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|  | **K-5th**  **Lesson plans** | ***KDOE: Practical Living (P.E.): Academic Standards 2.34:***  P.E.: Students perform physical movement’s 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 interpersonal skills. (3rd-5th)    ***National Standards (NASPE)***  ***NASPE***: Body Management and Balance (Building a Foundation, pg. 25) #1,2 Spatial awareness, body awareness, non-locomotor skills, locomotor skills, balance  #3,4 Participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities  Pairing and Moving Together (Building a Foundation, pg. 29) #1,2 Spatial awareness, locomotor skills, non-locomotor skills #3,4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities, cooperates with a partner  Pitching Drills (Football, pg. 13) #1,2 Pitching, receiving #5,6 Cooperation  Twist and Turn/Bend and Stretch (cooperatives, pg. 11) #4 Fitness #5,6 Communication/cooperation  ***KDOE: Practical Living (P.E.): Academic Standards 2.34:***  P.E.: Students perform physical movement’s skills effectively in a variety of settings.  ***National Standards (NASPE):***  **Squirrels in the Trees (Games, pg 7)** #1,2 Spatial awareness, locomotor skills, chasing and fleeing #3,4 Participates in enjoyable challenging activities, aerobic capacity #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting.  **Flexibility (Building a Foundation, pg. 51)** #1,2 Spatial awareness, non-locomotor skills, balance #3,4 Flexibility, participates I physical activities that are enjoyable and challenging #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities  **Designated Drivers (Cooperatives, pg 15)** #2 Problem solving #5,6 Cooperation/communication and trust  **Kickback (Recess Activities, pg 21)** #1,2 Kicking #2,6 Offensive game strategies #3,4 Cardiovascular fitness #5,6 Cooperation, fair play | **Vocabulary:**  Needs, wants, bartering, honesty, immune system, obesity, roles, molds, poses, match, locomotor, tempo, pathways, pitch/lateral | **Learning Targets (relate all targets to real life):**  **P.E.:** I can perform physical movement skills correctly. (K-5th)  **Health:** I can define the meaning of the word honesty and provide an example of how to demonstrate honesty. (K-5th)  **Health:** I can provide an example of a healthy snack. (K-5th) I can give a side effect of a diet too high in sugar. (K-5th)  **Consumerism:** I can define and provide an example of bartering. (K-5th)  **Vocational Studies**: I can provide examples of careers in education and training. (K-5th)  **P.E**.: I can move my body in creative shapes. (K-2nd) I can demonstrate various locomotor movements, tempos, and pathways. (K-2nd) **P.E**.: I can correctly pitch/lateral the football. (3rd-5th) I can pass the ball back and forth by twisting, turning, bending and stretching.  **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 two laps as a warm up.  **Mini lesson (Health/Citizenship/Employability Traits):** Character word of the week on Power Point: Review integrity and introduce honesty. DOK #1: Define the meaning of the word honesty.  **Mini Lesson: (Health):** Healthy food of the week (Greek yogurt) versus a negative side effect of sugar and an example of a drink (Gatorade) that is high in sugar. DOK #2: Compare and contrast the healthy food and the unhealthy food.  **Mini lesson: (KY Career Cluster):** I will show the students the career cluster poster and introduce students to careers within Education and Training. Remind students about Monday’s guest speaker: Bullitt Central Rod and Gun Club! Review the content discussed from last Monday’s guest speakers (bus safety).  DOK#2: Compare and contrast a career in transportation and business with a career in education.    **Mini lesson: (Consumerism):** Critical vocabulary: Review needs and wants? Introduce the meaning of the word bartering. DOK #2: Compare and contrast bartering and the use of currency.    **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-5th) Students will watch a video from Adventure to Fitness. Students will watch from 16-21 minute mark.  **P.E. Activity #1:** Primary (K-2nd) Body Management and Balance, 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: Allow them some time some brainstorm their own unique body shapes. **Assessments/Exit Slip:** DOK 2: What are some sports and dances that might use some of the creative moves we did today?  **P.E. Activity #2:** Primary (K-2nd) “Pairing and Moving Together” 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: They can play the game “Traveling Shadow Matching” or “Partner Social Skills”. **Assessments/Exit Slip:** DOK #1 Can you name a sport or activity where 2 people play together against 2 others?  **P.E. Activity #1:** Intermediate (3rd-5th) Pitching Drills, 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: Can you pitch it so it lands right in your partner’s hands? How many pitches can you and your partner make in 1 minute? **Assessments/Exit Slip:** Students will demonstrate the pitch/lateral. DOK #2: Compare and contrast the lateral and the hand-off.  **P.E. Activity #2:** Intermediate: Twist and Turn/Bend and Stretch (3rd-5th) 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: In 30 seconds, how many times can the ball come back to the partner holding it.  **Assessments/Exit Slip:** The students must demonstrate how to pass the pass by twisting, turning, bending, and stretching.  **Mini lesson (Health):** Students will watch a video titled “Goods and Services” from brainpopjr.com (K-2nd). DOK 2: Compare and contrast goods and services. Students will watch a video from brainpop.com titled “money”. (3rd-5th) DOK 2: Compare and contrast how people acquired goods and services now versus in the past.  **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.   1. **FRIDAY PL/VS Lesson Plan:**   **Topics:** dance/movement, static stretching, cooperative games, flexibility, partner activity, kicking  **Vocabulary:** static stretching, cooperation, flexibility,  **Learning Targets (relate all targets to real life):**  **Health:** I can define and provide an example of static stretching. (K-5th)  **P.E.:** I can perform physical movement skills through dance correctly. (K-5th)  **P.E.:** I can correctly perform various flexibility exercises. (K-2nd)  **P.E.:** I can help the “squirrel” (a student) find a safe place between 2 Trees (students). (K-2nd)  **P.E.:** I can earn my partner’s trust by allowing them to “drive” them through “hazards”. (3rd-5th) **P.E.:** I can I can correctly serve a ball by kicking it. (3rd-5th)  **Friday 3 only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.  **Friday 3 only: Warm-up:** Students will run two warm up laps.  **Friday 3 only: Mini lesson (Spiral Review):** Review with students the career cluster of the week. Review the healthy and unhealthy food of the week. Review the consumerism vocabulary and character/employability skills word of the week.  **Friday 3 only: P.E. Warm-up Activity:** Students will dance to a Just Dance for Kids song on youtube.com (K-5th)  **Friday 3 only: P.E. Activity #1:** Primary (K-2nd): “Squirrels in the Trees” See attached lesson plan  **Friday 3 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 come up with their own variations of the game by adding their own ideas for gameplay.  **Friday 3 only: Assessments/Exit Slip:** DOK 1: Who can name a pathway we used to find an open tree? DOK 2: What strategies did you used to keep yourself safe?    **Friday 3 only: P.E. Activity #2**: Primary (K-2nd): Flexibility (See attached lesson plan).  **Friday 3 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 come up with an additional flexibility exercise of their own through brainstorming.  **Friday 3 only: Assessments/Exit Slip**: Which skills or sports might you perform better with flexible muscles and joints? DOK 2: Compare and contrast dynamic and static stretching.  **Friday 3 only: P.E. Activity #1:** Intermediate (3rd-5th) Designated Drivers (see attached lesson plans)  **Friday 3 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 move across without bumping other “cars?” Passengers, can you count your driver’s verbal communication cues?  **Friday 3 only: Assessments/Exit Slip:** Students will give an example of a strategy that they used to get their partner through the maze of “road hazards.” DOK 2: Compare and contrast this game with driving in “real life”.    **Friday 3 only: P.E. Activity #2:** Intermediate (3rd-5th) Kickback (see attached lesson plans)  **Friday 3 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 kicks can your group make without an error? How far from the wall can your group stand and still keep a ball going? How close?  **Friday 3 only: Assessments/Exit Slip:** Students will explain how they played the game and the strategies that were used in the game “Kickball”. DOK 2: Compare and contrast kickball and baseball.  **Static Stretching (Cool Down) and Rewarding Student Behavior:** Students will review the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will go over numerous stretches presented on the Powerpoint. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game “Mr. Kuhn says” and/or review critical vocabulary. Students will also receive green “adventure” tickets and/or white clip up tickets as needed. | ***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.