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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)   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (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)   ***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)   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up): Walk 1/Skiip 1   * Flippin Burgers * 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**