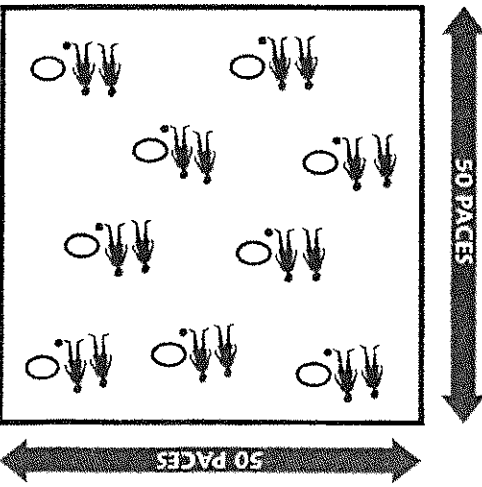
- 1 hoop per pair
- 1 ball per pair

Set...

- Pair students; each pair with a ball and a hoop.
- Scatter pairs in very large (50X50 paces+)
- activity area.

GO!

1. The object is to see how few kicks it takes to roll the soccer ball in the "hole" (hoop).
2. To begin, one partner safely tosses the hoop into open space.
3. You and your partner take turns kicking the ball toward the hoop.
4. After each kick, run to the ball, wait for it to stop rolling, and then make the next kick.
5. Count the number of kicks to the 1st "hole." The ball must roll inside and stay in the hoop before the hole is finished.
6. Once you complete the 1st hole, safely toss the hoop into open space and begin the 2nd hole.
7. Continue until stop signal.



CHALLENGES

- * How many holes can you and your partner complete before the signal?
- * Can you alternate kicking and passing the ball with the R and L foot?
- * Place the hoop farther away to increase the challenge. If you can't throw it far enough, run, and place it where you want it to be.

CUES

- * Watch for others before tossing your hoop.
- * Remember, the ball has to stop rolling before you attempt your next pass.

SOCCER

★ **Double Trouble**

(Distribute a ball to any students who don't have one.) We'll play again; this time, each of you will have your own ball. If you're waiting for a turn to kick, practice juggling the ball with your feet, do toe touches, or just dribble around. Keep moving!

★ **Hoop Course**

(Instead of having students roll hoops each time to create holes, pre-plan a complete Hoop Golf Course. Be creative by placing "obstacles," — i.e., trash cans, equipment carts — in the way; create "sand traps" by clustering cones; make some holes far longer than others, etc.) Today, instead of rolling your hoop to create a golf hole, I've already designed a championship 18-hole course for everyone to play! We'll form threesomes; then I'll assign each group a hole to start at. Everyone will move in this direction (point). If others are at the next hole before you, allow them to safely move out of the way before "teeing off" (kicking the ball). (Play as long as time allows.)

STANDARDS ADDRESSED

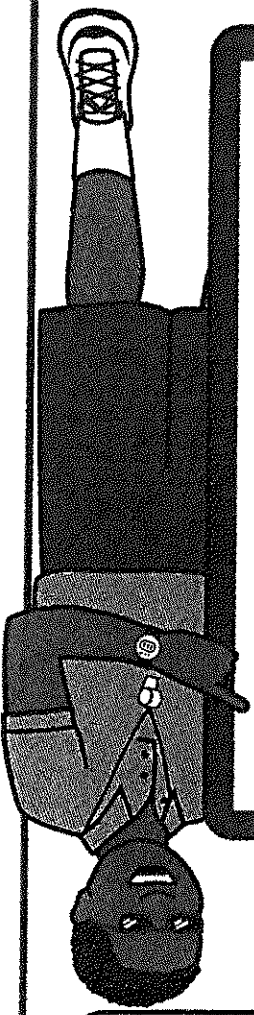
- **NASPE**
 - #1, 2 Spatial awareness, kicking
 - #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods
 - #5, 6 Participates, appreciates, enjoys movement, cooperates, with a partner
- Your State* (Write in here)

TONY'S TIPS

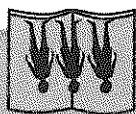
- This is a good game to play individually, in pairs, or groups of 3. If playing in pairs or groups, reinforce good social skills of courtesy, honesty, taking turns, etc.
 - If you "design" a course, share it with other teachers to decrease set-up time. The last one to use it puts the equipment away!
 - Hang some hoops vertically for a fun twist on course design. Prompt students to kick under the ball for lift.
- Vocabulary**—Golf, hole-in-one

How many of you eat cereal in the morning? Did you know that many cereals are made from grains? There are a lot of different kinds of grains, but they all have one thing in common: they come from plants. Has anyone ever heard of oats? That's a very popular grain. Oats are especially good at keeping your heart healthy. The next time you're grocery shopping, ask a parent to select a cereal for you that is made from oats. That will be a healthy choice!

WELLNESS



KEEP AWAY (3 ON 1)



Ready...

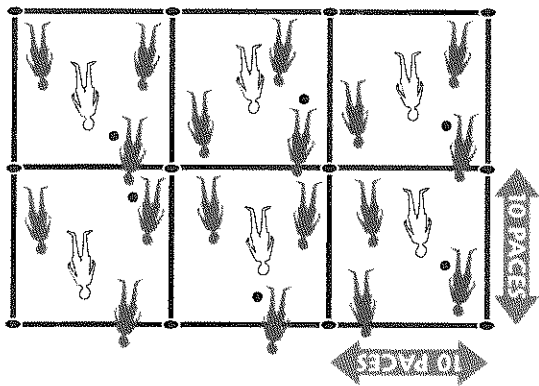
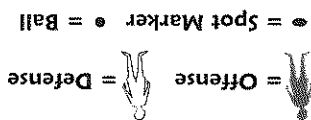
- 1 ball per 4 students
- Spot markers for grids

Set...

- Create small grids (10X10 paces) per each group of 4; each group with 1 ball.
- Groups of 4 in a grid; 3 are Offense; the 4th is Defender.

GO!

1. The object is to keep the ball away from the Defender. You do that by moving into support positions, creating passing lanes and making controlled passes.
2. On signal, 3 Offensive players pass to each other while the Defender tries to deflect or intercept.
3. Defenders, if you intercept a pass, give the ball back to an Offensive player.
4. Switch Defenders on my signal.



CHALLENGES

- Offense, can you minimize your touches on the ball and make quick passes?
- Can you look and fake 1 way and pass in the other direction?
- Can you move diagonally (45°) to create a safe passing lane?

CUES

- The Principle of 3s is in effect: Stay 3' from the person with the ball; pass within 3 seconds; don't take more than 3 dribbles before passing.
- Passers, pass quickly. Use fakes and feints. Dribble to get in a good position.
- Defender, anticipate passes. Move into the passing lane.