

<p>K-5 Lesson plans</p> <p><u>KDOE: Practical Living (P.E.): Academic Standards</u> 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u> Students effectively use interpersonal skills. (K-5th)</p> <p><u>KDOE: Practical Living Expectations: (Health)</u> 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p><u>KDOE: Vocational Studies (Consumerism): Academic Expectations:</u> 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p><u>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</u> Students use strategies for choosing and preparing for a career.</p> <p><u>KDOE: Practical Living (Health): 2.32:</u> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)</p>			
		<p><u>Vocabulary:</u></p> <p>Engineering Safety Concern for Others Deposit Withdraw Calories Serving size</p>	<p><u>Learning Targets (relate all targets to real life):</u> P.E.: I can perform physical movement skills correctly. (K-5th) Career: I can understand about the career in engineering. (K-5th) Health: I can understand the rules of play safety. (K-5th) Health: I can understand the importance of concern for others. (K-5th) Consumerism: I can understand the importance of depositing and withdrawing money. (K-5th) P.E.: I can (3rd-5th) P.E.: I can. (K-5th)</p> <p><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p> <p><u>Mini lesson: (P.E.)</u> 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><u>Warm-up:</u> (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><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on Power Point: concern for others</p> <p><u>Mini Lesson: (Health):</u> See powerpoint about rules of play safety and reading nutrition labels.</p> <p><u>Mini lesson: (KY Career Cluster):</u> See powerpoint about a career</p>
			<p><u>Daily Assessment:</u></p> <p>X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORO X Whole Class X Small Group 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><input type="checkbox"/> Student Self-Assessment</p>

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!

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: Students will participate in the section under “challenges” on the attached lesson plan.
Assessments/Exit Slip: See attached LP! Students correctly catch and throw a Frisbee.

P.E. Activity #1: (3rd-5th) End Zone, pg. 12. See attached LP under 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: Have students brainstorm unique ways that this game can be played differently.

Assessments/Exit Slip: DOK 2: Compare and contrast football and End Zone.

P.E. Activity #2: (3rd-5th) Target Throw (Flying Disc, pg. 13) See attached LP for materials, activity and challenges.

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 challenges.

Assessments/Exit Slip: Students demonstrate how to throw the flying disc with correct form.

P.E. Activity #1: (K-2nd) Slow motion tag. Open curriculum

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.
Assessment/Exit Slip: See attached lesson plan.

P.E. Activity #1: (K-2nd) Super Salad Bowl Game. 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 lesson plan.

		<p><u>KDOE: Practical Living (P.E.): Academic Standards</u> <u>2.34:</u> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p>	
		<p><u>Assessments/Exit Slip:</u> See attached lesson plan.</p> <p><u>Mini Lesson:</u> Students in grades K-2nd will watch a video from jrbrainpop.com titled "Engineering & Design". 3rd-5th grade students will watch a video from brainpop.com titled "Nutrition".</p> <p><u>Cool down and Rewarding Positive Behaviors:</u> 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.</p> <hr/> <p><u>Date:</u> Friday, March 30, 2018</p> <p><u>Vocabulary:</u> offense, defense, strike, foul, bases, out, innings</p> <p><u>I can statements:</u> 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.</p> <p><u>Large group instruction:</u> Students will sit on the floor and will spend a few minutes review concepts learned earlier this week in PE.</p> <p><u>Warm-up:</u> Students will run 3 laps and will dance along with two just dance songs on the Activboard.</p> <p><u>P.E. Activity #1 Kickball (K-5th)</u> 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.</p> <p><u>Differentiated Instruction:</u> 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.</p> <p><u>Assessments/Exit Slip:</u> Compare and contrast how kickball and baseball are played.</p>	
<p>**Emergency Drills: Open the door on the rolling cart.</p>			

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:

Teacher: Clark Kuhn Subject: PE & Health Date: March 28, 2018 Topics: Engineer, safety, deposit, withdraw, calories, serving size

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

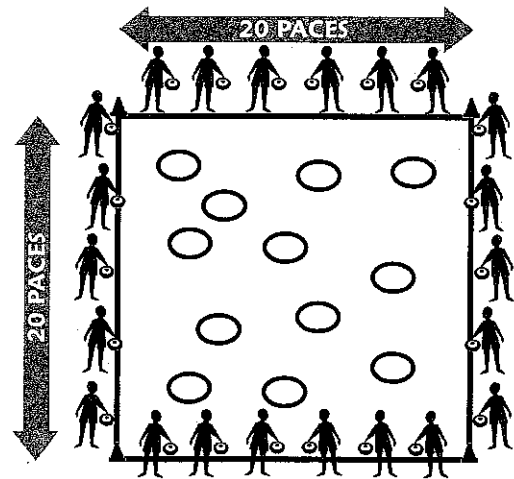


Ready...

- 1 flying disc per student
- 1 hoop per 2 students
- 4 cones (for boundaries)

Set...

- Create medium (20X20 paces) activity area.
- Scatter hoops in area.
- Scatter students on perimeter; each student with a disc.



FLYING DISC

GO!

1. The object is to throw into hoop targets.
2. On signal, move around perimeter clockwise.
3. On "Throw!" stop moving, and aim at a hoop. Throw your disc toward hoop.
4. On "Go!" run to retrieve your own disc. Return quickly to move around the perimeter.
5. Scoring:
 - 5 points if disc is totally inside hoop.
 - 3 points if disc touches hoop.
 - 1 point if disc rolled through hoop, but didn't land in or on it.
6. (Change locomotor skill used for moving around the perimeter each round.)

CHALLENGES

- * How quickly can you score 20 points?
- * Can you aim for a target farther away next time?

CUES

- * Keep throws low.
- * Point your elbow toward the target.
- * Keep the disc parallel to the ground.

★ Colored Targets

(Use hoops of various colors. Place 1 color toward the center of the area, a 2nd color in the middle ground, and a 3rd color closest to the perimeter.) If you land in the X-colored hoops (in center), score 5 points. If you land in the Y-colored hoops (middle), score 3 points. The Z-colored hoops (closest to perimeter), score 1 point.

★ Spot Marker Targets

(Use spot markers for targets.) Because the spots are much smaller, this is more challenging.

★ Forehand Throws

Use your best forehand throw on "Throw!"

★ FUN FACT

Who invented what? College students in the 1850's played catch with empty pie tins after they finished eating the pie. Native Americans used circular hoops made from grapevines and stiff grasses in their ceremonies. The Wham-O® Company introduced both the Frisbee® in 1957, and the Hula-Hoop® in 1958. Both are on the list of the most popular toys ever invented. Which do you think sold more in the first year? (Answer - the Hula-Hoop®.)

STANDARDS ADDRESSED

NASPE

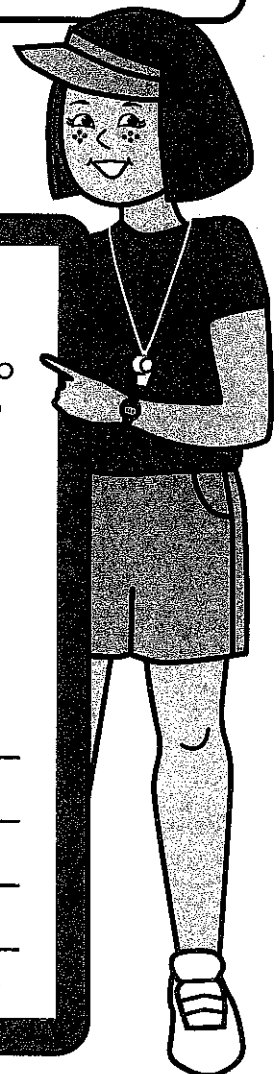
- #1, 2 Throwing into targets
- #5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- Scatter hoops so some are close to perimeter, and others are close to the center.
- De-emphasize points at the end.
- All students throw and retrieve simultaneously.

NOTES



orange - pumpkins blue - eggplants red - pepper
green - broccoli



TOOLS FOR LEARNING FLAG TAG GAMES



A

PRIMARY (K-2)

SUPER SALAD BOWL TAG

STUDENT TARGETS

- ✔ **Skill:** I will perform a variety of locomotor skills.
- ✔ **Cognitive:** I will recognize different types of healthy foods that provide energy.
- ✔ **Fitness:** I will stay actively engaged in order to increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe and respectful behaviors.

TEACHING CUES

- ✔ Eyes Up and Alert
- ✔ Keep a Safe Speed
- ✔ Find Open Space

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 flag belt (or 2 scarves) per student
- ✔ 6 cones to mark the activity area.

Set-Up:

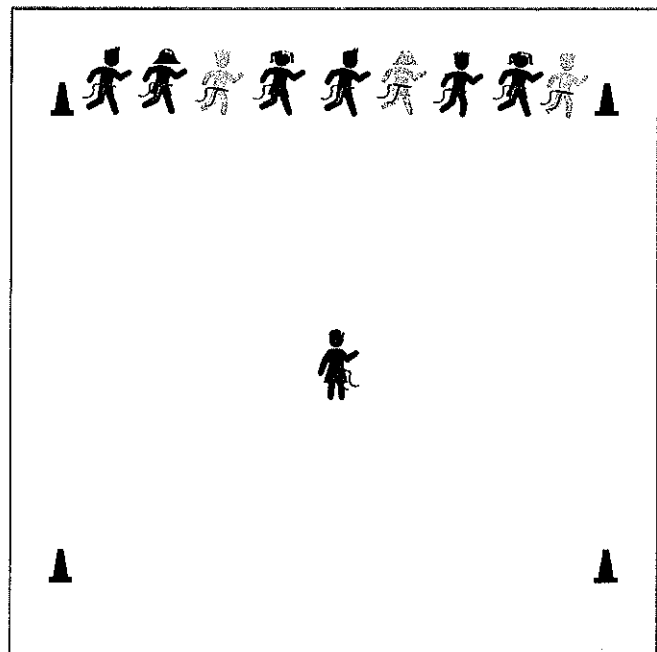
1. Create a large, rectangular activity area using 6 cones. (2 cones mark starting line, 2 cones mark mid-field, 2 cones mark end line.)
2. Each student wearing a flag belt (or substitute 2 scarves for belts).
3. Line students up on the starting line. Create 2 or 3 groups of veggies (e.g., lettuce, tomatoes, carrots).
4. Choose 1 student to be the salad chef.

Activity Procedures:

1. To be a great football athlete, it's important to have a healthful diet with a lot of vegetables. One of the best ways to eat veggies is in a salad! This game is called Super Salad Bowl Tag! We're going to begin play at a speed-walking pace.
2. The object of the game is for the veggies to run through the salad bowl to the other side without having their flag pulled by the salad chef.
3. The game starts when the salad chef calls a veggie name. Only those veggies begin to move across the salad bowl. The salad chef tries to pull as many flags as she/he can.
4. If a veggie's flag is pulled, she/he must freeze in place and help the salad chef catch more veggies. Tagged veggies can use 1 foot to pivot and must hold her/his own flag in 1 hand while using the other to reach out to pull other veggies' flags.
5. After all veggie names are called, the chef and tagged veggies turn to face the opposite line, where the safe veggies are waiting to begin a new round. When most of the veggies have been tagged, reset the game with a new veggie chef.

Grade Level Progression:

- K:** Play with the teacher acting as the veggie chef.
1st - 2nd: Perform the activity as described above.





SUPER SALAD BOWL TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Provide visual demonstrations of what students must do when their veggie is called, as well as what to do when they get tagged.
- ✔ Use a variety of speeds and locomotor skills.

ACADEMIC
LANGUAGE

Energy, Etiquette, Locomotor Skills, Nutrition, Respect, Responsibility

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 3 (E2.K-2)** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 3 (E6.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 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What would you include on a list of information about vegetables?
- ✔ **DOK 1:** How would you describe the foods you eat?
- ✔ **DOK 2:** What do you know about vegetables?
- ✔ **DOK 2:** How can you use what you learned about healthy foods today?
- ✔ **DOK 2:** How would you summarize your eating habits?

TEACHING
STRATEGY
FOCUS

Identify critical content: Physical activities and games provide opportunities for teachers to introduce and integrate critical nutrition content in a fun environment. These activities can also help students embrace and retain the information presented.



SLOW-MOTION TAG

STUDENT TARGETS

- ✔ **Skill:** I will travel safely in general space at different speeds.
- ✔ **Cognitive:** I will discuss the difference between *fast* and *slow* during our class discussion.
- ✔ **Fitness:** I will actively engage in Slow-Motion Tag.
- ✔ **Personal & Social Responsibility:** I will be respectful of other students' personal space and follow the teacher's direction.

TEACHING CUES

- ✔ Reach for the Flag
- ✔ Pull Down
- ✔ Hand It Back

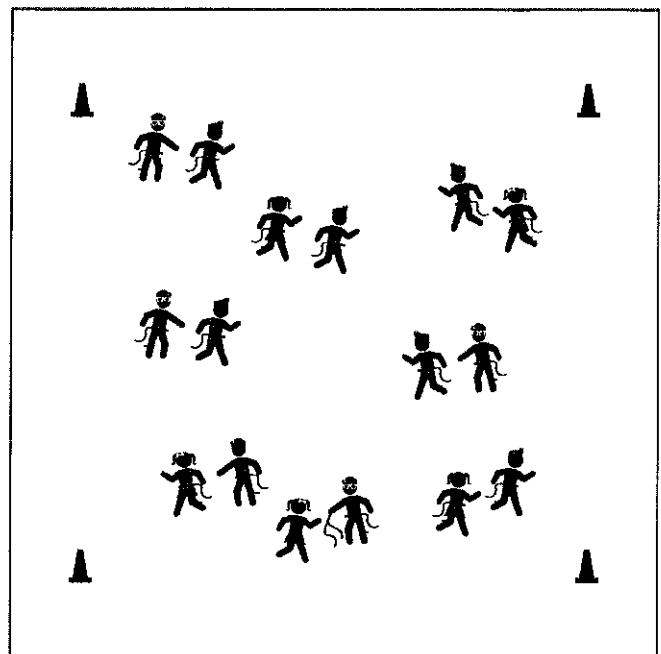
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 flag belt (or 2 scarves) per student
- ✔ 4 cones as boundaries

Set-Up:

1. Use 4 cones to create a large activity area.
2. Scatter students in open space, each student wearing a flag belt (or substitute 2 scarves for belts).



Activity Procedures:

1. We're going to start learning Flag Tag Games with a fun activity called Slow-Motion Tag. Everyone is it! The object is to pull as many flags as you can without getting your flag pulled.
2. The game starts when I begin to count. Each time I say a number, you can take a step. You can only take a step when you hear me count, but it is okay to reach out and try to pull a flag in between numbers.
3. If you pull a flag, politely hand it back to the person you pulled it from. If your flag is pulled, take the flag back and say, "Thank You," and then put your flag back in place. You can return to the game as soon as your flag is ready.
4. When I say, "Freeze!" stop and listen for more directions.

Grade Level Progression:

- K:** Play the game as described above, but use the alphabet instead of counting numbers.
1st: Play the game as described above, skip-counting by 2's, 3's, 5's, and 10's.
2nd: Play the game as described above, calling out heart-healthy foods as a movement prompt.



SLOW-MOTION TAG

UNIVERSAL
 DESIGN
 ADAPTATIONS

- ✔ Add visual cues when counting.
- ✔ Increase or decrease the boundary of the 4 cones.
- ✔ Use longer scarves instead of flag belts.

ACADEMIC
 LANGUAGE

Chase, Dodge, Etiquette, Fast, General Space, Nutrition, Slow

STANDARDS
 & OUTCOMES
 ADDRESSED

- ✔ **Standard 2 (E3.K-1a)** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a).
- ✔ **Standard 4 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF
 QUESTIONS

- ✔ **DOK 1:** What does *slow* mean? *Fast*?
- ✔ **DOK 1:** How would you describe your speed during this game?
- ✔ **DOK 2:** How did your speed affect the way that you were able to dodge other students?

TEACHING
 STRATEGY
 FOCUS

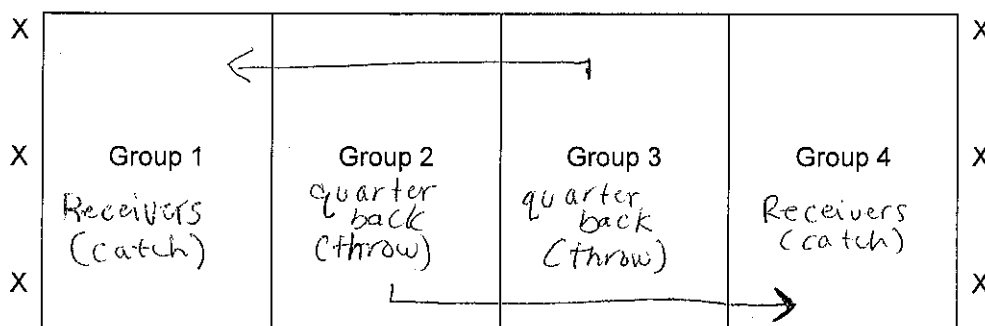
Identify Critical Content: Slow-Motion Tag provides both teacher and student with an opportunity to practice and observe safe flag pulls in a slower and more controlled game environment. Mastering this critical content will be essential for safe and active participation in the rest of the module's activities.

End Zone

Objective: Students demonstrate overhand throwing, catching, and defensive skills during a moderate to vigorous physical activity.

Grade Level: 4th-12th

Activity: *End Zone:* This is a challenging game of keep away which emphasizes throwing, catching, and defending skills. Divide class into four groups. Players spread-out inside playing area.



- Groups 1 and 4 are receivers.
- Groups 2 and 3 are quarterbacks.
- Groups 1 and 3 are teammates.
- Groups 2 and 4 are teammates.

Start the game with 30-40 balls in area 2 and 30-40 balls in area 3 (nerf, gator skin, foam, softi, etc.).

- Quarterbacks throw balls to the receivers on their team in the end zone.
- Quarterbacks can also defend throws to receivers from the other team.
- If a ball is caught in the air by any of the receivers, it counts as one point and should be put in the mesh bags. These bags should be placed outside the playing area (x marks the spot for the mesh bags).
- Once all but four balls are caught and put in bags, the game should be stopped.
- Have players count the balls in each bag and announce the score.

Have players switch areas with teammates. Quarterbacks will now be receivers and receivers will be quarterbacks. New game starts with balls located near the quarterbacks.

Equipment: 60-80 nerf balls, gator skin balls, foam balls, softi balls, nerf Frisbees, nerf footballs, etc.

Frisbee Mania

Objective: Students demonstrate throwing, catching and defensive skills using Frisbees during a moderate to vigorous physical activity.

Grade Level: 4th-12th

Equipment: 1 Frisbee per 3 students

Warm-up: ASAP Activity – Ultimate Chaos:

- Need three Frisbees per team
- Practice passing and catching the disc while on the move.
- Find a partner. Get a disc and move to an open space.
- Use a variety of throws and catches with your partner until the whistle.
- May add a defender.