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| **Grade Level**  ***PHYSICAL EDUCATION (K-5)*** |  |  | **Date: January 14 – February 8, 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.  8.5.1 Encourage others to make positive health choices.  1.5.1 Describe the relationship between healthy behaviors and personal health.  1.2.1 Identify that healthy behaviors impact personal health.  5.2.1 Identify situations when a health-related decision is needed. | Monday | |  |
| **(K-2) –** I will be able to chase and flee safely; improve my strength, flexibility, and cardiovascular endurance while completing the Fun & Fitness Circuit.  **3-5) –** I will be able to chase and flee safely; improve my strength, flexibility, and cardiovascular endurance while completing the Fun & Fitness Circuit. | **(K-2) –** (warm-up): Rainbow Road   * Fun & Fitness Circuit   (Cardio and Strength/Skill Related Stations; Developmentally appropriate for each grade level)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up) – Rainbow Road   * Fun & Fitness Circuit   (Cardio and Strength/Skill Related Stations; Developmentally appropriate for each grade level)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What do you know about balancing what you eat with physical activity?  **(3-5) –** What do you know about balancing what you eat with physical activity? |
| Tuesday | |  |
| **(K-2) –** I will be able to identify the five food groups, and give examples of foods from each group; explain how MyPlate is a reminder to eat foods from each food group.  **(3-5) –** I will be able to identify the five main food groups and name a variety of nutritious examples of foods in each; discuss the importance of physical activity as part of a healthy lifestyle. | **(K-2) –** (warm-up) Fire & Ice  \*Building a Track to Better Eating (using noodles)  \*Fun with Food Groups (sorting Food into groups)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (warm-up) – Fire & Ice  \*Building a Track to Better Eating (Using noodles)  \*We Are What We Eat (sorting Food into groups)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What does it mean to be healthy; eat healthy?  **(3-5) -** What choices can you make that help you stay healthy? |
| Wednesday | |  |
| **(K-2) –** I will be able to work together as a group; chase and flee safely; choose a station and cooperate with others.  **(3-5) –** I will be able to work together as a group; chase and flee safely; choose a station and cooperate with others. | **(K-2) –** (warm-up) – Hospital Tag  (K) – Fire & Ice  “Wacky Wednesday” – Students’ choice of stations  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (warm-up) – Hospital Tag  “Wacky Wednesday” – Students’ choice of stations  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Why is it important to each a variety of foods from all food groups?  **(3-5) -** Why is it important to eat a variety of foods from all food groups? |
| Thursday | |  |
| **(K-2) –** I will be able to identify what foods to eat more of, and explain why; identify foods with added sugars and solid fats.  **(3-5) -** I will be able to identify what foods to eat more of, and explain that nutrients in food help us grow and stay healthy. | **(K-2) –** (warm-up) – Angry Cat Tag  \*\*Yum, Yum Game  \*Fuel Collector (Played like Seaweed Game)  \*Super 17 Food Group Relay  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up) – Angry Cat Tag  \*Yum, Yum Game  \*Fuel Collector (Played like Seaweed Game)  \*Super 17 Food Group Relay  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What foods should I eat less of and why?  **(3-5) –** What are “sometimes” foods and why are they called that? |
| Friday | |  |
| **(K-2) –** I will be able to be a good audience member by sitting on my bottom, listening and asking appropriate questions.  **(3-5) –** I will be able to be a good audience member by sitting on my bottom, listening and asking appropriate questions. | **(K-2) – PEEK OF THE WEEK**  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) - PEEK OF THE WEEK**  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Why do you think it is important that we have Peek of the Week?  **(3-5) -** How has Peek of the Week helped you in choosing a pathway of success? |

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