

Teacher: Clark Kuhn **Subject:** PE & Health **Date:** May 15, 2018 **Topics:**

Teacher: Clark Kuhn Subject: PE & Health Date: Week of 5.21.18 Topics: Tchoukball, respect authority, K-Prep testing in the A.M. P.E. is shortened in the afternoon.

<p>K-5 Lesson plans</p>	<p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement skills effectively in a variety of settings.</p>	<p>Vocabulary: Tchoukball, Respect Authority</p>	<p>Learning Targets (relate all targets to real life):</p>	<p>Daily Assessment: X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p>
	<p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th)</p>		<p>P.E.: I can perform physical movement skills correctly. (K-5th) Career: I can (K-5th) Health: I can demonstrate how to respect authority. (K-5th) Health: I can (K-5th) Health: I can (K-5th) Health: I can . (3rd-5th) P.E.: I can (K-1st) P.E.: I can (K-1st) P.E.: I can (K-1st) P.E.: I can describe the purpose and rules of Tchoukball. (2nd-5th)</p>	
<p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p>	<p>Tuesday-Thursday P.E. and Health Lesson Plans</p>		<p>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!</p>	<p>Formative and Summative Assessments X Entrance (flashback) and Exit Slips</p>
<p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p>	<p>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.</p>		<p>X Oral Questions</p>	
<p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.</p>	<p>Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: respect authority</p>		<p><input type="checkbox"/> Student Self-Assessment</p>	
<p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining</p>	<p>Mini Lesson: (Health): See powerpoint about Mini lesson: (KY Career Cluster): See powerpoint about a career related to</p>		<p>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>	

		<p>mentally and emotionally healthy. (K-2nd)</p> <p>KDOE: Practical Living (Health): 4.1: Students effectively use inter-personal skills. (3rd-5th)</p> <p>National Standards (NASPE) See attached lesson plans for NASPE standards!</p>	<p>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 game's non-aggressive nature.</p> <p>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 Tchoukball.</p> <p>Assessments/Exit Slip: Students correctly cooperated with their peers and raced in groups against their peers.</p> <hr/> <p>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. Cookie Monster, Are You Hungry? Students will run from one side of the gym to the other trying to avoid getting tagged by the person "it" (Cookie Monster).</p> <p>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 the games listed above.</p> <p>Assessment/Exit Slip: Students will compare and contrast the game "Cookie Monster, Are you hungry" and "Color Tag".</p> <p>Mini lesson: Students in grades K-2nd will watch a video from Adventure to Fitness, if time permits. 3rd-5th grade students will watch a video from youtube about Tchoukball, if time permits.</p>	
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	<p><u>KDOE: Practical Living</u> <u>(P.E.): Academic Standards</u> <u>2.34:</u> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p>	<p><u>Cool down and Rewarding Positive Behaviors:</u> 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.</p> <hr/> <p><u>Date:</u> Friday, May 25, 2018 (No school on election day, therefore the Tuesday class will make up their missed P.E. lesson on Friday. Disregard lesson below and refer to lesson listed above.</p> <p><u>Vocabulary:</u> end zone, defense</p> <p><u>I can statements:</u> 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)</p> <p><u>Large group instruction:</u> Students will sit on the floor and will spend a few minutes review concepts learned earlier this week in PE.</p> <p><u>Warm-up:</u> Students will run 3 laps and will dance along with two just dance songs on the Activboard.</p> <p><u>P.E. Activity #1</u> 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.</p> <p><u>Differentiated Instruction:</u> 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.</p> <p><u>Assessments/Exit Slip:</u> Compare and contrast how kickball and targetball are played.</p> <p><u>P.E. Activity #2</u> Two Square (K-5th)</p>	
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<p>**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.</p>				
<p><u>Drills:</u> **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</p>				

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				<p>sizes that have changed.</p> <p>**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.</p> <p>**Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.</p> <p><u>Notes and Anecdotal records:</u></p>	

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

