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|  | **K-5**  **Lesson plans** | ***KDOE: Practical Living (P.E.): Academic Standards 2.34:***  P.E.: Students perform physical movement’s skills effectively in a variety of settings.  **KDOE: Practical Living (Health): Academic Expectations: 4.1:** Students effectively use interpersonal skills. (K-5th)  **KDOE: Practical Living: Academic Expectations: (Health) 5.4:** Students use decision-making process to make informed decisions among options. (K-5th)  **KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:** Students evaluate consumer products and services and make effective consumer decisions. (K-5th)  **KDOE: Vocational Studies (Career Studies):**  **Academic Expectations: 2.36:**  Students use strategies for choosing and preparing for a career.  **KDOE: Practical Living (Health): 2.32:** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)  **KDOE: Practical Living (Health): 4.1:** Students effectively use inter-personal skills. (3rd-5th)    ***KDOE: Vocational Skills (Consumerism): 2.30:*** Students evaluate consumer products and services and make effective consumer decisions. Students demonstrate the skills to evaluate and use series and resources available in their community.  ***National Standards (NASPE)***  See attached lesson plans for NASPE standards!  ***KDOE: Practical Living (P.E.): Academic Standards 2.34:***  P.E.: Students perform physical movement’s skills effectively in a variety of settings.  **KDOE: Practical Living (Health/Safety): Academic Standards 5.12**: Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.  **KDOE: Practical Living (Health): Academic Standards 3.2:** Students demonstrate the ability to maintain a healthy lifestyle. | **Vocabulary:**  Negotiation, construction, digestive system, interest, savings account, | **Learning Targets (relate all targets to real life):**  **P.E.:** I can perform physical movement skills correctly. (K-5th)  **Vocational Studies**: I can define negotiation within group work. (K-5th)  **Vocational Studies:** I can give an example of a career in agriculture and construction. (K-5th)  **Health:** I can explain the purpose of the digestive system. (K-5th)  **Consumerism:** I can define interest and describe the purpose a savings account. (K-5th)  **P.E**: I can safely perform locomotor movements. (K-2nd)  **P.E.:** I can dribble a soccer ball. (K-2nd)  **P.E.:** I can learn and practice ball control skills used in soccer. (3rd-5th)  **P.E**.: I can dribble in space, control my ball, and quickly trap the ball. (3rd-5th)  **Tuesday-Thursday P.E. and Heath 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 Power Point: negotiation: DOK #2: Compare and contrast negotiation and cooperation.  **Mini Lesson: (Health):** Students will look at a powerpoint slide that explains the parts of the digestive system. DOK 2: Compare and contrast the digestive system and the skeletal system.  **Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within agriculture and construction. Flashback: What do you remember from our guest speakers (nurse/author)?    **Mini lesson: (Consumerism):** Students will learn about the purpose of a savings account and can define interest. Students will review (flashback) the terms income, expenses, budget, and savings.  **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-5th) Students will watch a video from Adventure to Fitness. Students will watch from 3-10 minute mark (“Conquering Kilimanjaro”)  **P.E. Activity #1:** Primary (K-2nd) Dribbling “Soccer Style” (Kicking and Trapping), 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: Can you dribble. While jogging slowly and keeping your ball under control. Can you dribble while touching the ball with the outside of your foot? The inside? The toes?    **Assessments/Exit Slip:** DOK 2: Compare and contrast dribbling a soccer ball and a hockey puck.  **P.E. Activity #2:** Primary (K-2nd) Beanbag Balances: (Balance, Stunts, and Tumbling, pg. 11) 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: Can you…Stand on 1 foot and reach with the other foot to touch the beanbag with your toe?  **Assessments/Exit Slip:** See attached lesson plan for DOK 1 and 2 types questions under the section Wrap It Up.  **P.E. Activity #1:** Intermediate (3rd-5th) Ball-Control Drills, Soccer, 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: Can you move your feet to the beat? (use music) Try each ball control skill for speed. How many\_\_\_ can you do in 30 seconds.  **Assessments/Exit Slip:** DOK 2: Compare and contrast dribbling a soccer ball and dribbling a hockey puck.  **P.E. Activity #2:** Intermediate (3rd-5th) Dribbling Drills, Soccer page 7, 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: Can you trap your ball before I read “0”. How quickly can you trap the ball?  Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a hockey puck. DOK 2: Compare and contract dribble a basketball and dribbling a hockey puck.  **Mini lesson:** Students in grades K-2nd will watch a video from brainpopjr.com titled “Digestive System”. DOK 1: Briefly describe the purpose of the digestive system. Students in grades 3rd-5th grade will watch a video from brainpop.com titled “Digestive System”. DOK 1: Briefly describe the purpose of the digestive system.  **Cool down and Rewarding Positive Behaviors:** 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.  **(1b) FRIDAY PL/CS Lesson Plan:**  **Topics:** fire safety, cancer prevention, ships and sailors, castle ball, dance  **Vocabulary:** cancer, smoke alarm, captain, sailors, offense, defense  **Health:** I can give examples of what to do in a fire. (K-2nd) I can describe what cancer is and ways we can prevent cancer. (3rd-5th)  **P.E.:** I can throw a ball towards a target and knock the target down. I can defend a target and keep it from getting knocked down. (K-5th)  **P.E.:** I can perform various locomotor skills by listening and following directions. (K-5th)  **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 two warm up laps.  **Friday only: Mini lesson (Spiral Review):** Review with students the career cluster of the week. Review the healthy and unhealthy food of the week. Review the consumerism vocabulary and character/employability skills word of the week.  **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:** Primary (K-5th): Castleball is played like “Dodgeball” except instead of the students throwing the ball at students, they try to knock down the team hula hoop castles. Each team will have 2 castles made from hula hoops.  **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**: DOK 1: Give an example of one strategy that you used during the game of castleball. DOK 2: Compare and contrast castleball and dodgeball.    **Friday only: P.E. Activity #2**: Primary (K-5th): Ships and Sailors: Students will be given different commands from the captain (teacher) and will have to quickly obey each command by acting out a physical command. The students that obey the command quickly get to stay in the game. Students that are eliminated from the game are given physical activities to act out (Jumping jacks, push-up, and etc.).    **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**: DOK 1: What strategies did you use in order to stay in the game? DOK 2: Compare and contrast the game Ships and Sailors and Simon Says.  **Static Stretching (Cool Down) and Rewarding Student Behavior:** Students will review the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will go over numerous stretches presented on the Powerpoint. 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.   |  | | --- | | \*\*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. | | **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 stuck), 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**: | ***Daily Assessment:***  *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.