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| **Grade Level*****PHYSICAL EDUCATION (K-5)*** |  |   | **Date: April 22 thru** **May 17, 2019** |
| **Common Core Standards** | **Learning Target** | **Strategies/Activities** | **Questioning** |
| 2.31 Students demonstrate the knowledge and skills needed to remain physically healthy.2.34 Students perform physical movement skills effectively in a variety of settings.4.1 Students effectively use interpersonal skills.S1.E2 Spatial Awareness; body awareness; travels showing differentiation between various movements.S5E2 Challenge: Cooperation; accepting personal challenges.S1.E21. K-5 Kicking a stationary ball to kicking a moving ball forward demonstrating the 5 elements of a mature pattern.S3E2.2 Actively engages in physical education class in response to instruction and practice.S4.E4.3a Works cooperatively with others.S4E4.4b Accepts players of all skill levels into physical activity. | Monday  |  |
| **(K-2) –** I will be able to listen, follow directions and work cooperatively while using a parachute; I will be able to apply behavior that shows respect to other people.**3-5) –** I will be able to listen, follow directions and work cooperatively while using a parachute; I will be able to apply behavior that shows respect to other people.5th: I will be able to try and perform my personal best in different events. | **(K-2) –** (warm-up): Hula Hut Rescue* Helicopter (Run Friends, Run – Like Run Rudolph)
* Parachute introduction/Reminder/Practice
* World of Parachute (play CD)

 1.He’s got the Whole World in his Hands (mtns., valleys, waves, storms) 3.Macarena (hands out, hands up, hands down, wiggle jump)\* Mushroom/Dome, Class Portrait (parachute)***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP****(3-5) -** 3rd, 4th, Same as above 5th grade: (Warm-up) walk 1 Post Test (My Personal Best)***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Explain 3 safety issues when using a group parachute.**(3-5) -** How is using a Parachute like playing on a sport’s team? |
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|   **(K-2) –** I will be able to chase and flee safely; listen, follow directions and work cooperatively while using a parachute; apply behavior that shows respect to other people.**(3-5) –** I will be able to chase and flee safely; listen, follow directions and work cooperatively while using a parachute; apply behavior that shows respect to other people | **(K-2) –** (warm-up): Walk 2 laps* Fish & Net (2 pairs hold hands, once have 4, split apart into pairs)
* High Five Colors (Parachute)
* Cat/Mouse (Parachute)
* Popcorn or Roll a Ball to a Friend (Parachute)

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***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What is the best way to hold a parachute and why?**(3-5) -** What is the best way to hold a parachute and why? What do you think the reverse grip of this would look like? |
| Wednesday  |  |
|  **(K-2) –** I will be able to chase and flee safely; choose a station and cooperate with others.**(3-5) –** I will be able to chase and flee safely; choose a stations and cooperate with others. | **(K-2) –** (warn-up): Walk 1/Jog 1**\***Doctor – Doctor\* Wacky Wednesday***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP****(3-5) –** (warm-up): Walk 1/Jog 1* Doctor-Doctor
* Wacky Wednesday

 ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Explain why it is important to put equipment back before switching stations.**(3-5) -** Explain why it is important to put equipment back before switching stations. |
| Thursday |  |
|  **(K-2) –** I will be able to follow the rules of a game; listen, follow directions and work cooperatively while using a parachute; apply behavior that shows respect to other people.**(3-5) -** I will be able to follow the rules of a game; listen, follow directions and work cooperatively while using a parachute; apply behavior that shows respect to other people. | **(K-2) –** (warm-up): Walk 1/Skip 1* Flippin Burgers (noodles) use beanbags as burgers on back of opposite hand holding the noodle. (Like Ninja Tag with noodles)
* Mouse Trap (parachute)
* Alligators (parachute)

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* Mouse Trap (parachute)
* Alligators (parachute)

***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Why is it important that you listen and be extremely quiet during these parachute games? **(3-5) –**Why is it important that you listen and be extremely quiet during these parachute games? |
| Friday |  |
|  **(K-2) –** I will be able to kick a ball; field a ball and use an overhand throw; work cooperatively with my peers and follow the rules of a game.**(3-5) –** I will be able to kick a ball using a mature pattern; field and throw overhanded; work cooperatively with my peers and follow the rules of a game. | **(K-2) –** (warm-up) “Gotcha” in a circle trying to grasp other persons finger when whistle blows* Hospital Tag
* Introduce Kick Ball

***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP****(3-5) -** (warm-up) “Gotcha” in a circle trying to grasp other persons finger when whistle blows.* Hospital Tag
* Kick Ball

***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What did you find to be the hardest part of our warm-up game? Why?**(3-5) -** What did you find to be the hardest part of our warm-up game? Why? |

**\*\*\* See Special Ed Related Arts Folder in Room for Accommodations**