|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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.  **NASPE Standards:** See attached lesson plans! | **Vocabulary:**  Whole grain, refined grain, fiber, punctual, blood sugars, Kin-ball, Omnikin, defense, serve, fault, mortgage | **Learning Targets (relate all targets to real life):**  **P.E.:** I can perform physical movement skills correctly. (K-5th)  **Health:** I can define and provide a benefit of responsibility. (K-5th)  **Health:** I can give examples of safety equipment that people can wear. (K-5th)  Health: I can give an example of how to have social health. (K-5th)  **Consumerism:** I can understand how our peers influence what we buy. (K-5th)  **Consumerism:** I can explain the purpose of a mortgage. (3rd-5th)  **Vocational Studies**: I can give an example of a career from the arts, AV technology & communications career cluster. (K-5th)  **P.E**.: I can work cooperatively and use the Kin-ball in a variety of locomotor movements. (K-2nd)  **P.E.**: I can work together as a team and demonstrate how to play the sport of Kin—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: Responsibility DOK #1: Define the meaning of the word responsibility. DOK #2: Compare and contrast responsibility at school and during your future job.  **Mini Lesson: (Health):** Students will look at slide about social health.  **Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within art. Review the content discussed from the previous Friday’s guest speakers.  **Mini lesson: (Consumerism):** Critical vocabulary: Use the powerpoint to go over how peers influence what we buy. DOK 2: Compare and contrast culture and peers influence what we buy.    **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 “Hawaiian Hero” if time permits at the end of PE as a cool down.  **P.E. Activity #1:** Primary (K-2nd) Big Ball Tag  The teacher will select several students to control the big Ominkin balls. Each individual will move the ball with his/her hands and attempt to tag the other students with the ball. If a student is tagged with the ball, he/she will exit the playing area and perform the physical activity designated by the teacher so he/she can get back into the game. Each round will last about 1 minute then new taggers will be selected from the group.  **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: Have students come up with a different way to play the game “Big Ball Tag”.  **Assessments/Exit Slip:** **DOK 1:**  Explain how to play the game “The Train”. DOK 2: Compare and contrast the game “The Train” with Big Ball Tag.  **P.E. Activity #2:** Primary (K-2nd) No Hands  Four to six players practice moving a large Omnikin ball, without using their arms or hands, preventing it from touching the ground. Techniques can include use of the head, the back, the chest or the feet.  **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: Have students brainstorm and then come up with a different way to play this game.  **Assessments/Exit Slip:** DOK 2: Compare and contrast the game “Temple of Doom” and “No Hands”.  **P.E. Activity #3:** Primary (K-2nd) Kin-ball Sport/Popcorn, 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: How many times can you play this game without allowing the ball to hit the ground or go out of bounds?  **Assessments/Exit Slip:** DOK 1: How did your group work together to make this activity fun? DOK 2: Compare and contrast the game “temple of doom” and “popcorn”.  **P.E. Activity #1:** Intermediate (3rd-5th) Kin-ball Sport (World Games), 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: How many points can you score before the signal? How few faults? **Assessments/Exit Slip:** DOK #1: Explain how to play the game Kin-ball. DOK #2: Compare and contrast “Kin-ball and (choose a sport, ex. Basketball, volleyball, football, baseball).    **Mini lesson (Careers):** Students will watch a brainpopjr.com video titled “Going to the Dentist”. (K-2nd). DOK 2: Compare and contrast going to the dentist with going to the doctor. Students will watch a video from brainpop.com titled “mortgages”. (3rd-5th) DOK 1: Explain what a mortgage is. DOK 2: Compare and contrast a 15-year mortgage and a 30-year mortgage.    **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.   1. **FRIDAY P.E. & Health Lesson Plan:**   **Topic:** dance/movement, sportsmanship, cooperative play, partner game, striking a ball, static stretching  **P.E.:** I can give an example of a type of dance benefits the body. (K-2nd)  **Health:** I can define and provide an example of static stretching. (K-5th)  **Health:** I can give an example of good sportsmanship. (3rd-5th)  **P.E.:** I can work cooperatively to either knock down cones or pick them up. (K-2nd)  **P.E.:** I can work cooperatively and follow the directions of a student leader. (K-2nd)  **P.E.:** I can work cooperatively with a partner and be active. (3rd-5th)  **P.E.:** I can work cooperatively with a partner and strike a ball back and forth trying to score points. (3rd-5th)  **Friday 1 only: “I can” statements:** Health: I can give examples of both good and bad sportsmanship. (3rd-5th) P.E. I can identify various motor skills. (K-2nd) P.E. I can use offensive strategies in a game. (3rd-5th) P.E. I can correctly perform various motor skills. (3rd-5th)  **Friday 1 only: Warm-up:** Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5th)  **Friday 1 only: Mini lesson:** (P.E.) Go over rules and expectation, check shoes, use power point slides.    **Friday 1 only: Mini lesson:** P.E. Students will watch the book “Kids Can Dance!” on bookflix.com. (Exit slip): DOK 1 Question: Give me examples of different ways kids can move. Example: walk, run, skip, hop, etc. (K-2nd)  **Friday 1 only: Mini lesson:** (Health) Students will watch “Good Sportsmanship 1950” on youtube.com and will learn three ways that they can demonstrate good sportsmanship, 4-minute clip. (Exit slip): DOK 2: Question: Compare and contrast setting from 1950 and present day. (3rd-5th)  **Friday 1 only: P.E. Activity #1:** Primary (K-2nd): Crazy Cones (Games, pg. 3) See attached lesson plan  **Friday 1 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 play a variation of the game titled “Double Trouble”, “Dribbling Crazy Cones”, or “Colored Cones”  **Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to perform the locomotor skills in the game. DOK #2: Compare and contrast Crazy Cones with Tag.  **Friday 1 only: P.E. Activity #2**: Primary (K-2nd): Grouping and Moving Together (Building a Foundation, pg. 41)  **Friday 1 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: Can you topple cones…using only your feet, elbows, or a different body part?  **Friday 1 only: Assessments/Exit Slip:** What are the key phrases that we learned today during our game? DOK #2: Give me an example of an activity or game that involves teamwork. Then give me an example of how this particular game could be played individually.  **Friday 1 only: P.E. Activity #1:** Intermediate (3rd-5th) Workout Buddies (Cooperatives, 5-7)  **Friday 1 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: When the teacher calls an activity, can you find your “buddy” and get active before I count down from 5?  **Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to perform various motor movements.  DOK 1: Recall some of the activities that you completed today in “workout buddies”.    **Friday 1 only: P.E. Activity #2:** Intermediate (3rd-5th) 2-Square (Recess Activities, 17-18)  **Friday 1 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: How many hits can you and your partner make in a row? Can you use your R hand as well as your L to make 1-handed hits?  **Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally various strategies used in 2-Square. DOK # 2: Compare and contrast 2-Square and volleyball.  **Static Stretching (Cool Down):** Students will learn the difference between static and dynamic stretching. Students will practice stretching then neck. 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” or review critical vocabulary. | ***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 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn’s lesson plan binder.