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|  | **K-5th**  **Lesson plans** | **KDOE: Practical Living (Health):** **Academic Expectations:**  4.1: Students effectively use interpersonal skills (K-2nd)  **KDOE: Practical Living: (Health): Academic Expectations:** 2.29: Students demonstrate skills that promote individual well-being and healthy family relationships. (3rd-5th)  ***KDOE: Practical Living: (Physical Education):***  ***Academic Expectation:*** 2.34: Students perform physical movement skills effectively in a variety of settings. (K-5th)  ***National PE Standards (NASPE)***  ***Orientation and Personal Space (Building a Foundation)*** *K-2nd #1,2 Spatial awareness, spatial relationships, nonlocomotor skills, locomotor skills #3,4 Participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities*  ***General Space and Creative Moves (Building a Foundation)*** *K-2nd #1,2 Spatial awareness, nonlocomotor skills, locomotor skills #3,4 Participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities*  ***Passing and Receiving Drills*** *(football) 3rd-5th #1,2: Forward passing, catching & #5,6: Cooperation, accepting challenges*  ***3-Catch Game*** *(Aerobic Games) 3rd-5th #1,2 Passing, catching, moving to open space*  *#2 Offensive and defensive strategies #3,4 Cardiovascular endurance #5,6 Cooperation, teamwork, accepting challenges* | Vocabulary:  Expectations, rules, rewards, consequencessafety, warm up, cool down, dynamic stretching, friends, agriculture, seizure,  personal space, home base, consumerism, general space, boundaries, straddle, passing, receiving, defense, offense | **Learning Targets (relate all targets to real life):** P.E.: I can identify expectations and safety rules for my PE class. (K-5th)  P.E.: I can perform physical movement skills in a variety of settings. (K-5th) I can identify my personal and general space. (K-2nd)  P.E. I can pass and receive a football. (3rd-5th) I can demonstrate both offensive and defensive strategies in a cooperative game.  Health: I can demonstrate strategies in making a friend. (K-2nd)  Health: I can problem solve issues that could occur during the first week of school. (3rd-5th)  Mini lesson: (P.E.) Students will enter gym and sit down on the white circle. Students will be introduced to Mr. Kuhn and how he and his family lead an active physical lifestyle by watching a Power Point. If time permits, students will hear the joke of the day! (Entrance slip): Question: Give me an example of how you were active over the summer.  Warm-up: (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up.  Mini lesson (Health/Citizenship): (P.E.) Students will be introduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log & behavior log), entering and exiting the gym, bulldog voice levels and their first two homework assignments (photos of them being active and P.E. required form).  Mini lesson: (Careers): I will show the students the career cluster poster and introduce students to careers within agriculture. Remind students about Monday’s guest speaker: Turtles!  Mini lesson: (Consumerism): Critical vocabulary: What is consumerism?    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 the forward lunge with a lean. (K-5th) Students will watch a video from Adventure to Fitness titled “Catastrophic Cavern”. Students will watch from 3-8 minute mark.  Mini lesson: (Health) Final slide on power point: What is a seizure? (3rd-5th) What is a seizure (1:40) Young Epilepsy: Ben and Sunita’s Day Out! (Animated). What to do if Mr. Kuhn has a seizure. (safety)  Mini lesson: (Health) Students will watch a video from bookflix.com titled “Friends”. (Exit slip): Question: Give me a way that you can make a friend. DOK 1 (K-2nd) Students will watch a video from brainpop.com titled “Back to School” strategies that will help them have a successful school year socially and educationally. (3rd-5th) (Exit slip): Question: Compare and contrast feeling associated with the first and the last day of school. DOK 2.  **P.E. Activity #1:** Primary (K-2nd) Orientation and Person Space (Building a Foundation, pg. 1-3. See attached lesson plans!  **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: Can you… Make yourself small? Even smaller? Make yourself tall? Even taller? See pg. 1 & 2 for additional ways to differentiate for advanced students.  **Assessments/Exit Slip:** Students will demonstrate and/or explain either physically and/or verbally about personal space.  **P.E. Activity #2:** Primary (K-2nd) General Space and Creative Moves (Building a Foundation, pg. 5-7) See attached lesson plans!  **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: Can you…Jump side-to-side over your home? Jump to the R, back on your home; to the L, back on your home; Forward, back on your home; and finally Backward, then back on your home. Additional challenges for advanced students are on page 5 on the attached lesson plan.  **Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to move within their general space. What is creativity? What people and objects were within your general space today? Are there any people or objects within your personal space right now?  **P.E. Activity #1:** Intermediate (3rd-5th) Passing and Receiving Drills (football), page 7-8, see attached lesson plan.  **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: How many passes can you and your partner complete in a row? Can you alternate high and low passes to your partner?  **Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to correctly pass and receive a football.  **P.E. Activity #2:** Intermediate (3rd-5th) 3-Catch Game (Aerobic Games), page 23-24, see attached lesson plan!  **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: How many times can your group make 3 catches?  **Assessments/Exit Slip:** Students will demonstrate physically and/or verbally the various offensive and defensive strategies used in the 3-Catch game.  **Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green positive tickets or clip up tickets. If time permits, 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”. | ***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 |
|  |  | ***National Standards (NASPE):***  ***(Friday 1 only) NASPE: Grouping and moving together (Building a Foundation) (K-2nd)*** *#1,2 Spatial awareness, locomotor skills #3,4 Cardiovascular endurance, participate in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities*  ***(Friday 1 only) NASPE: Crazy Cones (Games) (K-2nd)*** *#1,2 Spatial awareness, locomotor skills, #3,4 Participates in enjoyable, challenging activities, aerobic capacity, agility #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting*    ***(Friday 1 only) NASPE: Workout Buddies (Cooperatives) (3rd-5th)*** *#1 Various motor skills #4 Participation in fitness activities #5,6 communication/cooperation*  ***(Friday 1 only) NASPE: 2-Square (Recess Activities) (3rd-5th)*** *#1,2 Striking #2,6 Offensive game strategies #5,6 Cooperation, fair play*  ***KDOE: Practical Living: (Physical Education):***  ***Academic Expectation:*** 2.34: Students perform physical movement skills effectively in a variety of settings. (K-5th)  **KDOE: Practical Living: (Health):** 4.1: Academic Expectations: Students effectively use interpersonal skills. | Good sportman-ship,locomotor, static stretching, serve, aerobic, conductor, caboose, | 1. **FRIDAY P.E. and Health Lesson Plan:**   **Topic:** dance/movement, sportsmanship, cooperative play, partner game, striking a ball  **P.E.:** I can give an example of a type of dance and how dance benefits the body. (K-2nd)  **Health:** I can give an example of good sportsmanship. (3rd-5th) P.E.: I can work cooperatively to either knock down cones or pick them up. (K-2nd)  P.E.: I can work cooperatively and follow the directions of a student leader. (K-2nd)  P.E.: I can work cooperatively with a partner and be active.  P.E.: I can work cooperatively with a partner and strike a ball back and forth trying to score points.  **Friday 1 only: “I can” statements:** Health: I can give examples of both good and bad sportsmanship. (3rd-5th) P.E. I can identify various motor skills. (K-2nd) P.E. I can use offensive strategies in a game. (3rd-5th) P.E. I can correctly perform various motor skills. (3rd-5th)  **Friday 1 only: Warm-up:** Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5th)  **Friday 1 only: Mini lesson:** (P.E.) Go over rules and expectation, check shoes, use power point slides.    **Friday 1 only: Mini lesson:** P.E. Students will watch the book “Kids Can Dance!” on bookflix.com. (Exit slip): DOK 1 Question: Give me examples of different ways kids can move. Example: walk, run, skip, hop, and etc. (K-2nd)  **Friday 1 only: Mini lesson:** (Health) Students will watch “Good Sportsmanship 1950” on youtube.com and will learn three ways that they can demonstrate good sportsmanship, 4 minute clip. (Exit slip): DOK 2: Question: Compare and contrast setting from the 1950’s and present day. (3rd-5th)  **Friday 1 only: P.E. Activity #1:** Primary (K-2nd): Crazy Cones (Games, pg. 3) See attached lesson plan  **Friday 1 only: 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 play a variation of the game titled “Double Trouble”, “Dribbling Crazy Cones”, or “Colored Cones”  **Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to perform the locomotor skills in the game. DOK #2: Compare and contrast Crazy Cones with Tag.  **Friday 1 only: P.E. Activity #2**: Primary (K-2nd): Grouping and Moving Together (Building a Foundation, pg. 41)  **Friday 1 only: 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: Can you topple cones…using only your feet, elbows, or a different body part?  **Friday 1 only: Assessments/Exit Slip:** Went are the key phrases that we learned today during our game? DOK #2: Give me an example of an activity or game that involves teamwork and then give me an example of how this particular game that was play could be played individually.  **Friday 1 only: P.E. Activity #1:** Intermediate (3rd-5th) Workout Buddies (Cooperatives, 5-7)  **Friday 1 only: 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: When the teacher calls an activity, can you find your buddy and get active before I count down from 5?  **Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally how to perform various motor movements.  DOK 1: Recall some of the activities that you completed today in workout buddies.    **Friday 1 only: P.E. Activity #2:** Intermediate (3rd-5th) 2-Square (Recess Activities, 17-18)  **Friday 1 only: 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: How many hits can you and your partner make in a row? Can you use your R hand as well as your L to make 1-handed hits?  **Friday 1 only: Assessments/Exit Slip:** Students will demonstrate physically and/or verbally various strategies used in 2-Square. DOK # 2: Compare and contrast 2-Square and volleyball.  **Static Stretching (Cool Down):** Students will learn the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will practice stretching then neck. Students will walk a cool down lap prior to exiting the gym.  **Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green positive tickets or clip up tickets. If time permits, 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”. |  |

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