

Teacher: Hanson

Week of: January 19

Content Area: Physical Education Skating & Fitness

Time: K - 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<p>Standards</p> <p>PEK.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PE1.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PE2.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Learning Targets</p> <p>K – 2: I can use my skates safely in the gym.</p>	<p>Standards</p> <p>PEK.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PE1.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PE2.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Learning Targets</p> <p>K – 2: I can use my skates safely in the gym.</p>	<p>Standards</p> <p>PEK.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PE1.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PE2.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Learning Targets</p> <p>K – 2: I can use my skates safely in the gym.</p>	<p>Standards</p> <p>PEK.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PE1.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>PE2.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Learning Targets</p> <p>K – 2: I can use my skates safely in the gym.</p>
	<p>Introduction/Connection</p> <p>Review the rules for skating.</p>			

	<p>Key Vocabulary Cardiovascular, strength, endurance, independent, safety</p>			
	<p>Direct Instruction</p> <p>I Do: Students are introduced to skates and how to use them.</p> <p>Shoes turned in, retrieve skates, go to the mat, put skates on, wrist guards last.</p> <p>Everyone starts seated on a mat. Extend the legs forward. Bend both knees to one side. Come up on all fours. One foot meets the floor, both hands on the knees and push yourself up. Begin walking by shifting your weight side to side.</p> <p>Review rules and procedures for switching skates and shoes. Remember wrist guards, helmets are available if needed.</p>	<p>Direct Instruction</p> <p>I Do: Students are introduced to skates and how to use them.</p> <p>Shoes turned in, retrieve skates, go to the mat, put skates on, wrist guards last.</p> <p>Everyone starts seated on a mat. Extend the legs forward. Bend both knees to one side. Come up on all fours. One foot meets the floor, both hands on the knees and push yourself up. Begin walking by shifting your weight side to side.</p> <p>Review rules and procedures for switching skates and shoes. Remember wrist guards, helmets are available if needed.</p>	<p>Direct Instruction</p> <p>I Do: Students are introduced to skates and how to use them.</p> <p>Shoes turned in, retrieve skates, go to the mat, put skates on, wrist guards last.</p> <p>Everyone starts seated on a mat. Extend the legs forward. Bend both knees to one side. Come up on all fours. One foot meets the floor, both hands on the knees and push yourself up. Begin walking by shifting your weight side to side.</p> <p>Review rules and procedures for switching skates and shoes. Remember wrist guards, helmets are available if needed.</p>	<p>Direct Instruction</p> <p>I Do: Students are introduced to skates and how to use them.</p> <p>Shoes turned in, retrieve skates, go to the mat, put skates on, wrist guards last.</p> <p>Everyone starts seated on a mat. Extend the legs forward. Bend both knees to one side. Come up on all fours. One foot meets the floor, both hands on the knees and push yourself up. Begin walking by shifting your weight side to side.</p> <p>Review rules and procedures for switching skates and shoes. Remember wrist guards, helmets are available if needed.</p>
	<p>Guided Practice</p> <p>We do: Have a student model each lane.</p>	<p>Guided Practice</p> <p>We do: Have a student model each lane.</p>	<p>Guided Practice</p> <p>We do: Have a student model each lane.</p>	<p>Guided Practice</p> <p>We do: Have a student model each lane.</p>
	<p>Independent/Collaborative Practice</p>	<p>Independent/Collaborative Practice</p>	<p>Independent/Collaborative Practice</p>	<p>Independent/Collaborative Practice</p>

	<p>You Do: Students begin to skate. If they fall twice, they need to go down a lane until they're more comfortable.</p> <p>After students have skated for a while, activities will be added.</p> <ul style="list-style-type: none"> • Change Directions • Red Light/Green Light • 4 Corners • Noodle Tag 	<p>You Do: Students begin to skate. If they fall twice, they need to go down a lane until they're more comfortable.</p> <p>After students have skated for a while, activities will be added.</p> <ul style="list-style-type: none"> • Change Directions • Red Light/Green Light • 4 Corners • Noodle Tag 	<p>You Do: Students begin to skate. If they fall twice, they need to go down a lane until they're more comfortable.</p> <p>After students have skated for a while, activities will be added.</p> <ul style="list-style-type: none"> • Change Directions • Red Light/Green Light • 4 Corners • Noodle Tag 	<p>You Do: Students begin to skate. If they fall twice, they need to go down a lane until they're more comfortable.</p> <p>After students have skated for a while, activities will be added.</p> <ul style="list-style-type: none"> • Change Directions • Red Light/Green Light • 4 Corners • Noodle Tag
	<p>Differentiation One on one tutoring</p>			
	<p>Assessment Teacher Observation</p>	<p>Assessment Teacher Observation</p>	<p>Assessment Teacher Observation</p>	<p>Assessment Teacher Observation</p>
	<p>Summarize/Share What is hardest for you and why?</p>			
	<p>Reflection How can I improve today's lesson?</p>			
	<p>Materials Music, skates, wrist guards, helmets, mats</p>			

