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| **Grade Level**  ***PHYSICAL EDUCATION (K-5)*** |  |  | **Date: September 3 –**  **September 28, 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.  S4.E1 Follows directions in group settings; accepts personal responsibility by using equipment and space appropriately; practices skills with minimal teacher prompting.  S1.E2 Locomotor: Jogging, Running  S1.E15 Manipulative: Passing with Hands  S1.E17 Manipulative: Dribbling/Ball Control with hands  S1.E16 Manipulative: Catching  S1.E26 Manipulative: Combining travel with manipulative skills such as dribbling, throwing, catching, and striking. | Monday | |  |
| **(K-2) –** 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 improve my strength, flexibility, and cardiovascular endurance while completing the Fun & Fitness Circuit.  5th Grade: I will be able to perform a Fitness Test, “My Personal Best” to establish a baseline for future progress. | **(K-2) –** (warm-up): Jedi Battle   * 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): Jedi Battle   * Fun & Fitness Circuit  1. Hurdle Jumps; 2. Scooter Abdominals; 3. Pacer  Station; 4. Chair push-ups; 5. Crab walk across gym; 6. Stretch and water station; 7. Dribble a ball; 8. Balance on one foot;   10. Bounce/Catch ball against the wall.  5th Grade: Pre-Test for “My Personal Best”  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** Why does exercise make you heart healthy?  **(3-5) -** Which skills or sports might you perform better with stronger muscles? Explain. |
| Tuesday | |  |
| **(K-2) –** I will be able to dribble a ball continuously with one hand.  I will follow all directions and use equipment appropriately.  **(3-5) –** I will be able to develop dribbling competency with both hands. I will be able to learn and practice pivoting with either foot. | **(K-2) –** (warm-up) Sleeping Locomotors  \*Dribbling Introduction using teaching cues  \* Bubble Breakers  \*Dribble Fitness  \*7 Dribbles  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (warm-up) Sleeping Locomotors   * Ball Handling Drill (B.B.) * Dribbling, Passing and Pivoting * Pass Down Line and Shoot   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** When you dribble, what should your finger position look like as the ball leaves your hand.  Why is it important to continuously dribble a basketball?  **(3-5) -** Why do you think knowing how to pivot would be important in the game of basketball? |
| Wednesday | |  |
| **(K-2) –** I will be able to flee and chase safely; choose a station and cooperate with others.  **(3-5) –** I will be able to flee and chase safely; choose a station and cooperate with others. | **(K-2) –** (warm-up) Walk 1/Jog 1  \*Sock Snatch  “Wacky Wednesday”  Stations of Choice  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (warm-up) Walk 1/Jog 1   * Sock Snatch   “Wacky Wednesday”  Stations of Choice  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2)** Why is it important to follow directions when using equipment in physical education?  **(3-5)** What might happen if someone in our class decided not to follow directions? Explain. |
| Thursday | |  |
| **(K-2)** I will catch a basketball in my hands.  I will dribble the ball with 1 hand while walking in a general space.  I will pass the ball to the wall target using a force that is safe for everyone.  **(3-5) -** I will be able to practice a variety of basketball skills (dribbling, passing, ball handling and shooting) | **(K-2) –** (warm-up) Foot Whacker   * Bounce and Catch * Drivers Test (Dribbling in a general space.) (K) uses smaller, lighter balls) * Wall Passing   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up) Foot Whacker   * Basketball Skills Stations * Shoot from a Polyspot * Shooting Drills   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** How does someone develop mature dribbling skills?  **(3-5) –**What is the difference between Defense and Offense? Give examples of other sports that have a Defense and Offense. |
| Friday | |  |
| **(K-2) –** I will be able to flee and chase safely; I will continuously dribble the basketball.  **(3-5) –** I will be able to flee and chase safely; practice my offense and defense along with my basketball skills. | **(K-2) –** (warm-up) Circle Run   * Balance Ball * Shoot from polyspots * Mass Basketball   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up) Circle Run   * Mass Basketball   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | **(K-2) –** What would happen if you never got up and moved?  **(3-5) -** What could happen if you don’t lead a healthy and active lifestyle? |

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