

<p><b>K-5th Lesson plans</b></p>	<p><b>KDOE:</b>  <b>Communication/Technology - (Academic Expectations) 1.16:</b> (4th-5th) Students will explore how technology is used in different jobs/careers</p> <p><b>KDOE: Employability Skills (Academic Expectations): 2.36</b> (K-2<sup>nd</sup>) Students will use strategies for choosing and preparing for a career.</p>	<p><u>Vocabulary:</u>                  Expectation safety, stretching, warm up, teamwork, cooperation, balance, relay, speed, balance,</p>	<p><b>Career:</b> I can describe the career of a veterinarian (K-2<sup>nd</sup>).  <b>Career:</b> I can explain how technology is used in the career of a graphic designer (3<sup>rd</sup>-5<sup>th</sup>).  <b>P.E.:</b> I can use teamwork, speed, and balance correctly perform the Sack Race (K-5<sup>th</sup>).  <b>P.E.:</b> I can use teamwork, speed, and balance to correctly perform the Wheelbarrow Race (K-5<sup>th</sup>).</p>	<p><b>Mini Lesson:</b> (P.E.) Students will sit on the white circle and will review expectations and safety rules for P.E.  <b>Warm-up:</b> (P.E.) Students will run three laps as a warm up.  <b>Mini Lesson:</b> (Health-Stress reducer) Mr. Kuhn will choose a "Joke of the day" from the jokes submitted from the students.  <b>Warm-up continued:</b> (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 "The Big Bad Apple" (24-32 minute mark).</p>	<p><b>Formative and Summative Assessments</b>                  X Entrance (flashback) and Exit Slips                  X Oral Questions                  □ Student Self-Assessment</p>
<p><b>KDOE: Psychomotor Skills (PE): 2.34:</b>                  Students perform physical movement skills effectively in a variety of settings.</p>	<p><b>Activity Description:</b> Students will be put into groups of 2. One student will grab the other student by the ankles while the other student walks on their hands. The fastest team that crosses the finish line first in the winner.</p> <p><b>Fitness Activity #1:</b> Wheelbarrow Race (K-5<sup>th</sup>)</p>	<p><b>Mini Lesson:</b> (Career) Students will spend a few minutes watching a video from youtube.com titled "Pets in the Vet. DOK 2: Compare and contrast a doctor and a vet. <u>As a flashback</u>, students will some of the things that they learned from Monday's guest speaker. (Career) Students will spend a few minutes watching a video on brainpop.com titled "graphic design".                  Question: DOK 1: Explain the meaning of graphic design. DOK 2: Compare and contrast the career of an artist and a graphic designer. <u>As a flashback</u>, students will some of the things that they learned from Monday's guest speaker.</p>	<p><b>Differentiated Instruction:</b> Struggling students will receive more one on one instruction and modeling. Advanced learners: They will help students that are struggling to understand or perform the game correctly.</p>	<p><b>Daily Assessment:</b>                  X Observation                  X Oral responses                  □ Self-Evaluation                  □ ORQ                  X Whole Class                  X Small Group                  □ Individual</p>	<p><b>Differentiated Instruction:</b> Struggling students will receive more one on one instruction and modeling. Advanced learners: They will help students that are struggling to understand or perform the game correctly.</p>

May 10 - 13th

enjoyable, challenging activities #5,6 Participates, appreciates, enjoys movement; cooperates with a partner  
 (K-2<sup>nd</sup>) Soccer Golf (Kicking and Trapping, pg. 25) #1,2 Spatial awareness, kicking #3,4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods #5,6 Participates, appreciates, enjoys movement; cooperates with a partner.  
 (3<sup>rd</sup>-5<sup>th</sup>) Soccer Golf (Soccer, pg. 19) #1,2 Dribbling, kicking #3,4 Cardiovascular fitness #5,6 Cooperation, accepting challenges  
 (3<sup>rd</sup>-5<sup>th</sup>) Keep Away (3 on 1) (Soccer, pg. 29) #1,2 Dribbling, passing #2 Defensive/offensive strategies #3,4 Cardiovascular fitness #5,6 Cooperation, accepting challenges

**Friday 1 only: "I can" statements:**

P.E. I can correctly perform locomotor movements. (K-2<sup>nd</sup>)  
 P.E. I can work cooperatively with my team. (3<sup>rd</sup>-5<sup>th</sup>) P.E. I can score a point for my team by not getting tagged. (3<sup>rd</sup>-5<sup>th</sup>)

**Friday 1 only: Warm-up:** Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com. (K-5<sup>th</sup>) See list of Just Dance songs with appropriate lyrics.  
**Friday 1 only: Mini lesson:** (P.E.) Go over rules and expectation, check shoes, use power point slides.

**Fitness Activity #1: (K-2) Kicking for Accuracy (Kicking and Tripping, pg. 21), see attached lesson plan!**

**Differentiated Instruction:** For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: Students will play Soccer Bowling and Passing on the Move.

**Exit slip:** Point to the correct part of the foot you should use for kicking a ball low along the ground. High in the air?

**P.E. Activity #2: (K-2<sup>nd</sup>) Soccer Golf (Kicking and Trapping, pg. 25), see attached lesson plan!**

**Differentiated Instruction:** Struggling students will need more modeling and higher students will play the game Double Trouble and Hoop Course.

**Exit Slip:** What type of kick did you use to get the ball to go far?

**Fitness Activity #1: 3<sup>rd</sup>-5<sup>th</sup>) Soccer Golf (Soccer, pg. 19), see attached lesson plan!**

**Differentiated Instruction:** Struggling students will need more modeling and higher students: How many holes can you and your partner complete before the signal?

**Exit Slip:** Demonstrate how few kicks it takes to roll the soccer ball in the "hole" (hoop).

see attached lesson plan! (Kucner, pg. 29),

			<p><b>Differentiated Instruction:</b> Struggling students will need more modeling and higher students: offense, can you minimize your touches on the ball and make quick passes? Can you look and fate 1 way and pass in the other direction? <b>Exit Slip:</b> Demonstrate how to keep the ball away from the Defender.</p> <p><b>Cool down and Rewarding Positive Behaviors:</b> Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. 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".</p>	
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

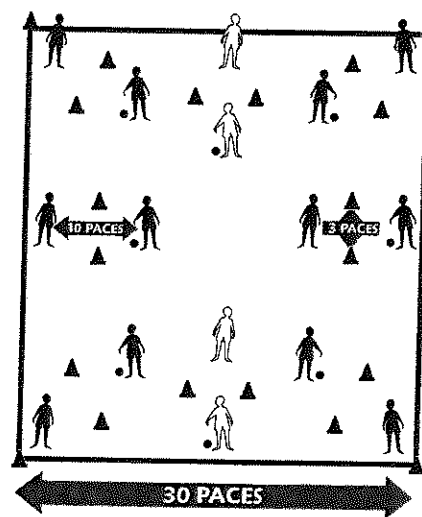


## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 2 cones per pair
- 1 whistle
- 10-20 cones all sizes (optional)

## Set

- Create large (30X30 paces) activity area.
- Create goals by setting 2 cones 3 paces apart around the perimeter.
- Pair students; distribute 1 ball per pair.
- Send pairs to a goal, 1 partner on each side, facing off 10 paces apart.



## GO!

### 1. Introduction

- Today, we will practice *Kicking for Accuracy* by trying to kick a ball into a goal.
- The space between the cones is your goal.
- To score a goal, kick your ball so it rolls through without ever going higher than the top of a cone.
- Show and tell me where you'll strike the ball so it stays low and rolls (*midline or slightly higher*).
- Be sure to practice using your R and L feet.

### 2. Shot on Goal

- On my signal, shoot at your goal.
- Your partner will retrieve the ball and shoot it back through the goal from the other direction.
- (*Allow pairs 3-5 minutes of shooting back and forth. Emphasize good form rather than scoring.*)

### Step Back

- Each time you score a goal, take 1 step back.
- Continue until my stop signal (3-5 min.).
- Then, move your cones closer (*to make the goal smaller*), and begin again at the distance you and your partner first started at.

## KICK FOR ACCURACY

### **GO!** (continued)

#### 4. **Shooting from Angles**

- Let's try shooting from an angle.
- Move your ball to 1 side, and try to score from there.
- Your partner should be at the opposite side to retrieve and shoot back to you.
- *(Allow pairs 2-3 minutes of shooting back and forth; then prompt them to move to the other angle and continue.)*

#### 5. **Wrap It Up**

- Point to the correct part of the foot you should use for kicking a ball low along the ground. High in the air?
- When your partner shot from an angle, did you move from the center so you were in a better position to retrieve the ball? Did you move over as far as your shooting partner did but in the opposite direction?

# KICK FOR ACCURACY

## \* SPARK™ IT UP!

### \* Soccer Bowling

(Place 10-20 cones along a midfield line, 10 paces away from both sidelines. Direct partners to select 1 ball per pair, then spread out along opposite sidelines, and turn to face one another.) The object of Soccer Bowling is to knock over the cones by kicking the ball into them. Take turns kicking the ball with your partner. After we have knocked over all pins, we'll play again. (After trials, switch partners and play Step Back.)

### \* Passing on the Move

You and your partner take turns passing the ball back and forth while you jog around our perimeter. When you receive a pass, trap it, dribble it, then pass it back to your partner. Remember when we learned to "lead" with our throws? We need to lead with our kicks too, so pass the ball ahead of your receiver.



## HOME

Did you know that healthy children are better learners? It's true! People that study these things are called scientists, and they have proven that being active and eating well helps kids just like you perform better in school. And, children who do well at school also do well at fitness. They go hand and hand. (Or, maybe we should say, they go mind and body.) So, when you go home tonight, ask your parent this true/false question, "Are healthy kids better learners?" And see if they get the answer right!

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, kicking

#3, 4 Participates in enjoyable, challenging activities

#5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### PAULA'S POINTERS

- Encourage students to try shooting on goal with each foot: For advanced learners, R foot when on the R side of the goal, L foot when on the L side.
- When passing to a moving target, remind students to kick the ball ahead to where their partner will be.

#### Vocabulary

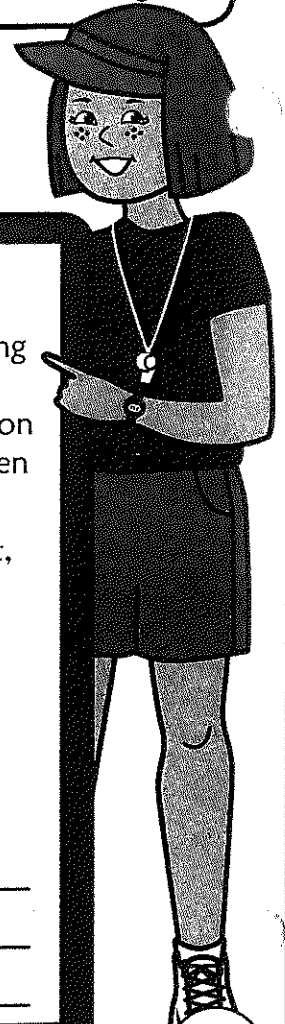
Lead (a receiver)

#### NOTES

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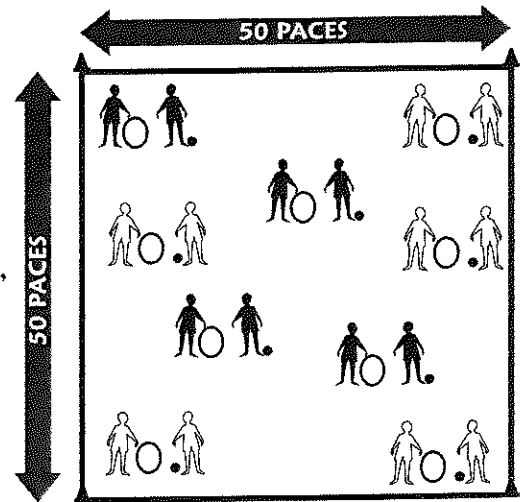


## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 hoop per 2 students
- 1 whistle
- Additional hoops and other golf course "obstacles," i.e., trash cans, equipment carts, cones (optional)

## Set

- Create extra large (50X50 paces) activity area.
- Pair students; send them to select 1 ball and 1 hoop per pair.



## GO!

1. The object of *Soccer Golf* is to kick your ball so it touches a hoop.
2. On "Go," safely roll your hoop away from your pair. Look before you roll to make sure no one is anywhere near where you're aiming. Wherever the hoop stops is your 1<sup>st</sup> "golf hole."
3. You and your partner take turns kicking the ball until it touches your hoop. When the ball touches your hoop, you have finished your 1<sup>st</sup> "hole."
4. Roll the hoop again, and you're on to "hole #2."
5. We'll play as many holes as we can before we run out of time.
6. **Challenges**
  - Can you or your partner kick the ball so it stops rolling inside the hoop?
  - Can you score a "hole in 1?" That's when you kick the ball inside a hoop on just one kick.
7. **Wrap It Up**
  - What type of kick did you use to get the ball to go far?
  - What type of pass did you use when you got close to the hoop? Why the different types?
  - Has anyone ever played golf or watched someone else play it? It's a nice walk and very challenging to play, but not one of the more active sports.

Remember, the P in SPARK stands for "Play actively."

ES K-2

# SPARK IT UP!

## ★ Double Trouble

(Distribute a ball to any students who don't have one.) We'll play again; this time, each of you will have your own ball. If you're waiting for a turn to kick, practice juggling the ball with your feet, do toe touches, or just dribble around. Keep moving!

## ★ Hoop Course

(Instead of having students roll hoops each time to create holes, pre-plan a complete Hoop Golf Course. Be creative by placing "obstacles," — i.e., trash cans, equipment carts — in the way; create "sand traps" by clustering cones; make some holes far longer than others, etc.) Today, instead of rolling your hoop to create a golf hole, I've already designed a championship 18-hole course for everyone to play! We'll form threesomes; then I'll assign each group a hole to start at. Everyone will move in this direction (point). If others are at the next hole before you, allow them to safely move out of the way before "teeing off" (kicking the ball). (Play as long as time allows.)

### STANDARDS ADDRESSED

#### ● NASPE

- #1, 2 Spatial awareness, kicking
- #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods
- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)

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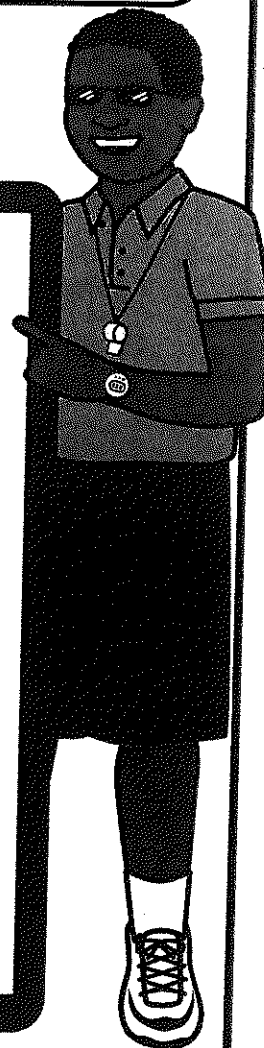
### WELLNESS

How many of you eat cereal in the morning? Did you know that many cereals are made from grains? There are a lot of different kinds of grains, but they all have one thing in common: they come from plants. Has anyone ever heard of oats? That's a very popular grain. Oats are especially good at keeping your heart healthy. The next time you're grocery shopping, ask a parent to select a cereal for you that is made from oats. That will be a healthy choice!

### TONY'S TIPS

- This is a good game to play individually, in pairs, or groups of 3. If playing in pairs or groups, reinforce good social skills of courtesy, honesty, taking turns, etc.
- If you "design" a course, share it with other teachers to decrease set-up time. The last one to use it puts the equipment away!
- Hang some hoops vertically for a fun twist on course design. Prompt students to kick under the ball for lift.

**Vocabulary**—Golf, hole-in-one







## Ready...

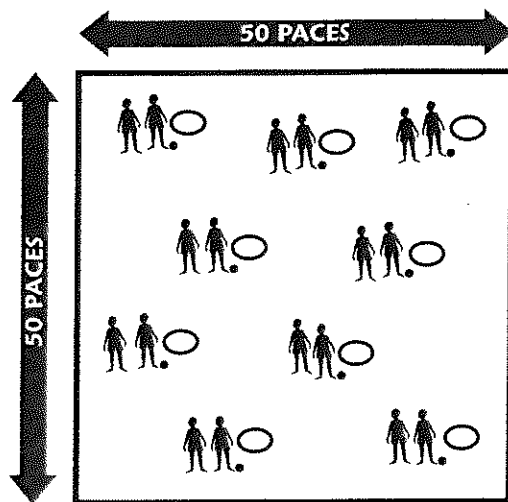
- 1 hoop per pair
- 1 ball per pair

## Set...

- Pair students; each pair with a ball and a hoop.
- Scatter pairs in very large (50X50 paces+) activity area.

## GO!

1. The object is to see how few kicks it takes to roll the soccer ball in the “hole” (hoop).
2. To begin, one partner safely tosses the hoop into open space.
3. You and your partner take turns kicking the ball toward the hoop.
4. After each kick, run to the ball, wait for it to stop rolling, and then make the next kick.
5. Count the number of kicks to the 1st “hole.” The ball must roll inside and stay in the hoop before the hole is finished.
6. Once you complete the 1st hole, safely toss the hoop into open space and begin the 2nd hole.
7. Continue until stop signal.



### CHALLENGES

- ★ How many holes can you and your partner complete before the signal?
- ★ Can you alternate kicking and passing the ball with the R and L foot?
- ★ Place the hoop farther away to increase the challenge. If you can't throw it far enough, run, and place it where you want it to be.

### CUES

- ★ Watch for others before tossing your hoop.
- ★ Remember, the ball has to stop rolling before you attempt your next pass.

ES 3-6

# SPARK IT UP!

## ★ Partner Challenge

(Students in pairs; each student with a ball.) Take turns tossing the hoop, but this time play your own ball. After you kick/pass once, wait for your partner to kick/pass. Then both run to your balls. Alternate kicks until both balls are in the hoop.

## ★ Spot Golf

(Use spot markers instead of hoops.) The ball has to touch the spot to be considered "holed."

## ★ Punt, Throw, Pass-Long Course

(Set up a 9-hole or 18-hole course ahead of time. Use cones to designate the tee-off area and hoops for the holes. Each hole should be 30 or more paces long. Number the hoops and cones.) Each group of 3-4 starts at a different hole. Punt to tee-off. The 2nd "shot" is a throw-in. The remaining "shots" are soccer passes.

## FUN FACT

There are 50 million golfers in the world. Their average gross score for 18 holes is 107 shots. The chances of making 2 holes-in-1 in a round of golf are 1 in 67 million. Snow golf was invented by Rudyard Kipling when he lived in Vermont in the 1890s.

### STANDARDS ADDRESSED

#### NASPE

- #1, 2 Dribbling, kicking
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, accepting challenges

**Your State** (Write in here)

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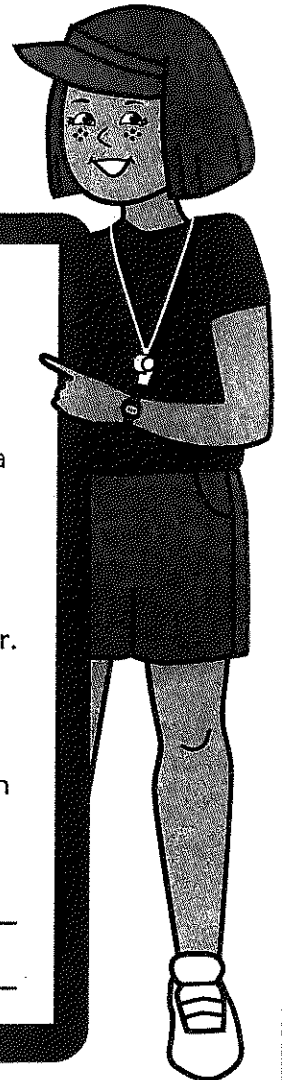
### PAULA'S POINTERS

- ★ During warm-up, discuss golf terminology and etiquette.
  - "Fore": Yelled as a warning that a ball is coming towards others.
  - Par: Using as many kicks as expected; no more, no less.
  - Birdie: Using 1 fewer kick than par.
  - Eagle: Using 2 fewer kicks than par.
  - Bogey: Using just 1 more kick than par.

### NOTES

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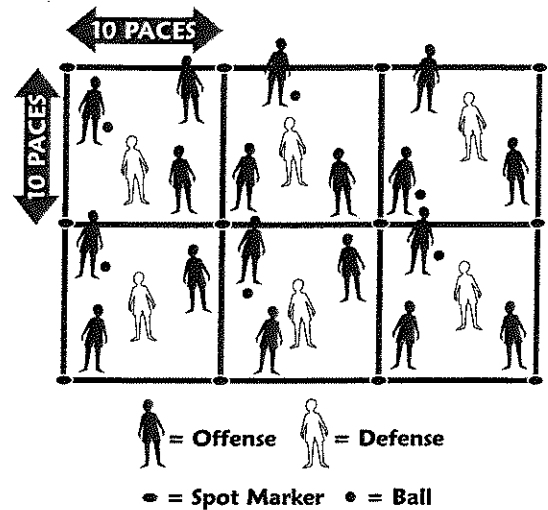


## Ready...

- 1 ball per 4 students
- Spot markers for grids

## Set...

- Create small grids (10X10 paces) per each group of 4; each group with 1 ball.
- Groups of 4 in a grid; 3 are Offense; the 4th is Defender.



## GO!

1. The object is to keep the ball away from the Defender. You do that by moving into support positions, creating passing lanes and making controlled passes.
2. On signal, 3 Offensive players pass to each other while the Defender tries to deflect or intercept.
3. Defenders, if you intercept a pass, give the ball back to an Offensive player.
4. Switch Defenders on my signal.

### CHALLENGES

- \* Offense, can you minimize your touches on the ball and make quick passes?
- \* Can you look and fake 1 way and pass in the other direction?
- \* Can you move diagonally (45°) to create a safe passing lane?

### CUES

- \* The Principle of 3s is in effect: Stay 3' from the person with the ball; pass within 3 seconds; don't take more than 3 dribbles before passing.
- \* Passers, pass quickly. Use fakes and feints. Dribble to get in a good position.
- \* Defender, anticipate passes. Move into the passing lane.

# \*SPARK\* IT UP!

## ★ Get the Point!

Defenders score 1 point when they touch the ball, 2 points when they intercept, and/or the Offense scores 1 point for each clean trap.

## ★ Pedometer Estimation

1 student per group wears a pedometer. Everyone in your group estimates the number of steps the wearer will take playing Offense/Defense.

## ★ 2 on 1 and 3 on 2

Play with 2 Offensive players and 1 Defender, or 3 Offensive players and 2 Defenders.



## ACADEMIC

**Geometry (Triangles) -** Periodically, I will yell, "Freeze." Stop immediately where you are, and passers, analyze your shape. You should be in a triangle, but what type? An equilateral triangle has 3 sides and 3 angles of equal length. An isosceles triangle has 2 sides and 2 angles of equal length. A right-angle triangle has a 90° angle. A scalene triangle has no sides of equal length and no same angles.

### STANDARDS ADDRESSED

#### • NASPE

#1, 2 Dribbling, passing

#2 Defensive/offensive strategies

#3, 4 Cardiovascular fitness

• #5, 6 Cooperation, accepting challenges

**Your State** (Write in here)

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### PAULA'S POINTERS

- Adjust grid size accordingly. Smaller grids make it easier for the Defender. Larger grids make it easier for the Offense.
- Group by ability.

### NOTES

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