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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:**  Hop, relay race, balance, teamwork, willingness to learn, non-  Violence,  Personal  Hygiene | ***Health:*** *I can explain and provide an example of being non-violent. (K-5th) PL-P-N-U-2 & PL-4(5)-N-U-3*  ***Health:*** *I can explain and provide of good hygiene. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1*  ***P.E****:   I can quickly hop in a potato sack in a relay race. (K-2nd) PL-P-PS-U-1 & (3rd-5th) PL-4(5)-PS-S-4*  ***P.E****.:  I can balance an object on a spoon while running in a relay race. (K-2nd) PL-P-PS-U-1 & (3rd-5th) PL-4(5)-PS-S-4*  ***P.E.:*** *I can run in a relay race and then sit on an object in a chair. (K-2nd) PL-P-PS-U-1 & (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.*  ***Mini lesson (Health/Citizenship/Employability Traits):*** *Character word of the week on Power Point: willingness to learn*  ***Mini Lesson: (Health):***Students will look at a slide and learn about the importance of being non-violent.  ***Mini lesson: (KY Career Cluster):*** *I will show the students the career cluster in Agriculture, Food, and Natural Resources.*  ***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 3rd-5th will watch a video from brainpop.com titled “Personal Hygiene”. Students in grades K-2nd grade will watch a video from jr.brainpop.com titled “Handwashing”.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  ***P.E. Activity #1:*** *(K-5th) Students will practice the Field Day game Marshmallow & Spoon Relay. Students will be divided into equal groups and will race with an object on a spoon in a relay fashion. The first group to finish wins.*  ***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 advanced activities that they can perform at any station.*  ***Assessments/Exit Slip:*** *Students participated in the Marshmallow relay while trying to run and balance the object on a spoon.*  ***P.E. Activity #2:*** *(K-5th) Students will practice the Field Day game Balloon Pop Relay. Students will be divided into equal groups and will race while sitting down on a squishy object that they try to pop. The first group to finish wins.*  ***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 advanced activities that they can perform at any station.*  ***Assessments/Exit Slip:*** *Students participated in the Balloon Pop Relay by racing and trying to sit on the squishy object correctly. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  ***P.E. Activity #3:*** *Primary (K-5th) Students will practice the Field Day game Sack Race. Students will be divided into equal groups and will race while hopping inside of a sack. The first group to finish wins.*  ***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: Give them an opportunity to come up with their own creative ways to use the parachute as a group. See challenges sections of lesson plan.*  ***Assessments/Exit Slip:*** *Students participated in the Sack Race by hopping in a relay type activity using correct locomotor movements.*  ***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:*** *No School on Friday* | ***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 |
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn’s lesson plan binder.