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|  | **K-5th**  **Lesson plans** | **KDOE: Personal Health: Health Education - (Academic Expectations):** (3rd-5th) 5.1: Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.  **KDOE: Employability Skills (Academic Expectations) (**K-2nd) 2.37:Students demonstrate skills and work habits that lead to success in future schooling and work.    **KDOE: Psychomotor Skills (PE):** 2.34: Students perform physical movement skills effectively in a variety of settings. | Vocabulary:  Expectation safety, stretching, warm up, teamwork, cooperation, balance, relay, verbal and non-verbal communication | **Career:** I can give examples of ways people communicate (verbally & non-verbally) (K-2nd).  **Health:** I can describe strategies that can be used while taking a test. (3rd- 5th).  **P.E.:** I can use teamwork, strength, and balance to correctly perform Tug O’ War (K-5th).  **P.E.:** I can use teamwork and speed to correctly perform the 100 yard relay (K-5th).  **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 “The Big Bad Apple” (15-22 minute mark).  **Mini Lesson:** (Career) Students will spend a few minutes watching a video from youtube.com titled “Saying What You Mean – A Children’s Book About Communication Skills”. DOK 1: Give an example of either verbal or non-verbal communication. DOK 2: Compare and contrast verbal and non-verbal communication. As a flashback, students will some of the things that they learned from Monday’s guest speaker. (Health) Students will spend a few minutes watching a video on brainpop.com titled “test taking”. Question: DOK 1: Give an example of a strategy that you can use while taking the KPREP assessment. DOK 2: How can you apply the strategies you learned today to a situation besides taking a test at school? As a flashback, students will some of the things that they learned from Monday’s guest speaker.  **Fitness Activity #1:** Field Day Activity-Tug O’ War (K-5th)  **Activity Description**: Students will be divided up into equal teams with an equal mix of boys and girls. The team that pulls the other team across the center line is the winner.  **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 Tug O’ War. **DOK 2:** Explain what strategies that you used in the game and give examples of the strategies that worked and ones that did not.  **Fitness Activity #2:** Field Day Activity: 100 yard relay (K-5th)  Lesson Description: Students will be divided up into equal teams with an equal mix of boys and girls. Each individual team will be divided in half. Then students will race and pass off an object as quickly as possible. The team that finishes the quickest is the winning team.  **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 “100 yard relay”. **DOK 2:** Compare and contrast the game 100 yard relay and Tug O’ War.  **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.