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| <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: 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 mentally and emotionally healthy. (K-2nd)</p> | <p>Vocabulary: Car safety, dribble, chest pass, bounce pass, overhead pass, shooting, dribble, environment, concern for others</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 in education and training. (K-5th)</p> <p>Health: I can understand how to ride in a car safely. (K-5th)</p> <p>Health: I can demonstrate concern for others. (K-5th)</p> <p>Consumerism: I can be responsible by respecting the environment. (K-5th)</p> <p>P.E.: I can shoot, dribble and pass a basketball with correct form (K-5th)</p> <p>Tuesday-Thursday 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:</p> <p>Mini Lesson: (Health): See powerpoint about car safety</p> <p>Mini Lesson: (KY Career Cluster): See powerpoint about a career as a teacher.</p> <p>Mini Lesson (Consumerism): See powerpoint about the respecting the environment.</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: (2nd-5th) Pattern Passing (Middle School) pg. 11. See attached lesson plans for material, gameplay and assessment questions. Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from</p> | <p>Daily Assessment: <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Individual</p> <p>Formative and Summative Assessments <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips <input checked="" type="checkbox"/> Oral Questions <input type="checkbox"/> Student Self-Assessment</p> |
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KDOE: Practical Living (Health): 4.1: Students effectively use interpersonal skills. (3rd-5th)

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.

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

peers. Advanced students: Students will play more of a leadership and modeling role for this activity (See attached LP for additional challenges).
Assessments/Exit Slip: See attached LP!

P.E. Activity #1: (K-1st) Dribble Tag (Open PE, pg 2) See attached LP for activities, materials and assessments.

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 advanced activities.

Assessments/Exit Slip: See attached LP for assessments!

P.E. Activity #3: (K-5th) Full court basketball game: Students will play a game of full court 5 on 5 basketball. Students will practice checking the ball in, passing the ball to a teammate and shooting the basketball into the goal. Students will be encouraged to dribble, pass, and shoot the basketball.

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.

Assessments/Exit Slip: DOK 2: Compare and contrast playing a game of soccer ball and basketball.

P.E. Activity #4: Pattern Passing (Cooperatives) Middle School, pg. 11 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 LP for additional challenges.

Assessments/Exit Slip: Look under Think About section of attached LP.

Mini lesson: Students in grades K-5th will watch a video from brainpop.com titled ... No mini lesson this week.

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 Target ball & Mass Soccer (see attached lesson plan).

****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:

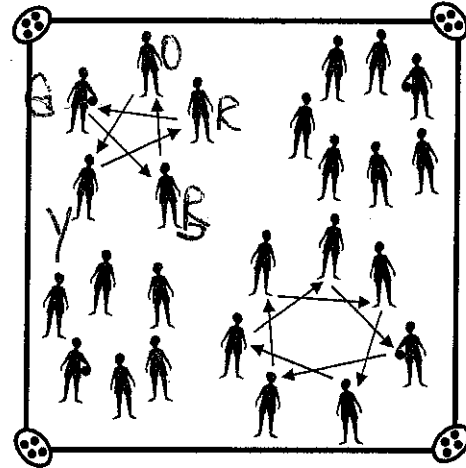


Prep

- 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

6-Way Frisbee

Equipment: 12 hula hoops, 3-6 Frisbees per team

- 6 teams
- The object of the game is to get your team's entire disc in your goal.
- All discs start in your middle hula hoop. Only one disc played at a time.
- A disc must be out of play or tossed into the goal before another of the team's disc can be put into play.
- Defense is allowed the second game. No contact and defensive players must remain an arms distance away from the opposing player.
- A dropped disc must be returned to the center of the playing area and tossed back out into play again.
- Players may not run with the disc.
- Disc that is intercepted by an opposing team must be returned to their hula-hoop in the center of the gym.
- The game is over when all discs have been thrown into the goal.

Debriefing:

1. How can we be more successful as a team?
2. How could we play more defense? Offense? Spread out more? Assign each player a color team to defend?
3. What can we do to get our disc home quicker?

Source: Activities submitted by Charla Parker

Mass Soccer

Objective: Students demonstrate soccer skills of dribbling, passing, trapping, and shooting during a moderate to vigorous physical activity. Students demonstrate offensive and defensive skills and strategies for the game of soccer.

Grade Level: 4th–12th

Each team must attempt to score once on each opponent's goal, with 2 and 3 team games varying slightly. A flag is won for each goal scored and must be delivered to the team Captain. A team wins when its Captain is first to arrive at the scorer's table with one of each opponent's flag. Second place can be awarded to the next Captain to the table, third to the next, etc. The number of places to be awarded is left to the organizer's discretion.

Teams and Players

Mass Soccer™ is best played by 4 to 6 teams, but can be played, with some variation, by 2 or 3. Each team may have from 2 to 6 players. Teams are identified by the matching colors of their ball, pinnies and flags. Within each team, players are further identified by position letters: "C" for Captain; "G" for Goalie; "K" for Kicker.

Goals and Their Location

Although any goal is OK, the game is best played with those of floor hockey size (6'W x 3' to 4'H). In a pinch, even game cones can be used. Goals should be placed on the playing field at locations that are equidistant from the kick-off line and evenly spaced from one another.

Let the Game Begin

All balls are evenly spaced on the Center Kick-Off Line. Captains line up anywhere behind the Center Kick-Off Line. No other player may be closer than 10'. At the referee's whistle, Captains charge the balls. They may go defensive by kicking one or more of their opponent's balls away, or offensive by going for control of their own ball. Teams may only score using their own ball and most importantly: **ONLY ONE GOAL CAN BE SCORED AGAINST ANY ONE GIVEN OPPONENT.**

Flags and How They Work

Flags and belts play a significant role in the playing and scoring of Mass Soccer™. Remember, the winning team's Captain delivers all opponent flags to the scorer's table. Each team receives 5 flags and 2 belts. The Goalie wears 1 belt with all 5 flags suspended in front. The Captain begins the game with an empty belt. As in Flag Football, the flags are removed or attached instantly, via hook-and-loop fabric.

The Lost Art of Passing and Communication

Objective: Students demonstrate passing, catching, underhand and overhand throwing skills. Explore different ways to incorporate MVPA into activities.

Grade Level: 4th–12th

Warm-up: *Star Passing:* Common 5 player formation in which the person throwing the ball must throw to a person across from them, but not on either side. The following person does the same until a star formation is created. Different forms of throws can be used (underhand, overhand, bounce pass...etc.), as well as different catches...two hands and one hand. Multiple balls can be added after students' perfect pattern....then multiple objects (example - football, soccer ball, hacky sacks, bean bags, tennis balls etc.). Speed up, compete on who does not drop an object or rotation of objects all around.

Equipment: 5 balls per circle or optional equipment

Lead-in: *Circle Passing Drill:* Students form two circles of evenly spaced people. 2 students go to the middle with one ball. Student passing the ball follows the ball and prepares for future receiving. This pass and move rotation goes all around the circle with new players coming to the middle each time to receive the ball. Competition can be timed on how fast ball is rotated through whole group back to starting point or between two circles to see who can get through it the fastest. Two more go to middle (4 total) and same passing pattern is used again with 2 balls being used at one time. Advanced---add another ball 3 total (6 players in the middle or even 4 balls, 8 players in the middle or even 6 balls). Harlem Globetrotter theme played and fun to be had. Drop step used, pivot foot, hustle, and communication verbal and non-verbal taught.

Equipment: 6 gator skin balls (optional activities can include passing or dribble skills using up to 6 basketballs or soccer balls).

Activity: *Target Ball:* Students form a square with each side representing a team. Each side is given 5 throwing balls and on the whistle they begin aiming balls at the center target (a ball). Overhand throwing, tracking, and torque are emphasized in the fast paced game. Players are encouraged to pass ball to other players who might better keep the target ball away from their goal line. A score is made when the target ball passes over the goal line of one team. Note: a player must not physically touch the ball and must throw at least 3-4 feet away from the intended target.

Equipment: 20 gator skin balls (6.5" for elementary students, 8.5" for secondary students), stability ball (60 cm), stability ball (48 cm), 5.5" soft rubber ball, tennis ball, PG nerf golf ball, ping pong ball.

Source: Activities submitted by Erik Jokinen