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| **Grade Level**  ***PHYSICAL EDUCATION (K-5)*** |  |  | **Date: January 15 – February 9, 2018** |
| **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.  S4E4 Working with others  S1E6 Locomotor (combination)  3E6.1 Recognizes that food provides energy for physical activity; Differentiates between healthy and unhealthy foods; Recognizes the “good health balance” of nutrition and physical activity. | Monday | |  |
| **(K-2) –** I will be able to place foods in the proper categories to form a “MyPlate”.  I will be able to use teamwork and apply safety in large group running.  **3-5) –** I will be able to place foods in the proper categories to form a “MyPLate”.  I will be able to use teamwork and apply safety in large group running. | **(K-2) – Warm-up:** Various locomotor movements (winter)  \*Snowman Tag  \*Discuss MyPlate  \*Move &Make a MyPlate Game  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) - warm-up:** Various locomotor movements (winter)  \*Snowman Tag  \*Discuss MyPlate  \*Move & Make a MyPlate Game  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What are the five food groups? Which one should you eat the most of?  **(3-5) -** Explain the five food groups and give examples for each. Why is it important to know which foods go into which food group. |
| Tuesday | |  |
| **(K-2) –** I will be able to recognize foods that are healthy and unhealthy.  I will be able to chase, flee, dodge and tag safely.  **(3-5) –** I will be able to identify healthy and unhealthy foods.  I will be able to chase, flee, dodge and tag safely. | **(K-2) – Warm-up:** Freeze and Thaw (continuous tag)   * Yum, Yum, Yum * Super 17 Food Group Relays   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) – Warm-up:** Freeze and Thaw (continuous tag)   * Yum, Yum, Yum * Super 17 Food Group Relays   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What is an example of a Green Light Food? A Red Light Food?  **(3-5) -** What are different ways that we can tell Green Light Foods and Red Light Foods apart? |
| Wednesday | |  |
| **(K-2) –** I will be able to choose a station and cooperate with others.  I will be able to throw and dodge safely.  **(3-5) –** I will be able to choose a station and cooperate with others.  I will be able to throw and dodge safely. | **(K-2) –** (Warm-up) Walk 1, Jog 1  \*Snowball Fight  \* “Wacky Wednesday” – Students choose stations of interests  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (Warm-up) Walk 1, Jog 1  \*Snowball Fight  \*”Wacky Wednesday” – Students choose stations of interests  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Explain why it’s important to put equipment back before switching stations?  **(3-5) -** Explain why it’s important to put equipment back before switching stations? |
| Thursday | |  |
| **(K-2) –** I will be able to identify foods that are good to eat before I am active.  I will be able to use teamwork and apply safety in large group running.  **(3-5) -** I will be able to identify foods that are good to eat before I am active.  I will be able to use teamwork and apply safety in large group running. | **(K-2) – Warm-up:** 5 Corners Food Groups  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**   * Food Group Tag * Fuel Collector   **(3-5) - Warm-up:** 5 Corners Food Groups  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**   * Food Group Tag * Fuel Collector | **(K-2) –** What types of foods are beneficial for before and after physical activity?  **(3-5) –** Why is it important to have certain types of foods before and after physical activity? |
| Friday | |  |
| **(K-2) –** I will be able to identify foods that provide good fuel for my body.  I will be able to play fair by competing against another team.  **(3-5) –** I will be able to identify foods that provide good fuel for my body.  I will be able to play fair by competing against another team. | **(K-2) – Warm-Up:** Triangle Catch Tag   * Food is Fuel Tag * Collecting Icicles (celery sticks)   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) - Warm-up:** Triangle Catch Tag   * Food is Fuel Tag * Collecting Icicles (celery sticks)   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What foods from the garden did we use to fuel our body and how do these help?  **(3-5) -** How is nutrition and food choices related to personal health? |

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