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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:**  Tolerance, thinking skills, Jackie Robinson, T-ball, bases, runs, foul, strike, out | ***Health:*** *I can explain and provide an example of showing tolerance. (K-5th) PL-P-N-U-2 & PL-4(5)-N-U-3*  ***Health:*** *I can explain ways to better develop thinking skills. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1*  ***P.E****: I can hit a ball off a T-stand. (K-2nd) PL-P-PS-U-1 & (3rd-5th) PL-4(5)-PS-S-4*  *P.E.: I can run the bases. (K-2nd) PL-P-PS-U-1 & (3rd-5th) PL-4(5)-PS-S-4*  *P.E.: I can catch a ball and throw it to the correct base. (K-2nd) PL-P-PS-U-1 & (3rd-5th) PL-4(5)-PS-S-4*  ***No School on Tuesday: Election Day***  ***Wednesday-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: Skills for Success (Thinking Skills)*  ***Mini Lesson: (Health):***Students will look at a slide and learn about the importance of demonstrating tolerance.  ***Mini lesson: (KY Career Cluster):*** *I will show the students the career cluster in Government & Public Administration.*  ***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 “Jackie Robinson”. Students in grades K-2nd grade will watch a video from jr.brainpop.com titled “Jackie Robinson (Tolerance)”.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  ***P.E. Activity #1:*** *(2nd-5th) Students will practice the Field Day game Three-Legged Race. Students will be divided into pairs. An elastic band will be placed around their legs and the students will walk together to the finish line. 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 three-legged race relay and followed directions. DOK 2: Compare and contrast the three-legged race and the wheelbarrow race.*  ***P.E. Activity #2:*** *(K-5th) T-Ball (Baseball) Students will hit the ball off the batting tee. Students will run to a base after the ball is hit. The team on the outfield will try and get the ball to the base before the student gets to the base. The team with the highest number of runs wins 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 an opportunity to brainstorm advanced activities that they can perform at any station.*  ***Assessments/Exit Slip:*** *Students participated in the T-ball and followed directions. DOK 2: Compare and contrast kickball and baseball. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  ***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.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *Friday (4th Grade Field Trip)*  *Friday (3rd Grade Awards in gym) P.E. students will play on the playground.*  *Friday (1st Grade Awards gym) P.E. students will play on the playground.*   1. ***FRIDAY P.E. & Health Lesson Plan:***   **Topics:** T-ball/baseball, dance  **Vocabulary:** see lesson above    **P.E.:** I can use locomotor movement to help me dance. (3rd-5th) **PL-4(5)-PS-S-1 &** PL-P-PS-S-1  I can statements: See LP above  **Friday only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.  **Friday only: Warm-up:** Students will run three warm up laps.  **Friday only: Mini lesson (Spiral Review):** Students will review concepts taught earlier this week in health and P.E.  **Friday only: P.E. Warm-up Activity:** Students will dance to a Just Dance for Kids song on youtube.com (K-5th)  **Friday only: P.E. Activity #1:** See LP above!    **Friday only: 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 come up with their own variations of the game by adding their own ideas for gameplay.  **Friday only: Assessments/Exit Slip**: See LP above.  **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 |
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn’s lesson plan binder.