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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.  ***National Standards (NASPE):***  *Color Tag (Games), pg 5. #1,2 Spatial awareness, locomotor skills, chasing and fleeing #3,4 Participates in enjoyable, challenging activities, aerobic capacity #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting*  *Fitness Introduction (Building a Foundation) pg. 47. #1,2 Spatial awareness, locomotor #3,4 Cardiovascular endurance, muscular strength, muscular endurance, fitness concepts #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities*  *Wallball (Recess Activities) pg. 19 #1,2 Striking, #2,6 Offensive game strategies #3,4 Cardiovascular fitness #5,6 Cooperation, fair play*  *Have You Ever? (Cooperatives), pg. 9 #1, Various motor skills, #5,6 Communication/cooperation*  ***KDOE: Practical Living (P.E.): Academic Standards 2.34:***  P.E.: Students perform physical movement’s skills effectively in a variety of settings. | **Vocabulary:**  Honesty, dairy, water, emotional health, sleep, fats, Kin-ball, Omnikin, defense, serve, fault | **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 honesty. (K-5th)  **Health:** I can give examples of the importance of sleep. (K-5th)  **Health:** I can give an example of how to have emotional health. (K-5th)  **Consumerism:** I can understand how the media influences what we buy. (K-5th)  **Vocational Studies**: I can give an example of a career from the agriculture career cluster. (K-5th)  **P.E**.: I can work cooperatively to throw and roll a ball. (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 honesty. DOK #2: Compare and contrast honesty and responsibility.  **Mini Lesson: (Health):** Students will look at slide about emotional health.  **Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within agriculture. Review the content discussed from the previous Monday’s guest speakers.  **Mini lesson: (Consumerism):** Critical vocabulary: Use the powerpoint to go over how the media influences what we buy. DOK 2: Compare and contrast how are peers and the media influences 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 “Les Pie Rats of the Carribean” if time permits at the end of PE as a cool down.  **P.E. Activity #1:** Primary (K-2nd) Rolling and Catching with a Partner: 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 catches can you and your partner make in 15 seconds? Do it again; see if you can beat your score! Stand in a wider straddle. Can you score a goal by rolling the ball through your partner’s legs? How many can you score in 30 seconds? If your partner scores 3 goals in a row, bring your feet closer together.  **Assessments/Exit Slip:** What popular activity is based on rolling a ball? DOK 2: What is the difference between throwing for accuracy and throwing for distance?  **P.E. Activity #2:** Primary (K-2nd) Throwing Underhand to Targets, 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 throw your beanbag into a hoop in 5 tries? Are you ready to aim for the 2nd row? Can you and a friend throw your beanbags into the same hoop?  **Assessments/Exit Slip:** How can you control the direction of your beanbag when using an underhand throw? Are there really beans inside a beanbag? Usually not real beans, but plastic pieces. DOK 2: Compare and contrast this game and Corn hole.    **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 PL/VS Lesson Plan:**   **Topic:** dance/movement, static stretching, Color Tag, strength exercises, Wallball, getting to know you  **Vocabulary:** static stretching, oblique, lunge, squat, triceps  **Learning Targets (relate all targets to real life):**  **Health:** I can define and provide an example of static stretching. (K-5th)  **P.E.:** I can perform physical movement skills through dance correctly. (K-5th)  **P.E.:** I can avoid being tagged by performing various locomotor movements. (K-2nd)  **P.E.:** I can perform various strength building exercises. (K-2nd)  **P.E.:** I can work with my partner to strike the all back and forth against a wall. (3rd-5th)  **P.E.:** I can learn more about my classmates. (3rd-5th)  **Friday 2 only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.  **Friday 2 only: Warm-up:** Students will run two warm up laps.  **Friday 2 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 2 only: P.E. Warm-up Activity:** Students will dance to a Just Dance for Kids song on youtube.com (K-5th)  **Friday 2 only: P.E. Activity #1:** Primary (K-2nd): “Color Tag” See attached lesson plan  **Friday 2 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: Come up with their own unique locomotor movements.  **Friday 2 only: Assessments/Exit Slip:** Students will demonstrate how to correctly play and perform the locomotor movements with “Color Tag”. DOK #2: Compare and contrast “Color Tag” with traditionally played “Tag”.    **Friday 2 only: P.E. Activity #2**: Primary (K-2nd): Fitness Introduction (See attached lesson plan).  **Friday 2 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: Students will come up with their own strength building exercises.  **Friday 2 only: Assessments/Exit Slip:** Students correctly performed strength building exercises. DOK 2: Compare and contrast strength building exercise and flexibility exercises.  **Friday 2 only: P.E. Activity #1:** Intermediate (3rd-5th) Wallball (see attached lesson plans)  **Friday 2 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 times in a row can you and your partner hit the all before the signal? How far from the wall can you and your partner stand and still keep a rally going?  **Friday 2 only: Assessments/Exit Slip:** Students correctly performed the physical exercises associated with “Wallball”. DOK 2: Compare and contrast “Wallball” and volleyball.    **Friday 2 only: P.E. Activity #2:** Intermediate (3rd-5th) Have You Ever? (see attached lesson plans)  **Friday 2 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 move to a spot marker without touching anyone? Can you get to a spot marker before 1 count to 5?  **Friday 2 only: Assessments/Exit Slip:** Students will participate and learn more about their classmates through a conservation.  **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. | ***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.