

<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. (baseball, parachute games) (K-5)</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th) (Golden Rule)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th) (making friends)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th) (advertising)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career. (health and science)</p> <p>KDOE: Practical Living (Health): 2.31: Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being. (fire safety safety)</p>	<p>Vocabulary:</p> <p>Baseball, innings, strike, ball, foul, Golden rule, fire safety, advertising, cooperate, unison</p>	<p>Learning Targets (relate all targets to real life):</p> <p>P.E.: I can perform physical movement skills correctly (K-5th).</p> <p>P.E.: I can cooperate with others and move in unison while using a parachute (K-2nd).</p> <p>P.E.: I can hit and catch a baseball. (3rd-5th).</p> <p>Career/Vocational Studies: I can give an example of a career in health and science. (K-5th)</p> <p>Health: I can describe how to prevent fires. (K-5th).</p> <p>Career/Vocational Studies & Health: I can use strategies to help me be a good friend. (K-5).</p> <p>Consumerism: I can explain what influences the things we purchase. (K-5th).</p> <p>Career/Vocational Studies: I can give an example of the Golden Rule (K-5th).</p> <p style="text-align: center;">P.E. and Heath 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 if needed. Record students that are prepared to work and learn (wore correct type of shoes).</p> <p>Warm-up: (P.E.) Teacher will go over how to safely run laps. 4th and 5th grade students will run in two separate groups. Students will run three laps as a warm up.</p> <p>Mini lesson (Health/Career/Employability Traits): Character word of the week on Power Point. Students will learn why the "Golden Rule" is important on a power point slide.</p> <p>Mini Lesson: (Health): Students will look at a power point slide that explains about the importance of fire safety.</p> <p>Mini Lesson: (Health): Students will look at a power point slide that explains the importance of social health and making friends.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within health and science.</p> <p>Mini lesson: (Consumerism): Students will look at a power point slide that explains about outside influences that contribute to what we purchase.</p> <p>Warm-up: (P.E. warm-up) (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 9-15 minute mark ("Greek Gauntlet")</p>	<p>Daily Assessment:</p> <p>X Observation</p> <p>X Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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PE: National Standards

(NASPE)

See attached lesson plans for NASPE standards!

Fitness Activity #1: (P.E.) T-ball/Baseball (3rd-5th)

Activity: Students will take turns playing the outfield and batting the baseball by hitting a ball off a T-stand using a plastic bat. Students will run bases and will try to score runs.

Differentiated Instruction: Teacher will model the movements correctly for struggling students. Advanced students: They can opt to have someone pitch them the ball instead of hitting the ball off a T stand.

Exit Slip: Students will demonstrate the proper way to hold a bat and catch a ball. Students will demonstrate an understanding of the basis of baseball. DOK 2: Students will compare and contrast the way baseball and kickball are played.

Fitness Activity #1: (P.E.) Parachute Introduction (K-2nd) (SPARK Parachute) See attached lesson plan.

Differentiated Instruction: 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.

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).

Fitness Activity #2: (P.E.) Chute Shapes (K-2nd) (SPARK: Parachute): See attached lesson plan.

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".

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).

Mini lesson: Intermediate students will watch a video on brainpop.com about the baseball. Primary students will watch a video about friends on brainpopjr.com.

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.

Friday, April 21, 2017

(3) FRIDAY PL/CS Lesson Plan:

Topics: social skills, technology, Kin-ball, tag

Vocabulary: serve, offense, defense

Fitness Activity #1: Kin-ball Sport, pg. 19 (SPARK curriculum 3rd-5th) (P.E.)

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: How many points can you score before the signal? How few faults?

Assessment/Exit Slip: Demonstrate how to correct play Kin-ball. DOK #2 Compare and contrast Kin-ball and volleyball.

Fitness Activity #1: Cookie Monster Tag, pg. 1 (Spark curriculum K-2nd) (P.E.), see attached lesson plans.

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: See attached lesson page 2 for additional activities.

Assessment/Exit Slip: See Wrap it Up, attached lesson plan for DOK 1 and DOK 2 types questions.

Fitness Activity #2: Color Tag (Games) pg. 5 (SPARK curriculum K-2nd) (P.E.), see attached lesson plans.

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: See attached lesson plan, pg. 6 for additional activities.

KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5) (dance, Kin-ball, tag)

KDOE: Vocational Studies: Academic Standards 1.16: Students use computers and other kids of technology to collect, organize, and communicate information and ideas. (touch screens)

KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career. (Kid President, 20 things we should say more often)

Static Stretching (Cool Down) and Rewarding Student Behavior: Students will review the difference between static and dynamic stretching. Students will go over numerous stretches presented on the power point. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

****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 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:** PL/CS **Week:** April 18, 2017 **Topics:** parachute activities, friends, baseball, Golden Rule, fire safety

[illegible]

Teacher: Clark Kuhn Subject: PL/CS Week: April 18, 2017 Topics: parachute activities, friends, baseball, Golden Rule, fire safety

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

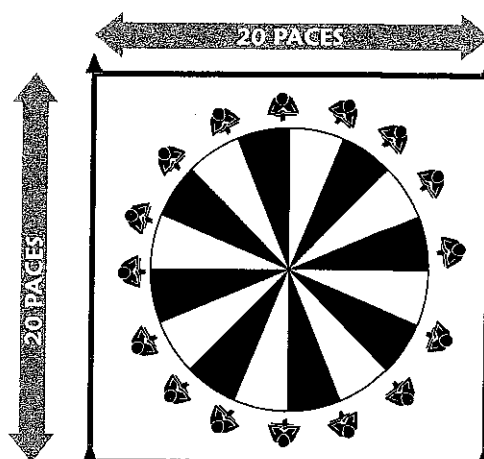


Ready

- 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)

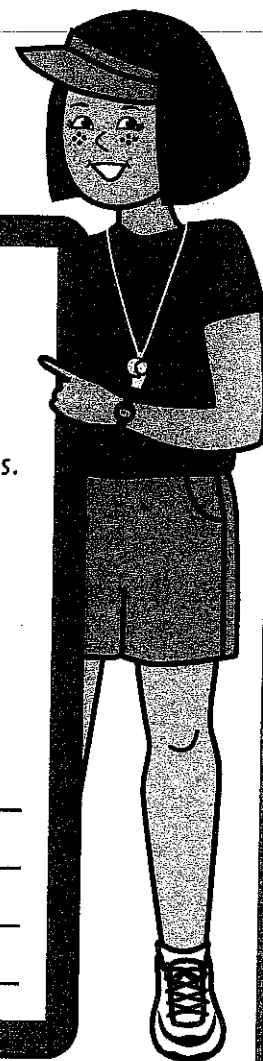
PAULA'S POINTERS

- 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



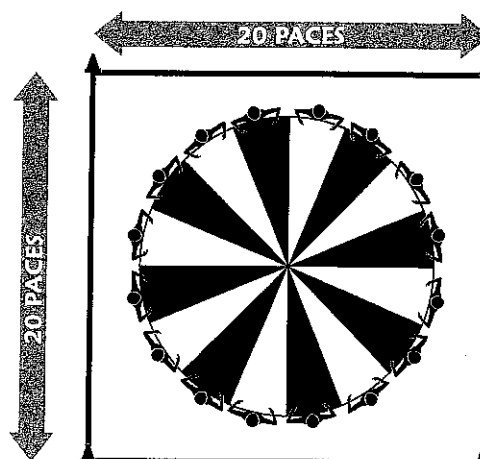


Ready

- 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.



PARACHUTE

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.)

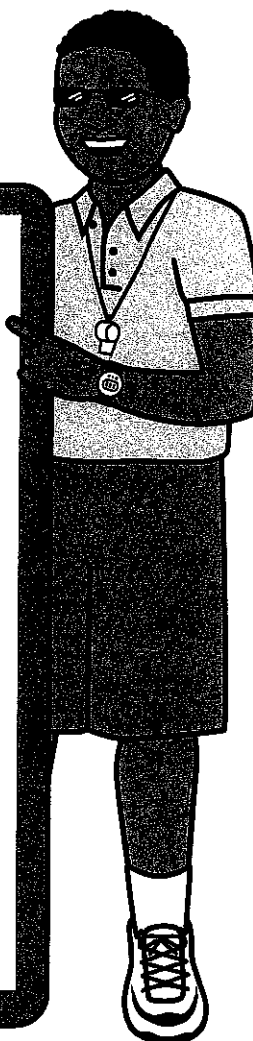
TONY'S TIPS

- 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



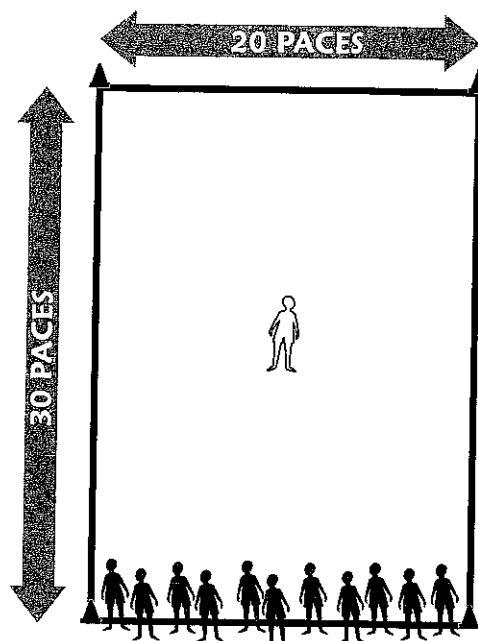


Ready

- 4 cones (for boundaries)
- Music and player
- 10-15 fluffballs
- 1 hoop (optional)

Set

- Create large (20X30 paces) activity area.
- Scatter individuals ("Cookies") on 1 endline facing the other endline 30 paces away.
- Designate 1 student to be the "Cookie Monster." They stand in the middle of the area facing the Cookies, holding a fluffball.



GAMES

GO!

1. The name of our game is *Cookie Monster Tag*. The object is to avoid being tagged by the Cookie Monster.
2. Cookies begin by asking, "Cookie Monster, Cookie Monster, are you hungry?"
3. Cookie Monster says, "Yes, I'm hungry," or, "No, I'm not hungry."
4. If Cookie Monster says, "No, I'm not hungry," Cookies need to ask again.
5. When the Cookie Monster says, "Yes, I'm hungry!" all Cookies try and get to the other side without being tagged (or eaten by the Cookie Monster!).
6. Tagging is done with 2 fingers between shoulders and waist.
7. The Cookie Monster must move the same way as the Cookies: fast walking.
8. If you make it to the other side, wait for my signal, and we will begin again.
9. If tagged, you become a helper to the Cookie Monster. We'll play until most of our class are Cookie Monster helpers, then we'll begin again.
10. **Add 1 for Fun**
 - (After trials, change the locomotor skill, e.g., side-slide, gallop, skip, and tempo. Eventually let students chase and flee, moving as quickly as safely possible.)
11. **Wrap It Up**
 - Cookies are not a good snack choice. Who can name a healthier snack food?
 - Who knows what the A in SPARK stands for? (Avoid excess fats and sugars.) Cookies are alright to eat on special occasions, but almost all of them have too much fat and sugar, so they should not be in your lunch more than once a week.

★ Octopus Tag

Octopus Tag begins with 3 "Octopi" taggers. The rest of you are "Fish" who wait for the head Octopus to shout, "Swim Fish!" before you try and safely cross the ocean (without being tagged).

★ Zoo Animals

(Select 1 student to be the 1st Zookeeper, who stands in the middle. Divide the rest into 3 groups: Lions, Tigers, and Bears. They stand on the sideline.) The object is for the "animals" to cross our area without being "captured" (tagged) by the Zookeeper. When the Zookeeper calls your animal group, move across the area and avoid getting tagged. If tagged, become Zookeeper helper.

★ Frogs and Flies

(Need 1 hoop. Select one student to be the first "Frog" who kneels beside the hoop in the middle of the area. The rest of the class are "Flies" who scatter along the perimeter.) On the music, Flies move as I say (fast walk, gallop, etc.). While moving, watch the Frog. When the Frog jumps up, move quickly to the boundaries before it tags you. I will choose a new Frog each round.



WELLNESS

Did you know that fish are low in fat, high in protein, and full of healthy fatty acids called Omega-3s? Omega-3s can lower your risk of getting certain diseases, and they're especially good for your heart. Eating fish 1-2 times each week can actually help reduce heart disease. Ask a parent to swim on over to the grocery store and catch a few for supper!

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

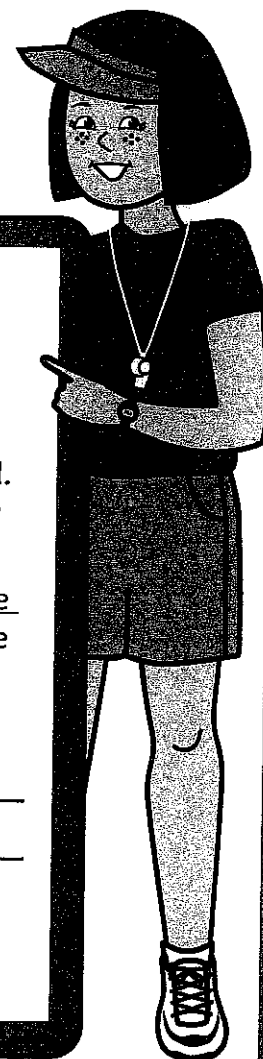
#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

PAULA'S POINTERS

- The Cookie Monster may not respond "No" more than 2 consecutive times.
- Play until most have been tagged. Choose the next Cookie Monster and start again.
- In the classroom, read If You Give A Mouse A Cookie by Laura Joffe Numeroff.

NOTES



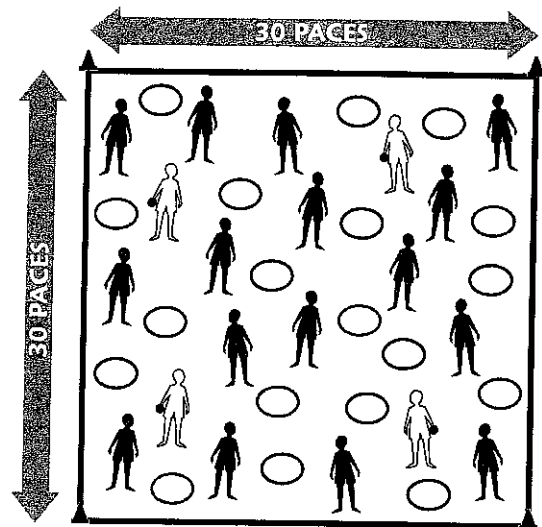


Ready

- 4 cones (for boundaries)
- 1 hoop per student (at least 3 different hoop colors)
- 4 fluffballs
- 1 spot marker per student (at least 3 different colors – optional)
- 1 deck of playing cards (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter hoops and students within area.
- Designate 4 students as “It,” and give 1 fluffball to each.



GAMES

GO!

1. The object of *Color Tag* is to avoid being tagged by the “Its” by dodging or standing in the “safe” color hoop.
2. On the music, fast walk (then gallop, side-slide, skip, run) within our boundaries, and avoid being tagged by the Its’ fluffball.
3. If you are tagged, take the fluffball and become an It.
4. Our 1st safe color hoop is (blue). You may only stand in a (blue) hoop for a count of 3; then you have to leave.
5. More than 1 person can be in a safe hoop.
6. Each round, I will call a new color that will be safe that round.
7. (Play 2-3 minutes, then stop and change the color.)
8. **Add 1 for Fun**
 - Instead of standing in your hoop, each round I’ll give you something to do.
 - This time, do 3 push-ups!
 - (Change the task each round; e.g., 3 sit-ups, 3 jumping jacks, 3-second jog in place, 3 imaginary rope jumps, etc.)
9. **Wrap It Up**
 - Who can tell us a strategy you used to avoid being tagged?
 - There are 3 primary colors. These are the colors all other colors are made from. Who can name 1 of them?
 - They happen to be the SPARK colors, too!

★ Spots of Color

(Scatter different colored spot markers within the area.) This time, we'll use spot markers instead of hoops for our safe areas. One more change: Only 1 person at a time may stand on a spot marker (for a count of 3)!

★ Cone Zone

Now we'll add 1 more twist. If you can touch 1 of our 4 cones without being tagged first, you may skip around the outside of our area (*point direction*) 1 time like a free deer in the forest. Then come back in and join the game.

★ Card Counting

(Place a numbered playing card inside each hoop or under each spot.) There is a card hiding under your spot (or lying face down in your hoop.). This time, when you're in your safe color, look at the number on the card. The number represents how many seconds you can stay (or march in place, jog, etc.) in that hoop.



HOME

A fun way to stay healthy is by eating colorful fruits and vegetables. Yes, colors are good for you! Choosing a wide variety of colors means you'll eat many different vitamins and minerals. Pretend your plate is a blank canvas – that's what painters begin with. What kind of picture can you create using colorful fruits and vegetables? Remember, the S in SPARK stands for "Select fruits and vegetables." So add a little color to your plate, and make it a work of art!

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

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

Your State (Write in here)

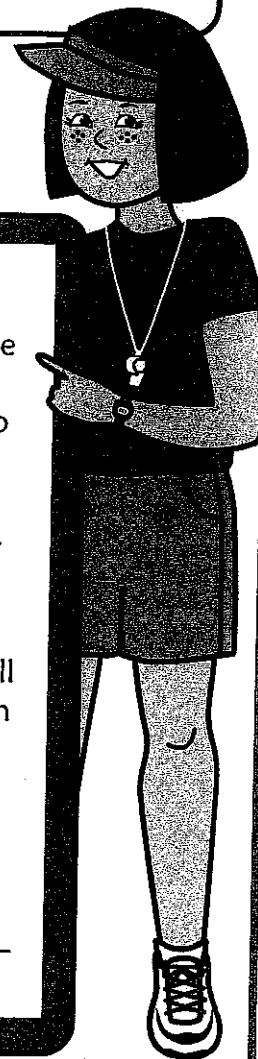
PAULA'S POINTERS

- Children will often run outside the boundaries while fleeing a tagger. This is a learned skill over time, so stay positive and only encourage.
- If too many students run beyond your sidelines, either enlarge your boundaries or use more cones to designate the lines.
- Review safe tagging with a fluffball if a lot of time has passed between tag games.

Vocabulary

Canvas

NOTES



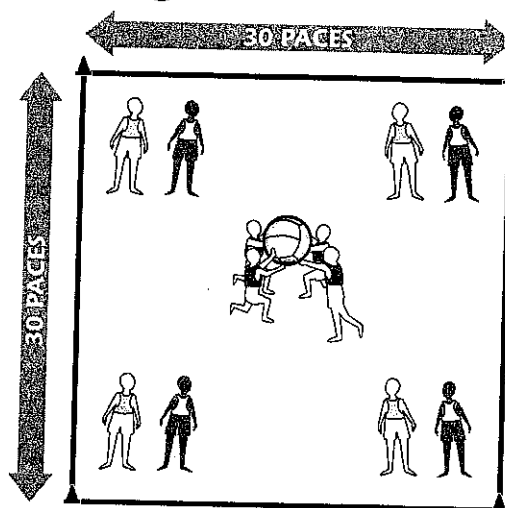

3rd - 5th

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
