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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.  **NAPSE Standards:** See attached lesson plan(s) for national standards. | **Vocabulary:**  finance, savings, positive attitude, sugar, volleyball, serving, setting, | **Learning Targets (relate all targets to real life):**  **P.E.:** I can perform physical movement skills correctly. (K-5th)  **Vocational Studies**: I can give examples of careers in finance. (K-5th)  **Health**: I can give the benefits of having a positive attitude. (K-5th)  **Health:** I can give examples of foods that are high and low in sugar. (K-5th)  **Consumerism:** I can provide examples of the benefits of saving for the future. (K-5th)  **P.E**: I can walk and follow instructions and move to a different spot marker. (K-2nd)  **P.E.:** I can strike the ball through the legs of a student. (K-2nd)  **P.E.:** I can set the ball back to my partner. I can correctly toss the ball underhand to my partner. (3rd-5th)  **P.E**.: I can correctly demonstrate the underhand serve with a partner. (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: positive attitude: DOK #2: Compare and contrast a positive and a negative attitude and how it effects our future.  **Mini Lesson: (Health):** Foods that are high and low in sugar. DOK 2: Compare and contrast foods that are high and low in sugar and how sugar affects the body. Students will watch a video about Type 2 diabetes from youtube.com.  **Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within finance. Flashback: Remind students about Wednesday’s guest speaker: Mr. Preston (army) and discuss the content as a review.  **Mini lesson: (Consumerism):** Students will watch a video from youtube.com titled “The Grasshopper and the Ant”. DOK #2: Compare and contrast the consequence of the grasshopper and the ant’s choices.  **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 3-9 minute mark (“Colonial Chaos”)  **P.E. Activity #1:** Primary (K-2nd) I Want A Home, 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: Give them a different more difficult locomotor movement.  **Assessments/Exit Slip:** See attached lesson plan for DOK 2 questions.  **P.E. Activity #2:** Primary (K-2nd) Straddleball (Dribbling, Volleying, and Striking, pg. 21) 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: They will have the option to play an advanced version of the game titled “Double Trouble” or “Triple Threat”.  **Assessments/Exit Slip:** See attached lesson plan for DOK 2 questions.  **P.E. Activity #1:** Intermediate (3rd-5th) Setting Pairs (Volleyball, 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: See challenges on attached lesson plan.  **Assessments/Exit Slip:** See attached lesson plan for DOK 2 questions.  **P.E. Activity #2:** Intermediate (3rd-5th) Introduction to Underhand Serve  (Volleyball, pg. 13), 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: See challenges section on attached lesson plan to meet advanced student’s needs.  Assessments/Exit Slip: See attached lesson plan for DOK 2 question.  **Mini lesson: as needed!**  **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.  **(2c) FRIDAY PL/CS Lesson Plan:**  **Topics:** importance of practice, time management, dance, locomotor movements, cooperative teams, tag  **Vocabulary:** brigade, time management, practice,  **Health:** I can give examples of why practice is important (K-2nd). I can give an example of a time management strategy. (3rd-5th).  **P.E.:** I can correctly perform locomotor movements. (K-2nd)  **P.E.:** I can work cooperatively with my team. (3rd-5th)  **P.E.:** I can score a point for my team by not getting tagged. (3rd-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 three 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 two Just Dance appropriate for school songs on youtube.com (K-5th)  Friday only: (Practical Living K-2nd): Students will watch a video from youtube.com titled “Michael Jordan: The Importance of Practice”. DOK 1: Why is practice important? DOK 2: Choose two different activities and compare and contrast how you practice for that activity.  Friday only (Practical Living 3rd-5th): Students will watch a video on youtube.com titled “Time Management Tips (Ana Practus)”. DOK 1: Give me a strategy you could use to help you manage your time better. (3rd-5th).  **Friday only: P.E. Activity #1:** Primary (K-2nd): Toys Alive (ASAP)  Materials: 4 cones, 1 beanbag per student   1. Who has seen the movie Toy Story? What toys belonged to Andy, the young boy in the film? 2. ON my signal, pretend you are a toy and move within our area. 3. In the movie, toys can only move when humans are not around. So when you hear “Andy’s coming!” freeze in a shape that looks like one of his toys. Hold your balance for the count down, “3,2,1.” 4. On “All Clear!” you may start moving again. 5. Play several rounds, using a variety of locomotor skills.   **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: Vary the locomotor movements and /or come up with their own unique movements.  **Friday only: Assessments/Exit Slip**: DOK 2: Pick two characters from Toy Story. Compare and contrast their movements.  **Friday only: P.E. Activity #2**: Primary (K-2nd): Monsters Inc.  Materials needed: 8 to 10 hula hoops  Students today are going to be monsters hiding in closets. Scatter the hoops about on the floor, leaving enough space between the hoops for the children to move freely. Tell them, as the music plays, they will be “monsters” wandering about looking for a closet to jump into. The student may perform any type of locomotor skill during this activity. When the music stops, they must jump into a hoop and give their very best monster grown. Once they have completed this, take away 2 or 3 of the hoops and repeat the activity, until there are only about 2 hoops left. You’ll be amazed at how may children can stand in one of these 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 can add their own locomotor movements into the game.  **Friday only: Assessments/Exit Slip**: DOK 2: Compare and contrast the gameplay of the Toy Story and Monster Inc. game.  **Friday only: P.E. Activity #1:** Intermediate (3rd-5th): Don’t steal the bacon!  Activity: Students are divided into two teams and will be numbered off. The numbers will be called off, students will run to the middle of the court and will try to grab the “Bacon” (red rectangular object). The student that tags the student gets one point. The student that makes it back to their group earns two points.  **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 could be given a different locomotor movement to perform.  **Friday only: Assessments/Exit Slip**: DOK 1: What strategy or strategies did you use? Did they work? Why or why not?  **Friday only: P.E. Activity #2**: Intermediate (3rd-5th): Centipede Bucket Brigade (Aerobic Games, pg. ) See attached lesson plan    **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 perform more advance locomotor movements (various animal walks, such as bear walk, crab walk, 3-legged dog, etc.).  **Friday only: Assessments/Exit Slip**: DOK 1: What is the meaning of a brigade? DOK 2: Choose a relay type game. Now compare and contrast that game and the game Centipede Bucket Brigade.  **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.