

<p>K-5 Lesson plans</p>	<p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.</p> <p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining</p>	<p>Vocabulary: Baseball, Parachute, Baseball, Parachute, Entrepreneur, Vitamin, Mineral Personal Safety, gratitude</p>	<p>Learning Targets (relate all targets to real life): P.E.: I can perform physical movement skills correctly. (K-5th) Career: I can understand about the career in _____ (K-5th) Health: I can understand the rules of personal safety. (K-5th) Health: I can understand and demonstrate the importance of gratitude. (K-5th) Consumerism: I can understand the role of an entrepreneur. (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>Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>Mini lesson: (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>Warm-up: (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>Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: gratitude</p> <p>Mini Lesson: (Health): See powerpoint about rules of personal safety and reading nutrition labels (vitamins & minerals).</p> <p>Mini lesson: (KY Career Cluster): See powerpoint about a career related to science or art. (Monday's guest speaker is unconfirmed).</p> <p>Mini lesson (Consumerism): See powerpoint about defining/comparing and contrasting an entrepreneur and an employee. DOK 2: Compare and contrast an employee and an entrepreneur.</p> <p>Warm-up: (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>Daily Assessment: <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>Formative and Summative Assessments <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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mentally and emotionally healthy. (K-2nd)

KDOE: Practical Living (Health): 4.I: 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 & 9 & 19(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 & 13& 31 (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-1st will watch a video from bookflix titled "Jackie Robinson". 3rd-5th grade students will watch a video from brainpop.com titled "Jackie Robinson".

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.

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.

KDOE: Practical Living (P.E.): Academic Standards

2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.

****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 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

Teacher: Clark Kuhn Subject: PE & Health Date: April 17, 2018 Topics: baseball, parachute, gratitude, personal safety, vitamins/minerals, entrepreneur

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:** April 17, 2018 **Topics:** baseball, parachute, gratitude, personal safety, vitamins/minerals, entrepreneur

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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

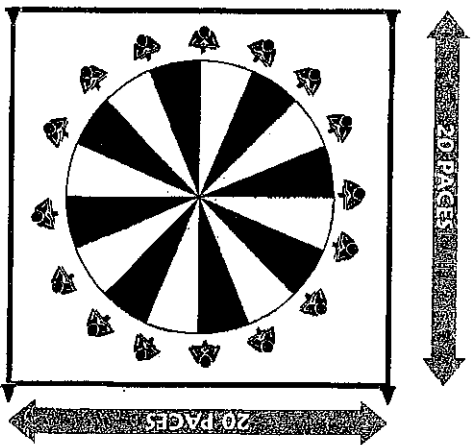
- On the start signal, everyone shake, rattle, and roll the parachute!
- On the stop signal, hold it at waist level and rest. (Emphasize starting and stopping on signal.)
- (Continue practicing good starts and stops until learned.)

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)

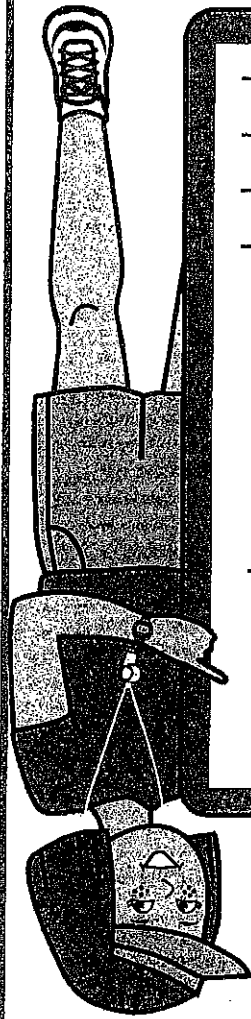
PAULA'S POINTERS

- 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

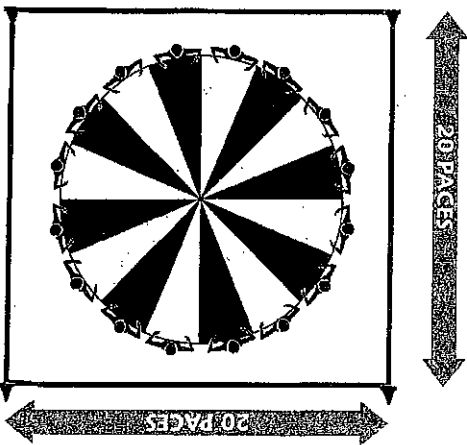
- Who remembers our Ready Position? Overhand grip (palms down), 1 leg forward, squat down, touch your back knee to the ground. Move your hands side to side to let the air out.
- When you hear "Up," everyone stand; then pull the chute up and overhead to make a Dome.
- When you hear "Down," slowly pull 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

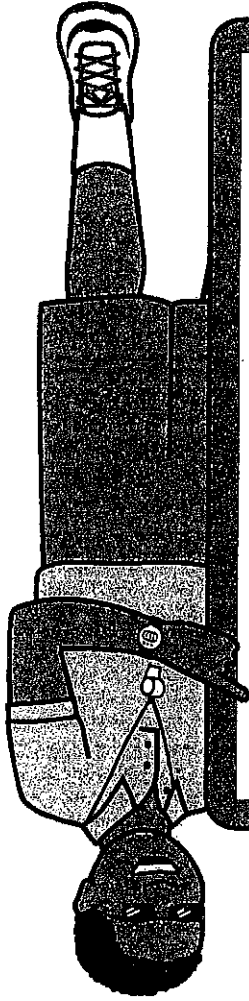
(Challenging!) Let's create a wave around the chute by raising and lowering your arms in sequence. We'll move in this direction (point).

* 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

5



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

STANDARDS ADDRESSED

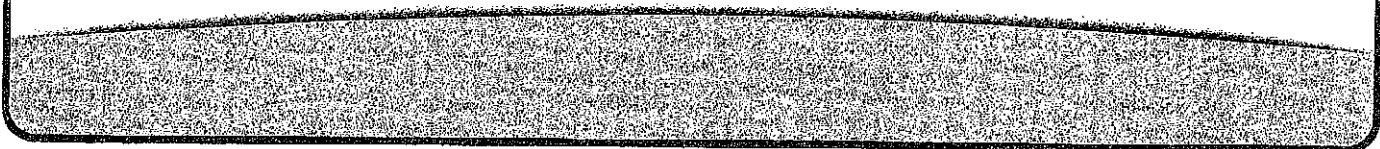
- **NASPE**
 - #1, 2 Spatial awareness, body awareness
 - #3, 4 Upper body muscular endurance, cardiovascular endurance
 - #5, 6 Cooperation, accepting personal challenges

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.)



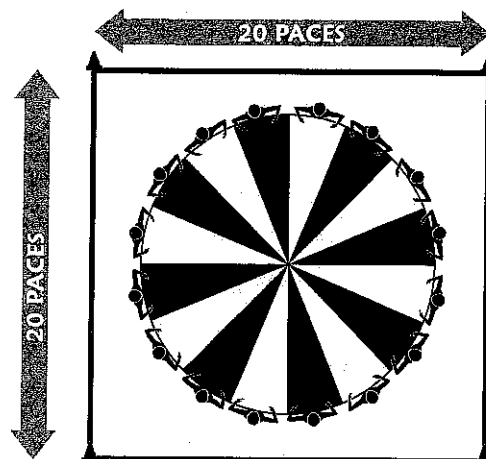


Ready

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

Set

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



GO!

1. Color Change Around

- In *Color Change Around*, you will move from 1 color panel to another moving around the chute.
- Hold the chute with your R hand. Which color panel are you holding? When you hear your color, let go, and run forward (*point direction*) until you get to the next panel of your same color.
- We'll play until all colors have had several turns.

2. Running Colors

- In *Running Colors*, you will move to the next panel of your color while the parachute is moving.
- On my signal, begin walking. When your color is called, let go of the chute and run forward to the next open section. If your color is not called, keep holding and moving the chute.
- We'll play until all colors have had several turns.

3. Color Exchange Under

- In *Color Exchange Under*, you'll exchange places with those holding the same color as you. This time you will move under the chute.
- Everyone must have their own color. Which color are you?
- On "Up," make a Dome. When it peaks, I will call a color. If it is your color, move safely under the chute to another panel of the same color.
- We'll play until all colors have had several turns.

PARACHUTE

GRADES K-2

CHANGING PLACES

GO! (continued)

4. Animal Exchange Under

- In *Animal Exchange Under* you'll safely exchange places with other "animals" under the chute. I will tell you which animal to be. (*Crabs, puppies, kangaroos, or bears.*)
- On "Up," make a Dome. When it peaks, I will call an animal. When your animal is called, exchange places by going under the parachute moving like your animal.
 - **Crabs** – Walk on your hands and feet tummy up. Walk sideways, forward, or back. Watch where you are going!
 - **Puppies** – Run on your hands and feet, keeping your knees bent.
 - **Kangaroos** – Squat, then jump forward holding your hands in front of your chest.
 - **Bears** – Walk on your hands and feet, facing down. Can you move your R hand and R foot together; then your L hand and L foot together?
- We'll play until all animals have had several turns.

5. Wrap It Up

- What level are you when you Crab Walk? What other animals move in low levels?

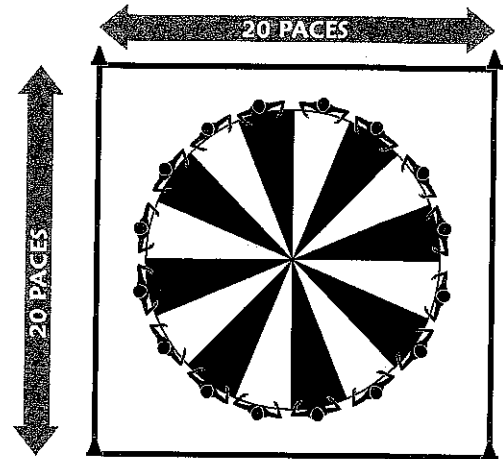


Ready

- 4 cones (for boundaries)
- 24' parachute
- Mats/carpet squares (optional)
- Variety of Skill Cards from *SPARKfamily.org* (optional)
- Music and player (optional)

Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area with soft surface.
- Direct students to stand near edge of chute.
- Place mats/carpet squares under students if floor/ground is hard/dirty.



GO!

1. Rock and Row

- Sit with the parachute over your knees, holding on with both hands. While students on 1 side of the parachute “Rock” (stretch forward to touch your toes), students on the other side “Row” (lean backward and pull the chute up chest-high).
- *(Continue for 20-30 seconds.)*

2. Curl-ups

- Tuck your feet under the chute; bend your knees; hold using the overhand grip.
- Lay back until your shoulders are on the mat (*ground/floor*).
- Curl up so your shoulders come off the mat. Slowly uncurl and return to the mat. You use your abdominal muscles (*point to them*) when you do curl-ups.
- How many curl-ups can you do before the signal?
- *(Allow students to practice curl-ups at their own pace for 20-30 seconds. Move around the chute to encourage and give feedback on form.)*

3. Push-ups

- Face the middle of the parachute in push-up position with your hands on the edge of the chute and your knees and feet off the chute. Start on your knees.
- Can you do a “perfect” push-up? Back straight, elbows bent. If you can do 5 on your knees, try with your legs straight (only feet and hands touching.)
- How many push-ups can you do before the signal? *(Allow students to practice at their own pace for 30 seconds.)*

4. Wrap It Up

- Where are your abdominals? Did you use them today? Which activities made your heart beat faster? We use the word “aerobic” for those activities that help your heart get stronger.

★ Kneeboarding

This one is like water skiing on your knees, so it is called *Kneeboarding*. Get on your knees and hold the chute with both hands. On cue, lean back slowly. Keep your back straight. (*Continue several times.*)

★ More Moves

Now, let's add more moves (e.g., *stretches, lunges, jumping jacks, ski jumps, side bends, trunk twists, 1-arm flies, etc.*) so you use different muscle groups and become more fit. (*Skill cards for these are found on SPARKfamily.org.*)

★ The Coach

I'll pretend to be a tough football coach. I'll call 1 exercise after another to get you moving up, then down, then up, then down. Come on team, you can do it. Keep it going!



WELLNESS

Physical activity plays a very important role in health and wellness. It makes your heart, as well as the other muscles of your body, strong. Did you know that you should try to be physically active for 60 minutes each day? Outside of PE, when and where are you physically active?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness

#3, 4 Upper and lower body muscular endurance, cardiovascular endurance

- #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

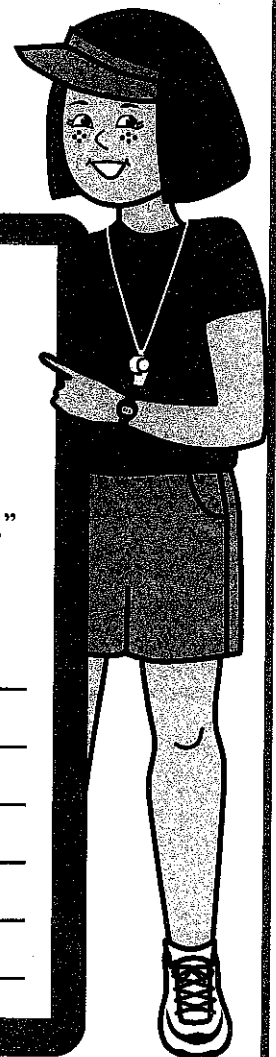
PAULA'S POINTERS

- Use *Parachute Fitness* exercises daily for warming up.

Vocabulary

Muscular strength, cardiovascular, flexibility, flexible, "feel good point," abdominal, physical, fit

NOTES



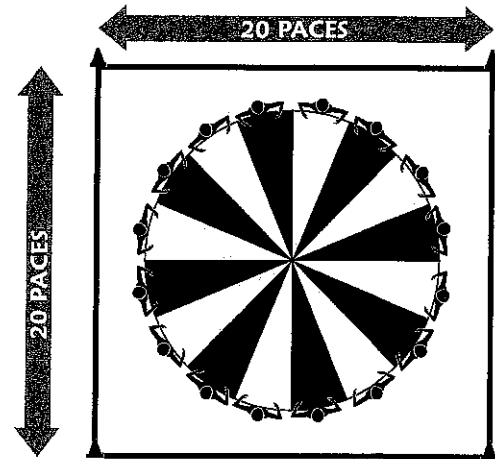


Ready

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

Set

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



GO!

1. Pretend our parachute is the ocean. Hold it waist-high, and make small waves by shaking it gently.
2. I will select 5 people to be our 1st "Sharks." Sharks, put your fins on by putting a hand on top of your head.
3. On "Go," Sharks "swim" under the ocean (move under the chute so you cannot be seen).
4. On "Shark attack," Sharks "bite" (gently touch) an ankle of someone standing on the outside.
5. A swimmer bitten by a Shark becomes a Shark, and the old Shark becomes part of the ocean by holding onto the chute.
6. Once you have been a Shark, stand on 1 foot so new Sharks know not to "bite" you.
7. New Sharks swim underneath and keep the game going.
8. We'll continue until everyone has been a Shark.
9. **Wrap It Up**
 - What level were you when you were a Shark?
 - What level were you when you were the ocean?
 - Which pathways (*curved, straight, and zigzag*) might a Shark swim?
 - Are real sharks fast or slow swimmers?

PARACHUTE

* SPARK * IT UP!

★ Swim Before Lunch

New Sharks “swim” (*jog, skip, gallop, side-slide, etc.*) 1 time around the outside of the chute, before they go underneath for a swim.

★ Water Skiers

Hold the chute at waist level, and lean back to lower your body. Use your legs to bend low like a water skier. Sharks play as before. If “bitten” by a Shark, switch positions.



ACADEMIC

Science

Sharks have been around since dinosaurs lived on earth. Did you know sharks have no bones? They are made of cartilage, like your ears and nose. They have many sets of teeth, and when they lose one, another moves in to take its place. Unlike bony fish, sharks can only swim forward, never backward. (*Read Amazing Sharks by Sarah Thomson to find out more about sharks.*)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body management

#3, 4 Upper body muscular endurance, cardiovascular endurance

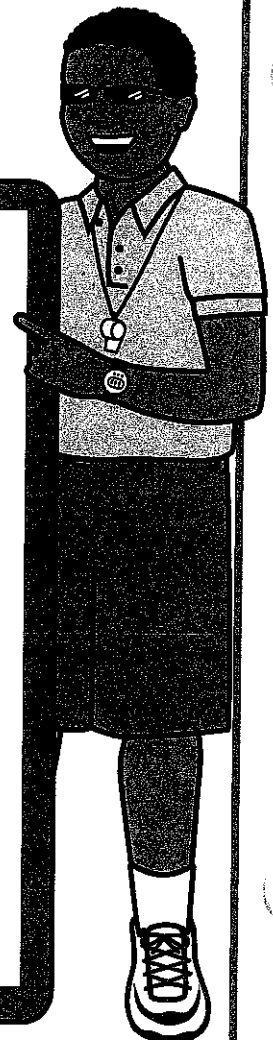
● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

TONY'S TIPS

- Set a time limit for Sharks under the chute (e.g., 30 seconds).
- Tell your students, “Sharks cannot swim backwards, and children should not run backwards.”

NOTES





Ready

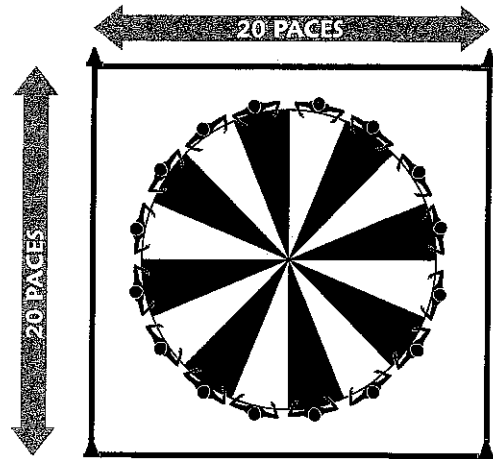
- 1 24' parachute
- Music: "Hokey Pokey" (SPARK K-2 Music CD)
- Music player
- 1 6' (small) parachute per 4 students (optional)

Set

- Send students to stand around the parachute.

GO!

1. Our Showtime for parachute is a dance called *The Hokey Pokey*.
2. Let's practice the movements together while holding the chute with both hands.
3. When the song says:
 - **"You put your right foot in..."** – step forward with your R foot, step back with R foot, then shake the parachute with your hands while you shake your foot underneath the chute in front of your body.
 - **"You do the Hokey Pokey..."** – let go of the chute, turn around in a circle, hands next to ears, wiggling your fingers.
 - **"That's what it's all about!"** – tap your upper legs 2X, clap hands 2X, then high five a neighbor.
 - **Chorus** – for each "You do the Hokey Pokey," let go of the chute, walk forward several small steps, raising your hands high; then backward several steps lowering your hands.
 - We'll repeat the moves when you hear, "That's what it's all about!"
4. When I start the music, everyone do the moves with the lyrics of the song.
5. There will be different moves in the verses to come; so be ready to follow along.
6. (After "R foot," the prompts are L foot, R arm, L arm, head, backside, and whole self.)
7. **Wrap It Up**
 - How many different body parts were called during the song?
 - Which locomotor skill did you use to move your "whole self" in?)



PARACHUTE

* Small Chute Hokey Pokey

Let's try *The Hokey Pokey* in small groups (e.g., 4-6) holding onto our little parachutes.



HOME

Who thinks they can teach a parent or other family member to do the Hokey Pokey? It's easy! You don't need any music, just sing it out. I'll make a list of the key words (e.g., L leg, R leg, R arm, L arm, etc.) for you to follow. Take it home and try and get your whole family to dance with you. Tell them its your "PE homework!"

STANDARDS ADDRESSED

- **NASPE**
#1, 2 Spatial awareness, rhythmic skills, manipulative skills
#3, 4 Cardiovascular endurance
- #6 Participates, appreciates, enjoys rhythmic movement

Your State (Write in here)

TONY'S TIPS

- Encourage students to keep the beat and perform the moves together (e.g., all let go and pick up the chute at the same time).
- If you have not already taught *The Hokey Pokey* (Dance section of your manual) instruct and practice it before this parachute lesson.
- Use this activity to prompt a simple discussion of bones (e.g., leg bone is called a femur) and muscles (e.g., the muscles in front and on top of your leg are your quadriceps).

NOTES

