

<p>K-5th Lesson plans</p>	<p>KDOE: Nutrition (Health Education): (K-5th) 5.4: Students use decision-making process to make informed decisions about options.</p> <p>KDOE: Psychomotor Skills (PE): 2.34: Students perform physical movement skills effectively in a variety of settings.</p>	<p><u>Vocabulary:</u> Expectations, safety, stretching, warm up, sugar, lactose, sucrose, fructose, organic, nonorganic</p>	<p>Health: I can give an example of how sugar effects the body (K-3rd). Health: I can describe the benefits of organic foods (4th- 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>Mini Lesson:</u> (P.E.) Students will sit on the white circle and will review expectations and safety rules for P.E.</p> <p><u>Warm-up:</u> (P.E.) Students will run three laps as a warm up.</p> <p><u>Mini Lesson:</u> (Health-Stress reducer) Mr. Kuhn will choose a “Joke of the day” from the jokes submitted from the students.</p> <p><u>Warm-up continued:</u> (P.E.) Mr. Kuhn will spend some time reviewing the hand symbol that lets students know when it is time to get into their personal space. Students will watch a video from Adventure to Fitness titled “Atlantis Aquaventure” next 16-21 minutes.</p> <p><u>Mini Lesson:</u> (Health) Students will spend a few minutes watching a video from Brainpopjr.com titled “sugar”. DOK 1: Give me an example of how sugar effects the body. DOK 2: Compare and contrast sucrose, fructose, and lactose. DOK 2. As a <u>flashback</u>, students will be asked to give an example of something they remember or learned from Monday’s guest speaker. (Health) Students will spend a few minutes watching a video on brainpop.com titled “organic”. Question: DOK 2: Compare and contrast organic and nonorganic food. As a <u>flashback</u>, students will be asked to give an example of something they remember or learned from Monday’s guest speaker.</p> <p><u>Fitness Activity #1:</u> (P.E.) Parachute Introduction (K-2nd) (SPARK Parachute) See attached lesson plan.</p> <p><u>Differentiated Instruction:</u> Teacher will model the movements correctly for struggling students. Advanced students: They will be given a few minutes to brainstorm a new type of parachute movement.</p>	<p><u>Daily Assessment:</u> <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input checked="" type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Individual</p> <p><u>Formative and Summative Assessments</u> <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>#5,6 Cooperation, accepting personal challenges</p> <p>NAPSE: Chute Shapes (SPARK: Parachute, pg. 3) #1,2 Spatial awareness, body awareness #3,4 Upper body muscular endurance, cardiovascular endurance #5,6 Cooperation, accepting personal challenges</p> <p>NAPSE: Group Estimation: (Jumping Rope, pg. 13) #1,2 Individual rope jumping skills, predicting #3,4 Cardiovascular endurance #5,6 Accepting challenges, cooperation</p> <p>NAPSE: Jumping Color Tag: (Jump Rope, pg. 19) #1,2 Individual rope jumping skills, chasing, fleeing, spatial awareness #3,4 Cardiovascular endurance #5,6 Accepting challenges, cooperation</p>	
	<p>Exit slip: Demonstrate the correct way to perform parachute movements. (DOK 1) Compare and contrast parachute activities and how a parachute is traditionally used (DOK 2).</p> <p>Fitness Activity #2: (P.E.) Chute Shapes (K-2nd) (SPARK: Parachute): See attached lesson plan.</p> <p>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 games "Piggybank" or "The Wave", or "Surfing the Wave".</p> <p>Exit Slip: Show me the overhand grip. How do you hold an underhand grip? (DOK 1). When might you use the underhand grip? (DOK 2).</p> <p>Fitness Activity #1: Group Estimation (Jump 3rd-5th) (P.E.): See attached lesson plan.</p> <p>Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: How close to your estimation can you come? How many jumps can you do without error or stopping to rest?</p> <p>Exit Slip: Give me an example of other times estimation would be something important to use. (DOK 2).</p> <p>Fitness Activity #2: Jumping Color Tag (Jump Rope 3rd-5th) (P.E.): See attached lesson plan.</p> <p>Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: Those in re-entry zone, can you jump 10x without error? Fleers, how long can you avoid being tagged? Chasers, how many can you tag before the signal?</p> <p>Exit Slip: What is the object of this game? DOK 1. Compare this game with the traditional game of tag? DOK 2.</p> <p>Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green or clip up tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, get a drink, and line up at the door by playing the game "Mr. Kuhn says".</p>	

	<p>Kin-ball Sport (SPARK, World Games, pg. 19-20) #1 Motor skill development #2 Defending open space #3,4 Aerobic capacity, upper body strength #5,6 Communication/cooperation, appreciation of diversity, accepting challenges</p>	<p>Closing Exit slip (K-5th grade students) Exit slip: Answer various oral questions (specific recall and open ended higher level questions using various techniques like thumbs up, thumbs down, turn and talk, etc.)</p> <p style="text-align: center;">Friday (5e) PL/VS Lesson Plan:</p> <p>Topic: Spanish, dance, Kin-ball game, Kin-ball activities Spanish Lesson 12: Go to weebly website, go to P.E., then click on the lesson plans tab. Look for Spanish lessons 2016. Today's lesson is Spanish lesson #12. (K-5th)</p> <p>Friday only: "I can" statements</p> <p>P.E. (K-2nd) I will use the Kin-ball and participate in cooperative and individual locomotor activities. P.E. (3rd-5th) I will cooperate with my teammates and will correctly play the sport Omnikin ball.</p> <p>Friday 5 only: Warm-up: Students will run three warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5th) See list of Just Dance songs with appropriate lyrics.</p> <p>Friday 5: only: Mini lesson: (P.E.) Go over rules and expectations, check shoes, use Powerpoint slides as needed.</p> <p>Fitness Activity #1: (K-2nd) Kin-ball (SPARK, Kin-ball) see attached lesson plan!</p> <p>Differentiated Instruction: For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: These students will be given a few minutes to brainstorm different ways to use the Kin-ball and come up with their own unique activity.</p> <p>Exit Slip: DOK 2: Compare and contrast Kin-ball and dodgeball.</p> <p>Fitness Activity #1: (3rd-5th) Omnikin (SPARK, Kin-ball), see attached lesson plan!</p>	
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			<p><u>Differentiated Instruction:</u> For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: They will be given more advanced techniques to help them to become more knowledgeable about Kin-ball.</p> <p><u>Exit Slip:</u> DOK 1: What does independent mean? DOK 2: How does your ability to work independently affect your team's performance? Support your answer with facts and examples. DOK 1: What does cooperation look like in physical education class? DOK 2: Can you summarize how well your team cooperated during the Down and Back Relay? Provide specific examples. DOK 3: How is cooperation related to performance in your favorite sport or recreational activity? Support your answer with facts and examples.</p> <p><u>Fitness Activity #2:</u> (3rd-5th) Squirrels and Acorns, (SPARK pg. 9-10), see attached lesson plan!</p> <p><u>Differentiated Instruction:</u> For struggling students: Struggling students will need more modeling. Advanced students: As soon as the ball is touched, you will have 3 seconds to serve it away. Listen for a 3-count.</p> <p><u>Exit Slip:</u> DOK 1: Explain the gameplay of Kin-ball. DOK 2: Compare and contrast Kin-ball with volleyball.</p> <p><u>Cool down and Rewarding Positive Behaviors:</u> Mr. Kuhn will pass out green or clip up tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, get a drink, and line up at the door by playing the game "Mr. Kuhn says".</p>	

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

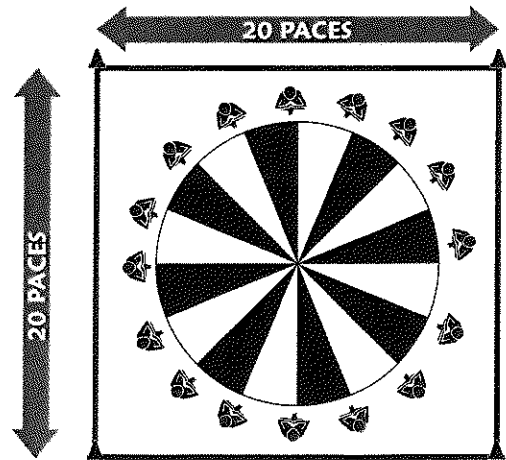


Ready

- 4 cones (for boundaries)
- 24' parachute
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Lay parachute as flat as possible within area.
- Direct students to sit away from parachute so they cannot touch it.



GO!

1. Introduction

- If we all work together, we can move this big parachute!
- When you hear the stop signal (“Freeze!” or *music stop*) bring the parachute to your waist level, freeze like a statue, and listen.
- To be safe, stay around the parachute – not under or on top of it.
- On my start signal (“Go!” or *music start*), move to the parachute and stand next to it. Don’t touch it yet.
- One or two of you may share the same color panel. Spread out safely; hold the chute with both hands using an overhand grip (*palms facing down*) and wait for my signal.
- We will use this grip for most of our activities.

2. Shake, Rattle & Roll

- On the start signal, everyone shake, rattle, and roll the parachute!
- On the stop signal, hold it at waist level and rest. (*Emphasize starting and stopping on signal.*)
- (*Continue practicing good starts and stops until learned.*)

3. Ready Position

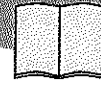
- To get in Ready Position, keep both hands on the chute, move 1 leg forward, squat down, and touch your back knee to the ground.
- Once down, move your hands from side to side to let the air out of our chute so we can see everyone around the circle.
- Do this anytime you hear “Ready Position.”
- (*Practice moving from Shake, Rattle and Roll several times.*)

4. Dome

- On my signal, stand and bring your arms straight overhead, and we’ll make a Dome above us. (*Practice until all students are standing and lifting in unison.*)
- We will create this Dome to help us make other parachute shapes.

5. If time, continue the lesson with *Chute Shapes*, page 3.

- None. This is a one-time introduction for everyone.



ACADEMIC

Science

Some plants' seeds fly with the wind like tiny parachutes. Dandelion seeds floating in the air are good examples of this. Their seeds are attached to a thin stem that has a fluffy, parachute-like top. Wouldn't it be fun to be so tiny that you could float along using a dandelion seed as a parachute?

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, body awareness
 - #3, 4 Upper body muscular endurance, cardiovascular endurance
- #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

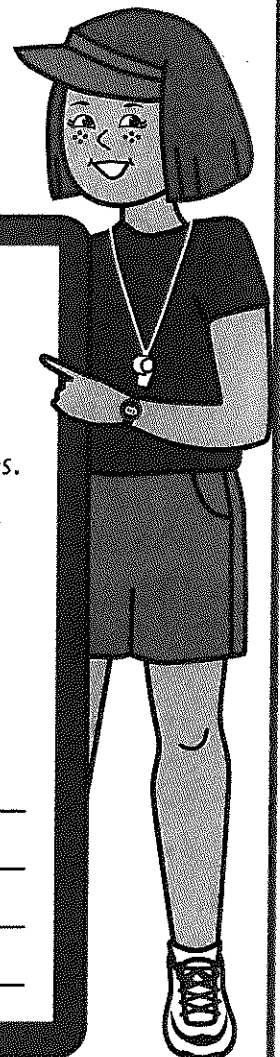
PAULA'S POINTERS

- Share your objectives and behavioral expectations with the class before approaching the parachute and beginning activities.
- After this *Parachute Introduction*, continue on to *Chute Shapes* to extend this 1st parachute lesson.

Vocabulary

Panel, squat, overhand grip

NOTES



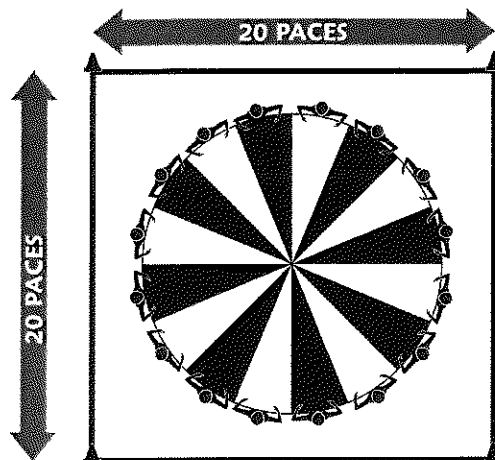


Ready

- 4 cones (for boundaries)
- 24' parachute
- 1 beanbag (optional)
- 1 7" foamball (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.



GO!

1. Low Dome

- Who remembers our Ready Position? Overhand grip (*palms down*), 1 leg forward, squat down, touch your back knee to the ground. Move your hands side to side to let the air out.
- When you hear “Up,” everyone stand; then pull the chute up and overhead to make a Dome.
- When you hear “Down,” slowly pull the chute down to the ground in front of you to create a Low Dome.
- How large a dome can we make?
- (*Repeat several times.*)

2. Clubhouse

- Now let’s make a Clubhouse. Ready Position. On “Up,” create a Dome.
- When it peaks, take 1 step forward, pull the chute behind your back, pull it down, and sit on the inside edge of the chute.
- Now we’re in our own Clubhouse! (*While in the Clubhouse, talk about houses that look like this: an Igloo in Alaska or a Hogan in Navajoland. Ask if anyone has their own clubhouse.*)
- (*On signal, return to outside of chute.*)

3. Class Portrait

- Ready Position. On “Up,” create a Dome.
- On “Down,” kneel, then lie on your tummy. Wrap the edge of the chute around your head like a bonnet.
- It’s a Class Portrait because all we can see are our faces!
- (*On signal, return to outside of chute.*)

CHUTE SHAPES

GO! (continued)

4. Mushroom

- Ready Position. On “Up,” create a Dome.
- On my count, step forward under the chute until it deflates. Step 1, 2, 3, 4. It looks like a giant mushroom.
- Don’t let go of the chute. On my signal, walk back out before the chute comes down on top of us!
- *(Repeat several times.)*

5. Wrap It Up

- Show me the overhand grip. How do you hold an underhand grip? When might you use the underhand grip? *(When you are throwing underhand.)* What do you think a reverse grip would look like? *(One palm down, the other up.)*

* SPARK™ IT UP!

* Piggybank

(For parachutes with a hole in the center.) I’ll place a small ball (or beanbag) on the chute. Can you work together to drop the “coin” (ball) in the “piggybank” (hole)?

* The Wave

(Challenging!) Let’s create a wave around the chute by raising and lowering your arms in sequence. We’ll move in this direction *(point)*.

* Surfing the Wave

(Need a foamball.) Let’s make a ball surf the wave. It is your turn when the person on your L starts to stand. *(Practice the wave first, then add the ball.)* Let’s see if we can make our ball surf around our chute!

CHUTE SHAPES

STANDARDS ADDRESSED

● **NASPE**

#1, 2 Spatial awareness, body awareness

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)



ACADEMIC

Science

What makes the parachute stay up? What makes it fall? (Discuss how air can lift things and gravity slowly pulls them down.)

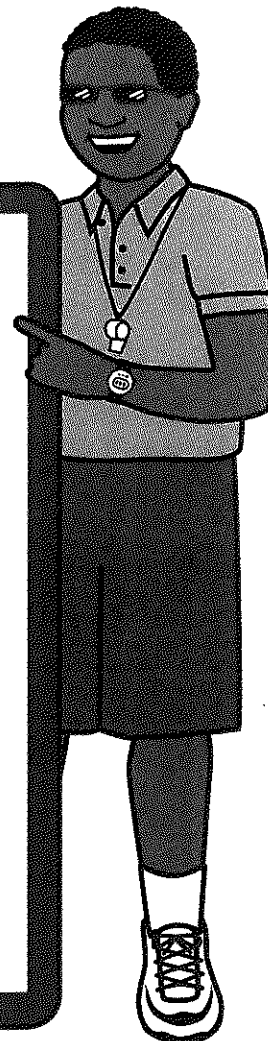
TONY'S TIPS

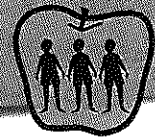
- Try using these chute activities for warm-ups or cool-downs.
- Join students under the chute to better supervise, discuss homes, have fun, and don't forget to take a picture!
- Use "Shake, Rattle, and Roll" to reinforce starting and stopping on cue.

Vocabulary

Portrait, deflate, palms, forward/backward, underhand, sequence

NOTES



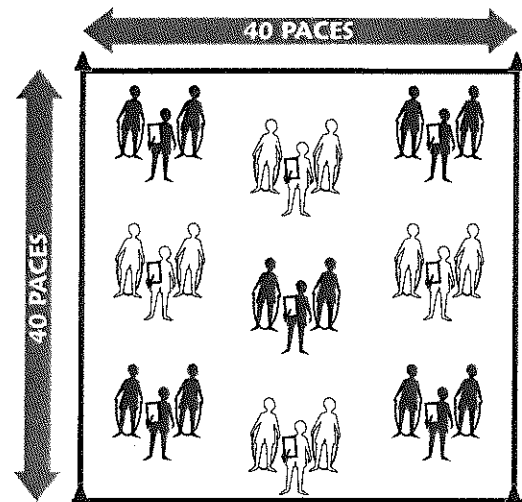


Ready...

- 2 individual jump ropes per group of 3 students
- 1 pencil per group of 3 students
- 4 cones (for boundaries)
- 1 *Group Estimation Recording Sheet* (SPARKfamily.org) per 3 students
- Music and player (optional)

Set...

- Create large (40X40 paces) activity area.
- Form groups of 3 (of similar height) scattered in area; each group with:
 - o 2 jump ropes.
 - o 1 pencil.
 - o 1 *Group Estimation Recording Sheet*.



GO!

1. The object is to predict the number of jumps your group will complete in a specific time.
2. On signal, take turns jumping for _____ minutes (you need to specify a duration so they have a clue for their estimation).
3. Before we begin, talk with your group, and estimate the total number of jumps you think you will complete. Write it on your sheet where it says, "Estimation."
4. Both ropes in your group must be used at all times. When it is your turn, jump until you miss or get tired. Each time you stop jumping, the resting member of your group takes your rope and begins jumping. When you are resting, record the number of jumps you completed.
5. When you hear the signal, tally your individual totals, and add them together for a group total. Compare your group total to your estimation.

CHALLENGES

- ★ How close to your estimation can you come?
- ★ How many jumps can you do without error or stopping to rest?

CUES

- ★ Be efficient with your jumps. Keep your feet close to the ground as you jump over the rope.
- ★ Keep both of your ropes going the whole time.

* SPARK * IT UP!

★ Long Rope

Use 2 Turners and 1 Jumper. When the Jumper tires, reaches 50 or makes an error, change places with 1 of the Turners.

★ Better Your Score

Each day you repeat this activity, try to better your group's score from previous days.

★ Pedometer

(Need 1 pedometer per group.) Match the pedometer reading to the number of jumps you count. How accurate is it?



WELLNESS

Create your own jump rope competition to be done alone, with a partner or with a group of friends. Challenges can be the longest consecutive jumper, most jumps in 30 seconds, most tricks in 1 minute, the best jump rope rhyme, etc. Stay active, and keep jumping.

• STANDARDS ADDRESSED

NASPE

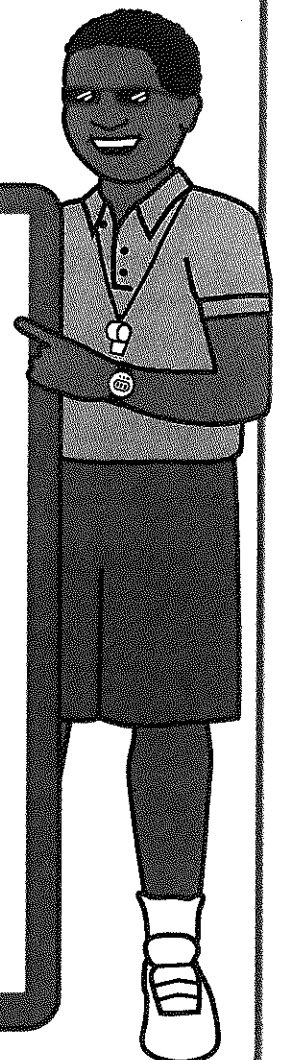
- #1, 2 Individual rope jumping skills, predicting
- #3, 4 Cardiovascular endurance
- #5, 6 Accepting challenges, cooperation

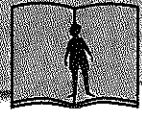
Your State (Write in here)

TONY'S TIPS

- Limit students to no more than 50 jumps in a row so that all get a chance to jump.
- This activity is a great prelude to the American Heart Association's "Jump Rope for Heart."
- Emphasize honesty when recording all scores.

NOTES





Ready...

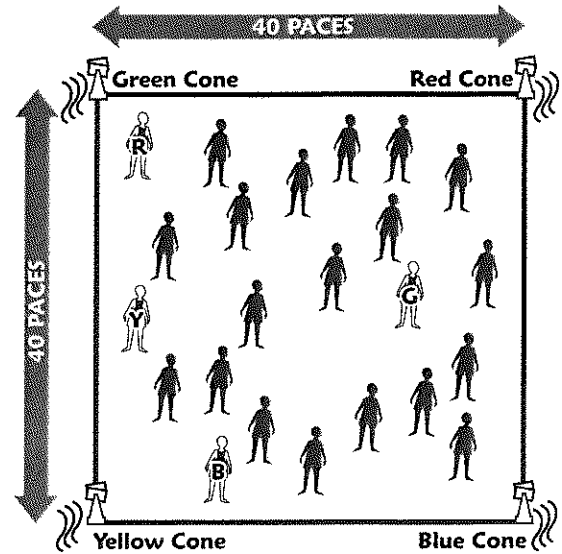
- 8-12 individual jump ropes
- 4 colored markers (fluff balls, pinnies, etc.) for Chasers to wear or carry (e.g., 1 red, 1 yellow, 1 blue and 1 green)
- 4 colored cones (1 to match each of the colors Chasers wear/carry)
- 8 *Jump Rope Skill Cards* (SPARKfamily.org)
4 basic/4 advanced
- Music and player (optional)

Set...

- Create large (40X40 paces) activity area.
- Use 4 corner colored cones as 4 re-entry zones; each with 2 *Jump Rope Skill Cards* and several jump ropes.
- Designate 4 Chasers with colored markers.
- Scatter students in area.

GO!

1. The object is to avoid being tagged by the 4 Chasers (1 of each color).
2. On "Jumping Color Tag," Chasers attempt to tag Fleers.
3. If tagged, go to the re-entry zone that matches the color of your Chaser (e.g., if tagged by the blue Chaser, go to the blue-coned re-entry zone).
4. Do 1 jump rope trick on the *Skill Cards* 10X; then re-enter the game.
5. We'll have new Chasers every minute or so.



= Its wearing different colored pinnies

CHALLENGES

- ✦ Fleers, how long can you avoid being tagged?
- ✦ Chasers, how many can you tag before the signal?
- ✦ Those in re-entry zone, can you jump 10X without error?

CUES

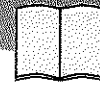
- ✦ When tagged, raise your hand and move quickly to the practice area.

★ Play It Safe

You can be safe from the Chaser by jumping an invisible jump rope for 10 jumps. Chasers may not wait around for you to finish. Use this only when you are in need of a break.

★ Partner Tag

(Need 8 Partner Trick Skill Cards.) Both Chasers and Fleers are in pairs, linked by joining hands. When tagged, Fleers complete partner tricks as their re-entry task.



ACADEMIC

(Create 4 pages of math problems that are appropriate for your students. One addition, 1 subtraction, 1 multiplication and 1 division. Post 1 in each corner. Assign 4 or more Chasers as follows: red=quotient; blue=product; yellow=sum; green=difference.) Chasers, announce your math skill when you tag someone. When tagged, Fleers move to the appropriate sign, compute a problem on the sheet, and rejoin the activity.

STANDARDS ADDRESSED

• NASPE

#1, 2 Individual rope jumping skills, chasing, fleeing, spatial awareness

#3, 4 Cardiovascular endurance

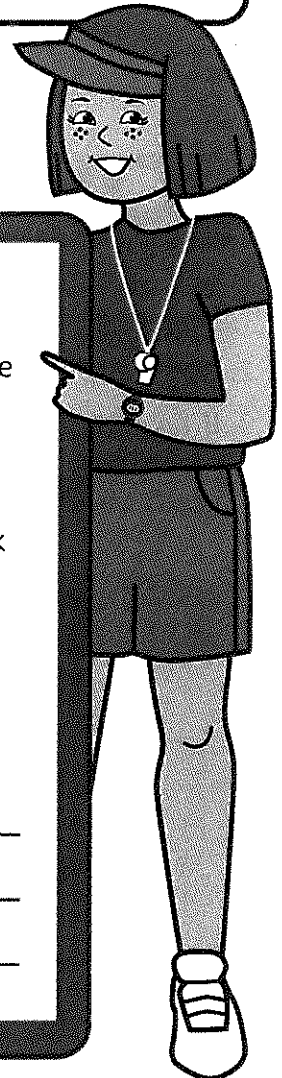
• #5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- Add more Chasers if the Fleers are not being challenged.
- Change the locomotor skills used in the tag area.
- Use a basic and an advanced trick for students to choose from at each of the re-entry jumping zones.

NOTES





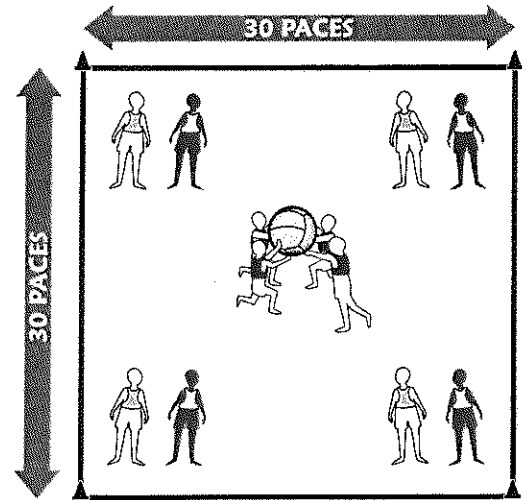
3rd-5th

Prep

- 4 cones (for boundaries)
- 3 sets of different color pinnies (4 pinnies per color) per 12 students
- 1 Kin-Ball® (40")
- Kin-Ball® Scoreboard (optional)

Set

- Create large (30X30 paces) activity area.
- Form groups of 4; 3 groups with different pinnie colors and 1 Kin-Ball® per match.



Teach

1. Today you'll play *Kin-Ball® Sport*, a Canadian game that is played around the world. The object is to serve the ball to 1 of the 2 opposing groups so they can't catch and control it. Receivers work together to control the ball, then serve to another group.

2. The Rules

- Play begins when Serving Group calls, "OMNIKIN®" and names the color of another group. All but 1 player in Serving Group touches ball with both hands, hold it high overhead, and drops to 1 knee. Server uses 2 fists to punch ball into open space.
- Serves must be hit up and travel at least 3 paces. No spiking allowed.
- The group whose color is called must catch and control the ball; then serve it up to another color group. Rotate servers within your group.
- Continue until a fault is made. A fault occurs when:
 - o ball hits the ground.
 - o ball goes out of bounds.
 - o the same player hits ball 2X before it is controlled.
 - o ball does not travel 3 paces.
- When a fault is made, all other groups score a point.
- Faulting group becomes the Serving Group.

3. Continue until the signal.

4. Cues

- Spread your group around to defend the entire court. Stay ready and alert.
- Ball should be served to the leading group (the one with the highest score).

5. Challenges

- How many points can you score before the signal? How few faults?

6. Think About...

- Why do you think it is important to communicate as a team?

KIN-BALL® SPORT

EXTENSIONS



Pedometer Points

(Need 1 pedometer per group.) We're going to add group step-count to our scoring. The group with the most steps at the end of the match will get 3 bonus points.



Speed Play

As soon as the ball is touched, you will have 3 seconds to serve it away. Listen for a 3-count.



GLOBAL INTEGRATION

The International Kin-Ball® Federation serves nearly 4 million participants around the world. If you like the action and teamwork of *Kin-Ball® Sport*, check out the official website and get involved in a growing global game. In 2011, Japan hosts the 6th *Kin-Ball® Sport World Cup*. Visit www.kin-ball.com to read more about it – in both English and French!



STANDARDS ADDRESSED

NASPE

- #1 Motor skill development
- #2 Defending open space
- #3, 4 Aerobic capacity, upper body strength
- #5, 6 Communication/cooperation, appreciation of diversity, accepting challenges

Your State (Write in here)



TEACHING TIPS

- Keep a minimum of 3 paces between the playing area and a wall or obstacle.
- Focus on cooperation, technique, and strategy – not score.

NOTES

Kin-ball

K-2nd

1. Train Tracks- This game is along the lines of body surfing. Have a line of students lie down on the floor with shoulders touching. Have a two people stand on the sides of the lines and roll the Omnikin Ball over the "track" of people. As soon as the ball rolls over a person, they stand up and run to the end of the line to keep the track going.

*tips

- make sure students keep their hands to their side and not touching the ball.
- if you have more than one Omnikin ball, the two tracks can race each other
- see how long the group can keep the ball rolling before it runs out of track. Can the group make the track turn?

2. Temple of Doom- Like the Indiana Jones movie you do not want to get run over by the big boulder (Omnikin in this case). Students will make a circle on the outside facing the middle. A second, smaller circle will be formed on the inside where students are facing out. A space between the two lines is now formed.

Choose a few students to run in the space in a circle. Once they are moving, introduce the Omnikin ball into the game and have the outer circle and inner circle players pushing the ball together around the circle trying to get the ball to tag the runners. If a runner is tagged, they join back onto one of the circles as a pusher.

*tips

- have the groups practice pushing the ball around the circle as a warmup before introducing runners.
- the pushers may change the direction of the Ominikin whenever they want. Talk to them about strategies of reversing the ball.

3. Popcorn- Have the class seated in a circle with feet facing the middle. Object is to keep the ball aloft as long as possible, keeping it within the circle. If the ball is kicked out, the teacher throws it back in. If you have more than one Omnikin or beach balls you can have multiple circles playing at one time to maximize participation. If class struggles keeping the ball in the air, let it hit the ground but still have the goal of keeping within the circle.