|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **K-5**  **Lesson plans** | ***National Standards (NASPE)***  See attached lesson plans for NASPE standards!  KY Health & PE standards are written down after the “I can” statements for both P.E. and Health. | **Vocabulary:** concern for others, manipulative skills, offense, defense, dribble, pass (bounce, overhead, chest) | ***Health:*** *I can explain and provide an example of concern for others. (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3*  ***Health:*** *I can define and provide an example of manipulative skills. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1*  ***P.E****:   I can demonstrate different ways to jump and land. (K-2nd) PL-P-PS-U-1*  ***P.E.:*** *I can demonstrate how to jump for distance (long jump). (K-2nd) PL-P-PS-U-1 & PL-4(5)-PS-S-4*  ***P.E****.:  I can demonstrate how to jump rope. (3rd-5th) PL-4(5)-PS-S-4*  ***P.E.:*** *I can demonstrate how to pass a basketball. I can dribble a basketball and keep a peer from taking it. (3rd-5th) PL-4(5)-PS-S-4*  ***Tuesday-Thursday P.E. and Heath Lesson Plans***  ***Warm-up:*** *(P.E./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.*  ***Mini lesson:*** *(P.E.) Students will enter gym and sit down on their signed spot on the gym floor. 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!*  ***Mini lesson (Health/Citizenship/Employability Traits):*** *Character word of the week on Power Point: Concern for Others*  ***Mini Lesson: (Health):***Students will look at a slide and learn about the meaning of the term “manipulative skills” and will be able to provide an example of a manipulative skills. (DOK 2) Compare and contrast a manipulative skills and a locomotor movement.  ***Mini lesson: (KY Career Cluster):*** *I will show the students the career cluster in Arts, AV, Technology, and Communications. Students will discuss a job from the Arts, AV, Technology, and Communications cluster.*  ***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:*** *Students in grades K-2nd will watch a video from youtube.com titled “why does salt make food taste better”. Students in grades 3rd-5th grade will watch a video from brainpop.com titled “salt”.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  ***P.E. Activity #1:*** *Primary (K-2nd) Jumping and Landing Patterns (Jumping, pg.1) 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:  See “Spark It Up!” or “Challenges” section of the lesson plan for advanced activities.*  ***Assessments/Exit Slip:*** *See assessment questions under the section “Wrap It Up”. DOK levels vary by question. Anecdotal Records: Students demonstrated jumping and landing patterns using correct form.*  ***P.E. Activity #2:*** *Primary (K-2nd) Jump for Distance (Jumping, pg. 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:  See “Challenges” or “Spark It Up” section of lesson plan.*  ***Assessments/Exit Slip:*** *Students demonstrated correct form while jumping for distance. See assessment questions under the section “Wrap It Up”. DOK levels vary by question. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  ***P.E. Activity #1:*** *Intermediate (3rd-5th) Back to Basics, Jump Rope, OPEN online P.E. curriculum. 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:  See “Grade Level Progression” section of attached lesson plan.*  ***Assessments/Exit Slip:*** *See “Debrief Questions” section for questions with varying DOK levels. Anecdotal records that record if students mastered the various skills taught today.*  ***P.E. Activity #2:*** *Intermediate (3rd-5th) Dribbling & Passing Drills: Students will be paired up with a peer and will practice passing the basketball with a peer. Students will practice both dribbling and defending their basketball from a peer. Students will practice trying to steal the basketball from a peer without fouling them.*  ***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 an opportunity to practice dribbling the ball using more advanced techniques (through their legs, and etc.)*  ***Assessments/Exit Slip:*** *Anecdotal records that record if students mastered the various skills (dribbling & passing) taught today. DOK 2: Compare and contrast using offense and defense in basketball and soccer.*  ***Static Stretching (Cool Down) and Rewarding Student Behavior:*** *If time permits 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 as needed.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*   1. ***FRIDAY P.E. & Health Lesson Plan:***   ***Topics:*** *basketball, dribbling, passing, shooting, scoring, offense, defense*  ***Vocabulary:*** *basketball, dribbling, passing, shooting, scoring, offense, defense*  ***Mini lesson:*** *Students will go over the slides of health and P.E. concepts learned earlier in the week.*  ***I can Statements:***  *I can dribble a basketball. I can pass a basketball. I can shoot a basketball. I understand the basics of how basketball is played. (K-5th) PL-4(5)-PS-S-4 & PL-P-PS-U-1*  ***Warm-up:*** *Students will run three laps in the gym. Record if students wore the proper athletic shoes to P.E.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  ***(K-5th)***:Basketball Game: Students will be given jerseys and will be divided into 5 on 5 teams. Offensive students will dribble and shot the basketball into the hoop keeping the other team from gaining possession of the basketball. Defensive students will block and try to steal and keep the offensive team from trying to score a basketball. Students will learn about scoring and the basics of how basketball is played.  ***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 brainstorm creative ways that they can make this activity unique or more challenging.*  ***Assessments/Exit Slip:*** *Anecdotal records that record if students mastered the various skills taught today. Students demonstrated good sportsmanship and demonstrated a basic understanding of how basketball is played.*  **Static Stretching (Cool Down) and Rewarding Student Behavior:** If time permits, 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. | ***Daily Assessment: (Tuesday-Friday)***  *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  ***Daily Assessment: (Tuesday-Friday)***  *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 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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