Lesson Plans: Quarter 3 Week 5

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| ContentObjective | Students will participate in the demonstration of Handball rules and game play with 90% participation. | Students will participate in the modified handball game using all 3 focus skills that were taught with 90% accuracy. | Students will participate in the modified handball game using all 3 focus skills that were taught with 90% accuracy. | Students will participate in the modified handball game using all 3 focus skills that were taught with 90% accuracy. | I can calculate my heart rate during and after physical activity on Personal Fitness Day. |
| Standard | A.3.PE.1M.1.MS.4M.1.NG.1-2K.2.FB.1B.5.PS.1-2K.2.MS.1-3 | A.3.PE.1M.1.MS.4M.1.NG.1-2K.2.FB.1B.5.PS.1-2K.2.MS.1-3 | A.3.PE.1M.1.MS.4M.1.NG.1-2K.2.FB.1B.5.PS.1-2K.2.MS.1-3 | A.3.PE.1M.1.MS.4M.1.NG.1-2K.2.FB.1B.5.PS.1-2K.2.MS.1-3 | K.HR.06.02-.08.02K.HR.06.03-.08.03K.HR.06.06-.08.06K.HR.06.07-.08.07K.HR.06.08-08.08A.PE.06.01-08.01K.PS.06.01-08.01K.PS.06.02-08.02B.PS.06.01-08.01B.PS.06.02-08.02 |
| Language Objective | Students will be able to list to a friend 3 of the rules we use in physical education.K.2.RP.1 | Students will be able to list to a friend the second step in all three handball skills.K.2.RP.1 | Students will be able to list to a friend the third step in all three handball skills.K.2.RP.1 | Students will be able to describe what part of the skill they needed to practice as discovered in their pre-test AND tell how they improved the skill.K.2.RP.1 | Students will define what target heart rate is to a partner of their choice. |
| vocabulary | Ready body position, instep, kick, handball ball, kick off, goal, throw in | Ready body position, instep, kick, handball ball, touchline | Ready body position, instep, kick, handball ball, kinetic chain | Kick, penalty, goal | heart rate, target heart rate, muscular strength, muscular endurance, physical activity |
| Instruction/ activity/ stations/ | Warm up: 8 minute walk/jogStudents will check their heart rate and go sit in the bleachers.5 students from each class on the court (field) to demonstrate game situations. Kick off (starting the game) out of bounds, after a goal, what a handball is. | Warm up:  group push upStudents will participate in a group indoor or outdoor handball game. | Warm up: sit ups and leg liftsStudents will participate in a group indoor or outdoor handball game. | Warm-up: BurpeesStudents will participate in a group indoor or outdoor handball game. |  |
| Wrap-up/ closure |  Have students answer the L.O. to a person sitting next to them |  Have students answer the L.O. to a person sitting next to them |  Have students answer the L.O. to a person sitting next to them |  Have students answer the L.O. to the a/b partner | Heart rate checks throughout class and recorded |

M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.

M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).

M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing nonlocomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing nonlocomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.

K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball).

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program  that meets national guidelines.

K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.

K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.

K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/ wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.

B.5.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.