|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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.   | **Vocabulary:**FractureAgricultureForgivenessTeamworkHumility relay | **Learning Targets (relate all targets to real life):** **P.E.:**  I can perform physical movement skills correctly.  (K-5th)  Career:  I can understand about the career in agriculture. (K-5th)**Health:**  I can help someone who broke a bone. (K-5th)  Health:  I can understand and demonstrate the importance of forgiveness. (K-5th)Health: I can describe the side effects of a diet high in sugar. (K-5th)P.E.: I can demonstrate teamwork in a game of Tug O’ War. (3rd-5th)P.E.: I can run from one end of the gym to the other. (K-5th) P.E.: I can hand off a rectangle in a cooperative relay team race. (K-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: gratitude**Mini Lesson:  (Health):**  See powerpoint about rules of personal safety and reading nutrition labels (vitamins & minerals). M**ini lesson: (KY Career Cluster):**  See powerpoint about a career related to science or art. (Monday’s guest speaker is unconfirmed).  **Mini lesson (Consumerism):** See powerpoint about defining/comparing and contrasting an entrepreneur and an employee. DOK 2: Compare and contrast an employee and an entrepreneur. **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-3rd) Students will watch a video from Adventure to Fitness, if time permits.   **P.E. Activity #1:** (K-5th) Field Day Game: 50 Yard Dash (K-5th grade). Students will relay race as boys, girls, and then boys and girls.  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 given mentoring and leadership roles within the relay races. **Assessments/Exit Slip:** Students correctly raced from one end of the gym to the other. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**P.E. Activity #2:** (K-5th) Field Day Game: 100 Yard Relay (K-5th). Students will relay race in teams and will pass off a red rectangle to their teammate. Fastest team wins. **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 given mentoring and leadership roles within the relay races.  **Assessment/Exit Slip:** Students correctly raced from one end of the gym to the other and handed off the red rectangle to their teammate.  **P.E. Activity #3:** (K-5th) Tug O’ War (K-5th) Students will be divided into 4 teams. The team that pulls the flag over the line first is the winning team. **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 be given mentoring and leadership roles within tug o’ war. **Assessments/Exit Slip:**  Students demonstrated how to properly perform as a team in tug o’ war.  **Mini lesson:**Students in grades K-2nd will watch a video from bookflix titled “Computational Thinking”. 3rd-5th grade students will watch a video from brainpop.com titled “3-D Printing”. **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.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:** Friday, April 30, 2018**Vocabulary:** offense, defense, strike, foul, bases, out, innings**I can statements:** I can kick a kickball. I can catch a kickball and throw it towards the correct base. I can run bases in the correct order. **Large group instruction:** Students will sit on the floor and will spend a few minutes review concepts learned earlier this week in PE.**Warm-up:** Students will run 3 laps and will dance along with two just dance songs on the Activboard.  **P.E. Activity #1**  Kickball (K-5th)Students will each have an opportunity to play both offensive and defensive positions in kickball. Students will run bases and everyone will get opportunities to kick the ball. **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 be given a leadership role during gameplay.   **Assessments/Exit Slip:**  Compare and contrast how kickball and baseball are played.

|  |
| --- |
| \*\*Emergency Drills:  Open the door on the rolling cart.On the top shelf is a first aid kit.  Please take the emergencykit 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 SlipsX Oral Questions□ Student Self-Assessment |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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