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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!   | **Vocabulary:**Dribble, empathy, individual sports, consumer rights, teamwork, MLK Day | **Learning Targets (relate all targets to real life):** **P.E.:**  I can perform physical movement skills correctly.  (K-5th)  Career:  I can give an example of a career in politics. (K-5th)**Health:**  I can give an example of empathy.(K-5th)  Health:  I can demonstrate and describe the benefits of teamwork.  (K-5th)PE:  I can give an example of an individual sport.  (K-5th)**Consumerism:**   I can understand my rights as a consumer.   (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:  Alternative plans:  PE will meet in the classroom.  Students will exercise along with adventure to fitness.  Students will make an ad for the career of their choice.  Students will make a goal setting poster.  Friday: Students will play kickball and will warm up with running laps and dancing along with Just Dance. **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: empathy.    **Mini Lesson:  (Health):**  Students will look at a powerpoint slide that explains the parts of the skeletal system and about the benefits of individual sports.  DOK 2:  Compare and contrast team and individual sports.  **Mini lesson: (KY Career Cluster):**  I will show the students the career cluster poster and introduce students to careers within government.**Mini lesson (Consumerism):**  Students will learn about the rights of a consumer.  **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, if time permits. **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.

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| \*\*Emergency Drills:  Open the door on the rolling cart.On the top shelf is a first aid kit.  Please take the emergencykit 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 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.