

<p><b>K-5 Lesson plans</b></p>	<p><b>KDOE: Practical Living (P.E.): Academic Standards</b>  <b>2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><b>KDOE: Practical Living (Health): Academic Expectations: 4.1:</b> Students effectively use interpersonal skills. (K-5th)</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>)</p> <p><b>KDOE: Vocational Studies (Consumerism): Academic Expectations:</b>  <b>2.30:</b> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>)</p> <p><b>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</b> Students use strategies for choosing and preparing for a career.</p> <p><b>KDOE: Practical Living (Health): 2.32:</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)</p>	<p><b>Vocabulary:</b>          interest, food groups forgiveness swim safety, savings account, long rope, flying disc,</p>	<p><b>Learning Targets (relate all targets to real life):</b>  <b>P.E.:</b> I can perform physical movement skills correctly. (K-5<sup>th</sup>)  <b>Career:</b> I can understand about the career in health science. (K-5<sup>th</sup>)  <b>Health:</b> I can understand the rules of water safety. (K-5<sup>th</sup>)  <b>Health:</b> I can understand the importance of forgiving others. (K-5th)  <b>Consumerism:</b> I can understand the meaning of interest and the purpose of a savings account. (K-5<sup>th</sup>)  <b>P.E.:</b> I can throw a Frisbee and jump over a long rope with correct form. (3<sup>rd</sup>-5<sup>th</sup>)  <b>P.E.:</b> I can roll a ball between a peer's legs. (K-5th)</p> <p><b>Tuesday-Thursday 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. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p><b>Warm-up:</b> (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><b>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on Power Point: forgiveness</p> <p><b>Mini Lesson: (Health):</b> See powerpoint about rules of water safety.</p> <p><b>Mini lesson: (KY Career Cluster):</b> See powerpoint about a career at Humana.</p> <p><b>Mini lesson (Consumerism):</b> See powerpoint about a savings account and about the meaning of the word interest.</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-3rd) Students will watch a video from Adventure to Fitness, if time permits.</p> <p><b>P.E. Activity #1:</b> (3<sup>rd</sup>-5<sup>th</sup>) Backhand Throw &amp; Catch pg. 5. See attached lesson plans for materials, 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><b>Daily Assessment</b>  <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><b>Formative and Summative Assessments</b>  <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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	<p><b>KDOE: Practical Living (Health): 4.1:</b> Students effectively use interpersonal skills. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>KDOE: Vocational Skills (Consumerism): 2.30:</b> 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.</p> <p><b>National Standards (NASPE)</b> See attached lesson plans for NASPE standards!</p>	<p>peers. Advanced students: Students will participate in the section under “challenges” on the attached lesson plan.</p> <p><b>Assessments/Exit Slip:</b> See attached LP! Students correctly catch and throw a Frisbee.</p> <p><b>P.E. Activity #1:</b> (3<sup>rd</sup>-5<sup>th</sup>) Backhand Give and Throw, pg. 7. See attached LP under for activities, materials and assessments.</p> <p><b>Differentiated Instruction:</b> 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 under “Challenges” for advanced activities.</p> <p><b>Assessments/Exit Slip:</b> See attached LP for assessments! Students are able to catch and throw a Frisbee.</p> <p><b>P.E. Activity #2:</b> (2nd-5th) Long Rope Jumping, OPEN curriculum Students will jump over the long rope following 6 progressive steps.</p> <p><b>Differentiated Instruction:</b> 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 practice steps 4-6 until mastery.</p> <p><b>Assessments/Exit Slip:</b> See attached LP for assessments! Students are able to jump over a long rope.</p> <p><b>P.E. Activity #3:</b> Students will play straddleball. (K-5<sup>th</sup>).</p> <p><b>Differentiated Instruction:</b> 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: Brainstorm unique ways to play this game.</p> <p><b>Assessment/Exit Slip:</b> Compare and contrast straddleball and soccer.</p> <p><b>P.E. Activity #1:</b> (K-2nd) Long Rope Jumping 1 &amp; 2, pg. 15-20. See attached lesson plan.</p> <p><b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly</p>	
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	<p><b><u>KDOE: Practical Living</u></b> <b><u>(P.E.): Academic</u></b> <b><u>Standards</u></b> <b><u>2.34:</u></b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p>	<p>from the teacher or from peers. Advanced students: Brainstorm their own long rope activities with a peer. <b><u>Assessments/Exit Slip:</u></b> See attached section Wrap It Up for assessment questions. <b><u>Mini lesson:</u></b> Students in grades K-2nd will watch a video from jrbrainpop.com titled food groups. 3<sup>rd</sup>-5<sup>th</sup> grade students will watch a video from brainpop.com titled "interest". <b><u>Cool down and Rewarding Positive Behaviors:</u></b> 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. <b><u>Date:</u></b> Friday, March 23, 2018 <b><u>Vocabulary:</u></b> offense, defense, strike, foul, bases, out, innings <b><u>I can statements:</u></b> I can kick a kickball. I can catch a kickball and throw it towards the correct base. I can run bases in the correct order. <b><u>Large group instruction:</u></b> Students will sit on the floor and will spend a few minutes review concepts learned earlier this week in PE. <b><u>Warm-up:</u></b> Students will run 3 laps and will dance along with two just dance songs on the Activboard. <b><u>P.E. Activity #1 Kickball (K-5<sup>th</sup>)</u></b> Students will each have an opportunity to play both offensive and defensive positions in kickball. Students will run bases and everyone will get opportunities to kick the ball. <b><u>Differentiated Instruction:</u></b> 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 be given a leadership role during gameplay. <b><u>Assessments/Exit Slip:</u></b> Compare and contrast how kickball and baseball are played.</p>	
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**\*\*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:**

- \*\*Fine 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:**

Teacher: Clark Kuhn      Subject: PE & Health      Date: March 20, 2018      Topics: Interest, food groups, forgiveness, swim safety,


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

Materials: 3 Foam Balls Students will standing around a circle facing the center. Students will stand in a "straddling" position with their feet connected to the students on both sides of them. Students feet must stay connected and on the line of the circle at all times. If a student breaks either of the rules then they are out. When a student is out they will go to a designated area and complete 20 jumping jacks before they re-enter the game. The object of the game is to make the ball go between another students legs while keeping the ball from going through their own legs. When the ball goes between a students legs, they are out. Players are not allowed to sit in a squatting position. Students may block the ball with their hands. However, they are not allowed to catch or hold the ball. This activity is great for a soccer unit when practicing goalie skills.

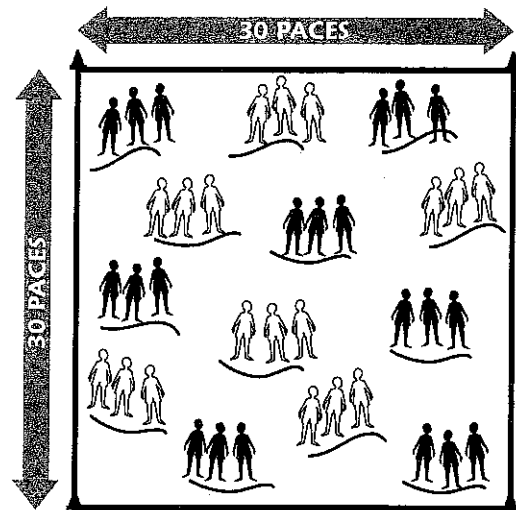


## Ready

- 4 cones (for boundaries)
- 1 14' long rope per 3 students
- Music and player (optional)

## Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Create groups of 3; send groups to stand by a rope.



## GO!

### 1. Introduction

- Today we are going to practice long-rope turning and jumping skills.
- Show you can be a good group-mate by sharing, taking turns, and doing your best.

### 2. Building a House

- Turners: Hold the rope 3" (*demonstrate*) above the floor (*ground*).
- Jumpers: Face the rope, and jump back and forth over it.
- Turners: Each time the Jumper makes it over and back, raise the rope a little higher.
- Switch roles on my signal.
- (*Rotate students every 1-2 minutes after this and each of these activities.*)

### 3. Ocean Waves

- Turners: Make waves by moving your arms up and down.
- Jumpers: Can you time it so you jump over the lowest part of the wave?

### 4. Snake in the Grass

- Turners: Squat down, and wiggle the rope side-to-side like a snake.
- Jumpers: Can you leap over the snake?

### 5. Blue Bells

- Jumpers: Stand in the center of the rope facing a Turner.
- Turners: Move the rope back and forth like a pendulum; let it swing as high as your shoulders.
- Jumpers: Jump over the rope just before it touches your feet. Watch the rope!

### 6. Wrap It Up

- When jumping over a swinging rope, should you jump high or low? (*Low.*)
- Give me a thumbs up if you:
  - Did your best.
  - Took turns.
  - Shared your time and equipment fairly.

## \* Jumping School

While the rope is being turned, one Jumper runs in (*front door*) without jumping. This is passing Kindergarten. To pass 1<sup>st</sup> grade, run in, take 1 jump, and run out. For 2<sup>nd</sup> grade, run in, take 2 jumps, and run out. You get it now! How many grades can you pass in the next 3 minutes? (*Rotate Jumpers and Turners.*)

## \* Jumping Clock

(*Create groups of 4-5.*) While the rope is being turned, the 1<sup>st</sup> Jumper runs in (*front door*), jumps once (1 o'clock), and runs out. The next Jumper runs in, jumps twice (2 o'clock) and runs out. Continue taking turns, adding 1 jump each time. Can any groups reach 12 o'clock?



## WELLNESS

Jumping rope for 15 minutes without stopping is as good for you as running for 2 miles or riding a bike for 3 miles. Now don't "jump" to conclusions; I don't expect you to jump rope for 15 minutes, just remember to "Play actively!"

### STANDARDS ADDRESSED

#### • NASPE

#1, 2 Spatial and body awareness, locomotor skills, nonloomotor skills, rhythmic sequencing

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

#5, 6 Participates, appreciates, enjoys movement

**Your State** (Write in here)

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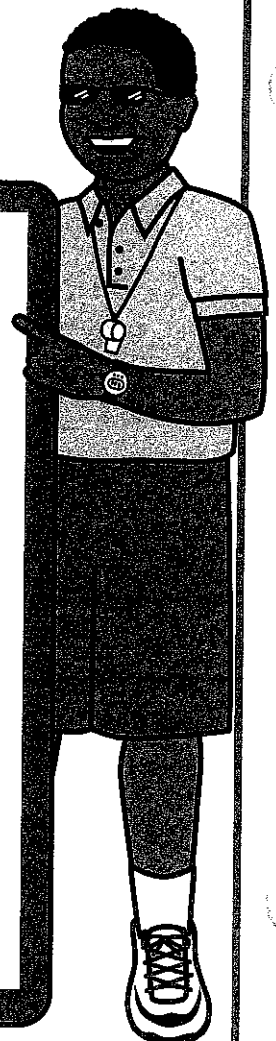
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### TONY'S TIPS

- This lesson (and the next) presents a challenging progression which may require additional sessions for students to attain all the skills.
- Don't hesitate to repeat these activities and/or include them any time of the year for a fun (and very active) break from the routine.
- Only those students able to jump up 2-3" with both feet are ready to jump rope. Teach in levels so groups are attempting activities that best align with their abilities.
- Remember to use *Jump Rope Chants* for fun and to help students obtain a steady rhythm.





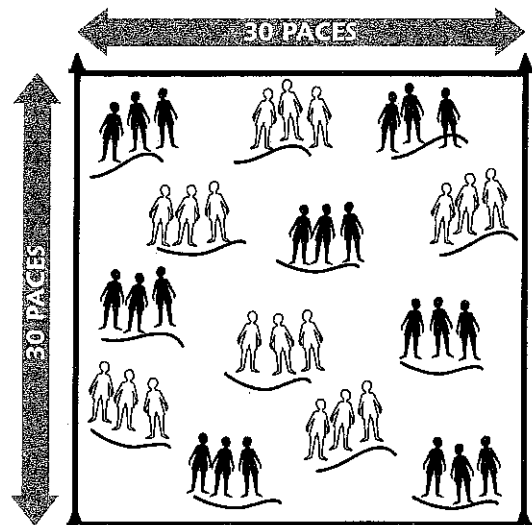


## Ready

- 4 cones (for boundaries)
- 1 14' long rope per 3 students
- Music and player (optional)

## Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Create groups of 3; send groups to stand by a rope.



## GO!

### 1. Introduction

- Today we'll continue learning and practicing long-rope turning and jumping skills.
- First, we'll repeat the activity we did last for practice and our warm-up (*review Jumping a Turned Rope I and repeat Blue Bells*).

### 2. Full-Turn Jumping

- Jumpers: Begin in the middle facing the Lead Turner.
- The Turners will do 3 pendulum swings for you to jump over, followed by a full turn of the rope. Can you do all 4 jumps in a row?
- Keep practicing, and I'll come around to help.

### 3. Jumping Rope from a Standing Start

- Jumpers: Move to the middle and face the Lead Turner.
- When you're ready, say "Go!" then watch the rope, and jump over it before it touches your feet.
- Turners: Begin your full-rope turns, and try to maintain a steady rhythm.

### 4. Jumping a Turning Rope

- "Front door" means entering from the side where the rope is turning toward the Jumper.
- Jumpers: To enter the front door, stand near a Turner, then move to the center of the rope.
- Jumpers: Run through the turning rope without jumping. Follow the rope, and exit out the other side.
- (*After trials.*) If you run through successfully 3X, try staying in the middle and jumping over the rope for a few jumps.

## LONG ROPE JUMPING II

### GO! (continued)

- **Challenges** – Can you. . .
  - Jump 3X without a miss? 4X? 5X or more?
  - Jump 2X and exit out the back door?
  - Jump 2X facing 1 Turner, then turn and jump 2X facing the other Turner?
- 5. **Wrap It Up**
  - What do you still need to work on to be a better Turner or Jumper?

# LONG ROPE JUMPING II

## \* SPARK™ IT UP!

### \* More Challenges

- Instead of a 2-foot jump, can you hop on 1 foot? The other foot?
- Can you hop on a different foot each rope turn?
- How long can you alternate hops without a miss?
- Can your Turners turn the rope faster for you? How fast can you jump?
- How many times in a row can you jump without a miss? Count out loud.

### \* Jump to the Music

(For advanced learners.) Turners, can you time your rope turns to the beat of the song? I'll play a few bars to give you time to get on the beat. Jumpers, when you think they have it, go ahead and jump in.



## ACADEMIC

### Language Arts

(Read Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault.

Read The Crayon Counting Book by Pam Munoz and Jerry Palotta.

Read 1, 2, 3 To The Zoo by Eric Carle.)

## STANDARDS ADDRESSED

### • NASPE

#1, 2 Spatial and body awareness, rope turning, jumping, hopping, landing, rhythmic sequencing

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

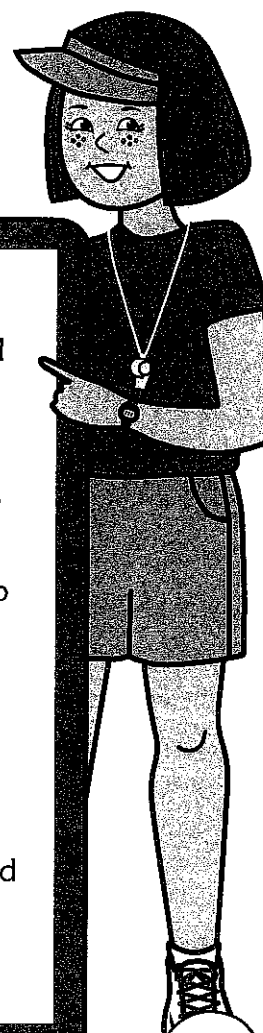
#5, 6 Participates, appreciates, enjoys movement, cooperates in a small group

**Your State** (Write in here)

• \_\_\_\_\_  
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## PAULA'S POINTERS

- Once students acquire turning and jumping skills, work with recess and lunch playground supervisors to designate a "jump rope area," and make long ropes available for student practice.
- Teach playground staff at the jump rope area how to group students, encourage their participation, and offer positive, specific feedback.
- At times, ability-group students so they are challenged to improve. Gather students working on basic skills, and give them extra time and attention.
- See the *Jumping Unit Introduction* for more *Tips and Pointers*.







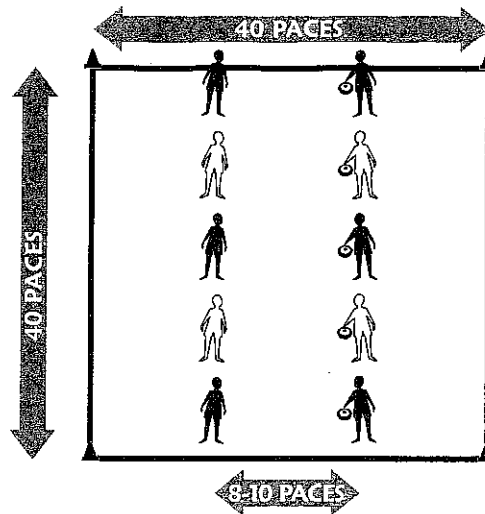
## Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

## Set...

- Create large (40X40 paces) activity area.
- Pair students; partner face-off formation (8-10 paces apart); each pair with a disc.

## GO!



FLYING DISC

1. The object is to learn and practice the backhand throw and the “clap” catch with a partner. The backhand throw is the easiest of the disc throws to learn and master.

### 2. The grip

- Place your thumb on top of the disc, and your index finger on the outside edge.
- Curl your other fingers under the rim, and grip firmly.

### 3. The backhand throw

- To make your throw, turn your side to your target, and hold your disc parallel to ground.
- Point your throwing elbow at your target, and step toward the target with your front foot.
- Extend your arm, and snap your wrist as you release, pointing at the target.

### 4. The catch

- Before we practice the throw, let’s learn how to catch a disc.
- Hold hands out in front of you; 1 above and 1 below.
- As the disc comes into your hands, “clap” it between them.
- Keep your eyes on the disc as it comes into your hands.

5. On signal, play catch with your partner.

6. (Rotate partners every few minutes.)

## CHALLENGES

- ★ How many catches can you make before the signal?
- ★ How quickly can you make 20 catches? Jump up and down when you get there!
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

## CUES

- ★ Side to target.
- ★ Keep your forearm and disc parallel to the ground.
- ★ Snap your wrist.
- ★ Point at the target on finish.

# \* SPARK™ IT UP!



## Scattered

(Play in scattered formation.) On "Rotate," anyone not holding a disc runs quickly to find a new partner with a disc.



## Step Back

Pass back and forth with your partner. Each time you make a catch, take 1 step farther away from your partner.



## ACADEMIC

Let's list as many different sports and activities that use a **backhand motion** (e.g. tennis, badminton, hockey, etc.) as we can. Draw a picture of yourself playing one of the sports we list using the backhand motion. We'll use the drawings to create a bulletin board.



### STANDARDS ADDRESSED

#### **NASPE**

#1, 2 Backhand throw, clap catch

- #5, 6 Accepting challenges, cooperation

**Your State** (Write in here)

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### PAULA'S POINTERS

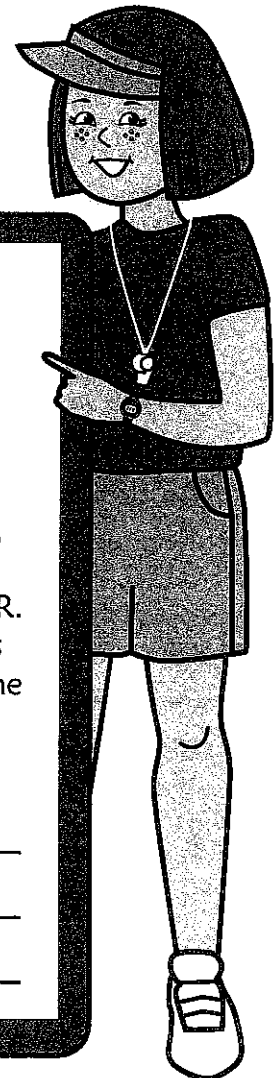
- Keep students well spaced when first learning a throw/catch, to avoid discs hitting others.
- For efficient partner rotation, get all discs back to students in 1 line, and then have all students in the other line shift 1 student to their R. The student farthest to the R runs behind their line all the way to the L end.

### NOTES

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# THROWING UNDERHAND TO TARGETS

## STANDARDS ADDRESSED

### • NASPE

#1, 2 Spatial awareness, underhand throw, locomotor skills

#3, 4 Participates in enjoyable, challenging activities

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

**Your State** (Write in here)

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## ACADEMIC

### Language Arts

(Using chalk, write letters of the alphabet on the floor inside each hoop in the manner of a telephone keypad (i.e., ABC in 1, DEF in the next, etc.). Can you spell your name by throwing your beanbag to the correct hoops?)

## TONY'S TIPS

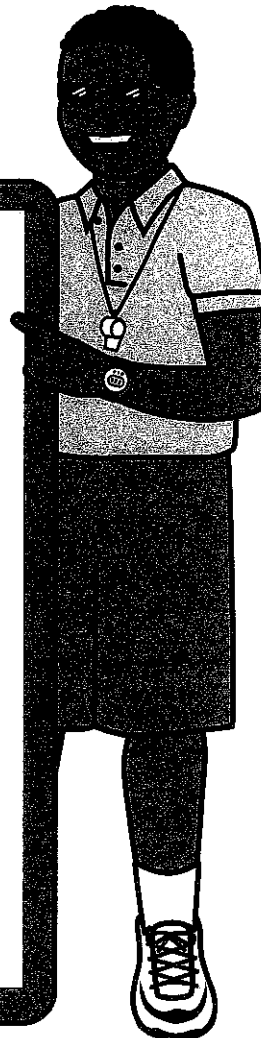
- For safety, have all students throw and retrieve on signal.
- Tell students to retrieve their beanbags quickly and run back to the line, to get more throws.
- If 3 colors of hoops are available, arrange them by color (e.g., yellow in 1<sup>st</sup> row, red in 2<sup>nd</sup>, blue in 3<sup>rd</sup>).
- Allow advanced learners to exchange their beanbag for a ball.

### Vocabulary

Legumes, topple

### NOTES

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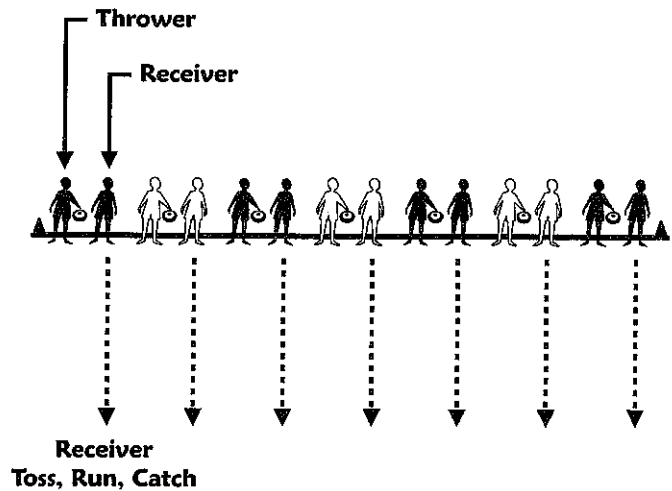


## Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

## Set...

- Create a long line on 1 edge of field.
- Get students in pairs on line; each pair with a disc.



## GO!

1. The object is to learn and practice backhand throws using the *Give and Go* with a partner.
2. (Review cues for grip and throw.)
  - Thumb on top; index finger on outside edge.
  - Curl fingers under the rim.
  - Throwing side to target; disc parallel to the ground.
  - Extend elbow, and snap wrist.
  - Point to target and release.
3. **Give and Go**
  - The Give and Go is an offensive strategy used to move the disc upfield.
  - The thrower “gives” (using backhand throw to partner); then “goes” (run to open space) to receive a pass back from partner.
  - Continue giving and going throughout the area.
  - Try to “lead” your partner with your pass (pass to the open space where your partner is going, not where they started).
4. (Rotate partners every few minutes.)

### CHALLENGES

- ★ How many catches can you make before the signal?
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

### CUES

- ★ Run forward (not sideways or backward) when going out for a pass.
- ★ Throw to where your receiver will be, not where they are.

# \* SPARK IT UP!

## \* Perimeter Move

(Partners scattered around perimeter.) Receiver runs ahead of the Thrower. The Thrower throws and then runs ahead of the Receiver. Continue throwing, running and receiving around perimeter until signal.

## \* Grid Group Passing

(Groups of 3-4 in 10X10 pace grids.) Thrower may pivot and pass. Receivers, move throughout the grid to receive. How many catches can you make before the signal? Can you tell your partner 1 thing that will make them a better thrower? Catcher?

## \* Bigger Grids

(Same as in Grid Group Passing, but create larger grids to challenge accuracy and distance.)



## WELLNESS

The “give and go” is used in many sports. Nutritionally, you can also “give and go.” **GIVE** up unhealthy foods like soda, chips, and candy, and your body will perform better. Then **GO** by eating lots of fruits, vegetables and other healthy foods. Try it for a couple of days; you’ll notice a big difference.

## STANDARDS ADDRESSED

### NASPE

- #1, 2 Backhand throw
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, helping others

**Your State** (Write in here)

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## TONY'S TIPS

- If students are getting in each others' way, use 10X10 grids for each pair.
- For efficient partner rotation, all students without a disc run quickly on “Rotate” to find a new partner with a disc.

## NOTES

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