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|  | **K-5**  **Lesson plans** | ***KDOE: Practical Living (P.E.): Academic Standards 2.34:***  P.E.: Students perform physical movement’s skills effectively in a variety of settings.  **KDOE: Practical Living (Health): Academic Expectations: 4.1:** Students effectively use interpersonal skills. (K-5th)  **KDOE: Practical Living: Academic Expectations: (Health) 5.4:** Students use decision-making process to make informed decisions among options. (K-5th)  **KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:** Students evaluate consumer products and services and make effective consumer decisions. (K-5th)  **KDOE: Vocational Studies (Career Studies):**  **Academic Expectations: 2.36:**  Students use strategies for choosing and preparing for a career.  **KDOE: Practical Living (Health): 2.32:** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)  **KDOE: Practical Living (Health): 4.1:** Students effectively use inter-personal skills. (3rd-5th)  ***National Standards (NASPE)***  See attached lesson plans for NASPE standards!  ***KDOE: Practical Living (P.E.): Academic Standards 2.34:***  P.E.: Students perform physical movement’s skills effectively in a variety of settings.  **NASPE Standards:** See attached lesson plans! | **Vocabulary:**  Loyal,  Kin-ball, Omnikin, defense, serve, fault, illegal drugs | **Learning Targets (relate all targets to real life):**  **P.E.:** I can perform physical movement skills correctly. (K-5th)  **Health:** I can give examples of foods that I can eat all of the time versus only sometimes foods. (K-5th)  Health: I can give an example of being a loyal person. (K-5th) Character Ed.  Health: I can give reasons why illegal drugs are unhealthy. (K-5th) Red Ribbon Week  **Vocational Studies**: I can give an example of a career from the Law, Public Safety, Corrections, and Security career cluster (Fire Department). (K-5th)  **P.E**.: I can work cooperatively and use the Kin-ball in a variety of locomotor movements. (K-2nd) **PL-P-PS-S-1**  **P.E.**: I can work together as a team and demonstrate how to play the sport of Kin—ball. (3rd-5th) **PL-4-PS-S-4**  **Tuesday-Thursday P.E. and Heath Lesson Plans**  **Mini lesson:** (P.E.) Students will enter gym and sit down in their personal space. 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!    **Warm-up:** (P.E.) Students will complete four different warm-up stations. 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.  **Mini lesson (Health/Citizenship/Employability Traits):** Character word of the week on PowerPoint: loyalty DOK #1: Define the meaning of the word loyalty. DOK #2: Compare and contrast loyalty at school and while you are at home.  **Mini Lesson: (Health):** Students will look at slide about healthy and unhealthy foods.  **Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within Law, Public Safety, Corrections, and Security. Review the content discussed from the previous Monday’s guest speaker.  **P.E. Activity #1:** Primary (K-2nd) Big Ball Tag  The teacher will select several students to control the big Ominkin balls. Each individual will move the ball with his/her hands and attempt to tag the other students with the ball. If a student is tagged with the ball, he/she will exit the playing area and perform the physical activity designated by the teacher so he/she can get back into the game. Each round will last about 1 minute then new taggers will be selected from the group.  **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: Have students come up with a different way to play the game “Big Ball Tag”.  **Assessments/Exit Slip:** **DOK 1:**  Explain how to play the game “Big Ball Tag”. DOK 2: Compare and contrast the game “The Train” with Big Ball Tag.  **P.E. Activity #2:** Primary (K-2nd) No Hands  Four to six players practice moving a large Omnikin ball, without using their arms or hands, preventing it from touching the ground. Techniques can include use of the head, the back, the chest or the feet.  **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: Have students brainstorm and then come up with a different way to play this game.  **Assessments/Exit Slip:** DOK 2: Compare and contrast the game “Temple of Doom” and “No Hands”.  **P.E. Activity #3 Primary (K-2nd) Poison Ball**  Play inside or out (grass). Designate boundaries. Use 3-6 Omnikin balls 18" or larger depending on the size of the class. If a large class, divide into two games. Participants must get possession of a ball and roll it around the floor using their hands. When they get close to someone, they may roll the ball to hit the person or pick the ball up and attempt to use a chest pass to hit the person with the ball below the waist. Anyone hit by a ball must go to the sideline (re-entry zone) and wait there until the person who hit them is hit/sidelined and then they re-enter the game. Person who hits a player must point to them so they know who hit them. As you leave the floor to move to the sideline, you put your hand on your head so everyone knows you are walking to the reentry zone. Rules: • you are not sidelined if you are hit in the head • if another ball is thrown at you, you may defend yourself with a ball in your possession; you are not sidelined if you maintain possession • if you catch a thrown ball, the person who threw the ball must go to the re-entry zone • no limited possession time as long as you are rolling the ball • once you pick up the ball you have 5 seconds to throw it at someone; foul - go to the reentry zone for 30 seconds • you may not possess the same color/type ball consecutively; foul - go to the re-entry zone for 30 seconds • no stealing - go to the re-entry zone for 30 seconds • no kicking - go to the re-entry zone for 30 seconds • if there are too many players in the re-entry zone, call "Poison Control" and all are back in the game Variations: • sidelined if hit below the shoulders • no throwing, only out if the ball is rolled • kicking to tag • team poison CONQUERORS - Play inside or out.  **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: Have students brainstorm and then come up with a different way to play this game.  **Assessments/Exit Slip:** DOK 2: Compare and contrast the game “Temple of Doom” and “Poison Ball”.  **P.E. Activity #4:** Primary (K-2nd) Kin-ball Sport/Popcorn, 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: How many times can you play this game without allowing the ball to hit the ground or go out of bounds?  **Assessments/Exit Slip:** DOK 1: How did your group work together to make this activity fun? DOK 2: Compare and contrast the game “temple of doom” and “popcorn”.  **P.E. Activity #1:** Intermediate (3rd-5th) Kin-ball Sport (World Games), 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: How many points can you score before the signal? How few faults? **Assessments/Exit Slip:** DOK #1: Explain how to play the game Kin-ball. DOK #2: Compare and contrast “Kin-ball and (choose a sport, ex. Basketball, volleyball, football, baseball).    **Mini lesson (Careers):** Students will watch a brainpopjr.com video titled “Going to the Dentist”. (K-2nd). DOK 2: Compare and contrast going to the dentist with going to the doctor. Students will watch a video from brainpop.com titled (3rd-5th)  **Review & Rewarding Positive Behaviors:** Mr. Kuhn will pass out green tickets. I will review key vocabulary from the lesson.   1. **FRIDAY P.E. & Health Lesson Plan:**   **Review & Rewarding Appropriate Behavior**: I will pass out green tickets and review key concepts and vocabulary.  **Date:** Friday, October 26, 2018  **Topics**: Tag, flee, Rock, Paper, Scissors, Throwing at a target  **Vocabulary:** tag, flee,  **I can statements:** I can tag or run away from a peer that is chasing me. **PL-4 (5)-PS-S-2** (2-5th)  I can roll and tag a peer with a ball. **PL-4 (5)-PS-S-2** (2nd-5th)  I can catch a ball. (K-1) **PL-P-PS-S-8**  I can throw a ball at a target. (K-1) **PL-P-PS-S-8**  **Large group instruction:** Students will sit on the floor and will spend a few minutes reviewing concepts learned earlier this week in PE.  **Warm-up:** Students will run 3 laps and will dance along with one or two Just Dance songs on the Activboard.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **P.E. Activity #1 RPS Showdown (2nd-5th)**    **Materials:**  Poly dots (optional) and some type of squishy balls where students can easily throw them, but students will not get hurt if they are hit.    **Instructions:**  Have students grab a partner and place the ball in between them    1. Have students play rock, paper, scissors.  2. Whoever wins will grab the ball.  At the same time the losing partner will turn and run in a **STRAIGHT LINE** (safety reasons) back to the wall.  3. The student with the ball is trying to either roll or throw the ball at their partner to hit them before they reach the wall.  The partner who is running is trying to get to the wall without getting hit. This may sound confusing, but I promise it's not or just watch the video for an example :D  4. If the student with the ball can hit their partner they get a point. If the thrower misses or the partner reaches the wall then the student running gets a point.  5. Have students run the ball back and continue to play until they reach a designated score or don't keep score.    **Safety Concerns:**  1. Stress the importance of running in a straight line to avoid collisions and accidents  2. It's helpful if you have students run the ball back instead of throwing it especially with elementary.    **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. **Challenges for Advanced & Additional ways to play:** 1. You can add where whoever wins must do a designated exercise before grabbing the ball for example 4 jumping jacking the they are allowed to grab the ball and throw.  This is a good addition especially if you are having students throw overhand.    P.E. Activity #2: Zombie Tag (2nd-5th) One student will be “it” (an infected zombie) and will be trying to tag (infect) other students. Students are permitted to run on the lines only. The infected zombies become “it” and must then crawl to tag (infect) other students.  **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: Students will perform various “Challenges” listed throughout the attached lesson.  **Assessments/Exit Slip:**  Students correctly played hopped and played Rock, Paper, Scissors Correctly. DOK 2: Compare and contrast tradition Rock, Paper, Scissors and RPS Showdown.  P.E. Activity #1: Aliens versus Astronauts (K-1st): One team (Aliens) will throw balls (missiles) at cones (planets). The astronauts will defend the cones (planets) by catching the ball and throwing it back to the aliens or will reset the cones by standing them back up. Roles will switch every 5 minutes.  P.E. Activity #2: Hungry Monsters: (K-1st): Eight students will sit in a hula hoop (cage) and will try and catch the ball (pizza). Students will be divided into two groups and will throw the ball to the monsters so they can catch and then “eat the pizza”.  **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: Students will brainstorm a variation of a way to play these games differently.  **Assessments/Exit Slip:**  Students correctly threw the ball with correct form. DOK 2: Compare and contrast Aliens vs. Astronauts and Hungry Monsters.   |  | | --- | | \*\*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**: | ***Daily Assessment:***  *X Observation*  *X Oral responses*   * *Self-Evaluation* * *ORQ*   *X Whole Class*  *X Small Group*  *X Individual*  ***Formative and Summative Assessments***  X Entrance (flashback) and Exit Slips  X Oral Questions  □ Student Self-Assessment |
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn’s lesson plan binder.