

<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: Academic Expectations: (Health) 5.4:</u> 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> Gardener, Charity, Playground Safety Credit/debit Card Sodium, fats Baseball, Parachute, Sugar, Baseball, parachute</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 gardening. (K-5th) Health: I can understand the rules of playground safety. (K-5th) Health: I can understand the importance of giving to others. (K-5th) Consumerism: I can understand the difference between credit cards and debit cards. (K-5th) P.E.: I can hit a baseball off a T-stand. I can catch a ball hit from a T-stand (3rd-5th) P.E.: I can. (K-2nd) I can work cooperatively with others while using a parachute.</p> <p style="text-align: center;"><u>Tuesday-Thursday 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. 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: charity</p> <p><u>Mini Lesson: (Health):</u> See powerpoint about rules of playground safety and reading nutrition labels (sodium & fats).</p> <p><u>Mini lesson: (KY Career Cluster):</u> See powerpoint about a career related to gardening.</p> <p><u>Mini lesson (Consumerism):</u> See powerpoint about defining/comparing and contrasting credit cards and debit cards. DOK 2: Compare and contrast credit and debit cards.</p> <p><u>Warm-up:</u> (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. All students will learn about "dynamic" stretching before a workout and will complete one upper body and one lower body stretch. (K-3rd) Students will watch a video from Adventure to Fitness, if time permits.</p>	<p><u>Daily Assessment:</u> X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p><u>Formative and Summative Assessments</u> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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KDOE: Practical Living (Health): 4.1: Students effectively use interpersonal skills. (3rd-5th)

KDOE: Vocational Skills (Consumerism): 2.30: Students evaluate consumer products and services and make effective consumer decisions. Students demonstrate the skills to evaluate and use series and resources available in their community.

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

P.E. Activity #1: (3rd-5th) T-Ball (3rd-5th grade). Offensive teams will take turns hitting a ball off a T-stand. Defensive teams will catch and throw the ball to the correct base.

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 given mentoring and leadership roles within the T-ball game.

Assessments/Exit Slip: See attached LP! Students correctly hit, catch and throw a baseball.

P.E. Activity #1: (K-2nd) Parachute Introduction, pg. 1 (Parachute) 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 under "Spark It Up".

Assessment/Exit Slip: See attached lesson plan under "Wrap It Up".

P.E. Activity #1: (K-2nd) Chute Shapes, pg. 3 (Parachute) 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 under "Spark It Up".

Assessments/Exit Slip: See attached lesson plan under "Wrap It Up".

Mini lesson: Students in grades K-2nd will watch a video from jrbrainpop.com titled "sugar". 3rd-5th grade students will watch a video from brainpop.com titled "baseball".

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

KDOE: Practical Living (P.E.): Academic Standards
2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.

by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

Date: Friday, April 13, 2018

Vocabulary: offense, defense, strike, foul, bases, out, innings

I can statements: 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.

Large group instruction: Students will sit on the floor and will spend a few minutes review concepts learned earlier this week in PE.

Warm-up: Students will run 3 laps and will dance along with two just dance songs on the Activboard.

P.E. Activity #1 Kickball (K-5th)

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.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will be given a leadership role during gameplay.

Assessments/Exit Slip: Compare and contrast how kickball and baseball are played.

****Emergency Drills:** Open the door on the rolling cart. On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

Drills:

****Fire drills:** exit following the emergency exit plan & close doors (prevents spread of flames)

****Earthquake drills:** doors open (you would be trapped if door is struck), 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:

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Teacher: Clark Kuhn Subject: PE & Health Date: April 10, 2018 Topics: gardener, charity, playground safety, credit/debit card, sodium, fats, baseball, parachute

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

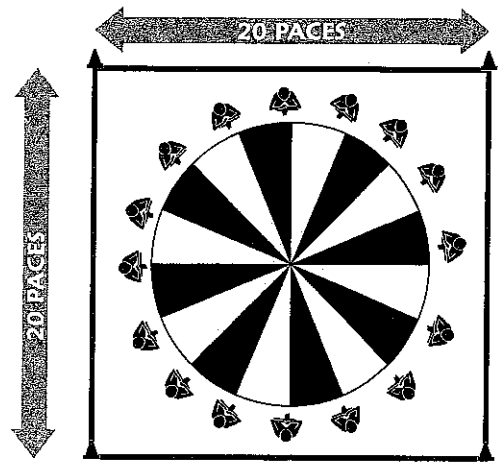


Ready

- 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)

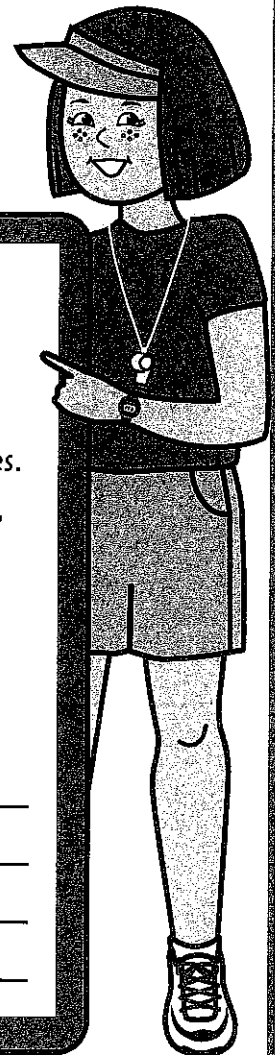
PAULA'S POINTERS

- 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



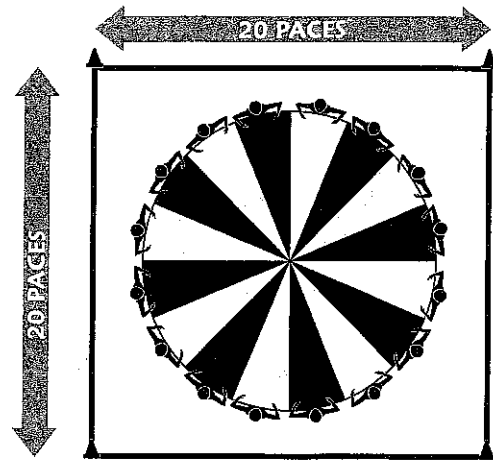


Ready

- 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

