

Grade Level: K

Day 1	Day 2
<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT to remember the verbal cues for kicking. 1-P-1.1 Demonstrate an awareness of personal and general space while moving in different directions.</p> <p><b>Psychomotor-</b> TSWBAT to use the inside of the foot when kicking 80% of the time 1-P-3.4 Demonstrate the ability to kick a stationary object.</p> <p><b>Affective-</b> TSWBAT work cooperatively in partners during class. 6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.</p>	<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT to remember the verbal cues for kicking. 1-P-1.1 Demonstrate an awareness of personal and general space while moving in different directions.</p> <p><b>Psychomotor-</b> TSWBAT to use the inside of the foot when kicking 80% of the time 1-P-3.4 Demonstrate the ability to kick a stationary object.</p> <p><b>Affective-</b> TSWBAT work cooperatively in partners during class. 6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.</p>
<p>Procedures:</p> <ol style="list-style-type: none"><li>1. Warm up:</li><li>2. Form of kicking- hop/plant, kick, follow through</li><li>3. Kick to partner using dominant foot- other partner stops the ball with hands then kicks it back</li><li>4. Kick with non-dominant foot</li><li>5. Trapping with partner- stop ball on top then plant and kick</li><li>6. Put all materials back up, clothespin up, and line up on green line</li></ol>	<p>Procedures:</p> <ol style="list-style-type: none"><li>1. Warm up:</li><li>2. Trapping with partner- 10 good kicks then can take a step back</li><li>3. Kicking competition- one partner stand behind the other, they have to kick it past the line using dominant foot then kick using non-dominant foot</li><li>4. Put all materials back up, clothespin up, and line up on green line</li></ol>

Individual differences

Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities	Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities
---	---

Materials

iPad Music Player Playground balls Poly spots	iPad Music player Playground balls Poly spot
--	---

Evaluation

Visual assessment of students.	Visual assessment of students.
--------------------------------	--------------------------------

1<sup>st</sup> Grade

Day 1

Day 2

<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT identify different body parts when moving to different levels 2-P-1.2 Identify various body parts and levels in performing physical activities.</p> <p><b>Psychomotor-</b> TSWBAT dribble the ball continuously in a stationary position using fingertips 80% of the time 1-P-3.6 While stationary, dribble a ball continuously using the preferred hand.</p> <p><b>Affective-</b> TSWBAT follow directions and instructions first time given 5-P-1.1 Follow rules, directions, and procedures from the instructor with little reinforcement.</p>	<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT identify different body parts when moving to different levels 2-P-1.2 Identify various body parts and levels in performing physical activities.</p> <p><b>Psychomotor-</b> TSWBAT dribble the ball continuously using fingertips 80% of the time 1-P-3.6 While stationary, dribble a ball continuously using the preferred hand.</p> <p><b>Affective-</b> TSWBAT follow directions and instructions first time given 5-P-1.1 Follow rules, directions, and procedures from the instructor with little reinforcement.</p>
<p>Procedures:</p> <p>7. Warm up: 8. Break the bubble- bubble is the</p>	<p>Procedures:</p> <p>5. Warm up: 6. Partner passing using a bounce</p>

<p>poly spot. Bounce and catch the ball on the poly spot 3 times.</p> <p>9. How to dribble a ball using hands- fingertips, push down, catch below the waist</p> <p>10. Dribble the ball on the poly spot 3 times using dominant hand then switch hands</p> <p>11. Put all materials back up, clothespin up, and line up on green line</p>	<p>pass</p> <p>7. Balance ball: balance bean bag on hand while dribbling</p> <p>8. Move while dribbling using dominant hand</p> <p>9. Move while dribbling with non-dominant hand</p> <p>10. Dribbling relays- down with dominant hand, 5 jumping jack, back with dominant hand. Down with non-dominant, 5 tuck jumps, down with non-dominant</p> <p>11. Put all materials back up, clothespin up, and line up on green line</p>
---	--

Individual differences

Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities	Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities
---	---

Materials

iPad Music Player	iPad Music player
----------------------	----------------------

Evaluation

Visual assessment of students.	Visual assessment of students.
--------------------------------	--------------------------------

2<sup>nd</sup> Grade

Day 1

<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT complete math equations during warm up activity</p> <p>2-P-1.2 Demonstrate the ability to incorporate language arts, math, social</p>
---

Day 2

<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT identify the proper form of throwing while practicing with a partner</p> <p>2-P-2.2 Identify proper techniques for a</p>
--

<p>studies, and science concepts through movement activities</p> <p><b>Psychomotor-</b> TSWBAT throw overhand using proper form 80% of the time 1-P-3.2 Throw a ball overhand for distance using proper form.</p> <p><b>Affective-</b> TSWBAT work cooperatively with partner while the teacher is working with individual students 6-P-1.1 Willingly participate with students with varying skill and fitness levels in controlled settings.</p>	<p>variety of fundamental skills while practicing with a partner</p> <p><b>Psychomotor-</b> TSWBAT throw overhand using proper form 80% of the time 1-P-3.2 Throw a ball overhand for distance using proper form.</p> <p><b>Affective-</b> TSWBAT work cooperatively with partner while the teacher is working with individual students 6-P-1.1 Willingly participate with students with varying skill and fitness levels in controlled settings.</p>
<p>Procedures:</p> <ol style="list-style-type: none"> <li>12. Warm up: Poly Spot relay</li> <li>13. Teach the basic steps of throwing: make a T, lead with hand, close to the ear, follow through across body</li> <li>14. Target throwing with hula-hoop with partner</li> <li>15. Begin throwing, using proper form, to partner</li> <li>16. Put all materials back up, clothespin up, and line up on green line</li> </ol>	<p>Procedures:</p> <ol style="list-style-type: none"> <li>12. Warm up: Plank Hockey</li> <li>13. Review throwing concepts</li> <li>14. Throwing stations: Target throwing to a hula-hoop, assessment station, partner throwing, overhand throwing with scoops</li> <li>15. Put all materials back up, clothespin up, and line up on green line</li> </ol>

Individual differences

<p>Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities</p>	<p>Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities</p>
--	--

Materials

<p>iPad Music Player Poly spots</p>	<p>iPad Music player Beanbags</p>
---	---

Softballs Hula-hoops	Softballs Hula-hoops Scoops
-------------------------	-----------------------------------

Evaluation

Visual assessment of students.	Visual assessment of students.
--------------------------------	--------------------------------

3<sup>rd</sup> Grade

Day 1	Day 2
<p style="text-align: center;">Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT think about the task at hand and develop a plan of action to complete the task 1-E-3.3 Individually develop combinations of movements into sequences while manipulating a variety of objects.</p> <p><b>Psychomotor-</b> TSWBAT communicate effectively with others in order to problem solve 7-E-5.1 Describe how cooperation, understanding strengths and weaknesses in self and others can be used in problem-solving strategies in order to achieve success.</p> <p><b>Affective-</b> TSWBAT work cooperatively with students during activity 5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments)</p>	<p style="text-align: center;">Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT think about the task at hand and develop a plan of action to complete the task 1-E-3.3 Individually develop combinations of movements into sequences while manipulating a variety of objects.</p> <p><b>Psychomotor-</b> TSWBAT communicate effectively with others in order to problem solve 7-E-5.1 Describe how cooperation, understanding strengths and weaknesses in self and others can be used in problem-solving strategies in order to achieve success.</p> <p><b>Affective-</b> TSWBAT work cooperatively with students during PE activities 5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments)</p>
<p>Procedures:</p> <p>17. Warm up: Poly Spot Relay 18. Problem Solving/Strategy</p>	<p>Procedures:</p> <p>16. Warm up: Plank Hockey 17. Problem solving/Strategy</p>

<p>19. Twisted Sister- straight line group has to end up with arms crossed across their chest without letting go</p> <p>20. Knots- small groups then bigger groups then whole group</p> <p>21. Put all materials back up, clothespin up, and line up on green line</p>	<p>18. Relay using no hands- must get objects across the gym.</p> <p>19. Titanic Challenge- divide into team. Have to work together to get across the gym using the hula hoops and without losing any passengers.</p> <p>20. Put all materials back up, clothespin up, and line up on green line</p>
--	--

Individual differences

Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities	Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities
---	---

Materials

<p>iPad</p> <p>Music Player</p> <p>Poly spots</p>	<p>iPad</p> <p>Music player</p> <p>Beanbags</p> <p>Balls</p> <p>Noodles</p> <p>Cones</p>
---	--

Evaluation

Visual assessment of students.	Visual assessment of students.
--------------------------------	--------------------------------

5<sup>th</sup> Grade

Day 1	Day 2
<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT identify the proper form of throwing while practicing with a partner</p> <p>2-E-2.2 Identify proper techniques for a variety of fundamental skills while</p>	<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT identify the proper form of throwing while practicing with a partner</p> <p>2-E-2.2 Identify proper techniques for a variety of fundamental skills while</p>

<p>practicing with a partner</p> <p><b>Psychomotor-</b> TSWBAT throw overhand using proper form 80% of the time 2-E-2.1 Apply mature form for manipulative skills that include striking, volleying, dribbling, kicking, throwing, and catching (use critical elements).</p> <p><b>Affective-</b> TSWBAT work cooperatively with partner while the teacher is working with individual students 5-E-4.2 Demonstrate cooperation with a partner or others in a group in order to achieve successful participation</p>	<p>practicing with a partner</p> <p><b>Psychomotor-</b> TSWBAT throw overhand using proper form 80% of the time 2-E-2.1 Apply mature form for manipulative skills that include striking, volleying, dribbling, kicking, throwing, and catching (use critical elements).</p> <p><b>Affective-</b> TSWBAT work cooperatively with partner while the teacher is working with individual students 5-E-4.2 Demonstrate cooperation with a partner or others in a group in order to achieve successful participation</p>
<p>Procedures:</p> <ul style="list-style-type: none"> <li>22. Warm up: Poly spot relay</li> <li>23. Formative Assessment: students will get into groups of 3 and give feedback based on throwing performance</li> <li>24. Monster Ball: teams are divided into sides. Throw small ball at big ball to push it outside the lines and score a point</li> <li>25. Put all materials back up, clothespin up, and line up on green line</li> </ul>	<p>Procedures:</p> <ul style="list-style-type: none"> <li>21. Warm up: plank hockey</li> <li>22. Throwing stations: Target throwing to a hula-hoop, assessment station, partner throwing, overhand throwing with scoops</li> <li>23. Put all materials back up, clothespin up, and line up on green line</li> </ul>

Individual differences

<p>Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities</p>	<p>Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities</p>
--	--

Materials

<p>iPad</p>	<p>iPad</p>
-------------	-------------

<p>Music Player  Different size small balls  Yoga ball</p>	<p>Music player  Softballs  Scoops  Whiffle balls  Beanbags  Hula hoops</p>
--	---

Evaluation

<p>Visual assessment of students.  Formative Assessment: students will get into groups of 3 and give feedback based on throwing performance</p>	<p>Visual assessment of students.  Assessment station in circuit</p>
---	--