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|  | **K-5th**  **Lesson plans** | ***P.E. KY Core Content:***  **PL-EP-2.34:** Students perform physical movement skills effectively in a variety of settings. (K-5th)  ***Practical Living KY Core Content:***  **PL-EP-4.1.2:** The learner will be able to identify jobs relating to Kentucky’s Career Clusters and describe these jobs/careers.  **PL-04-1.1.7:** The learner will be able to explain how strategies and good hygiene practices promote good health and prevent communicable and non-communicable diseases. & **National Health Standards:** (PL-4-PW-S-GD1)  .    ***P.E. National Standards (NASPE)***:  **I See, I See, ASAP, pg. 1:** #1,2 Spatial awareness, nonlocomotor skills, locomotor skills #3,4 Cardiovascular endurance #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities (K-2nd grade)  **Volleying and Striking Introduction (Dribbling, Volleying, and Striking, pg. 11):**  Spatial and body awareness, strike a balloon continuously **#3**,4 Participates in enjoyable, challenging activities #5,6 Participates, appreciates, enjoys movement (K-2nd grade)  **Perimeter Move (ASAP, pg. 5)** #1,2 Locomotor skills, spatial awareness #3,4 Cardiovascular endurance, upper-body strength #4 Understanding warm-up concepts #6 Accepting challenges (3rd-5th grade)  **Introduction to Forearm Pass (Volleyball, pg. 5)** #1,2 Ready position, forearm pass #3,6 Independent work #2,6 Completion of challenges (3rd-5th grade)  **Bumping Buddies (Volleyball, pg. 7)** #1,2 Forearm pass #5,6 Partner passing #2,6 Challenge completion (3rd-5th grade)  ***Practical Living KY Core Content:***  **PL-EP-1.3.1: Safety Practices:** The learner will be able to identify safety practice for dealing with a variety of health hazards while at school, home, and play. (K-2nd)  **PL-04-1.1.7 Good Health:** The learner will be able to explain how strategies and good hygiene practices promote good health and prevent communicable and non-communicable (cancer) diseases. (3rd-5th)  *PL-EP-2.1.1: Fundamental Motor Skills: Students will apply fundamental motor skills, non-locomotor, locomotor, and fundamental manipulative skills.*  *PL-04-2.1.2 Fundamental Movement: The learner will be able to explain the fundamental movement concepts (body awareness, space awareness, time, effort, relationship)* | **Vocabulary:**  Expectations, rules, rewards, consequences safety, warm up, cool down, community helpers, obesity | **Learning Targets (relate all targets to real life)**  **P.E.:** I can identify expectations and safety rules for my PE class. (K-5th)  **P.E**.: (K-2nd) I can demonstrate a variety of locomotor movements.  **P.E.:** (K-2nd) I can volley and strike a volleyball.  **P.E**.: (3rd-5th) I can demonstrate a variety of locomotor movements.  **P.E**.: (3rd-5th) I can perform a forearm pass.  **P.E**.: (3rd-5th) I can bump a volleyball.  **Practical Living**: I can give an examples of a community helper. (K-2nd)  **Practical Living**: I can give an example of ways to prevent obesity. (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 two laps as a warm up.  **Mini lesson:** (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission).  **Warm-up:** (P.E.) Mr. Kuhn will get into their personal space. (K-5th) Students will be lead in a variety of warm ups by listening and watching Adventures to Fitness-Abominable Ascent.  **Mini lesson:** (Practical Living) Students will watch a video from [www.brainpopjr.com](http://www.brainpopjr.com) titled “safety signs”. (Flashback): Give me example of why smoking is dangerous. (Exit slip): Question: Give me a reason why safety signs are important. (K-2nd) Students will watch a video from brainpop.com titled “UV rays”. (Flashback): Give me a reason why drinking alcohol can be dangerous. (3rd-5th) (Exit slip): Question: Give me a reason why exposure to UV rays can be dangerous.  **P.E. Activity #1:** Primary (K-2nd) **I See, I See, ASAP, pg. 1:** 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 come up with an example of a movement we can do as a class together? **Assessments/Exit Slip:** Animals and human beings move in many creative and interest ways. Can you see the beauty and grace in each movement? Do you appreciate how each one of us moves in our own unique way? I do! Give me an example.  **P.E. Activity #2:** Primary (K-2nd) **Volleying and Striking Introduction (Dribbling, Volleying, and Striking, 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…strike your balloon straight up in the air? Run under the balloon and catch it? **Assessment/Exit Slip:** Where should you contact the balloon if you want it to go up? Straight forward? Down?  **P.E. Activity #1:** Intermediate (3rd-5th) **Perimeter Move (ASAP, 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 come up with a different locomotor skill than we have gone over today? If so, demonstrate!  **Assessments/Exit Slip:** Explain the purpose of the game “Perimeter Move”.  **P.E. Activity #2:** Intermediate (3rd-5th) **Introduction to Forearm Pass (Volleyball, 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: How many bumps can you do in a row before the ball hits the ground?  **Assessments/Exit Slip:** Demonstrate the proper way to perform a forearm pass.  **P.E. Activity #3: Intermediate (3rd-5th): Bumping Buddies (Volleyball, pg. 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: How many passes in a row can you and your partner make, Count out loud.  **Assessments/ Exit Slip**: Demonstrate how to bump a volley ball.  **Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. 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”.    **FRIDAY (1b) P.E. and Health Lesson Plan:**  **Topic:** fire safety, cancer prevention, Ships and Sailors, Castle Ball, dance  **Friday 4 only: “I can” statements:**  Practical Living: 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 correctly perform flexibility exercises. (K-2nd) I can help the “squirrel” (a student) find a safe place between 2 Trees. (K-2nd)  P.E. I can earn my partner’s trust by allowing them to “drive” them though “hazards”. (3rd-5th) P.E. I can correctly serve a ball by kicking it. (3rd-5th)  **Friday 1b 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) See list of Just Dance songs with appropriate lyrics.  **Friday 1bonly: Mini lesson:** (P.E.) Go over rules and expectation, check shoes, use power point slides.  **Friday 1b only: Mini lesson:** (Practical Living) Students will watch a video from brainpopjr.com titled “fire safety”. (Exit slip): Question: Give me an example of what to do in the event of a fire. (K-2nd)  **Friday 1b only: Mini lesson:** (Practical Living) Students will watch a video on brainpop.com titled “cancer”. (Exit slip): Question: What is cancer and how can we prevent from getting cancer? (3rd-5th)  **Friday 1b only: P.E. Activity #1:** Primary (K-2nd): Castle Ball: Castle ball 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 or 3 castles made from hula hoops.  **Friday 1b 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 1b only: Assessments/Exit Slip:** Give an example of one strategy that you used during this game of Castle Ball.  **Friday 1b only: P.E. Activity #2**: Primary (K-2nd): 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-ups, and etc).  **Friday 1b 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 1b only: Assessments/Exit Slip:** What strategies did use in order to stay in the game?  **Friday 1b only: P.E. Activity #1:** Intermediate(3rd-5th): Castle Ball: Castle ball is played like “Dodgeball” except instead of the students throwing the ball at students they try to knock down the team hula hoop castles. 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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn’s lesson plan binder.