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|  | **K-5th**  **Lesson plans** | **KDOE: Personal Wellness: 3.2:** Students demonstrate the ability to maintain a healthy lifestyle.  **KDOE: Personal Wellness: 2.31:** Students demonstrate the knowledge and skills they need to remain physical healthy and to accept responsibility for their own physical well-being.    **KDOE: Psychomotor Skills (PE):** 2.34: Students perform physical movement skills effectively in a variety of settings. | Vocabulary:  Expectation safety, stretching, warm up, strength training, reps, repetitions, sets, endurance, protein, fiber | **Health:** I can read a nutritional label and make health food choices (K-2nd).  **Health:** I can give examples of how strength training benefits the body (3rd- 5th).  **P.E.:** I can balance a marshmallow on a spoon without dropping it while walking quickly (K-5th).  **P.E.:** I can use my balance and speed to run in a race (K-5th).  **P.E.:** I can hit a baseball off of a Tee and run the bases (K-5th).  Monday: 15 minute mini lesson: For grades K-2nd, I will bring up a website and students will learn how to compare nutritional labels on four different products. Students will then review foods and identify what food goes in which group. For grades 3rd-5th, students will learn about the benefits of strength training by looking at a Powerpoint presentation. I will also model correct weightlifting form by lifting light dumbbells.  Wednesday: Talent Show all day in gym.  Tuesday, Thursday, Friday, Wednesday (2nd)  **Mini Lesson:** (P.E.) Students will sit on the white circle and will review expectations and safety rules for P.E.  **Warm-up:** (P.E.) Students will run three laps as a warm up.  **Mini Lesson**: (Health-Stress reducer) Mr. Kuhn will choose a “Joke of the day” from the jokes submitted from the students.  **Warm-up continued:** (P.E.) Mr. Kuhn will spend some time reviewing the hand symbol that lets students know when it is time to get into their personal space. Students will watch a video from Adventure to Fitness “Captive Castle” (9-15 minute mark).  **Mini Lesson:** (Career) Students will spend a few minutes watching a video from brainpopjr.com titled “medicine”. DOK 2: Compare and contrast medicine and candy. As a flashback, students will some of the things that they learned from Monday’s guest speaker. (P.E.) Students will spend a few minutes watching a video on brainpop.com titled “video games”. Question: DOK 2: Explain how video games can effect health. As a flashback, students will some of the things that they learned from Monday’s guest speaker.  **Fitness Activity #1:** Field Day Activity: 50 yard race (K-5th)  **Activity Description**: Students will be divided into groups of boys and girls. The girls will race the girls and the boys will race the boys. The two fastest boys will race the two fastest girls.  **Differentiated Instruction:** Struggling students will receive more one on one instruction and modeling. Advanced learners: They will help students that are struggling to understand or perform the game correctly.  **Exit Slip:** **DOK 1:** Explain how to play the game 50 yard race. **DOK 2:** Compare and contrast 50 yard race and 100 yard relay.  **Fitness Activity #2:** Field Day Activity: Marshmallow and Spoon Relay (K-5th)  **Activity Description:** Students will be divided up into 4 or 5 equal teams with an equal mix of boys and girls. Students must balance a marshmallow on a spoon. Once they cross the finish line, they will race back and allow the next person in line to try.  **Differentiated Instruction:** Struggling students will receive more one on one instruction and modeling. Advanced learners: They will help students that are struggling to understand or perform the game correctly.  **Exit Slip:** **DOK 2:** Compare and contrast the game marshmallow relay and 100 yard relay.    **Fitness Activity #3:** T-ball: (Grades K-5th)  Activity Description: Students will practice hitting a ball off of a Tee. Students will also practice running bases.  **Differentiated Instruction:** Struggling students will receive more one on one instruction and modeling. Advanced learners: They will help students that are struggling to understand or perform the game correctly.  **Exit Slip:** **DOK 1:** Explain how to play the game baseball. **DOK 2:** Compare and contrast the game baseball and kickball.    Tuesday, May 31st: Field Day! See teacher website for entire list of activities and physical games.  Wednesday, June 1st: Students will play either on the playground. Students will play a game of kickball if the weather permits. If inside, students will play kickball and Kinball.  **Differentiated Instruction:** Struggling students will receive more one on one instruction and modeling. Advanced learners: They will help students that are struggling to understand or perform the game correctly.  **Exit Slip:** **DOK 1:** Explain how to play the game Kinball or kickball. **DOK 2:** Compare and contrast the game kickball and Kinball.  **Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green or clip up tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, get a drink, and line up at the door by playing the game “Mr. Kuhn says”.  **Closing Exit slip (K-5th grade students)** Exit slip: Answer various oral questions (specific recall and open ended higher level questions using various techniques like thumbs up, thumbs down, turn and talk, etc.) | ***Daily Assessment:***  *X Observation*  *X Oral responses*   * *Self-Evaluation* * *ORQ*   *X Whole Class*  *X Small Group*   * *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.