

K-5th Lesson plans

<p><u>P.E. KY Core Content:</u></p> <p>PL-EP-2.34: Students perform physical movement skills effectively in a variety of settings. (K-5th)</p> <p><u>Practical Living KY Core Content:</u></p> <p>PL-EP-1.1.1 Social Interaction Skills: The learner will be able to identify effective social interaction skills (bullying) that promote responsible and respectful behavior. (K-2nd)</p> <p>PL-04-1.1.6: Behavior: The learner will be able to describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems. (3rd-5th) standard Tuesday-Thursday.</p> <p><u>P.E. National Standards (NASPE)</u></p> <p><i>Movement Concepts Using Hoops, pg. 21, (Building a Foundation) #1.2 Spatial awareness, locomotor skills, manipulative skills #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities (K-2nd)</i></p> <p><u>Body Management and Balance (Building a Foundation, pg. 25-27) #1,2</u></p> <p>Spatial awareness, body awareness, nonlocomotor skills, locomotor skills, balance #3,4 Participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities (K-2nd)</p> <p><u>Punting Drills (Football, pg. 15) #1,2</u> Punting, receiving #5,6 Cooperation (3rd-5th)</p>	<p><u>Vocabulary:</u></p> <p>Expectations, rules, rewards, consequences safety, warm up, cool down, Grapevine, dribble, jog, skip, slide, jump, catch, punt, angular, swaying,</p>	<p><u>Learning Targets (relate all targets to real life)</u></p> <p>P.E.: I can identify expectations and safety rules for my PE class. (K-5th)</p> <p>P.E.: I can correctly perform locomotor movements. (K-2nd) I can correctly perform body shapes and balance movements.</p> <p>P.E.: I can correctly perform a punt. (3rd-5th) I can correctly perform aerobic movements. (3rd-5th)</p> <p><u>Practical Living:</u> I can use strategies to help me if I am being bullied. (K-2nd)</p> <p><u>Practical Living:</u> I can understand how food affects my body. (3rd-5th)</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 two laps as a warm up.</p> <p><u>Mini lesson:</u> (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission).</p> <p><u>Warm-up:</u> (P.E.) Mr. Kuhn will get into their personal space. (K-3rd) Students will be lead in a variety of warm ups by listening to the 6th song "Sit Up Sam" from the website Having Fun Teaching. 4th and 5th grade students on will watch the Moe Jones "Hip Hop Video". They will watch a 5 minute segment (0-5).</p> <p><u>Mini lesson:</u> (Practical Living) Students will watch a video from brainpopjr.com titled "bullying". (Flashback): Give me a strategy to make a friend. (Exit slip): Question: Give me a strategy that you can use if you are bullied. (K-2nd) (Flashback): Give me an example of a strategy you can use when you are being bullied. Students will watch "You Are What you Eat" on bookflix.com. (3rd-5th) (Exit slip): Question: Give me an example of how what you eat affects your body.</p> <p><u>P.E. Activity #1:</u> Primary (K-2nd) Movement Concepts Using Hoops (Building a Foundation, pg. 21) See attached lesson plan!</p> <p><u>Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement</p>	<p><u>Daily Assessments:</u></p> <ul style="list-style-type: none"> X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual <p><u>Formative and Summative Assessments</u></p> <ul style="list-style-type: none"> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment
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Solo Aerobic Fitness
(*Fitness Challenges*, pg. 5)
#1,2 Various manipulative skills, locomotor skills #3,4 Cardiovascular endurance #6 Accepting challenges (3rd-5th)

correctly from the teacher or from peers. Advanced students: Can you come up with your own example of a movement that we have not gone over today? **Assessments/Exit Slip:** When you were in your hoops and posing, it looked like a creative dance. Has anyone ever been to a dance recital or a play where people were dancing? Let's review our key words and phrases from today while we stretch.

P.E. Activity #2: Primary (K-2nd) Body Management and Balance (Building a Foundation, pg. 25). 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: If time permits, advanced students will play "Body Parts" and "Balance on This!"
Assessments/Exit Slip: Was it hard to think about 2 things at once? That is why it is hard to listen and speak at the same time. What sports or dances might use some of the creative moves we did today? Let's review today's key words and phrases while we stretch.

P.E. Activity #1: Intermediate (3rd-5th) Punting Drills (football, page 15), 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: Can you punt the ball so it reaches your partner before it bounces? How many punts can you and your partner make in 1 minute? **Assessments/Exit Slip:** Students will be asked demonstrate how to punt a football correctly.

P.E. Activity #2: Intermediate (3rd-5th) Solo Aerobic Fitness (Cooperatives), page 5, 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: They will be given the option of going through all the exercises modeled a second time.
Assessments/Exit Slip: Model how correctly perform a solo aerobic fitness activity correctly.

Cool down and Rewarding Positive Behaviors: 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".

FRIDAY (3) P.E. and Health Lesson Plan:

Topic: cooperative games, flexibility, partner activity, kicking, muscles, balance

Friday 3 only: 'I can' statements: P.E. I can identify the nonlocomotor skill "balance". (K-2nd)

Practical Living: I can understand the purpose and function of muscles. (3rd-5th)

P.E. I can correctly perform flexibility exercises. (K-2nd) I can help the "squirrel" (a student) find a safe place between 2 Trees. (K-2nd)
 P.E. I can earn my partner's trust by allowing them to "drive" them through "hazards". (3rd-5th) P.E. I can correctly serve a ball by kicking it. (3rd-5th)

Friday 3 only: Warm-up: Students will run two 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.

Friday 3 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.

Friday 3 only: Mini lesson: P.E. Students will watch the video titled "balance" on brainpop.com. (Exit slip): Question: Give me an example of a way kids can balance. (K-2nd)

Friday 3 only: Mini lesson: (Practical Living) Students will watch a video on brainpop.com titled "Muscles". (Exit slip): Question: Give me the purpose and/or function of muscles. (3rd-5th)

Friday 3 only: P.E. Activity #1: Primary (K-2nd): Squirrels in the Trees (Games, pg. 7) See attached lesson plan

Friday 3 only: 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 come up with their own variations of the game by adding their own ideas for gameplay.

Friday 3 only: Assessments/Exit Slip: Who can name a pathway we used to find an open Tree? Who helped a Squirrel find a safe home today?

Friday 3 only: P.E. Activity #2: Primary (K-2nd): Flexibility (Building a Foundation, pg. 51)

National Standards (NASPE):

(Friday 3 only) NASPE:

Squirrels in the Trees (Games K-2nd) #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

(Friday 3 only) NASPE:

Flexibility (Building a Foundation) (K-2nd) #1,2 Spatial awareness, nonlocomotor skills, balance #3,4 Flexibility, participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities

(Friday 3 only) NASPE:

Designated Drivers (Cooperatives) (3rd-5th) #2 Problem solving #5,6 Cooperation/communication and trust

(Friday 3 only) NASPE:

Kickback (Recess Activities) (3rd-5th) #1,2 Kicking #2,6 Offensive game strategies #3,4 Cardiovascular fitness #5,6 Cooperation, fair play

		<p>Friday 3 only: 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 come up with an additional flexibility exercise of their choice.</p> <p>Friday 3 only: Assessments/Exit Slip: Which skills or sports might you perform better with flexible muscles and joints? Let's review today's key words and phrases while we stretch.</p> <p>Friday 3 only: P.E. Activity #1: Intermediate (3rd-5th) Designated Drivers (Cooperatives, 15)</p> <p>Friday 3 only: 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: Can you move across without bumping other "cars?" Passengers, can you count your driver's verbal communication cues? Award them a "safe driver certificate" if they give you at least 10 verbal cues.</p> <p>Friday 3 only: Assessments/Exit Slip: Students will give an example of a strategy that they used to get their partner through the maze of "road hazards."</p> <p>Friday 3 only: P.E. Activity #2: Intermediate (3rd-5th) Kickball (Recess Activities, 21)</p> <p>Friday 3 only: 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: How many kicks can your group make without an error? How far from the wall can your group stand and still keep a rally going? How close?</p>
		<p>Friday 3 only: Assessments/Exit Slip: Students will explain how they played the game and the strategies that were used in the game "Kickback".</p> <p>Cool down and Rewarding Positive Behaviors: 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>

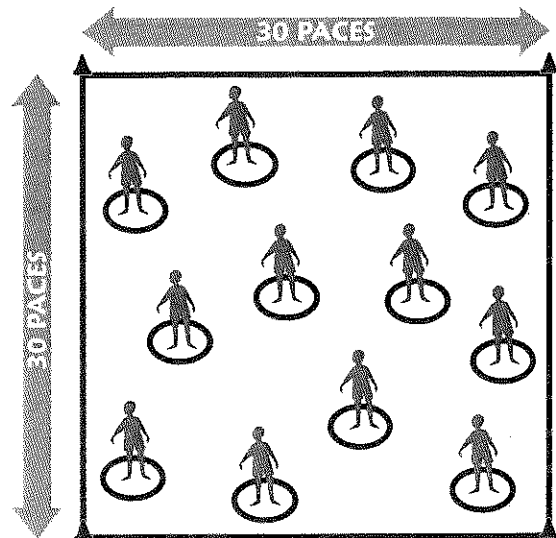


Ready

- 1 hoop per student
- 4 cones (for boundaries)
- Music and player

Set

- Create large (30X30 paces) activity area.
- Scatter hoops within boundaries.
- Send each student to stand in 1 hoop.



GO!

1. Home Base Review

- Today, the hoop is your home base. We will move over, under, around and through our hoops in many ways.
- Leave your hoop on the floor unless I instruct you to pick it up or move it.

2. Challenges – Can you...

- Balance on 1 foot inside your hoop? The other foot? Try it with your eyes closed! Balance on 1 foot with your eyes closed for 10 seconds?
- Jump (on 2 feet) up and down 3X?
- Jump forward out of your hoop? Jump back in?
- Jump sideways out of your hoop and back in?
- Jump out the other side and back in?
- Jump backwards out of your hoop and back in?
- Jump in and out of your hoop 3 times?
- Do it again going in a different direction on each jump?
- Jump out very far? Land softly with knees bent.
- How many times can you jump in and out of your hoop in 15 seconds?
- Hop (on 1 foot) around the outside of your hoop? Switch feet, hop in the other direction?
- How quickly can you hop around your hoop on 1 foot? Switch feet and change direction.
- Leap gracefully over your hoop at a high level? Practice until the signal.
- Gallop around the outside of your hoop at a medium level? Gallop in the other direction at a high level.

MOVEMENT CONCEPTS USING HOOPS

GO! (continued)

- Change feet and gallop to a different hoop, then return to your home base?
- Side-slide around someone else's hoop and return to your home base?
- Side-slide leading with a different foot around 2 hoops and return to home base?
- Skip quickly around your hoop 3 times?
- Skip in a curved pathway around 3 hoops and return to home base?
- Move through your hoop from side to side?
- Hold it up and move under and through?
- Hold it low and step over and through it?
- Balance on your hands and feet over your hoop and hold. This is called a "4-point bridge."

3. Musical Hoops

- This game is called *Musical Hoops*. When the music starts, leave your home base (hoop) and side-slide (or walk, skip, etc.) within our area. Don't step on or in a hoop.
- When the music stops, find a hoop to stand in. (*Play several rounds.*)
- Next round, I am going to remove several hoops. What do you suppose will happen? (*They will share hoops with others.*)

(Play until students are squeezed into the fewest number hoops safety allows.)

4. Wrap It Up

- How did you share when you played *Musical Hoops*?
- When you were in your hoops and posing, it looked like a creative dance. Has anyone ever been to a dance recital or a play where people were dancing?
- Let's review our key words and phrases from today while we stretch.

MOVEMENT CONCEPTS USING HOOPS

* SPARK™ IT UP!

* Musical Hoop Challenges

(When 2 or more students are in a hoop.) Can everyone in your hoop pose at a different level? Can you pretend you are a sport player?

* Math Magic

(For use with Musical Hoops.) How many are in your hoop? Is it an even or odd number of students? Whose hoop has the most students? The fewest? If your hoop has more than 4 students, hop on 1 foot.



HOME

Do you have a hoop at home? If not, make a circle with a rope. Practice jumping around it, making bridges and leaping over it, hopping in and out of it, etc. What other tricks can you do with your hoop?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, manipulative skills

- #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)

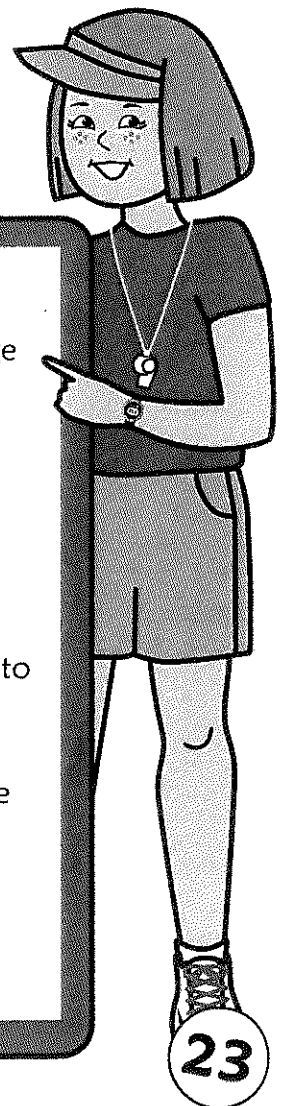
● _____

PAULA'S POINTERS

- This is the first lesson using a large manipulative. Give additional safety signals and/or spend more time reinforcing start and stop signals if needed.
- Before playing *Musical Hoops*, encourage children to watch for others looking for someone to play with and invite that person to join them in their hoop.
- Use *Musical Hoops* to teach/ reinforce sharing and praise those that practice it.

Vocabulary

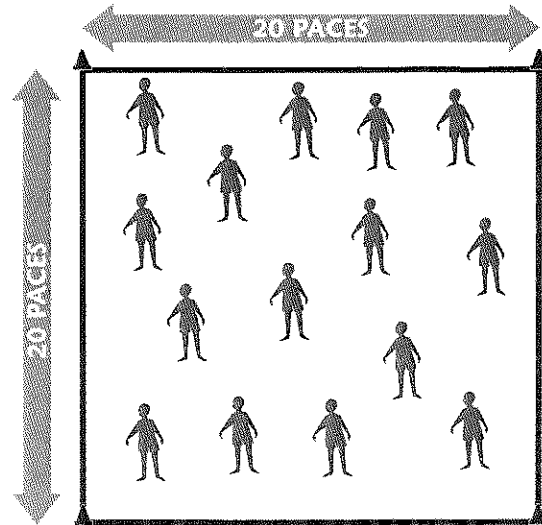
Balance, odd, even, sharing





Ready

- 4 cones (for boundaries)
- 3 Movement Cubes (locomotor skills, levels and directions, pathways)
- 1 spot marker (or hoop) per student (use at least 4 different colors)
- Note: If no colored spot markers, use large, colored stickers to differentiate
- Music and player



Set

- Create medium (20X20 paces) activity area.
- Scatter students within boundaries; ask them to establish their home base and spread out safely.

GO!

1. Home Base Review

- Were you able to find a home base without a spot or hoop to help you?
- Who did the “helicopter?”
- If you hear, “Go home!” what do you do? Correct, return to the home base you’re standing on now.

2. Rock and Roll

- Do you remember how we *Rock and Roll*?
- Three people will roll 1 Movement Cube each.
- If one shows “Skip,” begin skipping. If another says, “Forward,” skip forward. If the 3rd says, “curved,” skip forward in curved pathway.

(Begin slowly to integrate a warm-up. Play until all 8 locomotor movements, all directions, and all levels are reinforced.)

3. Body Shapes

- Today, we will move our bodies to create shapes.
- When I say an adjective (a descriptive word), think how you could move your body to show it.
 - o Curved – Be curved like a snake.
 - o Narrow – Stretch to be long and thin.
 - o Wide – Reach your arms and legs out to the sides.
 - o Angular – Make your body bend and point.

BODY MANAGEMENT AND BALANCE

GO! (continued)

- o Twisted – Turn part of your body one way and part of it another way.
- o Bent and curled – Close your body.
- o Shaking – You're cold and shivering!
- o Swinging – Make big, free movements with your body parts.
- o Swaying – Make small movements front and back or side-to-side.
- o Turning – Spin like a top!
- o Rising – Move away from the ground.
- o Sinking – Slowly move toward the ground.

4. Body Parts

(Send students in small groups to select/place their spot within the activity area.)

- This game is called *Body Parts*.
- I will call a color and a body part. First, find a spot of that color; then, touch it with that body part. There may be several of you at each spot, so show how well you've learned to share.
- Blue/knees. Red/hands. Green/elbows. Yellow/toes.
- Blue/L knee. Red/R elbow. Green/L big toe. Yellow/R hand.
- Blue/L thumb. Red/L hand. Green/R big toe. Yellow/L elbow.

5. Balance on This!

- When you hear music, move within our area, avoiding the spots.
- When the music stops, stand on a spot.
- I will call a number. Balance on your spot touching that number of body parts to the ground. If they don't all fit on the spot, it is OK to touch the ground.
- Challenge yourself to choose different body parts each time.

(Continue calling numbers from 1-6 and challenging students to be creative with body parts used.)

6. Wrap It Up

- Was it hard to think about 2 things at once? That is why it is hard to listen and speak at the same time.
- What sports or dances might use some of the creative moves we did today?
- Let's review today's key words and phrases while we stretch.

BODY MANAGEMENT AND BALANCE

*SPARK™ IT UP!

* Double Body Parts

After touching one part to the spot, raise the opposite side's match in the air (e.g., touch R elbow, raise, L elbow).

* Right and Left

(Specify R and L body parts.)



WELLNESS

Taking care of all your body parts is a full-time job! Remember to take care of your heart by eating a healthy diet and getting plenty of physical activity. Which other body parts do you take care of? How?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body awareness, nonlocomotor skills, locomotor skills, balance

#3, 4 Participates in physical activities that are enjoyable and challenging

#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)

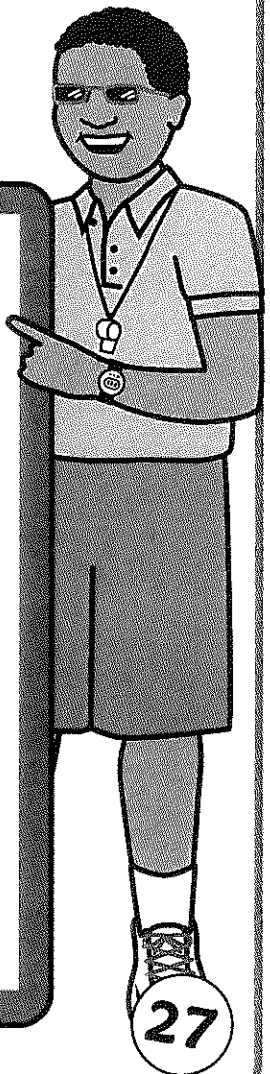
TONY'S TIPS

- Remind students of the importance of moving safely in a group.
- For more activity, spread spots (or hoops) farther apart.

Vocabulary

Adjective, diet

NOTES



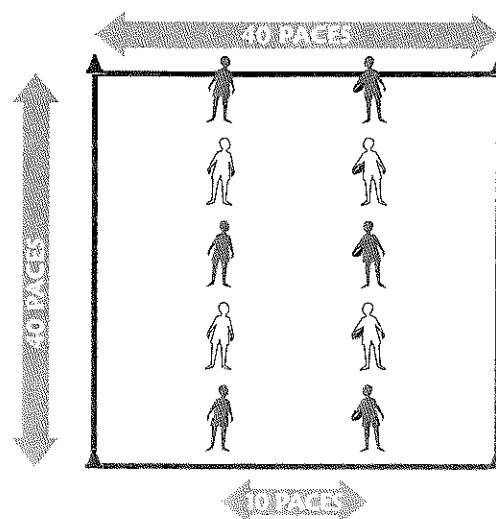


Ready...

- 1 ball per pair
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (10 paces apart) toward midline of area; 1 ball per pair.



GO!

1. The object is to learn and practice the football punt.
2. *(Teach and demonstrate the punt.)*

- In football, when you have not moved the ball at least 10 yards in 3 tries (downs), you have 1 last chance to either reach that “1st down” marker, or punt the ball sending it downfield, where the other team takes over on offense. A punt is a kick in which somebody drops a ball, and kicks it before it hits the ground.

• *(Teach punting technique.)*

- Stand with feet together, ball held with both hands waist high. Hold the pointed ends of the football at an angle so that when you drop it, you won't kick the pointed end.

- As you step forward with your non-kicking foot, drop the ball out in front of you, and swing your kicking foot to meet the ball before it touches the ground.

- Watch your pointed foot connect with the flat side of the ball.

- *(Allow pairs to practice the punt back and forth from 15-20 paces apart. Partner A punts, Partner B catches, then punts back to Partner A. Continue for several minutes.)*

CHALLENGES

- ★ Can you punt the ball so it reaches your partner before it bounces?
- ★ How many punts can you and your partner make in 1 minute?

CUES

- ★ Drop the ball, don't throw it up.
- ★ Point your kicking toe.
- ★ Watch your foot connect with the ball.

* Step Back

Begin close to your partner. Each time a punt is caught, the receiver takes 1 step back. Work your way farther from your partner.

* Punt Run Back

(Need 1 flag per student.) Begin 20 paces from your partner. Punt the ball to your partner, then try to pull their flag once they have control of the ball. Punt Receivers, try to run the ball past your partner. Switch roles after each punt.



HOME

The current record in the NFL for the longest punt is 98 yards by Steve O'Neal on September 21, 1969. Grab a football, and go to your local junior high or high school football field. Start at 1 goal line – 98 yards is just 2 yards shy of the other goal line. Punt the ball, and run to where it stops. Punt again from that point. How many punts does it take you to cover the distance of O'Neal's record?

STANDARDS ADDRESSED

NASPE

#1, 2 Punting, receiving

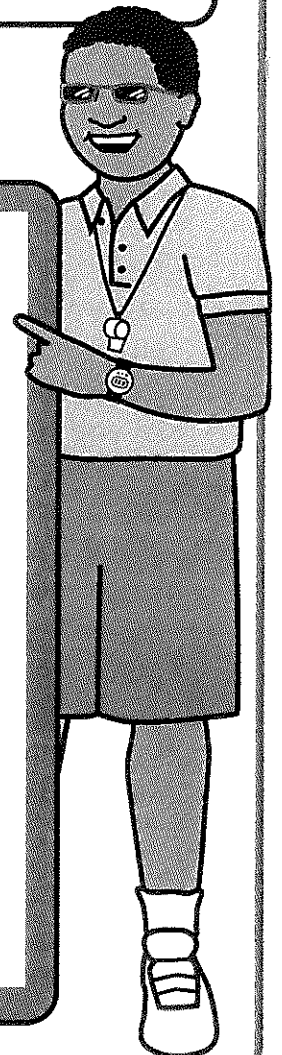
#5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- Rotate partners often.
- Use foam footballs to increase safety.

NOTES





Ready...

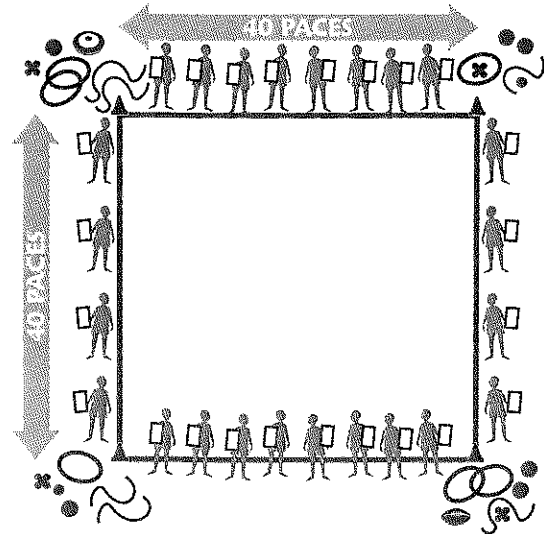
- 1 utility ball per 4 students
- 1 fun tossable per 4 students (*offer a choice, e.g., football, flying disc, Koosh® ball, foam ball, etc.*)
- 1 hoop per 4 students
- 1 jump rope per 4 students
- 4 cones (for boundaries)
- 1 *Solo Aerobic Fitness Task Card* (SPARKfamily.org) per student

Set...

- Create large (40X40 paces) activity area.
- Place equipment at corners of area.
- Provide each student a *Solo Aerobic Fitness Task Card*.
- Scatter students along perimeter.

GO!

1. The object is to complete the challenges on the *Solo Aerobic Fitness Task Card* using proper form.
2. When completed, do the *Closing Challenge* until my signal to stop.



★ Create Your Own
(Create your own Task Cards that utilize equipment and facilities unique to your school site, incorporate students' suggestions, increase the challenges as students become more fit, and consider the specific needs of your students.)



WELLNESS

Activities like swimming, dancing, riding your bike and skateboarding all require your muscles to burn energy. To do so, muscles need oxygen. Movements that require muscles to use oxygen are called aerobic (meaning "with oxygen"). Do you notice how your body changes when you exercise? You breathe faster, your face flushes, you sweat, and your heart beats hard. These body cues are signs you are working aerobically.

STANDARDS ADDRESSED

NASPE

#1, 2 Various manipulative skills, locomotor skills

#3, 4 Cardiovascular endurance

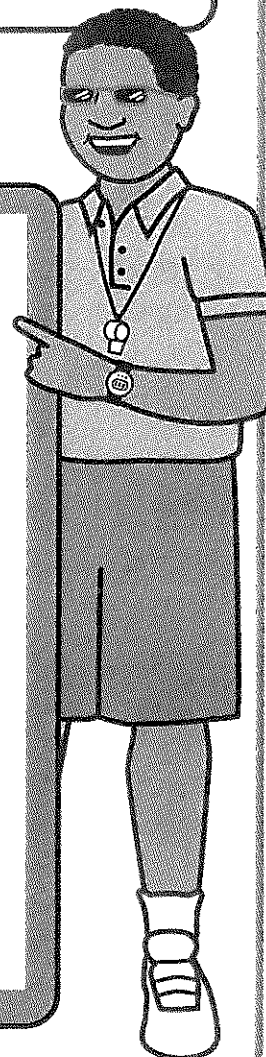
#6 Accepting challenges

Your State (Write in here)

TONY'S TIPS

- Use music to motivate your students.
- Allow students to pair-up with a similarly-fit friend.

NOTES



FITNESS CHALLENGES

SOLO AEROBIC CHALLENGE

TASK CARD

The challenge is to complete all the tasks below using quality movements. It is not a race! If you finish before the signal, complete the *Closing Challenge*. Good luck and have fun!

Jog - Jog 2X around the perimeter of the activity area; clockwise.

Skip - Skip the length of the activity area and back 2X.

Grapevine - Grapevine Step the perimeter of the activity area; clockwise 1X.

Dribble - Dribble Soccer-Style around the perimeter of the activity area; counterclockwise 1X.

Slide - Side-Slide to touch all 4 corners of the activity area.

Jump - Jump Rope 100 jumps (your choice of tricks).

Hoop It Up - Complete your choice of hoop trick for 1 minute.

Social Support - Jog around and give/get high-fives from 15 students in your class.

Play Catch - Toss and Catch while moving around the perimeter of the activity area, counterclockwise (your choice of tossable).

Paint an "X" - Start in the center of the activity area. Dip your feet in invisible paint and move from corner to corner to make a large, imaginary "X."

CLOSING CHALLENGE

Play Give and Go with 1 or 2 others who are finished (using your choice of tossables).

GRADES 3-6