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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, RunningS1.E15 Manipulative: Passing with HandsS1.E17 Manipulative: Dribbling/Ball Control with handsS1.E16 Manipulative: CatchingS1.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**