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|  | **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:** Volunteering, sugar, foul, shoot, pass, dribble, offense, defense, tip offdiabetes | ***Health:*** *I can explain and provide an example of volunteering. (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3****Health:*** *I can give some side effects of sugary drinks. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1****P.E.:*** *I can demonstrate how to play a game of basketball. (K-2nd) PL-P-PS-U-1 & PL-4(5)-PS-S-4****P.E.:*** *I can demonstrate how to shoot a basketball into a hoop. K-5th) PL-4(5)-PS-S-4 & PL-P-PS-U-1****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: Do Your Share (Volunteering).****Mini Lesson: (Health):***Students will look at a slide and learn about the side effects of too much sugar. DOK 2) Compare and contrast a diet that is high in sugar and high in salt. ***Mini lesson: (KY Career Cluster):*** *I will show the students the career cluster in Education & Training. Students will discuss a job from the Education & Training* ***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 and dribble a basketball as a warm up.* ***Mini lesson:*** *Students in grades K-2nd will watch a video from youtube.com titled “sugar”. Students in grades 3rd-5th grade will watch a video from brainpop.com titled “diabetes”.* *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****P.E. Activity #1:*** *Primary & Intermediate (K-5th) Shooting the Basketball at the Hoop**Students will form two lines and will shoot the basketball at the hoop. They will be shooting from up close at an angle.****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 get to practice lay-ups if time permits.* ***Assessments/Exit Slip:*** *Anecdotal Records: Students demonstrated how to shoot the basketball with correct form.****P.E. Activity #2:*** *Primary & Intermediate (K-5th) 5 on 5 Basketball Game. Students will be divided up into two team. Teams will take turns being on defense and offence. Students will pass, dribble, and shoot the basketball into the hoop. Team with the most points win the game.* ***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 opportunities to display advance basketball techniques while playing the game of basketball.*  ***Assessments/Exit Slip:***Anecdotal Records: Students demonstrated how to play a game of basketball while following the rules of the game. Compare and contrast the gameplay of basketball and soccer.  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Friday, March 1, 2019Same as above except the warm up will be dancing along with Just Dance instead of warm-up stations. | ***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 SlipsX 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 SlipsX 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.