

Grade Level PHYSICAL EDUCATION (K-5)			Date: November 2 - December 4, 2020
Common Core Standards	Learning Target	Strategies/Activities	Questioning
<p>K-1 Recognize physical activity is important for good physical, emotional, and mental health.</p> <p>2 Identifies ways that physical activity improves physical, emotional and mental health.</p>	<p>Monday</p> <p>(K-2) - . I will discuss what it means to be healthy and have good health. I will be physically active as a way to protect my health.</p> <p>3-5) — I will discuss what it means to be healthy and have good health. I will be physically active as a way to protect my health.</p>	<p>(K-2) — Warm-Up</p> <ul style="list-style-type: none"> • Mirror, MIRROR (Letting different students be the leader) • Red Fish, Blue Fish • Red Light, Green Light <p><u>DELIVERY METHOD:</u> DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP</p> <p>(3-5) - Warm-Up</p> <ul style="list-style-type: none"> • Foot Fire • Get Moving Circuit • Red Light/Green Light <p><u>DELIVERY METHOD:</u> DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP</p>	<p>(K-2) - What did you do this week to help you stay healthy?</p> <p>(3-5) - How is physical activity related to good physical and mental health?</p>
	<p>K-5 (Safety) Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.</p> <p>K-5 (Safety) Recognizes and demonstrates respect for social and ethical norms with consideration of self and others.</p> <p>K-5 Self Awareness; Empowerment Identifies personal thoughts and values that contribute to confidence and optimism.</p> <p>3-5 (Personal Health) - Discuss, examine and compare the health benefits of available physical activity options.</p> <p>3-5 (Social Interaction) Describe and compare the positive social interactions when engaged in large groups.</p>	<p>Tuesday</p> <p>(K-2) - I will move with balance and control. I will follow all directions without teacher reminders.</p> <p>(3-5) —I will move with balance and control. I will safely control my personal behavior in order to make physical education a positive learning environment.</p>	<p>(K-2) - Warm up</p> <ul style="list-style-type: none"> • Animal Acting • Loopy Loop Stations • Laptastic (w/balance) <p><u>DELIVERY METHOD:</u> DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP</p> <p>(3-5) — Warm-Up</p> <ul style="list-style-type: none"> • Rock/Paper/Scissors with BODY • Loopy Loop Stations • *Mirror, Mirror <p><u>DELIVERY METHOD:</u> DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP</p>

(K-2) - I will enjoy physical activities that make my heart beat faster.
I will control my body and behavior and stay 6 to 12 feet away from my classmates.

(3-5) - I will listen and follow directions.
I will encourage my friends as we participate in games.

(K-2) - Warm-up

- Elevator Game
- Body Shapes
- Parachute Games

DELIVERY METHOD: DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP

(3-5) - Warm-Up

- Music Mania
- Parachute Games

DELIVERY METHOD: DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP

(K-2) - How is exercise related to your heart?

(3-5) - What are the 5 components of fitness?

Thursday

(K-2) -I will work to improve my movement skills during physical education.
I will be physically active every day for at least 60 minutes.

(3-5) - I will discuss the health benefits of physical activity.
I will participate in activities with a purpose that is meaningful to me.

(K-2) -Warm-UP

- Farm Tag
- Sock Tag

DELIVERY METHOD: DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP

(3-5) -Warm-Up

- Farm Tag
- Sock Tag

DELIVERY METHOD: DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP

(K-2) - How can you tell if someone is being safe in physical education class?

(3-5) -What other activities can you do to improve your fitness?

Friday

