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| **Grade Level**  ***PHYSICAL EDUCATION (K-5)*** |  |  | **Date: November 5 – November 30, 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.  3(E3.K-1) Recognizes that when you move fast, your heart beats faster and you breathe faster.  3(E6.2) Recognizes the “good health balance” of good nutrition with physical activity.  1(E18.K-2 Taps ball forward using inside of foot while walking.  1(E18.3-4) Dribbles with feet in general space at slow to moderate speed with control of ball and body.  2(E1-E3.K.2) Addressing space, pathways, speed, direction, and force.  1(E19.3-5) Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.  1(E20.) Foot dribbles with mature patterns in small-sided games. | Monday | |  |
| **(K-2) –**I will be able to recognize the effect that physical activity has on my body; I will be able to improve my strength, flexibility, and cardiovascular endurance while completing the Fun & Fitness Circuit  **(3-5 -**I will be able to recognize the effect that physical activity has on my body; I will be able to improve my strength, flexibility, and cardiovascular endurance while completing the Fun & Fitness Circuit | **(K-2) –** (warm-up): Hula Hop Showdown (Rock, Paper, Scissors)   * 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): Hula Hop Showdown (Rock, Paper, Scissors)   * 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 is a healthy food that you might eat at a holiday meal?  What do you know about balancing holiday meals with physical activity?  **(3-5) –** What facts would you select to support being physically active with your family during the holiday season? |
| Tuesday | |  |
| **(K-2) –** I will use the inside of my feet to dribble safely throughout the activity area.  **(3-5) –** I will use mature trapping technique in order to control and then return passes; I will recall and demonstrate the critical teaching cues for dribbling, passing, and trapping. | **(K-2) –** (warm-up): “Run Turkey Run”   * Review Soccer Cues for dribbling * Maze of Cones * Downers/Uppers   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –**(warm-up): “Run Turkey Run”   * Review Soccer Cures for dribbling, passing, and trapping. * Maze of Cones * Downers/Uppers * Zig Zag Relay * Soccer Hoopla   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What part of the foot do we use to tap the ball forward? What sport uses foot dribbling and why is it used?  **(3-5) -** How is foot dribbling similar to hand dribbling? How is it different? |
| Wednesday | |  |
| **(K-2) –** I will tap the ball forward with a safe amount of force; I will chase and flee safely; I will choose a station and cooperate with others.  **(3-5) –** I will tap the ball forward with a safe amount of force – keeping the ball close and under control; I will chase and flee safely; I will choose a station and cooperate with others. | **(K-2) –** (warm-up): Turkey Tag   * Partner Roll, Pass and Trap * “Wacky Wednesday”   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (warm-up): Turkey Tag   * Soccer Red Light/Green Light * “Wacky Wednesday   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Why is good ball control important in this activity?  **(3-5) -** What are the cures for ball control and why are these cues important to ball control? |
| Thursday | |  |
| **(K-2) –** I will be able to make accurate passes and controlled traps with a partner; I will be able to dribble into open space; I will be able to chase and flee safely.  **(3-5) -** I will be able to make accurate passes and controlled traps with a partner; I will be able to dribble into open space; I will be able to chase and flee safely. | **(K-2) –** (warm-up): Steal the Turkey (like steal the pumpkin)   * Passing Drills * Keep Away * Shark Attack   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up): Steal the Turkey   * Passing Drills * Keep Away * Shark Attack   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** How can you apply the skills you’ve already learned in order to overcome challenges?  **(3-5) –** How does active engagement affect your performance? |
| Friday | |  |
| **(K-2) –** I will be able to practice ball control skills; I will be able to dribble a soccer ball in a general space and trap it.  **(3-5) –** I will be able to dribble a soccer ball in a general space, control my ball, and quickly trap it.  I will be able to engage in physical activity with responsible interpersonal behavior | **(K-2) –** (warm-up): Catch of the Day OR ***PEEK OF THE WEEK***  (Soccer): Dribbling Drills  Scramble  Sharks  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up): Catch of the Day OR ***PEEK OF THE WEEK***  (Soccer): Dribbling Drills  Scramble  Sharks  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What are the cues for foot dribbling? How did your ability to make quick looks around the activity area affect your success in Scramble?  **(3-5)**  How did your ability to make quick looks around the activity area affect your success in Scramble?  What are the steps you took in the process of moving from one ball to the next? |

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