Teacher: Clark Kuhn Subject: PE & Heath Date: Week of 5.8.18 Topics: arts/humanities, nosebleeds, doing your share, field day games, tchoukball

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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:**  arts  humanities  citizenship  tchoukball | **Learning Targets (relate all targets to real life):**  P.E.:  I can perform physical movement skills correctly.  (K-5th)  Career:  I can understand about the career arts & humanities. (K-5th)  Health:  I can help someone who gets a nosebleed. (K-5th)  Health:  I can understand and demonstrate the importance of doing your share. (K-5th)  Health: I can describe the effects of drinking soft drinks. (K-5th)  P.E.: I can demonstrate how to run with a ball and sit on it during a relay. (K-5th)  P.E.: I can demonstrate how to run with a cup and pour the contents into another cup . (K-5th)  P.E.: I can demonstrate how balance a ball on top of a spoon while running in a relay. (K-5th)  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: citizenship (doing your share)  **Mini Lesson:  (Health):**  See powerpoint about the side effects of a soda per day (men (heart) women (diabetes) all (overweight).  M**ini lesson: (KY Career Cluster):**  See powerpoint about a career  related to arts and humanities (actor, musician, dancer, librarian, graphic artist, photographer).    **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-3rd) Students will watch a video from Adventure to Fitness, if time permits.    **P.E. Activity #1:** (K-5th) Field Day Game: Balloon Pop Relay (K-5th grade). Students will be divided into 4 groups. Students will then be given a ball run with and then sit on in a chair several feet in front of their line. The first group to complete this activity is the winner.  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 relay races.  **Assessments/Exit Slip:** Students correctly cooperated with their peers and raced in groups against their peers.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **P.E. Activity #2:** (K-5th) Field Day Game: Water Relay (K-5th). Students will relay race in 4 different teams holding a cup. They will pretend that the ball has water inside it. The fastest group wins.  **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 relay races.    **Assessment/Exit Slip:** Students correctly relay raced with the cup held in their hand and handed off the red rectangle to their teammate.    **P.E. Activity #3:** (K-5th) Marshmallow & Spoon Relay (K-5th) Students will relay race in 4 different teams while holding a spoon and balancing a ball instead of a marshmallow. The fastest group wins.  **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 relay activity.  .  **Assessments/Exit Slip:**  Students demonstrated how to properly perform the marshmallow & spoon relay.    **Mini lesson:**Students in grades K-1st will watch a video from Adventure to Fitness.  2nd-5th grade students will watch a video about tchoukball  **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 11, 2018 (No School)  **Vocabulary:** offense, defense, strike, foul, bases, out, innings  **I can statements:** I can kick a kickball. I can catch a kickball and throw it towards the correct base. I can run bases in the correct order.  **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**  Kickball (K-5th)  Students will each have an opportunity to play both offensive and defensive positions in kickball. Students will run bases and everyone will get opportunities to kick the ball.  **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 during gameplay.  **Assessments/Exit Slip:**  Compare and contrast how kickball and baseball 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.