

D.Copeland	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Predicting How People Feel	Predicting How People Feel	Predicting How People Feel	Predicting How People Feel	Predicting How People Feel
Objective	Apply skills to predict the potential feelings of others.	Apply skills to predict the potential feelings of others.	Apply skills to predict the potential feelings of others.	Predicting How People Feel	Predicting How People Feel
Content Standard	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4
Vocabulary	Happy- glad, excited, proud, joyful, loved Upset – mad, angry, scared, frustrated, jealous, stuck	Surprised – scared, confused, excited amazed	Calm – quiet, normal, peaceful, relaxed	Happy – comfortable, cool, restless, wide awake, warm Upset – restless, tense, hungry/thirsty, sleepy, tired, hot/cold	Surprised – stopped, stiff, tight, frozen, jumpy Calm – comfortable, cool, warm, cozy
Materials	Poster: "Feeling Faces" Poster: "A Garden of Feelings	Book: How Do I Feel?"	Book: Alexander and the Terrible, Horrible, No Good, Very Bad Day	Chart paper Poster	Chart paper Posters
Procedures	<ul style="list-style-type: none"> • If you know what the word "healthy" means, wave your hand in the air. • There are four main types of feelings. • Happy - Let's point to the Happy poster and let's all smile at each 	<ul style="list-style-type: none"> • If you know what the word "healthy" means, wave your hand in the air. • There are four main types of feelings. • Surprised – Let's point to the Surprised poster and let's all open our eyes 	<ul style="list-style-type: none"> • If you know what the word "healthy" means, wave your hand in the air. • There are four main types of feelings. • Calm – Let's point to the Calm poster and let's all make our faces look 	<ul style="list-style-type: none"> • We can know for sure how someone feels only by asking him or her. • However, some clues can help us figure out by someone might feel. • We can often make a good guess by trying four things: 	<ul style="list-style-type: none"> • We can know for sure how someone feels only by asking him or her. • However, some clues can help us figure out by someone might feel. • We can often make a good guess by trying four things:

D. Copeland	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Identifying positive role models and friends	Identifying positive role models and friends	Identifying positive role models and friends	Identifying positive role models and friends	Identifying positive role models and friends
Objective	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.
Content Standard	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4
Vocabulary	Vocabulary words describing feelings	Vocabulary words describing feelings	Vocabulary words describing feelings	Vocabulary words describing feelings	Vocabulary words describing positive friends or role models
Materials	Writing paper pencils	Writing paper pencils	Writing paper pencils	Writing paper pencils	Writing paper pencils
Procedures	<ul style="list-style-type: none"> Why do you think it's important to learn how to stay healthy? So we keep our bodies working the best they can. So we can do all the things we enjoy doing. So we can feel good. So we can get 	<ul style="list-style-type: none"> Why do you think it's important to learn how to stay healthy? So we keep our bodies working the best they can. So we can do all the things we enjoy doing. So we can feel good. So we can get 	<ul style="list-style-type: none"> Why do you think it's important to learn how to stay healthy? So we keep our bodies working the best they can. So we can do all the things we enjoy doing. So we can feel good. So we can get 	<ul style="list-style-type: none"> Talk about the influence friends have on each other. From groups of three or four students. Distribute a worksheet. "Helpful Positive Friends or Unhelpful, Negative Friends", to each recorder. 	<ul style="list-style-type: none"> Ask students to write short stories about being a positive influence on someone their age. After about ten minutes ask two or three volunteers to read their stories. What words describe people

	<p>along with others and have fun with them.</p> <ul style="list-style-type: none"> • So we will stay healthy as we get older. • Discuss the concept of role models and influence. • Discuss actions role models might take to help students stay healthy. 	<p>along with others and have fun with them.</p> <ul style="list-style-type: none"> • So we will stay healthy as we get older. • Discuss the concept of role models and influence. • Discuss actions role models might take to help students stay healthy. 	<p>along with others and have fun with them.</p> <ul style="list-style-type: none"> • So we will stay healthy as we get older. • Discuss the concept of role models and influence. • Discuss actions role models might take to help students stay healthy. 	<p>Have groups discuss what positive friends do.</p> <ul style="list-style-type: none"> • After about two minutes, discuss students' responses in class. • Have groups discuss what negative friends do. • After about two minutes, discuss students' responses in class. 	<p>who are positive or role models?</p> <ul style="list-style-type: none"> • Examples: caring, healthy, respectful, kind, fun, encouraging, inspiring, honest, interested.
Wrap-up/ Conclusion	Review vocabulary words	Review vocabulary words	Review vocabulary words	Review characteristics of positive role models or friends.	Review characteristics of positive role models or friends.
Assessment	Students answers verbally to recorder and share with class.	Students answers verbally to recorder and share with class.	Students answers verbally to recorder and share with class.	Students share stories with class.	Students share stories with class.
Core Content Connection	ELA	ELA	ELA	ELA	ELA
Differentiation Strategies	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.

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Objective	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.	Identify characteristics of positive role models. Analyze how friends influence others' behavior and well-being.
Content Standard	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4
Vocabulary	Vocabulary words describing feelings	Vocabulary words describing feelings	Vocabulary words describing feelings	Vocabulary words describing feelings	Vocabulary words describing positive friends or role models
Materials	Writing paper pencils	DVD Making Good Choices Writing paper pencils	Writing paper pencils	Writing paper pencils	Writing paper pencils
Procedures	<ul style="list-style-type: none"> • Why do you think it's important to learn how to stay healthy? • So we keep our bodies working the best they can. • So we can do all the things we enjoy doing. • So we can feel good. 	<ul style="list-style-type: none"> • Why do you think it's important to learn how to stay healthy? • So we keep our bodies working the best they can. • So we can do all the things we enjoy doing. • So we can feel good. 	<ul style="list-style-type: none"> • Why do you think it's important to learn how to stay healthy? • So we keep our bodies working the best they can. • So we can do all the things we enjoy doing. • So we can feel good. 	<ul style="list-style-type: none"> • Talk about the influence friends have on each other. • From groups of three or four students. Distribute a worksheet. "Helpful Positive Friends or Unhelpful, Negative Friends", to 	<ul style="list-style-type: none"> • Ask students to write short stories about being a positive influence on someone their age. • After about ten minutes ask two or three volunteers to read their stories. • What words

	<ul style="list-style-type: none"> • So we can get along with others and have fun with them. • So we will stay healthy as we get older. • Discuss the concept of role models and influence. • Discuss actions role models might take to help students stay healthy. 	<ul style="list-style-type: none"> • So we can get along with others and have fun with them. • So we will stay healthy as we get older. • Discuss the concept of role models and influence. • Discuss actions role models might take to help students stay healthy. 	<ul style="list-style-type: none"> • So we can get along with others and have fun with them. • So we will stay healthy as we get older. • Discuss the concept of role models and influence. • Discuss actions role models might take to help students stay healthy. 	<ul style="list-style-type: none"> • Have groups discuss what positive friends do. • After about two minutes, discuss students' responses in class. • Have groups discuss what negative friends do. • After about two minutes, discuss students' responses in class. 	<p>describe people who are positive or role models?</p> <ul style="list-style-type: none"> • Examples: caring, healthy, respectful, kind, fun, encouraging, inspiring, honest, interested.
Wrap-up/ Conclusion	Review vocabulary words	Review vocabulary words	Review vocabulary words	Review characteristics of positive role models or friends.	Review characteristics of positive role models or friends.
Assessment	Students answers verbally to recorder and share with class.	Students answers verbally to recorder and share with class.	Students answers verbally to recorder and share with class.	Students share stories with class.	Students share stories with class.
Core Content Connection	ELA	ELA	ELA	ELA	ELA
Differentiation Strategies	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.

	Monday	Tuesday	Wednesday	Thursday	Friday
D. Copeland Lesson Name/Title	Asking Others How They Feel	Asking Others How They Feel	Asking Others How They Feel	Asking Others How They Feel	Asking Others How They Feel
Objective	Apply skills to find out how others are feeling.	Apply skills to find out how others are feeling.	Apply skills to find out how others are feeling.	Apply skills to find out how others are feeling.	Apply skills to find out how others are feeling.
Content Standard	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4	Standard 1: Core Concepts 4:1 4:2 Standard 3 :Analyzing Influences 4:3 4:4
Vocabulary	Review feeling posters words	Review feeling posters words	Review feeling posters words	Review feeling posters words	Review feeling posters words
Materials	Poster: "Feeling Faces" Book: We Are Best Friends	Poster: "Feeling Faces"	Poster: "Feeling Faces" Book: Double-Dip Feeling	Poster: "Feeling Faces"	Poster: "Feeling Faces" Worksheet 6 Showing Feelings, glue, scissors
Procedures	<ul style="list-style-type: none"> What are some words that name a happy feeling? Talk about how feelings can be similar and different among people. Briefly discuss mixed feeling. 	<ul style="list-style-type: none"> Review ways to predict how someone feels. Suggest questions to use when asking people how they feel. 	<ul style="list-style-type: none"> Practice how people feel as a group activity. Describe a situation and make an appropriate facial expression. Read book. 	<ul style="list-style-type: none"> Practice how people feel as a group activity. Describe a situation and make an appropriate facial expression. Repeat with a situation. 	<ul style="list-style-type: none"> Form pairs of students and decide who will act out a feeling in first in each pair. Describe the pair activity. Review how to find out how someone feels.
Wrap-up/ Conclusion	Review vocabulary words Family Resource Sheet: "Learning About Feelings"	Review vocabulary words Family Resource Sheet: "Learning About Feelings"	Review vocabulary words Family Resource Sheet: "Learning About Feelings"	Review vocabulary words Family Resource Sheet: "Learning About Feelings"	Review vocabulary words Family Resource Sheet: "Learning About Feelings"
Assessment	Students answers verbally	Students answers verbally	Students answers verbally		Resource 6 "Showing Feelings."

Core Content Connection	ELA -Vocabulary words Math -Skip counting	ELA -Vocabulary words Math -Skip counting	ELA -Vocabulary words Math -Skip counting	ELA -Vocabulary words Math -Skip counting	ELA -Vocabulary words Math -Skip counting
Differentiation Strategies	Student are given 3 words Pictures to see faces with words	Student are given 3 words Pictures to see faces with words	Student are given 3 words Pictures to see faces with words	Student are given 3 words Pictures to see faces with words	Student are given 3 words Pictures to see faces with words

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Taking Healthy Risks in Friendships	Taking Healthy Risks in Friendships	Taking Healthy Risks in Friendships	Taking Healthy Risks in Friendships	Taking Healthy Risks in Friendships
Objective	Analyze how friendships may involve positive and negative risk.	Analyze how friendships may involve positive and negative risk.	Analyze how friendships may involve positive and negative risk.	Analyze how friendships may involve positive and negative risk.	Analyze how friendships may involve positive and negative risk.
Content Standard	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4	Standard 1: 4.1 Standard 2: 4.2 Standard 3: 4.3 4.4
Vocabulary	Risk Positive risk Negative risk	Risk Positive risk Negative risk	Risk Positive risk Negative risk	Risk Positive risk Negative risk	Risk Positive risk Negative risk
Materials	Slides, projector, chart paper, writing paper and pencils	Slides, projector, chart paper, writing paper and pencils	Slides, projector, chart paper, writing paper and pencils	Paper and pencil	Paper and pencil
Procedures	<ul style="list-style-type: none"> • Introduce the social and emotional health unit. • When you feel healthy, what are some things you like to do? • Nod your head if you've ever noticed that it's harder to do fun things when you feel sick. • Define "risk". • Define a positive risk. 	<ul style="list-style-type: none"> • Discuss the importance of friendship. • Describe how friendships and risk taking are related. • Talk about positive friends and negative friends. • Talk about the need to distinguish between positive and negative 	<ul style="list-style-type: none"> • List some positive challenges that people might try to get students to take. 	<ul style="list-style-type: none"> • Form groups of four or five students. • Explain the "rate the risk" activity. • Use scenarios for the "rate and risk" activity. • Have students indicate through movement whether they decided the risk in the situation 	<ul style="list-style-type: none"> • Form groups of four or five students. • Explain the "rate the risk" activity. • Use scenarios for the "rate and risk" activity. • Have students indicate through movement whether they decided the risk in the situation or was positive or

	<ul style="list-style-type: none"> Introduce taking positive risks that can improve health. Mention that adults can help evaluate situations both positive and negative risks exist and also when the type of risk isn't clear yet. 	<ul style="list-style-type: none"> List qualities of negative friends. List qualities of positive friends. List some negative risks that people might try to get students to take. Emphasize that students should refuse to take negative risks. 		<ul style="list-style-type: none"> was positive or negative. Discuss the first situation as a whole class. Continue the activity with additional scenarios. Summarize qualities that can help students recognize whether a risk is positive. 	<ul style="list-style-type: none"> negative. Discuss the first situation as a whole class. Continue the activity with additional scenarios. Summarize qualities that can help students recognize whether a risk is positive.
Wrap-up/ Conclusion	Family Resource Sheet "Taking Healthy Challenges and Making Positive Friends"	Family Resource Sheet "Taking Healthy Challenges and Making Positive Friends"	Family Resource Sheet "Taking Healthy Challenges and Making Positive Friends"	Summarize qualities that can help students recognize whether risk is positive.	Summarize qualities that can help students recognize whether risk is positive.
Assessment	Verbal answers to scenarios for the rate the risk activity	Verbal answers to scenarios for the rate the risk activity	Verbal answers to scenarios for the rate the risk activity	Verbal answers	Verbal answers
Core Content Connection	ELA - Contrasting terms	ELA - Contrasting terms	ELA - Contrasting terms	ELA - Contrasting terms	ELA - Contrasting terms
Differentiation Strategies	Assist students with directions and following along	Assist students with directions and following along	Assist students with directions and following along	Assist students with directions and following along	Assist students with directions and following along

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Orientation and Class Management Activities	Orientation and Class Management Activities	Orientation and Class Management Activities	Orientation and Class Management Activities	Orientation and Class Management Activities
Objective	To learn and follow basic management activities necessary for participation in physical education classes.	To learn and follow basic management activities necessary for participation in physical education classes.	To learn and follow basic management activities necessary for participation in physical education classes.	To learn and follow basic management activities necessary for participation in physical education classes.	To learn and follow basic management activities necessary for participation in physical education classes.
Content Standard	M.MC.01.01 M.MC.01.03 M.MC.02.03 K.PS.02.02 M.MC.05.06 K.SB.05.01 K.SB.06.01 K.PS.08.01	M.MC.01.01 M.MC.01.03 M.MC.02.03 K.PS.02.02 M.MC.05.06 K.SB.05.01 K.SB.06.01 K.PS.08.01	M.MC.01.01 M.MC.01.03 M.MC.02.03 K.PS.02.02 M.MC.05.06 K.SB.05.01 K.SB.06.01 K.PS.08.01	M.MC.01.01 M.MC.01.03 M.MC.02.03 K.PS.02.02 M.MC.05.06 K.SB.05.01 K.SB.06.01 K.PS.08.01	M.MC.01.01 M.MC.01.03 M.MC.02.03 K.PS.02.02 M.MC.05.06 K.SB.05.01 K.SB.06.01 K.PS.08.01
Vocabulary	Move and Freeze Signal	Move and Freeze Signal	Move and Freeze Signal	Move and Freeze Signal	Move and Freeze Signal
Materials	Music for Fitness Challenges	Music for Fitness Challenges	Music for Fitness Challenges	Music for Fitness Challenges	Music for Fitness Challenges
Procedures	<ul style="list-style-type: none"> Establish rules and expectations Explain to class the method you will use to learn names Develop entry and exit 	<ul style="list-style-type: none"> Review Establish rules and expectations Explain to class the method you will use to learn names Develop entry and 	<ul style="list-style-type: none"> Review Establish rules and expectations Explain to class the method you will use to learn names Develop entry and 	<ul style="list-style-type: none"> Discuss how safety is important Illustrate how you will stop and start class. Discuss the issue, distribution, and care of 	<ul style="list-style-type: none"> Fitness Activity Locomotor Movement Flexibility and trunk challenges Upper body strength challenges Abdominal

	<p>behaviors</p> <ul style="list-style-type: none"> Decide how excuses for non-participation will be handled. Team building activates 	<p>exit behaviors</p> <ul style="list-style-type: none"> Decide how excuses for non-participation will be handled. Team building activates 	<p>exit behaviors</p> <ul style="list-style-type: none"> Decide how excuses for non-participation will be handled. Team building activates 	<p>equipment.</p> <ul style="list-style-type: none"> Explain to the class that the format of the daily lesson will include an introductory activity, fitness development, lesson focus, and finish with a game. 	<p>challenges</p> <ul style="list-style-type: none"> Team building activates
Wrap-up/ Conclusion	Review rules and expectations	Review rules and expectations	Review rules and expectations	Review rules and expectations	Review rules and expectations
Assessment	Student participation in activities	Student participation in activities	Student participation in activities	Student participation in activities	Student participation in activities
Core Content Connection	ELA- vocabulary Measurement and color recognition	ELA- vocabulary Measurement and color recognition	ELA- vocabulary Measurement and color recognition	ELA- vocabulary Measurement and color recognition	ELA- vocabulary Measurement and color recognition
Differentiation Strategies	Color coded cards and manipulative	Color coded cards and manipulative	Color coded cards and manipulative	Color coded cards and manipulative	Color coded cards and manipulative

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Manipulative Skills – Basketball Related	Manipulative Skills – Basketball Related	Manipulative Skills – Basketball Related	Manipulative Skills – Basketball Related	Manipulative Skills – Basketball Related
Objective	To be able to follow simple fitness games and demonstrate cooperative skills. To perform basketball related skills including: chest and bounce pass, dribbling, and shooting.	To be able to follow simple fitness games and demonstrate cooperative skills. To perform basketball related skills including: chest and bounce pass, dribbling, and shooting.	To be able to follow simple fitness games and demonstrate cooperative skills. To perform basketball related skills including: chest and bounce pass, dribbling, and shooting.	To be able to follow simple fitness games and demonstrate cooperative skills. To perform basketball related skills including: chest and bounce pass, dribbling, and shooting.	To be able to follow simple fitness games and demonstrate cooperative skills. To perform basketball related skills including: chest and bounce pass, dribbling, and shooting.
Content Standard	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01
Vocabulary	Chest pass, bounce pass, dribbling, and shooting, perimeter	Chest pass, bounce pass, dribbling, and shooting	Chest pass, bounce pass, dribbling, and shooting	Chest pass, bounce pass, dribbling, and shooting	Chest pass, bounce pass, dribbling, and shooting
Materials	playground balls, basketballs, hoops	playground balls, basketballs, hoops	playground balls, basketballs, hoops	playground balls, basketballs, hoops	playground balls, basketballs, hoops
Procedures	<ul style="list-style-type: none"> • Introduce basketball ball handling routine. • Warm up with informal passing back and forth between partners. • Push (chest) 	<ul style="list-style-type: none"> • Introduce basketball ball handling routine. • Warm up with informal passing back and forth between partners. • Push (chest) 	<ul style="list-style-type: none"> • Review basketball ball handling routine. • Review chest pass and bounce pass techniques. • Introduce One-Handed Pass 	<ul style="list-style-type: none"> • Review basketball ball handling routine. • Review chest pass and bounce pass techniques. • Introduce Dribbling. 	<ul style="list-style-type: none"> • Review basketball ball handling routine. • Review chest pass and bounce pass techniques. • Introduce Dribbling.

<p>pass – two handed.</p> <p>a. Ball at chest level, face partner.</p> <p>b. Finger spread above center of ball.</p> <p>c. Step toward partner and extend arms.</p> <p>d. Throw to chest level.</p> <p>e. Catch with finger tips.</p> <p>f. Thumbs together for high pass.</p> <p>g. Little fingers together for low pass.</p> <p>h. Hands relaxed, provide a little “give”.</p> <p>i. Add the bounce pass- same technique.</p>	<p>pass – two handed.</p> <p>a. Ball at chest level, face partner.</p> <p>b. Finger spread above center of ball.</p> <p>c. Step toward partner and extend arms.</p> <p>d. Throw to chest level.</p> <p>e. Catch with finger tips.</p> <p>f. Thumbs together for high pass.</p> <p>g. Little fingers together for low pass.</p> <p>h. Hands relaxed, provide a little “give”.</p> <p>i. Add the bounce pass- same technique.</p>	<p>a. Side towards catcher.</p> <p>b. Ball back with both hands to side of head or above shoulder. Fingers spread, directly behind the ball.</p> <p>c. Release the forward hand and throw with a wrist snap.</p> <p>d. Practice both with right and left.</p> <ul style="list-style-type: none"> • Birdie in the Cage <p>a. Form circles of 7-8 children.</p> <p>b. Pass ball among the circle fro practice. Be sure everyone handles the ball.</p> <p>c. Select “Birdie”, put in center until he touches the ball, or there is a loose ball leaving the circle.</p>	<p>a. Explain technique: wrist action, finger control, eyes ahead.</p> <p>b. Dribble in different directions. Use right and left turn.</p> <ul style="list-style-type: none"> • One-Handed Shot <p>a. Raise ball up to eye sight, and shoot to a partner.</p> <p>b. Shoot towards the wall around the perimeter of the area.</p> <p>c. Shoot at baskets with partners alternating shooting and rebounding.</p> <p>d. Add a short dribble and a shot.</p>	<p>c. Explain technique: wrist action, finger control, eyes ahead.</p> <p>d. Dribble in different directions. Use right and left turn.</p> <ul style="list-style-type: none"> • One-Handed Shot <p>e. Raise ball up to eye sight, and shoot to a partner.</p> <p>f. Shoot towards the wall around the perimeter of the area.</p> <p>g. Shoot at baskets with partners alternating shooting and rebounding.</p> <p>h. Add a short dribble and a shot.</p>	<p>Wrap-up/ Conclusion</p> <p>Culminating activity or game for practicing skills emphasized in lesson.</p> <p>Culminating activity or game for practicing skills emphasized in lesson.</p> <p>Culminating activity or game for practicing skills emphasized in lesson.</p> <p>Culminating activity or game for practicing skills emphasized in lesson.</p> <p>Culminating activity or game for practicing skills emphasized in lesson.</p>
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Assessment	Performance assessment with rubric for motor skills and cognitive skills	Performance assessment with rubric for motor skills and cognitive skills	Performance assessment with rubric for motor skills and cognitive skills	Performance assessment with rubric for motor skills and cognitive skills	Performance assessment with rubric for motor skills and cognitive skills
Core Content Connection	Math –patterns counting, sorting sequencing of steps	Math –patterns counting, sorting sequencing of steps	Math –patterns counting, sorting sequencing of steps	Math –patterns counting, sorting sequencing of steps	Math –patterns counting, sorting sequencing of steps
Differentiation Strategies	Partner with another student and their level. Rubber ball and floor baskets for shooting.	Partner with another student and their level. Rubber ball and floor baskets for shooting.	Partner with another student and their level. Rubber ball and floor baskets for shooting.	Partner with another student and their level. Rubber ball and floor baskets for shooting.	Partner with another student and their level. Rubber ball and floor baskets for shooting.

D.Copeland	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Food Group Fun	Food Group Fun	Physical Activity Rest, and Sleep	Physical Activity Rest, and Sleep	Physical Activity Rest, and Sleep
Objective	Explain the importance of eating a variety of foods from all of the food groups. Classify foods according to the food groups.	Explain the importance of eating a variety of foods from all of the food groups. Classify foods according to the food groups.	Describe the benefits of being physically active. Describe how physical activity, rest, and sleep help a person stay healthy.	Describe the benefits of being physically active. Describe how physical activity, rest, and sleep help a person stay healthy.	Describe the benefits of being physically active. Describe how physical activity, rest, and sleep help a person stay healthy.
Content Standard	Standard 1 1.1 Standard 1 1.2 Standard 1 1.4 Standard 3 1.6 Standard 3 1.7	Standard 1 1.1 Standard 1 1.2 Standard 1 1.4 Standard 3 1.6 Standard 3 1.7	Standard 1 1.1 Standard 1 1.2 Standard 1 1.4 Standard 3 1.6 Standard 3 1.7	Standard 1 1.1 Standard 1 1.2 Standard 1 1.4 Standard 3 1.6 Standard 3 1.7	Standard 1 1.1 Standard 1 1.2 Standard 1 1.4 Standard 3 1.6 Standard 3 1.7
Vocabulary	Endurance, energy, fat, healthy, heart beat, heart rate, minerals, muscles, nutrients, physical activity, pulse, rest, snack, strength	Endurance, energy, fat, healthy, heart beat, heart rate, minerals, muscles, nutrients, physical activity, pulse, rest, snack, strength	Endurance, energy, fat, healthy, heart beat, heart rate, minerals, muscles, nutrients, physical activity, pulse, rest, snack, strength	Endurance, energy, fat, healthy, heart beat, heart rate, minerals, muscles, nutrients, physical activity, pulse, rest, snack, strength	Endurance, energy, fat, healthy, heart beat, heart rate, minerals, muscles, nutrients, physical activity, pulse, rest, snack, strength
Materials	Poster MyPyramid: Know Your Food Groups	Poster MyPyramid: Know Your Food Groups Book: Olivers's Milk Shake Food Models	Poster: Heart Healthy Exercise Book: Sleep Is for Everyone CD player and CD Pencils Worksheet	Poster: Heart Healthy Exercise Book: Alexander and the Terrible, Horrible, No Good, Very Bad Day Pencil	Poster: Heart Healthy Exercise Pencils Worksheet

<p>Procedures</p>	<ul style="list-style-type: none"> • Introduce the unit. • Identify foods on footprints. • Discuss the importance of eating a variety of foods. • Introduce the lesson topic. • Name each food group and identify foods from each group. Use the poster set "MyPyramid: Know Your Food Groups". • Explain foods that don't belong in the five groups. 	<ul style="list-style-type: none"> • Introduce the unit. • Identify foods on footprints. • Discuss the importance of eating a variety of foods. • Introduce the lesson topic. • Name each food group and identify foods from each group. Use the poster set "MyPyramid: Know Your Food Groups". • Explain foods that don't belong in the five groups. • Read book 	<ul style="list-style-type: none"> • Review healthy snack choices. • Define physical activity and give examples. • Name reasons to be physically active. • Play and discuss the song "Exercise Every Day". • Describe the three main benefits of participating in a variety of physical activities. 	<ul style="list-style-type: none"> • Review physical activity and give examples. • Name reasons to be physically active. • Play and discuss the song "Exercise Every Day". • Describe the three main benefits of participating in a variety of physical activities. • Describe the heart's reaction to physical activities. • Teach students to feel their pulses. • Discuss the effect physical activity has on the pulse and the heart. 	<ul style="list-style-type: none"> • Review physical activity and give examples. • Name reasons to be physically active. • Play and discuss the song "Exercise Every Day". • Describe the three main benefits of participating in a variety of physical activities. • Describe the heart's reaction to physical activities. • Teach students to feel their pulses. • Discuss the effect physical activity has on the pulse and the heart. • Distribute the student worksheet "Pulse Fair Chart" • Assign students to each station. • Explain and demonstrate the four stations. • Rotate students
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D. Copeland	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	CSI: Foodborne Illness	CSI: Foodborne Illness	CSI: Foodborne Illness	CSI: Foodborne Illness	CSI: Foodborne Illness
Objective	Identify the causes of foodborne illness. Analyze personal food handling practices to prevent foodborne illnesses.	Identify the causes of foodborne illness. Analyze personal food handling practices to prevent foodborne illnesses.	Identify the causes of foodborne illness. Analyze personal food handling practices to prevent foodborne illnesses.	Identify the causes of foodborne illness. Analyze personal food handling practices to prevent foodborne illnesses.	Identify the causes of foodborne illness. Analyze personal food handling practices to prevent foodborne illnesses.
Content Standard	Standard 1: 1.1 Standard 1: 1.2 Standard 1: 1.8	Standard 1: 1.1 Standard 1: 1.2 Standard 1: 1.8	Standard 1: 1.1 Standard 1: 1.2 Standard 1: 1.8	Standard 1: 1.1 Standard 1: 1.2 Standard 1: 1.8	Standard 1: 1.1 Standard 1: 1.2 Standard 1: 1.8
Vocabulary	Cook Clean Separate Chill bacteria	Cook Clean Separate Chill bacteria	Cook Clean Separate Chill bacteria	Cook Clean Separate Chill bacteria	Cook Clean Separate Chill bacteria
Materials	Master slides: Helpful bacteria, harmful bacteria, cook, clean, separate, chill Poster: Food Safety Rules Handout: CSI Foodborne Illness Mysteries	Master slides: Helpful bacteria, harmful bacteria, cook, clean, separate, chill Poster: Food Safety Rules Handout: CSI Foodborne Illness Mysteries	Master slides: Helpful bacteria, harmful bacteria, cook, clean, separate, chill Poster: Food Safety Rules Handout: CSI Foodborne Illness Mysteries	Master slides: Helpful bacteria, harmful bacteria, cook, clean, separate, chill Foodborne Illness cards Poster: Food Safety Rules Handout: CSI Foodborne Illness Mysteries	Master slides: Helpful bacteria, harmful bacteria, cook, clean, separate, chill Foodborne Illness cards Poster: Food Safety Rules Family Resource Sheet

<p>Procedures</p>	<ul style="list-style-type: none"> • Introduce the concept of solving a mysteries. • Introduce we'll investigate ways to avoid food poisoning, or foodborne illness. • Assess student knowledge about helpful and harmful bacteria. • Display the slide master Harmful Bacteria • Describe the conditions that allow bacteria to get into food. 	<ul style="list-style-type: none"> • Review helpful and harmful bacteria • Review the conditions that allow bacteria to get into food. • Distribute a card, "Causes of Foodborne Illness," to each student. • Describe situations in which foodborne illness might result. 	<ul style="list-style-type: none"> • Review helpful and harmful bacteria • Review the conditions that allow bacteria to get into food. • Review some of the causes of foodborne illness from the card distributed yesterday. • Identify four food safety rules for preventing foodborne illness. • Explain each rule as you display the slide master cook, clean, separate, and chill. 	<ul style="list-style-type: none"> • Review helpful and harmful bacteria • Review the conditions that allow bacteria to get into food. • Review some of the causes of foodborne illness from the card distributed yesterday. • Review four food safety rules for preventing foodborne illness. • Distribute CSI: Foodborne Illness Mysteries worksheet to each student. • Complete the first mystery together. 	<ul style="list-style-type: none"> • Review helpful and harmful bacteria • Review the conditions that allow bacteria to get into food. • Review some of the causes of foodborne illness from the card distributed yesterday. • Review four food safety rules for preventing foodborne illness. • Distribute CSI: Foodborne Illness Mysteries worksheet to each student. • Complete worksheet. • Foodborne illness cards
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Wrap-up/ Conclusion	Review vocabulary words and complete worksheet.	Review vocabulary words and complete worksheet.	Review vocabulary words and complete worksheet.	Review vocabulary words and complete worksheet. Handout Family Resource Sheet
Assessment	Rubric for skill development	Rubric for skill development	Rubric for skill development	Rubric for skill development
Core Content Connection	ELA Science	ELA Science	ELA Science	ELA Science
Differentiation Strategies	Student work in groups. Less mysteries to complete on worksheet.	Student work in groups. Less mysteries to complete on worksheet.	Student work in groups. Less mysteries to complete on worksheet.	Student work in groups. Less mysteries to complete on worksheet.

RUBRIC

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Some of the broken rules are not identified. Few of the strategies to prevent foodborne illness are identified and most of the strategies are not helpful in preventing foodborne illness for the broken rule.	All of the broken food safety rules are identified. Some of the broken rules my not: <ul style="list-style-type: none"> Have identified strategies to prevent foodborne illness, or Have all of the strategies identified. Some of the strategies may not be harmful in preventing foodborne illness for the broken rule. 	All of the broken food safety rules are identified. Each of the broken rules has identified strategies to prevent foodborne illness.	All of the broken food safety rules are clearly and completely described. Each of the broken rules has clear and extensively described strategies to prevent foodborne illness.

D. Copeland	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Benefits of Healthy Eating and Physical Activity	Benefits of Healthy Eating and Physical Activity	Benefits of Healthy Eating and Physical Activity	Benefits of Healthy Eating and Physical Activity	Benefits of Healthy Eating and Physical Activity
Objective	Analyze the benefits of healthy eating and being physically active. Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.	Analyze the benefits of healthy eating and being physically active. Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.	Analyze the benefits of healthy eating and being physically active. Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.	Analyze the benefits of healthy eating and being physically active. Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.	Analyze the benefits of healthy eating and being physically active. Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.
Content Standard	Standard 1: 1.1 Standard 1: 1.3 Standard 2: 1.5 Standard 3 1.7 Standard 3: 1.9	Standard 1: 1.1 Standard 1: 1.3 Standard 2: 1.5 Standard 3 1.7 Standard 3: 1.9	Standard 1: 1.1 Standard 1: 1.3 Standard 2: 1.5 Standard 3 1.7 Standard 3: 1.9	Standard 1: 1.1 Standard 1: 1.3 Standard 2: 1.5 Standard 3 1.7 Standard 3: 1.9	Standard 1: 1.1 Standard 1: 1.3 Standard 2: 1.5 Standard 3 1.7 Standard 3: 1.9
Vocabulary	Four rules: clean, cook, separate, and chill Calories, balanced lifestyle, food pyramid Grains, vegetables, fruits, dairy, meats & beans oils, fast food, breakfast, ounces, measurements.	Four rules: clean, cook, separate, and chill Calories, balanced lifestyle, food pyramid Grains, vegetables, fruits, dairy, meats & beans oils, fast food, breakfast, ounces, measurements.	Four rules: clean, cook, separate, and chill Calories, balanced lifestyle, food pyramid Grains, vegetables, fruits, dairy, meats & beans oils, fast food, breakfast, ounces, measurements.	Four rules: clean, cook, separate, and chill Calories, balanced lifestyle, food pyramid Grains, vegetables, fruits, dairy, meats & beans oils, fast food, breakfast, ounces, measurements.	Four rules: clean, cook, separate, and chill Calories, balanced lifestyle, food pyramid Grains, vegetables, fruits, dairy, meats & beans oils, fast food, breakfast, ounces, measurements.
Materials	Worksheet: Healthy Eating and Physical Activity Pencils or pens Poster: My Pyramid for	Worksheet: Healthy Eating and Physical Activity Pencils or pens Poster: My Pyramid for	Worksheet: Healthy Eating and Physical Activity Pencils or pens Poster: My Pyramid for	Worksheet: Healthy Eating and Physical Activity Pencils or pens Poster: My Pyramid for	Worksheet: Healthy Eating and Physical Activity Pencils or pens Poster: My Pyramid for

	Kids. Posters: Food Safety Rules	Kids. Posters: Food Safety Rules	Kids. Posters: Food Safety Rules	Kids. Posters: Food Safety Rules	Kids. Posters: Food Safety Rules Chart paper Crayons markers
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<p>Procedures</p>	<ul style="list-style-type: none"> • Review the four rules for preventing foodborne illness. • Have students form six teams. • Identify what students already know about healthy eating and physical activity using the student worksheet. 	<ul style="list-style-type: none"> • Identify what students already know about healthy eating and physical activity using the student worksheet. • Show the video <i>To the Max: Understanding the New Dietary and Exercise Guidelines.</i> • Record new facts about healthy eating and physical activity using the student worksheet. 	<ul style="list-style-type: none"> • Discuss new information about healthy eating and physical activity using the student worksheet and teacher key. • Encourage students to add to their worksheet as they hear additional information shared. • Distribute the mini-poster student handout, MyPyramid for Kids. 	<ul style="list-style-type: none"> • Discuss new information about healthy eating and physical activity using the student worksheet and teacher key. • Encourage students to add to their worksheet as they hear additional information shared. • Distribute the mini-poster student handout, MyPyramid for Kids. • Explore ways to eat healthy using the students handouts – Food Size Savvy and Check It Before You Chew It! 	<ul style="list-style-type: none"> • Distribute the mini-poster student handout, MyPyramid for Kids. • Explore ways to eat healthy using the students handouts – Food Size Savvy and Check It Before You Chew It! • Summarize the benefits to be enjoyed by eating healthy foods and being physically active. • Have students create slogans and posters to advertise the benefits of nutrition and physical activity to grade level students.
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Wrap-up/ Conclusion	Review vocabulary words and complete worksheet.	Review vocabulary words and complete worksheet.	Review vocabulary words and complete worksheet.	Review vocabulary words and complete posters.
Assessment	Rubric for skill development	Rubric for skill development	Rubric for skill development	Rubric for skill development
Core Content Connection	ELA Math	ELA Math	ELA Math	ELA Math
Differentiation Strategies	Student work in groups. Print –out of information on their sheet.	Student work in groups. Print –out of information on their sheet.	Student work in groups. Print –out of information on their sheet.	Student work in groups. Print –out of information on their sheet.

RUBRIC

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The slogan does not relate to benefits of either diet or activity level or is not motivating to students.	The slogan weakly describes the benefits of either diet or activity level and is somewhat motivating to students.	The slogan describes the benefits of either diet or activity level and is motivating to students.	The slogan strongly describes the benefits of either diet or activity level and is highly motivating to the students.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Kicking, Trapping, Bowling, and Rolling Skills	Kicking, Trapping, Bowling, and Rolling Skills	Kicking, Trapping, Bowling, and Rolling Skills	Kicking, Trapping, Bowling, and Rolling Skills	Kicking, Trapping, Bowling, and Rolling Skills
Objective	To cooperatively play games and maintain body control. To change speeds and directions of movement. To practice kicking, trapping, bowling and rolling skills. To successfully participate in simple games.	To cooperatively play games and maintain body control. To change speeds and directions of movement. To practice kicking, trapping, bowling and rolling skills. To successfully participate in simple games.	To cooperatively play games and maintain body control. To change speeds and directions of movement. To practice kicking, trapping, bowling and rolling skills. To successfully participate in simple games.	To cooperatively play games and maintain body control. To change speeds and directions of movement. To practice kicking, trapping, bowling and rolling skills. To successfully participate in simple games.	To cooperatively play games and maintain body control. To change speeds and directions of movement. To practice kicking, trapping, bowling and rolling skills. To successfully participate in simple games.
Content Standard	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01	Standard: A.PE.01.01 Standard: A.PE.03.01 Standard: A.PE.05.01 Standard: A.PE.06.01 Standard: K.PS.08.01 Standard: A.PE.08.01
Vocabulary	Passing, dribbling, shooting, inside, outside, bottom of foot toe touch, and trap	Passing, dribbling, shooting, inside, outside, bottom of foot toe touch, and trap	Passing, dribbling, shooting, inside, outside, bottom of foot toe touch, and trap	Passing, dribbling, shooting, inside, outside, bottom of foot toe touch, and trap	Passing, dribbling, shooting, inside, outside, bottom of foot toe touch, and trap
Materials	Passing, dribbling, shooting, inside, outside, bottom of foot	Passing, dribbling, shooting, inside, outside, bottom of foot	Passing, dribbling, shooting, inside, outside, bottom of foot	Passing, dribbling, shooting, inside, outside, bottom of foot	Passing, dribbling, shooting, inside, outside, bottom of foot

<ul style="list-style-type: none"> • Warm up with fitness challenge • Locomotor movement • Walk • Trunk Development Challenges • bend in different direction • stretch slowly and return quickly • combine bending and stretching movements • sway back and forth • Introduce soccer 	<ul style="list-style-type: none"> • Warm up with fitness challenge • Locomotor Movement • Jog • Lift your head and look at your toes. • Lift your knees to your chest • Wave your legs at a friend: from sitting position • Slowly lay down with hands on tummy • Lift legs and touch toes. • Kick and ball control skills • Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball. • Outside of foot kick: short distance kick keep toe down 	<ul style="list-style-type: none"> • Warm up with fitness challenge • Locomotor Movement • Jog • Lift your head and look at your toes. • Lift your knees to your chest • Wave your legs at a friend: from sitting position • Slowly lay down with hands on tummy • Lift legs and touch toes. • Kick and ball control skills • Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball. • Outside of foot kick: short distance kick keep toe down 	<ul style="list-style-type: none"> • Warm up with fitness challenge • Locomotor Movement • Jog • Lift your head and look at your toes. • Lift your knees to your chest • Wave your legs at a friend: from sitting position • Slowly lay down with hands on tummy • Lift legs and touch toes. • Kick and ball control skills • Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball. • Outside of foot kick: short distance kick keep toe down 	<ul style="list-style-type: none"> • Warm up with fitness challenge • Locomotor Movement • Jog • Lift your head and look at your toes. • Lift your knees to your chest • Wave your legs at a friend: from sitting position • Slowly lay down with hands on tummy • Lift legs and touch toes. • Kick and ball control skills • Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball. • Outside of foot kick: short distance kick keep toe down 	<ul style="list-style-type: none"> • Warm up with fitness challenge • Locomotor Movement • Jog • Lift your head and look at your toes. • Lift your knees to your chest • Wave your legs at a friend: from sitting position • Slowly lay down with hands on tummy • Lift legs and touch toes. • Kick and ball control skills • Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball. • Outside of foot kick: short distance kick keep toe down 	
<p style="text-align: center;">Procedures</p>						

		<ul style="list-style-type: none"> Begin dribbling skills 			
Wrap-up/ Conclusion	Culminating activity or game for practicing skills emphasized in lesson.	Culminating activity or game for practicing skills emphasized in lesson.	Culminating activity or game for practicing skills emphasized in lesson.	Culminating activity or game for practicing skills emphasized in lesson.	Culminating activity or game for practicing skills emphasized in lesson.
Assessment	Performance assessment with rubric for motor skills and cognitive skills	Performance assessment with rubric for motor skills and cognitive skills	Performance assessment with rubric for motor skills and cognitive skills	Performance assessment with rubric for motor skills and cognitive skills	Performance assessment with rubric for motor skills and cognitive skills
Core Content Connection	Math – angles ELA – vocabulary words	Math – angles ELA – vocabulary words	Math – angles ELA – vocabulary words	Math – angles ELA – vocabulary words	Math – angles ELA – vocabulary words
Differentiation Strategies	Partner with another student and their level.	Partner with another student and their level.	Partner with another student and their level.	Partner with another student and their level.	Partner with another student and their level.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Floor Hockey	Floor Hockey	Floor Hockey	Floor Hockey	Floor Hockey/Invasion Games
Objective	Understand the rules & basic strategies associated with hockey. SWBAT demonstrate how to properly hold a hockey stick.	Understand the rules & basic strategies associated with hockey. SWBAT dribble a hockey puck under control from one end of the gym to the other.	Understand the rules & basic strategies associated with hockey. SWBAT receive and pass a hockey puck.	Understand the rules & basic strategies associated with hockey. SWBAT demonstrate an understanding of the rules while playing a game of floor hockey.	Understand the rules & basic strategies associated with hockey. SWBAT demonstrate an understanding of the rules while playing a game of floor hockey.
Content Standard	A.PE.02.01 K.NG.04.01 K.NG.07.01	A.PE.02.01 K.NG.04.01 K.NG.07.01	A.PE.02.01 K.NG.04.01 K.NG.07.01	A.PE.02.01 K.NG.04.01 K.NG.07.01	A.PE.02.01 K.NG.04.01 K.NG.07.01
Vocabulary	Goal, Crease, Face Off, Hat Trick, High Sticking, Power Play, Assist	Icing on the cake, blade of the stick, Face Off, High Sticking	Goal, Crease, Face Off, High Sticking, Assist	Goal, Crease, Face Off, Hat Trick, High Sticking, Power Play, Assist	Goal, Crease, Face Off, Hat Trick, High Sticking, Power Play, Assist
Materials	Cones, Plastic Hockey Puck or ball, Floor Hockey Sticks, Jerseys	Cones, Plastic Hockey Puck or ball, Floor Hockey Sticks, Jerseys	Cones, Plastic Hockey Puck, Floor Hockey Sticks, Jerseys	Hockey Goals, Plastic Hockey Puck or ball, Floor Hockey Sticks, Jerseys	Hockey Goals, Plastic Hockey Puck or ball, Floor Hockey Sticks, Jerseys
Procedures	<ol style="list-style-type: none"> 1. Keep a firm grip with left hand and allow stick to rotate in right hand. 2. Left hand up, right hand down (for right hand shot, reverse if left handed). 3. Maintain a 	<ol style="list-style-type: none"> 1. Hold arms in front of body. 2. Reach for the ball in front of the body. 	<ol style="list-style-type: none"> 1. Meet the ball in front of the body. 2. As the ball is contacted, give slightly to stop the ball. <p>Shooting</p> <ol style="list-style-type: none"> 1. Stick should contact the puck without 	<ol style="list-style-type: none"> 1. Divide class into 4 equal teams (3 forwards, 2 defense, 1 goalie if possible) 2. Review responsibilities of each position. 3. 2 teams play 4-5 minutes, then switch, each team play two 	<ol style="list-style-type: none"> 1. Divide class into 4 equal teams (3 forwards, 2 defense, 1 goalie if possible) 2. Review responsibilities of each position. 3. 2 teams play 4-5 minutes, then switch, each team play two

	slight forward body lean.		any sound. 2. Keep sticks below waists. 3. Point to target	minutes, then switch, each team play two halves.	halves.
Wrap-up/ Conclusion	Review rules, key terms, grip	Review properly holding a stick. Game Play	Review receiving pass and shooting. Game Play	Review, ask questions regarding the rules	Review, check for understanding of terms and rules.
Assessment	Have students show their grip while holding a hockey stick.	Observe students dribbling the puck around the gym while keeping it under control.	Observe students passing the puck back and forth with a partner. Also look for understanding of rules during game play.	Observe the students during game play, checking for understanding of concepts.	Observe the students during game play, checking for understanding of concepts.
Core Content Connection	ELA – reading study guide	Math, ELA	Math, ELA	Math, ELA	Math, ELA
Differentiation Strategies	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Name/Title	Floor Hockey	Floor Hockey	Floor Hockey	Floor Hockey	Floor Hockey/Invasion Games
Objective	Understand the rules & basic strategies associated with hockey. SWBAT demonstrate how to properly hold a hockey stick.	Understand the rules & basic strategies associated with hockey. SWBAT dribble a hockey puck under control from one end of the gym to the other.	Understand the rules & basic strategies associated with hockey. SWBAT receive and pass a hockey puck.	Understand the rules & basic strategies associated with hockey. SWBAT demonstrate an understanding of the rules while playing a game of floor hockey.	Understand the rules & basic strategies associated with hockey. SWBAT demonstrate an understanding of the rules while playing a game of floor hockey.
Content Standard	A.PE.02.01 K.NG.04.01 K.NG.07.01	A.PE.02.01 K.NG.04.01 K.NG.07.01	A.PE.02.01 K.NG.04.01 K.NG.07.01	A.PE.02.01 K.NG.04.01 K.NG.07.01	A.PE.02.01 K.NG.04.01 K.NG.07.01
Vocabulary	Goal, Crease, Face Off, Hat Trick, High Sticking, Power Play, Assist	Icing on the cake, blade of the stick, Face Off, High Sticking	Goal, Crease, Face Off, High Sticking, Assist	Goal, Crease, Face Off, Hat Trick, High Sticking, Power Play, Assist	Goal, Crease, Face Off, Hat Trick, High Sticking, Power Play, Assist
Materials	Cones, Plastic Hockey Puck or ball, Floor Hockey Sticks, Jerseys	Cones, Plastic Hockey Puck or ball, Floor Hockey Sticks, Jerseys	Cones, Plastic Hockey Puck, Floor Hockey Sticks, Jerseys	Hockey Goals, Plastic Hockey Puck or ball, Floor Hockey Sticks, Jerseys	Hockey Goals, Plastic Hockey Puck or ball, Floor Hockey Sticks, Jerseys
Procedures	<ol style="list-style-type: none"> 1. Keep a firm grip with left hand and allow stick to rotate in right hand. 2. Left hand up, right hand down (for right hand shot, reverse if left handed). 3. Maintain a slight forward 	<ol style="list-style-type: none"> 1. Hold arms in front of body. 2. Reach for the ball in front of the body. 	<ol style="list-style-type: none"> 1. Meet the ball in front of the body. 2. As the ball is contacted, give slightly to stop the ball. <p>Shooting</p> <ol style="list-style-type: none"> 1. Stick should contact the puck without any sound. 	<ol style="list-style-type: none"> 1. Divide class into 4 equal teams (3 forwards, 2 defense, 1 goalie if possible) 2. Review responsibilities of each position. 3. 2 teams play 4-5 minutes, then switch, each team play two halves. 	<ol style="list-style-type: none"> 1. Divide class into 4 equal teams (3 forwards, 2 defense, 1 goalie if possible) 2. Review responsibilities of each position. 3. 2 teams play 4-5 minutes, then switch, each team play two halves.

	body lean.		2. Keep sticks below waists. 3. Point to target	switch, each team play two halves.	
Wrap-up/ Conclusion	Review rules, key terms, grip	Review properly holding a stick. Game Play	Review receiving pass and shooting. Game Play	Review, ask questions regarding the rules	Review, check for understanding of terms and rules.
Assessment	Have students show their grip while holding a hockey stick.	Observe students dribbling the puck around the gym while keeping it under control.	Observe students passing the puck back and forth with a partner. Also look for understanding of rules during game play.	Observe the students during game play, checking for understanding of concepts.	Observe the students during game play, checking for understanding of concepts.
Core Content Connection	ELA – reading study guide	Math, ELA	Math, ELA	Math, ELA	Math, ELA
Differentiation Strategies	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.	Observe, take notes, and speak to classroom teacher regarding student needs.