

<p>K-5 Lesson plans</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 (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 mentally and emotionally healthy. (K-2nd)</p> <p><u>National Standards (NASPE)</u></p> <p>See attached lesson plans for NASPE standards!</p>	<p>Vocabulary: Stretching Dynamic Static, health science, tagger, flee, target, safety equipment Additional vocabulary on attached LP</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 careers in health science (K-5th). Health: I can understand and demonstrate accountability. (K-5th) Health: I can understand and demonstrate the importance healthy eating (K-5th).</p> <p>P.E.: I can demonstrate dynamic and static stretching (3rd-5th). PL-4-PS-S-1 P.E.: I can toss and object and/or avoid being hit by an object. (3rd-5th). PL-4-PS-S-4 P.E.: I can tag a peer. I can flee from a tagger. PL-4-PS-S-4</p> <p>P.E.: I can toss and move a beanbag in a variety of different ways (K-2nd). PL-P-PS-S-1 P.E.: I can pull a flag and keep my flag from being pulled (K-2nd). PL-P-PS-S-1</p> <p>Tuesday (Only) : October 9, 2018</p> <p>P.E. Activity: (K-1st) Students will play a modified game of kickball (see below) and will only kick the ball with a few outfielders trying to catch the ball. Students will play a game of tag where they toss the ball back and forth with a peer and then the students with the ball when the music stops will chase the student without the ball until the music resumes.</p> <p>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 be given an opportunity to brainstorm ways we could change up gameplay to make the game unique.</p> <p>Assessments/Exit Slip: DOK 2: Compare and contrast baseball and kickball.</p> <p>P.E. Activity: (2nd-5th) Students will play football tag and Kickball.</p> <p>Activity: See below for instructions on how to play football tag. Kickball will be play like baseball except student will kick the ball instead of hitting the ball with a bat.</p> <p>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 be given an</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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opportunity to brainstorm ways we could change up gameplay to make the game unique.

Assessments/Exit Slip: DOK 2: Compare and contrast baseball and kickball.

Wednesday, October 10 (see attached lesson plan for Smile Kentucky)

Thursday P.E. and Health Lesson Plans

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!

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.

Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on PowerPoint: accountability

Mini Lesson: (Health): See PowerPoint: The importance of proper safety equipment.

Mini lesson: (KY Career Cluster): See PowerPoint about a career related to health science.

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.E. Activity #1: (K-1st) Football Freeze Tag (Open Curriculum) pg. 43
Beanbag Exploration (Open Curriculum)

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 challenges throughout the attached lesson.

<p><i>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</i></p> <p><i>National Standards (NASPE) 1/2</i></p> <p>PL-4 (5)-PS-S-2: use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities</p> <p>PL-P-PS-S-8: develop basic manipulative skills (e.g., throwing, catching, kicking, striking)</p>		<p><u>Assessments/Exit Slip:</u> DOK questions are attached to the lesson plans.</p> <p><u>P.E. Activity #2:</u> (2nd-5th) Shooting Stars & Cops and Robbers, See attached lesson plans.</p> <p><u>Differentiated Instruction:</u> 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 challenges throughout the attached lesson.</p> <p><u>Assessment/Exit Slip:</u> Make sure students performed the activity correctly. DOK 2: Compare and contrast this activity with a traditional relay. DOK 2: Compare and contrast this activity with the traditional way that you have played Cops and Robbers.</p> <p><u>Mini lesson:</u> Students in grades K-2nd will watch a video from jrbrainpop.com titled "bones". 3rd-5th grade students will watch a video from brainpop.com titled "bike safety".</p> <p><u>Cool down and Rewarding Positive Behaviors:</u> 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.</p> <p><u>Date:</u> Friday, October 12, 2018</p> <p><u>Topics:</u> obstacle course (trust), kicking a ball, flexibility</p> <p><u>Vocabulary:</u> pathway, dynamic and static stretching, serving, rebounds.</p>	
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I can statements: I can run and stand between two bases quickly. I can statically stretch various muscles. I can build my partners trust through a guided movement activity. I can kick a ball into a wall with correct form.

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 one or two Just Dance songs on the Activboard.

P.E. Activity #1 & 2 Squirrels in the Trees (Games, pg. 7) & Flexibility (Building a Foundation, pg. 51) See attached lesson plan. (K-2nd)

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 will complete the Wrap It Up assessment at the end of the attached lesson. DOK 2: Compare and contrast static and dynamic stretching.

P.E. Activity #1 & 2 Designated Drivers (Cooperatives, pg. 15) and Kickback (Recess Activities), pg. 21. See attached lesson plan. (3rd-5th)

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 kicked the ball into the wall with correct form with a partner. DOK 2: Compare soccer and Kickback.

****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.

Teacher: Clark Kuhn Subject: PE & Health Date: October 9, 2018 Topics: Shooting Stars & Cops and Robbers, Football Tag, Beanbag Exp.

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 struck), 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: PE & Health Date: October 9, 2018 Topics: Shooting Stars & Cops and Robbers, Football Tag, Beanbag Exp.

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

Shooting Stars

Ball Toss PE Game

Equipment:

- As many rings (ringette rings work great), or balls, bean bags... etc. as you feel are necessary (at least 20).

Description: Create a rectangular playing area using either the lines in the gym or cones if you are outside. The playing area should be almost as large as the gym itself.

- Line up the rings along the two outside lines of the rectangle (as shown in the picture).
- Have one student stand on the outside of one line behind the rings, and have another student on the outside of the other line behind the rings.
- Have all other students line up on the end line beside one another.
- When the teacher shouts "GO," all students have approximately 10 seconds to cross from one end of the gym to the other without being hit in the feet by a ring (a shooting star).
- As soon as the teacher says "GO," the two students standing behind the rings are allowed to kick or throw the rings, so that they slide along the ground, to try and hit the feet of the players running past.
- Any player who has his/her feet hit by a ring must help to line the rings back up on the sidelines, and must then stay standing behind the rings, ready to fire on the runners in the next round.
- To change the difficulty level, or if you are playing outside, feel free to use soccer balls, dodgeballs, bosu balls, bean bags (gym only)...etc.

Challenges: Have gifted and talented students brainstorm a unique or different way to play this games as a small group.

Cops & Robbers

- 7-9 hula hoops.
- A whole bunch of bean bags.
- Cones to mark center safe zone (if playing outside).
Description: Scatter the hula hoops around the gym. Put as many bean bags into each hoop as you can. Split the class into 2 even teams, placing one team in the middle of the gym, inside the center circle (this will be their safe zone). Have the other team scatter around the playing area.
- The players in the middle of the gym are the robbers. The players outside the safe zone, scattered around the playing area, are the cops. The object of the game is for the robbers to steal as many bean bags as they can and bring them back to their safe zone without being tagged by a cop. If a robber can make it to a hula hoop he/she can stand and be safe inside the hula hoop with the bean bags.
- Only one robber can be inside a hula hoop at one time. Robbers can only steal one bean bag at a time.
- If a robber makes it back to their safe zone without being tagged by a cop, he/she drops the bean bag in the middle of the safe zone and prepares to head out again.
- If a robber is tagged by a cop, and does not have a bean bag, he or she must sit down wherever he or she was tagged.
- If a robber is tagged while holding a bean bag, he or she must first return the bean bag to the hula hoop, and then go and sit down back in the spot where he or she was tagged.
- When a robber leaves the safe zone, they can either try and steal a bean bag OR save a robber who has been frozen (they cannot do both). To save a robber, they must make it to the frozen robber and touch them and then, while still remaining in contact with them, walk back to the safe zone together before rejoining the game.
- Play for a predetermined amount of time or until all of the robbers have been caught or until all of the bean bags have been stolen.
- At the end of each round have the cops and robbers switch roles.