

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>D.Copeland Lesson Name/Title</b>	Predicting How People Feel	Predicting How People Feel	Predicting How People Feel	Predicting How People Feel	Predicting How People Feel
<b>Objective</b>	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
<b>Content Standard</b>	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
<b>Vocabulary</b>	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
<b>Materials</b>	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
<b>Procedures</b>	<ul style="list-style-type: none"> <li>If you know what the word "healthy" means, wave your hand in the air.</li> <li>There are four main types of feelings.</li> <li>Happy - Let's point to the Happy poster and let's all smile at each</li> </ul>	<ul style="list-style-type: none"> <li>If you know what the word "healthy" means, wave your hand in the air.</li> <li>There are four main types of feelings.</li> <li>Surprised – Let's point to the Surprised poster and let's all open our eyes</li> </ul>	<ul style="list-style-type: none"> <li>If you know what the word "healthy" means, wave your hand in the air.</li> <li>There are four main types of feelings.</li> <li>Calm – Let's point to the Calm poster and let's all make our faces look</li> </ul>	<ul style="list-style-type: none"> <li>We can know for sure how someone feels only by asking him or her.</li> <li>However, some clues can help us figure out by someone might feel.</li> <li>We can often make a good guess by trying four things:</li> </ul>	<ul style="list-style-type: none"> <li>We can know for sure how someone feels only by asking him or her.</li> <li>However, some clues can help us figure out by someone might feel.</li> <li>We can often make a good guess by trying four things:</li> </ul>



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

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

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>D. Copeland Lesson Name/Title</b>	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
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	Review feeling posters words	Review feeling posters words	Review feeling posters words	Review feeling posters words	Review feeling posters words
<b>Materials</b>	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
<b>Procedures</b>	<ul style="list-style-type: none"> <li>What are some words that name a happy feeling?</li> <li>Talk about how feelings can be similar and different among people.</li> <li>Briefly discuss mixed feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Review ways to predict how someone feels.</li> <li>Suggest questions to use when asking people how they feel.</li> </ul>	<ul style="list-style-type: none"> <li>Practice how people feel as a group activity.</li> <li>Describe a situation and make an appropriate facial expression.</li> <li>Read book.</li> </ul>	<ul style="list-style-type: none"> <li>Practice how people feel as a group activity.</li> <li>Describe a situation and make an appropriate facial expression.</li> <li>Repeat with a situation.</li> </ul>	<ul style="list-style-type: none"> <li>Form pairs of students and decide who will act out a feeling in first in each pair.</li> <li>Describe the pair activity.</li> <li>Review how to find out how someone feels.</li> </ul>
<b>Wrap-up/ Conclusion</b>	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"
<b>Assessment</b>	Students answers verbally	Students answers verbally	Students answers verbally	Students answers verbally	Resource 6 "Showing Feelings."

<b>Core Content Connection</b>	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
<b>Differentiation Strategies</b>	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

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	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
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	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
<b>Materials</b>	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
<b>Procedures</b>	<ul style="list-style-type: none"> <li>Introduce the social and emotional health unit.</li> <li>When you feel healthy, what are some things you like to do?</li> <li>Nod your head if you've ever noticed that it's harder to do fun things when you feel sick.</li> <li>Define "risk".</li> <li>Define a</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the importance of friendship.</li> <li>Describe how friendships and risk taking are related.</li> <li>Talk about positive friends and negative friends.</li> <li>Talk about the need to distinguish between positive and</li> </ul>	<ul style="list-style-type: none"> <li>List some positive challenges that people might try to get students to take.</li> </ul>	<ul style="list-style-type: none"> <li>Form groups of four or five students.</li> <li>Explain the "rate the risk" activity.</li> <li>Use scenarios for the "rate and risk" activity.</li> <li>Have students indicate through movement whether they decided the risk</li> </ul>	<ul style="list-style-type: none"> <li>Form groups of four or five students.</li> <li>Explain the "rate the risk" activity.</li> <li>Use scenarios for the "rate and risk" activity.</li> <li>Have students indicate through movement whether they decided the risk in the situation</li> </ul>

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



	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	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
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	Move and Freeze Signal	Move and Freeze Signal	Move and Freeze Signal	Move and Freeze Signal	Move and Freeze Signal
<b>Materials</b>	Music for Fitness Challenges	Music for Fitness Challenges	Music for Fitness Challenges	Music for Fitness Challenges	Music for Fitness Challenges
<b>Procedures</b>	<ul style="list-style-type: none"> <li>Establish rules and expectations</li> <li>Explain to class the method you will use to learn names</li> <li>Develop entry and exit</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> <li>Establish rules and expectations</li> <li>Explain to class the method you will use to learn names</li> <li>Develop entry and</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> <li>Establish rules and expectations</li> <li>Explain to class the method you will use to learn names</li> <li>Develop entry and</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how safety is important</li> <li>Illustrate how you will stop and start class.</li> <li>Discuss the issue, distribution, and care of</li> </ul>	<ul style="list-style-type: none"> <li>Fitness Activity</li> <li>Locomotor Movement</li> <li>Flexibility and trunk challenges</li> <li>Upper body strength challenges</li> <li>Abdominal</li> </ul>

	<p>behaviors</p> <ul style="list-style-type: none"> <li>Decide how excuses for non-participation will be handled.</li> <li>Team building activates</li> </ul>	<p>exit behaviors</p> <ul style="list-style-type: none"> <li>Decide how excuses for non-participation will be handled.</li> <li>Team building activates</li> </ul>	<p>exit behaviors</p> <ul style="list-style-type: none"> <li>Decide how excuses for non-participation will be handled.</li> <li>Team building activates</li> </ul>	<p>equipment.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>challenges</p> <ul style="list-style-type: none"> <li>Team building activates</li> </ul>
<b>Wrap-up/ Conclusion</b>	Review rules and expectations	Review rules and expectations	Review rules and expectations	Review rules and expectations	Review rules and expectations
<b>Assessment</b>	Student participation in activities	Student participation in activities	Student participation in activities	Student participation in activities	Student participation in activities
<b>Core Content Connection</b>	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
<b>Differentiation Strategies</b>	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

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	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
<b>Objective</b>	SWBAT: two hand roll; between legs with wide stance Roll the ball with one hand. Use both left and right hands	SWBAT: two hand roll; between legs with wide stance Roll the ball with one hand. Use both left and right hands	SWBAT: roll the ball and put a spin on the ball so it will curve to the left and right.	SWBAT: roll bowling ball towards the pins and knock them down.	SWBAT: do speed bingo bowling and work with their team.
<b>Content Standard</b>	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
<b>Vocabulary</b>	Bowling lanes Bowling balls Bowling pins Score sheet	Bowling lanes Bowling balls Bowling pins Score sheet	Bowling lanes Bowling balls Bowling pins Score sheet	Bowling lanes Bowling balls Bowling pins Score sheet	Bowling lanes Bowling balls Bowling pins Score sheet
<b>Materials</b>	Bowling lanes Bowling balls Score sheets	Bowling lanes Bowling balls Score sheets	Bowling lanes Bowling balls Score sheets	Bowling lanes Bowling balls Score sheets	Bowling lanes Bowling balls Score sheets
<b>Procedures</b>	<ul style="list-style-type: none"> <li>Warm up with fitness challenge</li> <li>Locomotor movement Walk</li> <li>Flexibility and Trunk Development Challenges</li> <li>bend in different</li> </ul>	<ul style="list-style-type: none"> <li>Warm up with fitness challenge</li> <li>Locomotor Movement Walk</li> <li>Twist one body part: add body parts.</li> <li>Make your body</li> </ul>	<ul style="list-style-type: none"> <li>Warm up with fitness challenge</li> <li>Locomotor Movement Jog</li> <li>Lift your head and look at your toes.</li> <li>Lift your knees to your chest</li> </ul>	<ul style="list-style-type: none"> <li>Warm up with fitness challenge</li> <li>Locomotor Movement Jog</li> <li>Lift your head and look at your toes.</li> <li>Lift your knees to your chest</li> </ul>	<ul style="list-style-type: none"> <li>Warm up with fitness challenge</li> <li>Rolling and bowling skills</li> <li>Two handed roll</li> <li>One handed roll</li> <li>Roll the ball through human straddle targets</li> </ul>

<p>direction</p> <ul style="list-style-type: none"> <li>stretch slowly and return quickly</li> <li>combine bending and stretching movements</li> <li>sway back and forth</li> <li>Introduce soccer</li> </ul>	<p>move in a large circle</p> <ul style="list-style-type: none"> <li>Locomotor Movements</li> <li>Skip</li> <li>Lift one foot: the other foot</li> <li>Wave at a friend: wave with the other arm</li> <li>Scratch your back with one hand; use the other hand</li> <li>Walk your feet to your hands</li> <li>Turn over and face the ceiling; shake a leg crab walk</li> <li>Introduce the sweet parts of the foot for controlling the soccer ball</li> <li>Begin dribbling skills</li> </ul>	<ul style="list-style-type: none"> <li>Wave your legs - at a friend: from sitting position</li> <li>Slowly lay down with hands on tummy</li> <li>Lift legs and touch toes.</li> <li>Kick and ball control skills</li> <li>Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball.</li> <li>Outside of foot kick: short distance kick keep toe down</li> </ul>	<ul style="list-style-type: none"> <li>Wave your legs - at a friend: from sitting position</li> <li>Slowly lay down with hands on tummy</li> <li>Lift legs and touch toes.</li> <li>Kick and ball control skills</li> <li>Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball.</li> <li>Outside of foot kick: short distance kick keep toe down</li> </ul>	<ul style="list-style-type: none"> <li>Wave your legs - at a friend: from sitting position</li> <li>Slowly lay down with hands on tummy</li> <li>Lift legs and touch toes.</li> <li>Review Kick and ball control skills</li> <li>Long instep pass</li> <li>Inside of foot control</li> <li>Receiver</li> <li>Toe tap</li> </ul>	
<p><b>Wrap-up/ Conclusion</b></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>
<p><b>Assessment</b></p>	<p>Performance assessment with rubric for motor skills and</p>	<p>Performance assessment with rubric for motor skills and</p>	<p>Performance assessment with rubric for motor skills and</p>	<p>Performance assessment with rubric for motor skills and</p>	<p>Performance assessment with rubric for motor skills and</p>

	cognitive skills	cognitive skills	cognitive skills	cognitive skills	cognitive skills
<b>Core Content</b>	Math – angles	Math – angles	Math – angles	Math – angles	Math – angles
<b>Connection</b>	ELA – vocabulary words	ELA – vocabulary words	ELA – vocabulary words	ELA – vocabulary words	ELA – vocabulary words
<b>Differentiation Strategies</b>	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.

D.Copeland	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	CSI: Foodborne Illness	CSI: Foodborne Illness	CSI: Foodborne Illness	CSI: Foodborne Illness	CSI: Foodborne Illness
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	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
<b>Materials</b>	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

**Procedures**

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

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
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"> <li>Have identified strategies to prevent foodborne illness, or</li> <li>Have all of the strategies identified.</li> </ul> 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.	



<b>D.Copeland</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	Food Group Fun	Food Group Fun	Physical Activity Rest, and Sleep	Physical Activity Rest, and Sleep	Physical Activity Rest, and Sleep
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	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
<b>Materials</b>	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><b>Procedures</b></p>	<ul style="list-style-type: none"> <li>• Introduce the unit.</li> <li>• Identify foods on footprints.</li> <li>• Discuss the importance of eating a variety of foods.</li> <li>• Introduce the lesson topic.</li> <li>• Name each food group and identify foods from each group. Use the poster set "MyPyramid: Know Your Food Groups".</li> <li>• Explain foods that don't belong in the five groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the unit.</li> <li>• Identify foods on footprints.</li> <li>• Discuss the importance of eating a variety of foods.</li> <li>• Introduce the lesson topic.</li> <li>• Name each food group and identify foods from each group. Use the poster set "MyPyramid: Know Your Food Groups".</li> <li>• Explain foods that don't belong in the five groups.</li> <li>• Read book</li> </ul>	<ul style="list-style-type: none"> <li>• Review healthy snack choices.</li> <li>• Define physical activity and give examples.</li> <li>• Name reasons to be physically active.</li> <li>• Play and discuss the song "Exercise Every Day".</li> <li>• Describe the three main benefits of participating in a variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Review physical activity and give examples.</li> <li>• Name reasons to be physically active.</li> <li>• Play and discuss the song "Exercise Every Day".</li> </ul> <p>Describe the three main benefits of participating in a variety of physical activities.</p> <ul style="list-style-type: none"> <li>• Describe the heart's reaction to physical activities.</li> <li>• Teach students to feel their pulses. Discuss the effect physical activity has on the pulse and the heart.</li> </ul>	<ul style="list-style-type: none"> <li>• Review physical activity and give examples.</li> <li>• Name reasons to be physically active.</li> <li>• Play and discuss the song "Exercise Every Day".</li> </ul> <p>Describe the three main benefits of participating in a variety of physical activities.</p> <ul style="list-style-type: none"> <li>• Describe the heart's reaction to physical activities.</li> <li>• Teach students to feel their pulses. Discuss the effect physical activity has on the pulse and the heart.</li> <li>• Distribute the student worksheet "Pulse Fair Chart"</li> <li>• Assign students to each station.</li> <li>• Explain and demonstrate the four stations.</li> <li>• Rotate students</li> </ul>
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	Basic First Aid Skills	Basic First Aid Skills	Basic First Aid Skills	Basic First Aid Skills	Basic First Aid Skills
<b>Objective</b>	When First Aid started	How and when to perform abdominal thrusts and CPR	How to control bleeding and shock	How to give first aid for broken bones and sprains	How to recognize and treat first, second, and third degree burns
<b>Content Standard</b>	Standard 3: 3.12 Standard 3: 3.14 Standard 5: 5.1 Standard 7: 6.4	Standard 3: 3.12 Standard 3: 3.14 Standard 5: 5.1 Standard 7: 6.4	Standard 3: 3.12 Standard 3: 3.14 Standard 5: 5.1 Standard 7: 6.4	Standard 3: 3.12 Standard 3: 3.14 Standard 5: 5.1 Standard 7: 6.4	Standard 3: 3.12 Standard 3: 3.14 Standard 5: 5.1 Standard 7: 6.4
<b>Vocabulary</b>	First Aid BSI	Abdominal thrust CPR	Wound shock	Wound Broken bones sprains	Wound burns
<b>Materials</b>	Article	Pamphlet Gauge Triangle bandages	Pamphlet Gauges 4 x 4 Gauge rolls Triangle bandages	Pamphlet Gauges 4 x 4 Gauge rolls Triangle bandages	Pamphlet Gauges 4 x 4 Gauge rolls Triangle bandages
<b>Procedures</b>	<ul style="list-style-type: none"> <li>History of when first aid started</li> <li>Be prepared:</li> <li>Size up the scene</li> <li>Evaluate the injuries</li> <li>Seek medical help</li> </ul>	<ul style="list-style-type: none"> <li>How and when to perform abdominal thrusts</li> <li>How and when to perform CPR</li> <li>Begin rescue breathing</li> <li>Begin chest compressions</li> </ul>	<ul style="list-style-type: none"> <li>Wound is an injury to the body's soft tissue.</li> <li>How you can for wound depends on what kind it is and how deep it is.</li> <li>Minor wounds</li> <li>Nosebleeds</li> <li>Puncture wounds</li> <li>Heavy bleeding</li> <li>shock</li> </ul>	<ul style="list-style-type: none"> <li>Three common kinds of injuries that require immediate care are broken bones, sprains, and burns.</li> <li>Fracture – A break in a bone is called a fracture.</li> <li>Sprain – A sprain is an injury to the tissue that connects bones</li> </ul>	<ul style="list-style-type: none"> <li>Burns is an injury caused by heat, electricity, chemicals, or radiation.</li> <li>A burn is described as first, second, and third degree depending on the seriousness.</li> <li>First degree – a first degree affects the outer layer of</li> </ul>

				<p>to a joint.</p> <ul style="list-style-type: none"> <li>• It happens when tissue stretches and partially tears.</li> <li>• PRICE</li> <li>• P – protect the body part by applying a splint or sling to immobilize it</li> <li>• R – rest the body part</li> <li>• I – ice every few hours for the first 2 days for 15-20 minutes</li> <li>• C – compress the sprain to reduce swelling</li> <li>• E – elevate the sprain as often as possible</li> <li>• Burns is an injury caused by heat, electricity, chemicals, or radiation.</li> </ul>	<p>skin.</p> <ul style="list-style-type: none"> <li>• Second degree burn affects the outer layer of skin and the layer just beneath it.</li> <li>• Soak the burn in cool water for 15 minutes</li> <li>• Third degree – a third degree burn involves all layers of skin and the tissue beneath them. The burn area may appear black or brown.</li> </ul>
<b>Wrap-up/ Conclusion</b>	Review timeline of First Aid	Review when to perform abdominal thrusts and CPR	Review how to control bleeding and shock	Review how to give first aid for broken bones and sprains	Review how to recognize and treat first, second, and third degree burns
<b>Assessment</b>	Verbal answers	Demonstrate skills	Demonstrate skills	Demonstrate skills	Verbal answers
<b>Core Content</b>	ELA	ELA	ELA	ELA	ELA

<b>Connection</b>					
<b>Differentiation Strategies</b>	Outline history	Pictures demonstrating skills	Pictures demonstrating skills	Pictures demonstrating skills	Science Pictures demonstrating skills

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	Floor Hockey	Floor Hockey	Floor Hockey	Floor Hockey	Floor Hockey/Invasion Games
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	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
<b>Materials</b>	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
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Keep a firm grip with left hand and allow stick to rotate in right hand.</li> <li>2. Left hand up, right hand down (for right hand shot, reverse if left handed).</li> <li>3. Maintain a slight forward</li> </ol>	<ol style="list-style-type: none"> <li>1. Hold arms in front of body.</li> <li>2. Reach for the ball in front of the body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet the ball in front of the body.</li> <li>2. As the ball is contacted, give slightly to stop the ball.</li> </ol> Shooting <ol style="list-style-type: none"> <li>1. Stick should contact the puck without any sound.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide class into 4 equal teams (3 forwards, 2 defense, 1 goalie if possible)</li> <li>2. Review responsibilities of each position.</li> <li>3. 2 teams play 4-5 minutes, then switch, each team play two halves.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide class into 4 equal teams (3 forwards, 2 defense, 1 goalie if possible)</li> <li>2. Review responsibilities of each position.</li> <li>3. 2 teams play 4-5 minutes, then switch, each team play two halves.</li> </ol>

	body lean.		<ul style="list-style-type: none"> <li>2. Keep sticks below waists.</li> <li>3. Point to target</li> </ul>	switch, each team play two halves.	
<b>Wrap-up/Conclusion</b>	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.
<b>Assessment</b>	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.
<b>Core Content Connection</b>	ELA – reading study guide	Math, ELA	Math, ELA	Math, ELA	Math, ELA
<b>Differentiation Strategies</b>	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.



	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	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
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	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
<b>Materials</b>	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"> <li>• Warm up with fitness challenge</li> <li>• Locomotor movement Walk</li> <li>• Flexibility and Trunk Development Challenges</li> <li>• bend in different direction</li> <li>• stretch slowly and return quickly</li> <li>• combine bending and stretching movements</li> <li>• sway back and forth</li> <li>• Introduce soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Locomotor Movement Jog</li> <li>• Walk</li> <li>• Twist one body part: add body parts.</li> <li>• Make your body move in a large circle</li> <li>• Locomotor Movements</li> <li>• Skip</li> <li>• Lift one foot: the other foot</li> <li>• Wave at a friend: wave with the other arm</li> <li>• Scratch your back with one hand; use the other hand</li> <li>• Walk your feet to your hands</li> <li>• Turn over and face the ceiling; shake a leg crab walk</li> <li>• Introduce the sweet parts of the foot for controlling the soccer ball</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Locomotor Movement Jog</li> <li>• Lift your head and look at your toes.</li> <li>• Lift your knees to your chest</li> <li>• Wave your legs at a friend: from sitting position</li> <li>• Slowly lay down with hands on tummy</li> <li>• Lift legs and touch toes.</li> <li>• Kick and ball control skills</li> <li>• Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball.</li> <li>• Outside of foot kick: short distance kick keep toe down</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Locomotor</li> <li>• Movement Jog</li> <li>• Lift your head and look at your toes.</li> <li>• Lift your knees to your chest</li> <li>• Wave your legs at a friend: from sitting position</li> <li>• Slowly lay down with hands on tummy</li> <li>• Lift legs and touch toes.</li> <li>• Kick and ball control skills</li> <li>• Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball.</li> <li>• Outside of foot kick: short distance kick keep toe down</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Locomotor</li> <li>• Movement Jog</li> <li>• Lift your head and look at your toes.</li> <li>• Lift your knees to your chest</li> <li>• Wave your legs at a friend: from sitting position</li> <li>• Slowly lay down with hands on tummy</li> <li>• Lift legs and touch toes.</li> <li>• Review Kick and ball control skills</li> <li>• Long instep pass</li> <li>• Inside of foot control</li> <li>• Receiver</li> <li>• Toe tap</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Rolling and bowling skills</li> <li>• Two handed roll</li> <li>• One handed roll</li> <li>• Roll the ball through human straddle targets</li> </ul>
<p><b>Procedures</b></p>					

		<ul style="list-style-type: none"> <li>Begin dribbling skills</li> </ul>			
<b>Wrap-up/ Conclusion</b>	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.
<b>Assessment</b>	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
<b>Core Content Connection</b>	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
<b>Differentiation Strategies</b>	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.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	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
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	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
<b>Materials</b>	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"> <li>• Warm up with fitness challenge</li> <li>• Locomotor movement Walk</li> <li>• Flexibility and Trunk Development Challenges</li> <li>• bend in different direction</li> <li>• stretch slowly and return quickly</li> <li>• combine bending and stretching movements</li> <li>• sway back and forth</li> <li>• introduce soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Locomotor Movement Jog Walk</li> <li>• Twist one body part: add body parts.</li> <li>• Make your body move in a large circle</li> <li>• Locomotor Movements</li> <li>• Skip</li> <li>• Lift one foot: the other foot</li> <li>• Wave at a friend: wave with the other arm</li> <li>• Scratch your back with one hand; use the other hand</li> <li>• Walk your feet to your hands</li> <li>• Turn over and face the ceiling; shake a leg crab walk</li> <li>• Introduce the sweet parts of the foot for controlling the soccer ball</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Locomotor Movement Jog</li> <li>• Lift your head and look at your toes.</li> <li>• Lift your knees to your chest</li> <li>• Wave your legs at a friend: from sitting position</li> <li>• Slowly lay down with hands on tummy</li> <li>• Lift legs and touch toes.</li> <li>• Kick and ball control skills</li> <li>• Inside of foot kick approach at 45 angle; inside of foot meet ball. Place non-kicking foot alongside ball.</li> <li>• Outside of foot kick: short distance kick keep toe down</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Locomotor Movement Jog</li> <li>• Lift your head and look at your toes.</li> <li>• Lift your knees to your chest</li> <li>• Wave your legs at a friend: from sitting position</li> <li>• Slowly lay down with hands on tummy</li> <li>• Lift legs and touch toes.</li> <li>• Review Kick and ball control skills</li> <li>• Long instep pass</li> <li>• Inside of foot control</li> <li>• Receiver</li> <li>• Toe tap</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up with fitness challenge</li> <li>• Rolling and bowling skills</li> <li>• Two handed roll</li> <li>• One handed roll</li> <li>• Roll the ball through human straddle targets</li> </ul>
<p style="text-align: center;"><b>Procedures</b></p>				

	<ul style="list-style-type: none"> <li>Begin dribbling skills</li> </ul>				
<b>Wrap-up/ Conclusion</b>	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.
<b>Assessment</b>	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
<b>Core Content Connection</b>	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
<b>Differentiation Strategies</b>	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.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Lesson Name/Title</b>	Floor Hockey	Floor Hockey	Floor Hockey	Floor Hockey	Floor Hockey/Invasion Games
<b>Objective</b>	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.
<b>Content Standard</b>	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
<b>Vocabulary</b>	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
<b>Materials</b>	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
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1. Keep a firm grip with left hand and allow stick to rotate in right hand.</li> <li>2. Left hand up, right hand down (for right hand shot, reverse if left handed).</li> <li>3. Maintain a slight forward</li> </ol>	<ol style="list-style-type: none"> <li>1. Hold arms in front of body.</li> <li>2. Reach for the ball in front of the body.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet the ball in front of the body.</li> <li>2. As the ball is contacted, give slightly to stop the ball.</li> </ol> <p>Shooting</p> <ol style="list-style-type: none"> <li>1. Stick should contact the puck without any sound.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide class into 4 equal teams (3 forwards, 2 defense, 1 goalie if possible)</li> <li>2. Review responsibilities of each position.</li> <li>3. 2 teams play 4-5 minutes, then switch.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide class into 4 equal teams (3 forwards, 2 defense, 1 goalie if possible)</li> <li>2. Review responsibilities of each position.</li> <li>3. 2 teams play 4-5 minutes, then switch.</li> </ol>

	body lean.		2. Keep sticks below waists. 3. Point to target	switch, each team play two halves.	
<b>Wrap-up/ Conclusion</b>	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.
<b>Assessment</b>	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.
<b>Core Content Connection</b>	ELA – reading study guide	Math, ELA	Math, ELA	Math, ELA	Math, ELA
<b>Differentiation Strategies</b>	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.