Teacher: Clark Kuhn Subject: PE & Heath Date: Week of 5.15.18 Topics: tchoukball, business, respect authority, choking, stress, tchoukball, test taking strategies, tag, Ships & Sailors

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|  | **K-5**  **Lesson plans** | ***KDOE:  Practical Living (P.E.):  Academic Standards 2.34:***  P.E.:  Students perform physical movement 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)  ***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:**  Tchoukball,  Respect  Authority  Choking  Stress,  Strategy  Business  management | **Learning Targets (relate all targets to real life):**  P.E.:  I can perform physical movement skills correctly.  (K-5th)  Career:  I can understand various careers in business. (K-5th)  Health:  I can demonstrate how to respect authority. (K-5th)  Health:  I can help an individual that is choking. (K-5th)  Health: I can give an example of how to reduce stress before a test. (K-5th)  Health: I can use strategies that help me during a test. (3rd-5th)  P.E.: I can run away from students that are trying to tag me. (K-1st)  P.E.: I can both throw and catch a ball off a net. (K-1st)  P.E: I can follow directions and perform locomotor movements. (K-1st)  P.E.: I can describe the purpose and rules of tchoukball. (2nd-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: respect authority  **Mini Lesson:  (Health):**  See powerpoint about test taking strategies & reducing stress while testing.  M**ini lesson: (KY Career Cluster):**  See powerpoint about a career  related to business.    **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-2nd) Students will watch a video from Adventure to Fitness, if time permits.    **P.E. Activity #1:** (2nd-5th) Introduction to tchoukball. Students will learn the rules and fundamentals of gameplay. Students will learn about the importance of teamwork and the games non- aggressive nature.  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 tchoukball.  **Assessments/Exit Slip:** Students correctly cooperated with their peers and raced in groups against their peers.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **P.E. Activity #2:** (K-1st) Activity 1. Tchoukball: students will practice throwing and catching a ball off the tchoukball net. 2. Ships and Sailors: Students will follow the command to perform a locomotor movement given by the teacher. 3. Color Tag: Students will play a game of tag. The bases will change based on the color given by the teacher. The base will be various hula hoops that are scattered all over the gym floor.  **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 games listed above.    **Assessment/Exit Slip:** Students will compare and contrast tchoukball and volleyball. .    **Mini lesson:**Students in grades K-2nd will watch a video from Adventure to Fitness.  3rd-5th grade students will watch a video from brainpop.com about test taking strategies.  **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, May 18, 2018  **Vocabulary:** end zone, defense  **I can statements:** I can throw a ball at a ball of various sizes in a game of target ball. (K-5th)  I can bounce a ball and catch it off the floor and off the wall. (K-5th)  **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**  Targetball (K-5th)  Students will have an opportunity to throw a ball at the “target ball” in groups of four. The winning team will have the fewest ball hit into their boundary.  **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 within targetball.  **Assessments/Exit Slip:**  Compare and contrast how kickball and targetball are played.  **P.E. Activity #2**  Two Square (K-5th)  Students will bounce a ball over jump rope lying on the floor. Their opponent must try to bounce the ball back before the ball bounces twice.  **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 within two-square  .  **Assessments/Exit Slip:**  Compare and contrast how two square and kickball are played.  **P.E. Activity #3**  Wall Ball (K-5th)  Students will bounce a ball into a wall. Their opponent must try to bounce the ball back towards the wall before the ball bounces twice.  **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 within wallball.  .  **Assessments/Exit Slip:**  Compare and contrast how two square and wallball are played.   |  | | --- | | \*\*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.