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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:**volleyball, serving, setting, courtesy, training, advertising, business | **P.E.:** I can perform physical movement skills correctly. (K-5th) **Health:** I can demonstrate self-control in the area of snacking.**Vocational Studies:** I can give an example of a career in business. (K-5th)**Health:** I can demonstrate courtesy toward others. (K-5th) **Consumerism:** I can use resources to find out the truth in advertising. (K-5th)**P.E**: I can safely perform basic gymnastic movements. (K-2nd)**P.E.:** I can correctly use my body to move like various animals. (K-2nd)**P.E.:** I can correctly handle a hockey stick. (3rd-5th) **P.E**.: I can correctly dribble a hockey puck. (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: courtesy **Mini Lesson: (Health):** Students will look at a slide about self-control and snacking. **Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within business. Flashback: Ask students to summarize what they learned from the teenagers last week during Junior Achievement. **Mini lesson: (Consumerism):** Slide about: Truth in advertising!**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) Stunts Introduction, 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: How quickly can you touch your…R foot with your R hand? **Assessments/Exit Slip:** DOK 2: Compare and contrast the Puppy Dog Run and a Bear Walk…Bear Walk aa Crab Walk. **P.E. Activity #2:** Primary (K-2nd) Animal Balancing Act, page 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: Students can come up with an animal and animal movement of their choice that hasn’t been gone over today. **Assessments/Exit Slip:** DOK 1: Did you balance on any body parts other than your feet? What body parts did you use to support your body?**P.E. Activity #1:** Intermediate (3rd-5th) Introduction to Stick-Handling, 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: They can play the game Tap-Tap-Pull, Trick Moves Air Dribble on page 6. **Assessments/Exit Slip:** DOK 1: Explain how to correctly hold and handle a hockey stick. DOK 2: Compare and contrast ice hockey and field hockey. **P.E. Activity #2:** Intermediate (3rd-5th) Dribbling Drills, 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 youtube.com titled “Dollar Bills”. Students in grades 3rd-5th grade will watch a video from brainpop.com titled “Stress”. DOK 1: Describe how effects our emotional and physical health. **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. **(1c) FRIDAY PL/Health Lesson Plan:****Topics:** fire safety, cancer prevention, ships and sailors, castle ball, dance**Vocabulary:** cancer, smoke alarm, captain, sailors, offense, defense**Health:** 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 throw a ball towards a target and knock the target down. I can defend a target and keep it from getting knocked down. (K-5th) **P.E.:** I can perform various locomotor skills by listening and following directions. (K-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 two 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 a Just Dance for Kids song on youtube.com (K-5th) **Friday only: P.E. Activity #1:** Primary (K-5th): Castleball 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 castles made from hula 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 will come up with their own variations of the game by adding their own ideas for gameplay. **Friday only: Assessments/Exit Slip**: DOK 1: Give an example of one strategy that you used during the game of castleball. DOK 2: Compare and contrast castleball and dodgeball.  **Friday only: P.E. Activity #2**: Primary (K-5th): 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-up, and etc.).  **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 come up with their own variations of the game by adding their own ideas for gameplay. **Friday only: Assessments/Exit Slip**: DOK 1: What strategies did you use in order to stay in the game? DOK 2: Compare and contrast the game Ships and Sailors and Simon Says. **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*
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*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.