

Teacher: Clark Kuhn Subject: P/CS Week: ~~Monday, February 27, 2018~~ Topics: jumping rope, ~~bartering, empathy, tolerance, protein, career safety, divorce, alcohol~~

Feb. 6, 2018 Archery, protein, smart consumer,

Holsen

<p>K-5 Lesson plans</p> <p><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u> Students effectively use interpersonal skills. (K-5th) (Golden Rule)</p> <p><u>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</u> Students use decision-making process to make informed decisions among options. (K-5th) (empathy).</p> <p><u>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</u> Students evaluate consumer products and services and make effective consumer decisions. (K-5th) (bartering)</p> <p><u>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</u> Students use strategies for choosing and preparing for a career. (Food, agriculture, and natural resources)</p> <p><u>KDOE: Practical Living (Health): 2.31:</u> Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being. (career safety)</p>	<p><u>Vocabulary:</u></p> <p>agility, jump, land, two-foot take off, vertical, turn, enhance, fitness, health-related fitness, skill-enhanced fitness, divorce</p> <p><i>Agility, jump, land, two-foot take off, vertical, turn, enhance, fitness, health-related fitness, skill-enhanced fitness, divorce</i></p> <p><i>Archery</i></p> <p><i>Protein</i></p> <p><i>Smart consumer</i></p> <p><i>tolerance</i></p> <p><i>Acceptance</i></p>	<p><u>Learning Targets (relate all targets to real life):</u></p> <p>P.E.: I can perform physical movement skills correctly. (K-5th).</p> <p>P.E.: I can jump over a jump rope while the rope is laying on the floor K-2nd).</p> <p>P.E.: I can jump in unison with my peers while listening to music (K-2nd).</p> <p>P.E.: I can perform a variety of individual jump rope skills in a circuit format (3rd-5th).</p> <p><u>Career/Vocational Studies:</u> I can give an example of a career in food, agriculture, and natural resources (K-5th) <i>science, tech, engineering & math</i></p> <p><u>Health:</u> I can describe the importance of safety <i>of protein in our diet</i></p> <p><u>Career/Vocational Studies & Health:</u> I can give an example of empathy <i>tolerance & acceptance</i></p> <p><u>Consumerism:</u> I can give examples of bartering <i>being a smart consumer.</i></p> <p><u>Career/Vocational Studies:</u> I can give an example of the Golden Rule <i>being a good sport!</i></p> <p><u>P.E. and Health Lesson Plans</u></p> <p><u>Mini Lesson:</u> (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><u>Warm-up:</u> (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><u>Mini Lesson (Health/Career/Employability Traits):</u> Character word of the week on Power Point. Students will learn why the "Golden Rule" is important on a power point slide.</p> <p><u>Mini Lesson: (Health):</u> Students will look at a power point slide that explains about the importance of career safety <i>protein</i></p> <p><u>Mini Lesson: (Health):</u> Students will look at a power point slide that explains the importance of social health and empathy <i>tolerance & acceptance</i></p> <p><u>Mini Lesson: (KY Career Cluster):</u> I will show the students the career cluster poster and introduce students to careers within food, agriculture and natural resources <i>science, tech, engineering, math</i></p> <p><u>Mini Lesson: (Consumerism):</u> Students will define, compare and contrast bartering.</p>	<p><u>Daily Assessment:</u></p> <p>X Observation</p> <p>X Oral responses</p> <p>□ Self-Evaluation</p> <p>X ORC</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p><u>Formative and Summative Assessments</u></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p>□ Student Self-Assessment</p>
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To - Friday (4th & 5th) Archery

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

Warm-up: (P.E. warm-up) (K-5th) Students will watch a video from ~~Adventure to Fitness. Students will watch a video from the same website mark~~ ~~Everyday Fitness (K-5th)~~ ~~10 Minute Permits.~~

Fitness Activity #1: (P.E.) Stationary Rope Jumping (K-2nd) (SPARK Jumping) See attached lesson plan.

Differentiated Instruction: Teacher will model the movements correctly for struggling students. Advanced students: They can play "Crazy 8 Challenges" or "Triangle Challenges", or "Leaping Lizards".

Assessment/Exit slip: Demonstrate the correct way to jump or a stationary rope. (DOK 1) Compare and contrast stationary rope jumping and jumping rope (DOK 2).

Fitness Activity #2: (P.E.) Jumping Rhythmically (K-2nd) (SPARK: Jumping): See attached lesson plan.

Differentiated Instruction: Struggling students will receive more one on one with the teacher and the teacher will model and/or repeat directions for this particular activity. Advanced students: They can play the game "Jump Rope Chants", or "Weasel Leaders" or "Rope Writing or Partner Rope Writing".

Assessment/Exit Slip: What type of pathway did you follow in the activities you did today? (DOK 1). How does jumping positively affect our body (DOK 2).

Fitness Activity #1: Jump the Circuit (SPARK curriculum 3rd-5th) (P.E.)

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: Once each trick is mastered, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover.

Assessment/Exit Slip: DOK #1: Demonstrate how to perform a jump rope trick. DOK #2 How is jumping is used in sports and give an example of how jumping benefits the body?

Mini Lesson: Intermediate students will watch a video on brainpop.com about alcohol. Primary students will watch a video about divorce on brainpopjr.com.

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 24, 2017

FRIDAY PL/CS Lesson Plan:

Topics: Kin-ball, dance, doctor, touch screens in technology

Vocabulary: Kin-ball, serve, pedestrian, dog, doge, doge back

Go to next page for primary and intermediate lesson plans for Friday.

5 way soccer - students will try to score a goal on 5 different soccer stations, collecting cards along the way. Assessment - Compare and contrast vocabulary soccer and 5 way soccer.

**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: Come over to playground at all skill levels.

**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

**Tornado drills: Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.

**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:

Team - 4th the target ball. Students will divide into 4 groups and will try to knock a ball out of bounds by throwing a ball at the target ball. Assess - Compare and contrast target ball & Castleball.

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, Kin-ball)
KDOE: Vocational Studies: Academic Standards 1.16: Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. (touch screens)

K-5th

K-5th

Teacher: Clark Kuhn Subject: PL/CS Week: March 21, 2017 Topics: jumping rope, barrering, empathy, Golden Rule, car safety, divorce, alcohol

**KDOE: Vocational Studies
(Career Studies):**

Academic Expectations:
2.36: Students use strategies for choosing and preparing for a career. (doctor)

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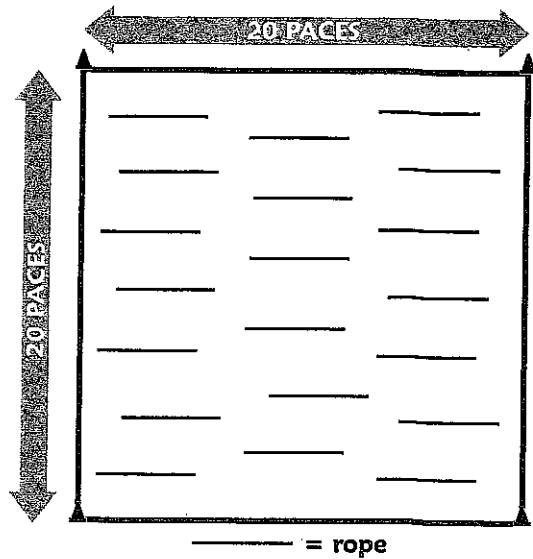
Ready

- 4 cones (for boundaries)
- 17' rope per student
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes parallel to one another within area.

GO!



1. Introduction

- Jump rope activities are a great way to make your heart strong, build strength in your legs, and have a lot of fun!
- To stay safe, make sure there is plenty of space between you and others.
- When we're ready, I'll send you to a rope, make sure everyone is spread out safely, then give you a challenge or a rope trick to try.
- Practice while music plays (or on "Go!"); freeze when it stops (or on "Freeze!").

2. Straight Rope Jumping

- **Challenges** – Can you. . .
 - Walk forward along the side of your rope, to the end and back?
 - Walk the rope like a tightrope? Don't step on the handles.
 - Gallop to the end of your rope, switch feet, and gallop back?
 - Hop on 1 foot to the end of your rope, switch feet and hop back?
 - Straddle (1 foot on each side of the rope) and jump down the rope and back?
 - Keep your feet together and jump over your rope side to side like a skier?
 - Jump from side to side the length of your rope and back?
 - Cross your legs like an "X" on either side of the rope, then uncross them? Do this as you jump the length of your rope and back.

3. Circle Jumping

- Make a circle with your rope; then stand inside.
- **Challenges** – Can you. . .
 - Jump out of your circle? Back in? Jump around your circle at a high level?
 - Hop around your circle? Switch feet; go back in the other direction?
 - Hop in and out of your circle while traveling around it?
 - Jump over your circle? Jump back again?
 - Side-slide quickly around your circle? Gallop the other way?
 - Leap across your circle? Now turn around and leap back?
 - Side-slide around 3 circles and jump back into your circle? Now jump in place?

4. Wrap It Up

- What kinds of things can you jump over in your neighborhood or at home?

★ Crazy 8 Challenges – Can you. . .

- Make the number 8 with your rope? Now we have 2 circles to play with!
- Leap gracefully from 1 circle to the other?
- Gallop slowly around your 8?
- Make a bridge so your hands are in 1 circle and your feet are in another?
- Move slowly on all 4s around your 8?

★ Triangle Challenges – Can you. . .

- Make a triangle? (See my triangle?) Jump up really high inside your triangle?
- Walk on tip-toes around your triangle 3X, then change direction and heel-toe back?
- Place a body part on each corner of your triangle and balance yourself?

★ Leaping Lizards

(Lay 8-10 ropes in a path like spokes on a wheel. Line students up 2-3 per rope.) On my signal, leap over the rope in front of you, then run to the next rope and leap over it. Continue running and leaping around our circles until you hear the stop signal.



HOME

Jumping rope is a great activity to do at home – indoors (if there's room and you get permission) or outside (highly recommended to make parents happy!). Borrow a rope from me (*incorporate a check out system for ropes*), and try to make patterns with your jumps on each side of the rope. How many times can you repeat your pattern before you're really tired? If you don't have a rope, use a line anywhere at home (on the floor, from 1 carpet to another, etc.), and practice jumping, hopping, or leaping over it.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, locomotor skills

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

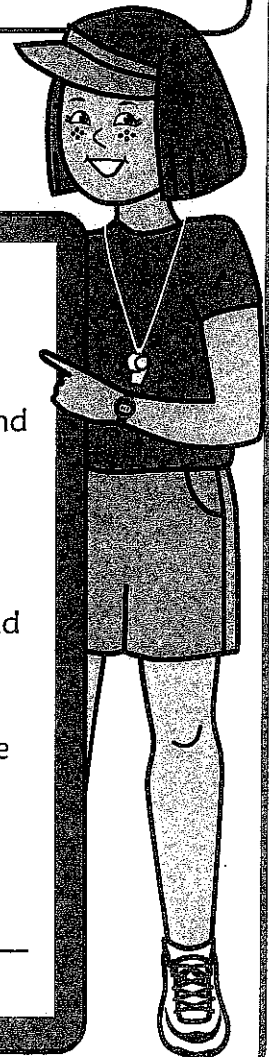
● #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Constantly recheck the environment for safety. Maintain plenty of space between ropes and students.
- Lay ropes parallel to maximize space and allow all students to move in the same direction. This provides easier cueing for you and helps the visual learners follow along.
- Watch for those students who are skilled jumpers and use them to demonstrate.

NOTES



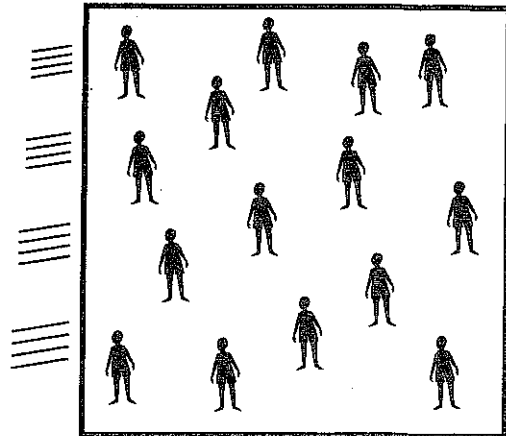


Ready...

- 1 individual jump rope per student
- *Jump Rope Skill Cards - Individual Tricks* (SPARKfamily.org)
- Music and player (optional)

Set...

- Scatter students with enough room between them to ensure they won't be hit with ropes.
- Lay jump ropes (grouped by length) away from center of area.



GO!

1. The object is to learn and practice basic rope jumping safety rules and individual rope jumping techniques.
2. To find the right size rope, hold the handles in both hands, step on the center with both feet and pull until the rope is taut. It should be long enough to reach your chest.
3. For safety we all need to follow these rules:
 - Ropes may only be used for jumping.
 - Keep a "safety zone" around you so you don't hit others with your rope.
 - When listening to instructions, lay your rope on ground.
4. *(Teach and demonstrate several of the basic individual tricks using the Jump Rope Skill Cards for visual and cues. Allow time for students to practice each.)*
5. *(Suggested skills to teach beginners include: Jog and Jump, Double Bounce, Single Bounce, Hop, Forward and Backward. Skill Cards are in order of difficulty.)*

CHALLENGES

- ★ Choose your favorite trick. How many jumps can you do in 15 seconds?
- ★ Choose another trick. Can you do it with a double bounce? Now try a single bounce. Can you do it backward? With a hop?
- ★ Can you jump 10X without an error?

CUES

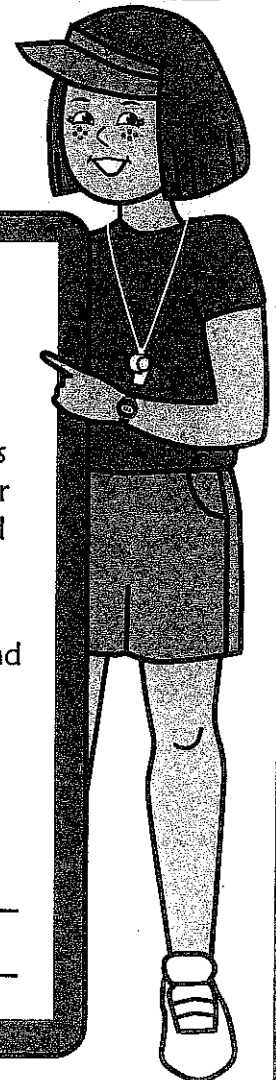
- ★ Keep your elbows in at your sides.
- ★ Use your wrist to turn the rope.
- ★ Bend your knees slightly when you land.

★ More Tricks

(Repeat the lesson for several days, introducing new tricks each day. Review the old and add the new to build students' repertoire.)

FUN FACT

The rope has always been an essential tool of mankind. Ropes have been made using leather, reeds, grass, vines and even hair (maybe that is why Grandpa is bald). To increase the strength of rope, strands of fibrous materials are twisted and braided together. The Egyptians moved enormous stones to construct the pyramids by using very strong rope.



● STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills/techniques

#3, 4 Cardiovascular endurance

● #6 Accepting challenges

Your State (Write in here)

PAULA'S POINTERS

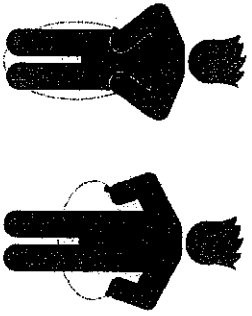
- Use fun, high energy music to motivate your students.
- Challenge advanced rope jumpers by allowing them to practice their own tricks, while beginners spend time on the basics.
- Students having difficulty can simply grab both handles in 1 hand and turn the rope to the side as they practice each trick.

NOTES



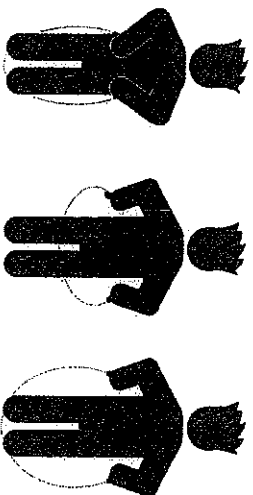
JUMP ROPE PROGRESSION CARD

Level 1



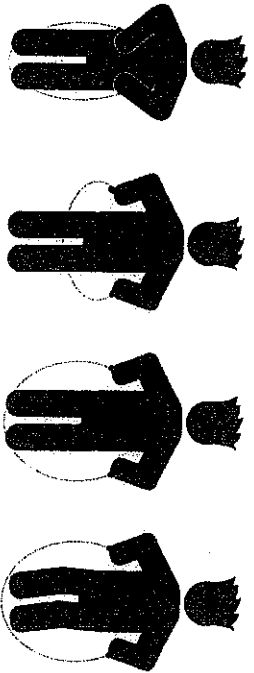
Knuckle Bump + Turn Rope

Level 2



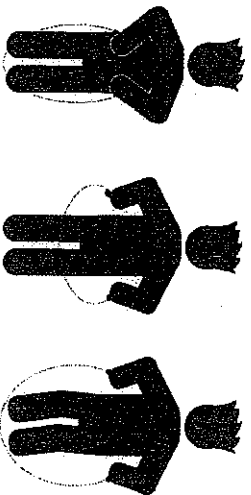
Knuckle Bump + Turn Rope + Trap with Feet

Level 3



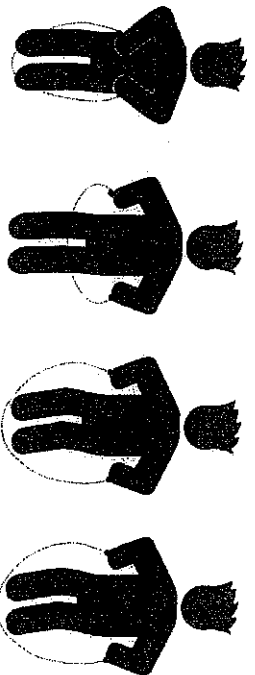
Knuckle Bump + Turn Rope + Trap with Feet + Jump Over Once

Level 4



Knuckle Bump + Turn Rope + Trap with Feet + Keep Jumping

Level 5



Knuckle Bump + Turn Rope + Jump + Keep Jumping



BACK TO BASICS

INTERMEDIATE (3-5)

STUDENT TARGETS

- ✔ **Skill:** I will practice a variety of jump rope skills using the cues my teacher gives me in class.
- ✔ **Cognitive:** I will give examples of physical activities that enhance fitness.
- ✔ **Fitness:** I will work to stay actively engaged during all of the jump rope activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

TEACHING CUES

- ✔ Work Safely by Respecting Self-Space
- ✔ See *Jump Rope Progression Card* for Basic Jump Rope Skill Cues

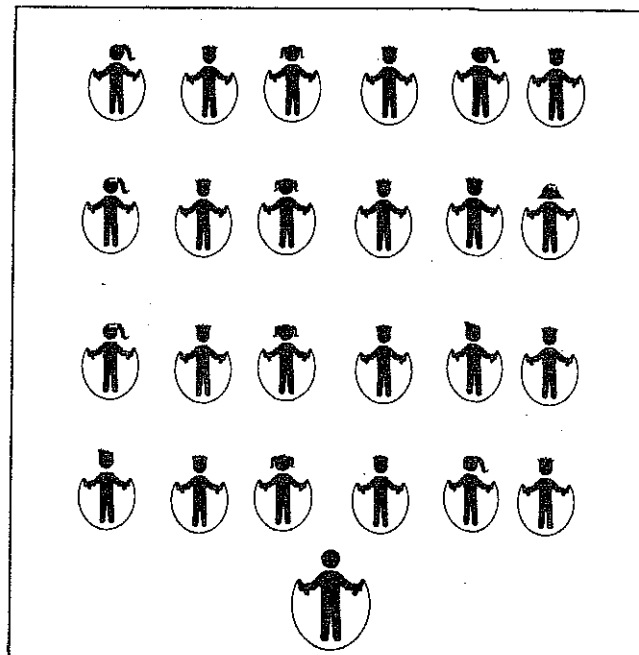
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 jump rope per student
- ✔ Rope Selection Rule Poster
- ✔ Jump Rope Progression Cards

Set-Up:

1. Students spread out in general space facing the teacher, each with a jump rope.
2. Jump Rope Progression Cards ready on clipboard or tablet.



Activity Procedures:

1. Today, we are going to review the progression for jumping rope.
2. It's important that everyone has a jump rope that is the proper length. The Rope Selection Rule posted near the jump ropes will help you make the correct choice.
3. Now that everyone has a jump rope, follow along and repeat the skills that I demonstrate. For safety, remember to stay within your own personal space.
4. *Teachers, follow the Jump Rope Progression Cards and lead the class through the progressions for jumping rope.*

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Students work in small groups, each with a progression card, to review basic jump rope technique.
- 5th: Combine this activity with Creative Mode Station Cards. Work through the progression card with students who need assistance. Allow more advanced students to complete Creative Mode Stations.



BACK TO BASICS

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Allow students to use ropes in a variety of styles and lengths.
- ✔ Jump an invisible rope to music with a slow and steady beat. Increase the tempo of the music selection to increase the intensity of the activity.
- ✔ Provide ongoing verbal cues with individualized instruction and/or peer tutoring.

ACADEMIC LANGUAGE

Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [S1.E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✔ **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 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize activities that enhance fitness?
- ✔ **DOK 1:** What are some examples of activities that enhance fitness?
- ✔ **DOK 2:** How does jumping rope enhance health-related fitness?
- ✔ **DOK 3:** Which components of fitness would be most impacted if you jumped rope every day? Why?

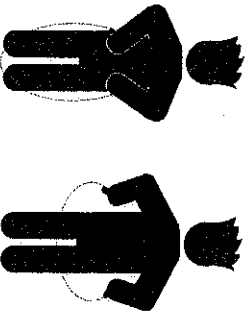
TEACHING STRATEGY FOCUS

Identify Critical Content: Jump rope success depends on students' ability to understand and perform the basic jump. At each grade level, students will benefit from a review of jump rope cues and content. Likewise, there will most likely be students at each grade level who haven't mastered the basic jump and will require remediation. Take time to assess where students are starting and then identify the critical content needed for progression.



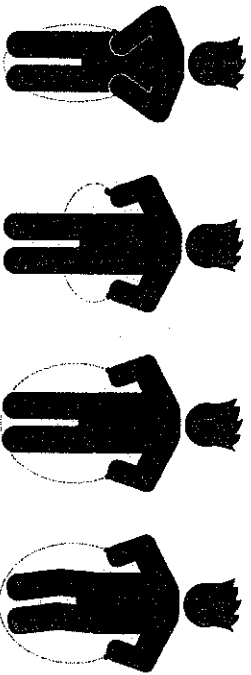
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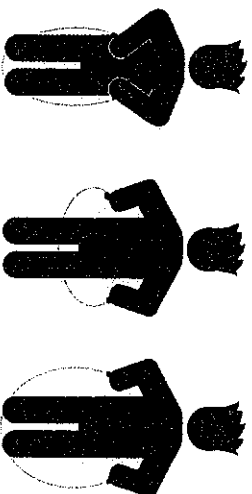
Knuckle Bump + Turn Rope

Level 3



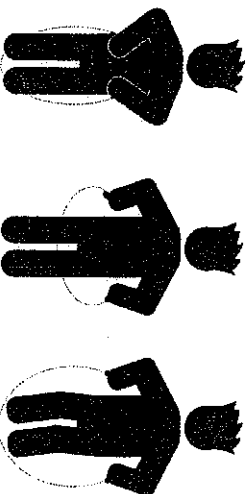
Knuckle Bump + Turn Rope + Trap with Feet + Jump Over Once

Level 2



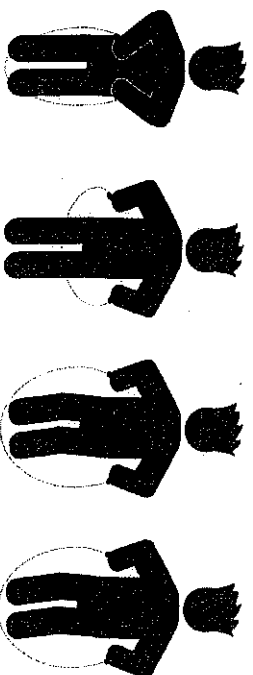
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Level 4



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TEACHING CUES

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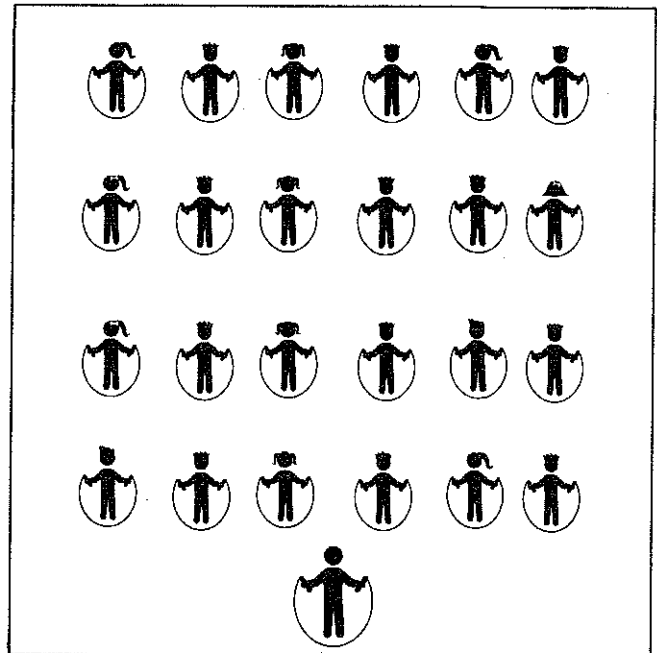
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ADAPTATIONS

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