

<p>K-5 Lesson Plans</p> <p><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u> P.E.: Students perform physical movement skills effectively in a variety of settings.</p> <p><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u> Students effectively use interpersonal skills. (K-5th)</p> <p><u>KDOE: Practical Living: Academic Expectations:</u> (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p><u>KDOE: Vocational Studies (Consumerism): Academic Expectations:</u> 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p><u>KDOE: Vocational Studies (Career Studies): Academic Expectations:</u> 2.36: Students use strategies for choosing and preparing for a career.</p> <p><u>KDOE: Practical Living (Health): 2.32:</u> Students demonstrate strategies for</p>	<p><u>Vocabulary:</u></p> <p>Tchoukball, Honesty, degrees of burns, sunscreen</p>	<p><u>Learning Targets (relate all targets to real life):</u></p> <p>P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Career: I can understand various careers in communication. (K-5th)</p> <p>Health: I can demonstrate and define honesty. (K-5th)</p> <p>Health: I can give examples of ways to be active during the summer. (K-5th)</p> <p>Health: I can describe the three degrees of burns. (K-5th)</p> <p>Health: I can understand the purpose of sunscreen. (3rd-5th)</p> <p>P.E.: I can catch and flee in a game of tag. (K-1st)</p> <p>P.E.: I can kick a ball off a wall while working within a group. (K-1st)</p> <p>P.E.: I can follow directions and perform locomotor movements. (K-1st)</p> <p>P.E.: I can pass, throw and catch a tchoukball. (2nd-5th)</p> <p><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p> <p><u>Mini lesson:</u> (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><u>Warm-up:</u> (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><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on Power Point: honesty</p> <p><u>Mini Lesson: (Health):</u> See powerpoint about the degrees of burns and ways to be active remain active in the summer.</p> <p><u>Mini lesson: (KY Career Cluster):</u> See powerpoint about a career related to communications.</p> <p><u>Warm-up:</u> (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><u>P.E. Activity #1:</u> (2nd-5th) Introduction to tchoukball. Students will learn the rules and fundamentals of gameplay. Students will</p>	<p><u>Daily Assessment:</u></p> <p>X Observation</p> <p>X Oral responses</p> <p><input type="checkbox"/> Self-Evaluation</p> <p><input type="checkbox"/> ORQ</p> <p>X Whole Class</p> <p>X Small Group</p> <p>X Individual</p> <p><u>Formative and Summative Assessments</u></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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becoming and remaining mentally and emotionally healthy. (K-2nd)

KDOE: Practical Living (Health): 4.1: Students effectively use interpersonal skills. (3rd-5th)

National Standards (NASPE)
See attached lesson plans for NASPE standards!

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 **Superhero Tag:** Four villains tag

students and try to guess the two superheroes that are unfreezing students. 2. **Roadway:** Students will follow locomotor commands given by the teacher for example: red light - stop, yellow light - move slowly, school zone - skip, highway - run uphill - march, flat tire - hop, pothole - run and leap, tunnel - duck down, oil slick - swerve and make quick turns, emergency vehicle - move to the side of the area and stop. 3. **Kickback:** The object is to kick the ball back to the wall. Student #1 begins by "serving" (kicking) the ball against the wall from behind the serving line. Student #2 follows the ball as it rebounds against the wall and kicks it back to the wall. Student #3 and #4 (if applicable) follow. Continue taking turns kicking the ball against the wall until someone fails to kick it, it misses the wall completely, or the kick goes outside of the spot markers. When this happens, begin with a new serve. If the Server makes an error, the next player in line serves, and the kicking order stays the same.

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 superhero tag and color tag.

		<p><u>KDOE: Practical Living</u> <u>(P.E.): Academic</u> <u>Standards</u> <u>2.34: P.E.:</u> Students perform physical movement's skills effectively in a variety of settings.</p>
<p><u>Mini lesson:</u> 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 sunscreen and UV rays.</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, June 1, 2018 (sub plans – Kuhn taking personal day)</p> <p><u>Vocabulary:</u> foul shot, pass, catch</p> <p><u>I can statements:</u> I can toss and catch a football. (K-5th) I can shoot a basketball at the rim and make a basket. (K-5th) I can jump over a rope and use a hula hoop correctly. (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. Students will then spend 15 minutes at each station and will rotate through 3 different stations.</p> <p><u>Warm-up:</u> Students will run 3 laps as a warm up.</p> <p><u>P.E. Activity #1</u> Hula Hoops/Jump Ropes (K-5th) Students will use jump ropes and hula hoops at a station.</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 jump ropes and hula hoops.</p> <p><u>Assessments/Exit Slip:</u> Compare and contrast how jump ropes and hula hoops are used.</p>		

P.E. Activity #2 Basketball shoot (K-5th)

Students will shoot a foul shot at the basketball rim. The student with the most shots win.

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 basketball foul shots.

Assessments/Exit Slip: Compare and contrast how basketball and tehoukball are played.

P.E. Activity #3 Football Toss (K-5th)

Students will pass the basketball back and forth in pairs.

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 football toss.

Assessments/Exit Slip: Compare and contrast how basketball and football are 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:

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