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| **Grade Level**  ***PHYSICAL EDUCATION (K-5)*** |  |  | **Date: Sept. 4 –Sept. 29, 2017** |
| **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.  E1.4-5b Uses various locomotor skills in a variety of small-sided practice tasks.  Standard 1 (E13.1 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.  Standard 1 (E13.2) Throws underhand to a partner or target with reasonable accuracy.  Standard 1 (E13.3, 5a & b Throws underhand or overhand to a partner or target with reasonable accuracy.  Standard 1 (E14.3-5b) Throws overarm, demonstrating three of the five critical elements of a mature pattern.  Standard 1 (E16.3-5) Catches a gently tossed hand-sized ball from a partner.  Standard 1 (E25.3; E25.4; E25.6)  Strikes an object with a long-handled implement.  Standard 1 ( E26.4; E26.5)  Combines traveling with the manipulative skills of throwing, catching, and striking. | Monday | |  |
| **(K-2) –** I will be able to throw underhanded to a partner or to a target.  **3-5) –** I will be able to throw underhanded or overhanded to a partner.  I will be able to catch a ball from a partner.  I will be able to strike a ball using a bat. | **(K-2) –** (warm-up): Jedi Noodle Battle   * Throwing underhand to targets * Operation Hoop Removal * Hungry, Hungry Monsters   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (Warm-up Jedi Noodle Battle   * Two Ball Tossers * Batter Up     ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | Can you remember the cues for throwing (Underhand/overhand)? How about catching?  How does where you catch the ball (high/low) affect how you catch it? |
| Tuesday | |  |
| **(K-2) –** I will roll and catch a ball with a partner.  I will be able to roll a ball with accuracy.  **(3-5) –** I will safely transition from batting to running.  I will demonstrate responsible behaviors throughout this activity. | **(K-2) –** (warm-up): Foot Whacker   * Rolling and Catching with a Partner * Aerobic Bowling * Partner Throw and Catch Challenges * Hoop to Hoop   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) –** (warm-up): Foot Whacker   * Partner Throw and Catch Challenge * Hoop to Hoop * Baseball Tag   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | ?  Which ones would we include on a list of fitness components related to bat and ball games? |
| Wednesday | |  |
| **(K** **-2) –** I will be able to throw underhanded/overhanded to a target.  I will be able to choose a station and cooperate with others.  **(3-5) –** I will be able to throw underhanded/overhanded to a target. I will be able to choose a station and cooperate with others. | **(K-2) –** Warm-up: Walk 1/Jog 1 (foot W  \* Fill the Cookie Jar  \*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  \* Fill the Cookie Jar  \*Wacky Wednesday (Stations of Choice)  ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | Do you think it’s important to have input/say in what you get to do in P.E. and why? |
| Thursday | |  |
| **(K-2) –** I will be able to improve my fitness.  **(3-5) -** I will be able to improve my cardiovascular endurance and to improve upper body and core strength. | **(K-2) –** (warm-up): Stuck in the Mud   * Fitness Stations: Cardio/strength/skill related (Developmentally appropriate for each grade level.   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up): Stuck in the Mud   * Fitness Stations: Cardio/Strength/Skill related (Developmentally appropriate for each grade level.   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | Which fitness stations are locomotor and non-locomotor? Explain your reasoning.  What is health related fitness? What is skill related fitness |
| Friday | |  |
| **(K-2) –** I will be able to throw underhanded/overhanded with the opposite foot while being introduced to the concept of effort/force.  **(3-5) –** I will be able to throw overhanded at specific targets.  I will be able transition safely from batting to running to fielding a ball.  I will be able to follow directions and cooperate with others. | **(K-2) –** (warm-up): Octopus   * Overhand Throw for distance * Throw and Retrieve * Wall Challenge * Earn a Polyspot * Aliens vs. Astronauts   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP**  **(3-5) -** (warm-up): Octopus   * Aliens vs. Astronauts * Wiffle Ball   ***DELIVERY METHOD:* DEMO/MODEL; HANDS-ON; SMALL GROUP; PARTNERS; INDEPENDENT; WHOLE GROUP** | How is throwing related to sports like softball and baseball? How is catching related? |

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