

May

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Physical Education</b></p> <p><b>Unit:</b> Parachute Activities</p> <p><b>Topic:</b> Parachute Merry-Go-Round</p> <p><b>Expectations:</b> A3.2, B1.3</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"><li>• Participate in parachute activities following the safety rules.</li><li>• Move with the parachute in both directions walking, running and galloping.</li></ul> <p><b>Activity Description:</b> Begin the unit by discussing the safety rules for using a parachute.</p> <p>To start the activity, instruct the students to hold onto the parachute with their right hands and walk to their left. The students are then asked to run and then gallop.</p>		<p><b>Healthy Living</b></p> <p><b>Unit:</b> The 5 Senses</p> <p><b>Topic:</b> Introduction to Our 5 Senses</p> <p><b>Expectations:</b> C1.4</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"><li>• Describe how each of the 5 senses help us identify objects.</li></ul> <p><b>Activity Description:</b> Begin the unit by asking students what they think the 5 senses are and make a list of their predictions on the board. Set up 5 stations where students can experience a different sense at each station.</p> <ul style="list-style-type: none"><li>• At seeing station, students describe the differences between 3 pictures.</li><li>• At smelling station, students describe the differences in</li></ul>	<p><b>Physical Education</b></p> <p><b>Unit:</b> Parachute Activities</p> <p><b>Topic:</b> Parachute Cat and Mouse</p> <p><b>Expectations:</b> A3.1, B2.2</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"><li>• Follow directions and tag others gently.</li><li>• Cooperate to hold the parachute and make waves that hide the mice.</li></ul> <p><b>Activity Description:</b> Model how to tag someone gently using two fingers for safe play.</p> <p>Assign two students the roles of cats and eight students the roles of mice. The remaining students are responsible for holding the</p>	

<p>Next, ask students to hold the parachute with their left hands and repeat the prior movements by moving to their right.</p> <p>Play music and have students move with the song, periodically pausing the music to observe if students are stopping safely.</p> <p><b>Assessment:</b> Diagnostic – Anecdotal Notes</p> <ul style="list-style-type: none"> <li>• Are students following the safety rules for using a parachute.</li> <li>• Are students walking, running and galloping around with the parachute and stopping safely.</li> </ul>		<p>smells between 3 containers and guess what is inside the container.</p> <ul style="list-style-type: none"> <li>• At hearing station, students describe the differences in sounds when they shake 3 containers holding different items and guess what they are.</li> <li>• At tasting station, students taste 3 items and guess what they are.</li> <li>• At touching station, they close their eyes and put their hands inside 3 different bags to guess the contents.</li> </ul> <p>Group students and assign each group to a station. Provide each group with a chart which will allow them to record their predictions of what the items are and describe them.</p> <p>After recording their predictions, they can reveal the items to check their predictions. Groups can then rotate to the next station. The lesson ends after each group has completed their charts for 2 stations – remaining stations will be covered during the next lesson.</p>	<p>parachute and creating large waves to hide the mice who are crawling underneath.</p> <p>The two cats crawl on top of the parachute and try to tag the mice. Once a mouse is tagged, the mouse then comes out and holds the parachute. Once all mice are caught, roles are exchanged.</p> <p><b>Assessment:</b> Formative - Checklist</p> <ul style="list-style-type: none"> <li>• Follows the directions of the game and tags one another safely.</li> <li>• Cooperatively creates big waves with the parachute using entire arms to successfully hide the mice.</li> </ul>	
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		<p><b>Assessment:</b> Diagnostic – Charts students completed.</p> <ul style="list-style-type: none"> <li>• Did students use the appropriate sense to identify objects.</li> <li>• Were students able to describe the items using correct descriptive terms.</li> </ul>		
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Week 2				
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Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b>Physical Education</b></p> <p><b>Unit:</b> Parachute Activities</p> <p><b>Topic:</b> Parachute Volleyball</p> <p><b>Expectations:</b> A1.2, B2.1, B2.2</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Describe what makes a parachute activity enjoyable.</li> <li>• Describe how to use the parachute to create waves</li> <li>• Use wave motions that are in unison with teammates to increase chance of scoring.</li> </ul>		<p><b>Healthy Living</b></p> <p><b>Unit:</b> The 5 Senses</p> <p><b>Topic:</b> Using Our 5 Senses</p> <p><b>Expectations:</b> C1.4</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Describe what kind of information that our 5 senses provide us.</li> </ul> <p><b>Activity Description:</b> Groups will continue completing their charts from last week for the</p>	<p><b>Physical Education</b></p> <p><b>Unit:</b> Basic Soccer Skills</p> <p><b>Topic:</b> Foot Taps</p> <p><b>Expectations:</b> B1.2, B1.3</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Move and stop safely with peers around the soccer balls.</li> <li>• Move in different ways around the soccer ball.</li> </ul> <p><b>Activity Description:</b> Provide each student with a ball</p>	
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<p><b>Activity Description:</b>          Instruct students to hold the parachute. The class is divided in half down the middle of the parachute. With foam balls on the parachute, each team tries to flip the balls onto the other team's side.</p> <p>Conclude the unit by asking students to create their own parachute activity and present it using any of the following forms: drawing, writing, acting, or explanation. They should communicate why it would be an enjoyable parachute activity.</p> <p><b>Assessment:</b>          Summative - Checklist</p> <ul style="list-style-type: none"> <li>• Creates a parachute activity and communicates why it is enjoyable.</li> <li>• Communicates proper use of parachute in the created activity.</li> <li>• Creates wave movements with teammates to send the ball rapidly to the other team's side.</li> </ul>		<p>remaining 3 stations.</p> <p>Once students have visited all stations, facilitate a discussion about how the 5 senses help us to get information about our surroundings.</p> <p><b>Assessment:</b>          Diagnostic – Anecdotal Notes</p> <ul style="list-style-type: none"> <li>• Did students use the appropriate sense to identify objects.</li> <li>• Were students able to describe the items using correct descriptive terms.</li> </ul>	<p>and instruct them to place their ball on the ground and to stand in front of it. They are to stand on one leg and use the bottom of the other foot to tap the ball and then return it to the ground. Once students have repeated several foot taps, ask them to try doing it using the other foot.</p> <p>Explain to students that they will play a variation of musical chairs, but instead of chairs there will be balls and when the music stops, each student will have to place a foot on the ball.</p> <p>Divide the class in three groups and have three games going on at the same time. Vary their movement around the balls by having them walk carefully backwards, hop, skip, and move sideways each time the song resumes.</p> <p><b>Assessment:</b>          Diagnostic - Anecdotal Notes</p> <ul style="list-style-type: none"> <li>• Are students moving and stopping in a safe manner.</li> <li>• Are students able to move around the soccer balls in at least 3 different ways.</li> </ul>	
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Week 3				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Physical Education</b></p> <p><b>Unit:</b> Basic Soccer Skills</p> <p><b>Topic:</b> Dribbling with Feet</p> <p><b>Expectations:</b> B1.2, B1.3</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Move and stop safely while dribbling the ball.</li> <li>• Travel in different directions while dribbling the ball.</li> </ul> <p><b>Activity Description:</b> Students are paired and alternate taking turns performing the following maneuvers:</p> <ol style="list-style-type: none"> <li>1. Touch the top of the soccer ball with the bottom of each foot.</li> <li>2. Perform back drags.</li> <li>3. Perform forward drags.</li> <li>4. Perform side drags.</li> <li>5. Dribble the ball 10 m with the inside of both feet.</li> </ol> <p>Conclude the lesson by placing</p>		<p><b>Healthy Living</b></p> <p><b>Unit:</b> The 5 Senses</p> <p><b>Topic:</b> How the 5 Senses Function</p> <p><b>Expectations:</b> C1.4</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Describe how each of the 5 senses work.</li> </ul> <p><b>Activity Description:</b> The teacher reads-aloud the book <i>The Five Senses: Explore Your World</i>. Periodically the teacher will check understanding through questions such as the following:</p> <ul style="list-style-type: none"> <li>• How does the eye work? How do we see optical illusions?</li> <li>• How can our skin feel things?</li> <li>• What about our tongues allow us to taste?</li> <li>• How does smells reach the brain?</li> <li>• How does the ear work?</li> <li>• What role does our brain play when we use our 5 senses?</li> </ul>	<p><b>Physical Education</b></p> <p><b>Unit:</b> Basic Soccer Skills</p> <p><b>Topic:</b> Shooting</p> <p><b>Expectations:</b> B1.4, B2.2</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Kick soccer ball at the goal with accuracy.</li> <li>• Adjust kicking form and strength according to kicking spot.</li> </ul> <p><b>Activity Description:</b> Teacher models how to shoot a soccer ball step-by step:</p> <ul style="list-style-type: none"> <li>• Kick with the inside of our dominant foot to avoid hurting the toes</li> <li>• Plant non-kicking foot next to ball at impact</li> <li>• Strike at the center of the ball or lower center to lift it.</li> <li>• Keep eyes on the ball throughout kicking</li> </ul>	

<p>several pylons to form a large circle. Within this large circle, use pylons to make a smaller circle at the center. Students begin standing on the large circle, each having a ball. When the teacher signals, all students will dribble the ball to the smaller circle and then return back to the large circle. Repeat several times.</p> <p><b>Assessment:</b> Diagnostic - Checklist</p> <ul style="list-style-type: none"> <li>• Were students able to move and stop safely.</li> <li>• Were students able to move back and forth between the circles.</li> </ul>		<p>The teacher provides students with handouts which contain 5 columns and pictures of various objects. Students are to write the names of each of the senses at the top of each column and cut out and paste each object under the appropriate sense.</p> <p><b>Assessment:</b> Checklist</p> <ul style="list-style-type: none"> <li>• Were students able to list the 5 senses</li> <li>• Were students able to show which sense they would use to identify each object.</li> </ul>	<p>motion.</p> <p>Use pylons to outline the target goal and place different markers on the ground in front of the goal at different distances and angles to the goal. Have students at each marker take turns shooting at the goal before rotating to a different marker.</p> <p>Continue until each student has kicked from every marker. Discuss with students how they needed to adjust their body positioning and force of kick depending on where they kicked from. Hand out to each student a diagram of the goal with the different markers. Instruct students to place a check mark on each marker when they score. Ask students to list the shooting spots in order of difficulty of scoring.</p> <p><b>Assessment:</b> Formative - Self-Evaluation (Diagram)</p> <ul style="list-style-type: none"> <li>• Did I score most of the time?</li> <li>• Did I change how I kicked the ball when I kicked from a different spot?</li> </ul>	
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Week 4				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Physical Education</b></p> <p><b>Unit:</b> Basic Soccer Skills</p> <p><b>Topic:</b> Passing/Receiving</p> <p><b>Expectations:</b> B1.4, B1.5</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>● Pass soccer ball to a teammate accurately.</li> <li>● Receive a passed soccer ball.</li> </ul> <p><b>Activity Description:</b> Review with students how they used their inside dominant foot to kick the soccer ball. Instruct them that for passing they will use the same part of the foot to pass.</p> <p>Explain that for trapping a ball they should use either inside foot and keep it steady to stop the passed ball. Additionally, they can place both legs close together to trap a hard hit or bouncing ball.</p> <p>Pair students and explain that they</p>		<p><b>Healthy Living</b></p> <p><b>Unit:</b> The 5 Senses</p> <p><b>Topic:</b> Experiencing Our Surroundings</p> <p><b>Expectations:</b> C1.4</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>● Use senses to explore the environment.</li> </ul> <p><b>Activity Description:</b> Take the students outside or around the school and tell them to use their senses (except taste) to get information about their surroundings. Occasionally, tell students to stop and close their eyes; they should use their smell and hearing to gather information about their surroundings.</p> <p>Upon returning to the classroom, the teacher asks students to draw a picture of one of the places they visited during the walk. Encourage</p>	<p><b>Physical Education</b></p> <p><b>Unit:</b> Basic Soccer Skills</p> <p><b>Topic:</b> Non-competitive Game</p> <p><b>Expectations:</b> A3.1, B1.4, B1.5, B2.2</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>● Follow all safety rules during soccer game.</li> <li>● Pass soccer ball to a teammate accurately.</li> <li>● Receive a passed soccer ball.</li> <li>● Understand that passing is important for being successful.</li> </ul> <p><b>Activity Description:</b> Explain to students that they will play a modified soccer game that encourages collaboration and utilizes all of the skills they developed in the previous classes. Ask students some of the procedures that ensure the safety of everyone during a soccer game.</p>	

<p>will practice passing and receiving a soccer ball just like a soccer player and goalie:</p> <ul style="list-style-type: none"> <li>• Overhead Pass: Pass the ball by throwing it with both arms over their heads and receive it by using two hands to catch.</li> <li>• Rolling Pass: Pass the ball by rolling it on the ground and receive it by picking it up with two hands.</li> <li>• Foot pass: Use inside of dominant foot to pass and receive ball.</li> </ul> <p><b>Assessment:</b> Formative – Peer Evaluation (checklist)</p> <ul style="list-style-type: none"> <li>• Did my partner pass the soccer ball to me with accuracy?</li> <li>• Did my partner trap the soccer ball I passed?</li> </ul>		<p>students to find out ways to express in their picture any smells or sounds of that place.</p> <p><b>Assessment:</b> Summative - Checklist</p> <ul style="list-style-type: none"> <li>• Were students using their senses to obtain information about their place.</li> <li>• Were students able to communicate information about their place through their drawings.</li> </ul>	<p>Divide the class into two teams. Explain that they have to try to score on the opposing goal and a player can only score once. If a player scores for the second time, the team will not get a point – therefore, they should try to get all teammates involved in scoring.</p> <p>After the game, have students write down what they did during the game to help their team win.</p> <p><b>Assessment:</b> Summative - Checklist</p> <ul style="list-style-type: none"> <li>• Plays in a safe manner by avoiding physical contact.</li> <li>• Passes soccer ball accurately.</li> <li>• Traps soccer ball accurately.</li> <li>• Passes often to help teammates score.</li> </ul>	
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**June**

**Week 1**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Physical Education</b>  <b>Unit:</b> Outdoor Activities</p>		<p><b>Healthy Living</b>  <b>Unit:</b> Proper Hygiene</p>	<p><b>Physical Education</b>  <b>Unit:</b> Outdoor Activities</p>	

<p><b>Topic:</b> Nature Walk</p> <p><b>Expectations:</b> A3.2, B1.1</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Describe how to prepare for outdoor play.</li> <li>• Perform static balances, using different body parts at different levels.</li> </ul> <p><b>Activity Description:</b> Begin the unit by asking students to describe ways they can prepare themselves to enjoy outdoor activities. Hand out to each student a worksheet with pictures of several items. Have them demonstrate their knowledge of safe outdoor play by selecting the items that would help them be safe for outside play.</p> <p>Take students on a walk to a nearby park and ask them to observe the animals they see. Upon returning, have students list some of the animals they saw. Record the animals on a chart. Instruct students when animals from the list are called one-by-one, they will need to act as that animal. When the</p>		<p><b>Topic:</b> Washing Hands</p> <p><b>Expectations:</b> C2.5</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Activity Description:</b> Begin the unit by reading aloud <i>Germs Make Me Sick</i> by Melvin Berger.</p> <p>Group students and provide each group with chart paper. Ask students to brainstorm ways they can stop germs from spreading. Have students share their ideas to the entire class.</p> <p>Teach them the hand washing song “Wash, Wash, Wash Your Hands” (source: <a href="http://articles.extension.org/pages/63294/using-hand-washing-songs-to-encourage-children-in-child-care-to-wash-hands-thoroughly">http://articles.extension.org/pages/63294/using-hand-washing-songs-to-encourage-children-in-child-care-to-wash-hands-thoroughly</a>) and encourage them to sing the song while washing their hands. Instruct them that the length of the song (about 20 seconds) will guide them for how long they should</p>	<p><b>Topic:</b> Running</p> <p><b>Expectations:</b> A2.2, A2.3, B2.1</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Communicates understanding of how running helps us to be healthy.</li> <li>• Identifies some signs of tiredness after running.</li> <li>• Demonstrates understanding of pace of running needs to be slowed when running longer distances.</li> </ul> <p><b>Activity Description:</b> Introduce short and middle distance running to students. Ask students what are the differences between the two races and how they should adjust their running speed for each.</p> <p>Model to students how they should position their bodies at the starting line and how they should move their arms and legs in unison as they run.</p> <p>Setup pylons to indicate start and finish lines for a short distance</p>	
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<p>teacher says, “Freeze”, students will have to pose as it.</p> <p><b>Assessment:</b> Diagnostic – Worksheet, Anecdotal Notes</p> <ul style="list-style-type: none"> <li>• Did students select items on their worksheet that would help them be safe outside and explain why.</li> <li>• Are students performing a variety of static balances as they pose as animals.</li> </ul>		<p>spend washing.</p> <p>Hand out to each student the colouring page about washing hands. As students work on it, call students individually to come to the sink and practice washing their hands with soap and drying with a paper towel.</p> <p><b>Assessment:</b> Diagnostic: Anecdotal Notes</p> <ul style="list-style-type: none"> <li>• Are students listing ways to stop germs from spreading.</li> <li>• Are students washing their hands for 20 seconds using soap and drying them off with a paper towel.</li> </ul>	<p>race and have all students run together.</p> <p>Gather students and discuss how their hearts and lungs felt while running. Ask them how this would help them be healthier. Group them and provide them with cards showing pictures of active activities (e.g., running) and inactive activities (e.g., watching TV). Instruct them to choose the cards which represent activities that make them healthy.</p> <p>Next, setup pylons for a middle distance race and have students run again. Instruct students to pair and share how they can tell that they are fatigued.</p> <p>Divide students into groups of 4 and have them run a relay race over a short distance.</p> <p><b>Assessment:</b> Diagnostic – Anecdotal Notes:</p> <ul style="list-style-type: none"> <li>• Are students participating actively in the races.</li> <li>• Are students able to pick out active activity cards that make them healthy.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Are students pointing out during pair-and-share some of the signs of exertion.</li> <li>• Are students moderating their running speeds when running longer distances.</li> </ul>	
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Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b>Physical Education</b></p> <p><b>Unit:</b> Outdoor Activities</p> <p><b>Topic:</b> Outdoor Scavenger Hunt</p> <p><b>Expectations:</b> A3.2, B2.2</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Identify safety risks for outdoor play and steps to protect against it.</li> <li>• Worked cooperatively with partner to find all the letters.</li> </ul> <p><b>Activity Description:</b> Review with students the steps they need to take to prepare themselves for outdoor activities and then hand out to each student a worksheet with pictures of several items. Ask</p>		<p><b>Healthy Living</b></p> <p><b>Unit:</b> Proper Hygiene</p> <p><b>Topic:</b> Cover Mouth When Sneezing/Coughing</p> <p><b>Expectations:</b> C2.5</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Washes hands properly.</li> <li>• Covers mouths when coughing/sneezing.</li> </ul> <p><b>Activity Description:</b> Sprinkle some baby powder on the palm of each student. Instruct them to pretend sneezing or coughing on it. Ask them what happened to the baby powder and tell them that germs will spread in</p>	<p><b>Physical Education</b></p> <p><b>Unit:</b> Outdoor Activities</p> <p><b>Topic:</b> School Yard Games</p> <p><b>Expectations:</b> A1.3, A3.1, B2.1, B2.2</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of several school yard activities.</li> <li>• Followed rules to ensure safety of themselves and others.</li> <li>• Demonstrates understanding that different school yard activities have different rules and require different skills.</li> <li>• Applied different tactics to improve success in each game.</li> </ul>	
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<p>them to demonstrate their knowledge of outdoor play preparation by selecting the items on the worksheet they would need.</p> <p>Place cutouts of letters that together spell a word around the school yard. Divide students into pairs and provide each group with a map of the school yard with each letter's location shown. Have students quickly find all the letters and determine what they spell.</p> <p>Once all pairs have completed the scavenger hunt, ask them to discuss what tactics they used to find items quickly.</p> <p><b>Assessment:</b> Checklist:</p> <ul style="list-style-type: none"> <li>• Are students listing steps they need to take to prepare for outside play</li> <li>• Are students dividing the letters to be found with partner to save time.</li> <li>• Are partners helping each other when they struggle to find a letter.</li> </ul>		<p>a similar manner. Then ask them to place a tissue to cover their mouths and again pretend sneezing and coughing. Discuss what they notice now about the baby powder.</p> <p>Ask students to demonstrate what they learned last week by washing the baby powder off their hands</p> <p>Introduce the coughing and sneezing song (Source: <a href="http://bussongs.com/songs/cover-your-mouth-and-turn-your-head.php">http://bussongs.com/songs/cover-your-mouth-and-turn-your-head.php</a>). Provide each student with a tissue and have them demonstrate covering their faces each time they cough and sneeze in the song.</p> <p><b>Assessment:</b> Checklist:</p> <ul style="list-style-type: none"> <li>• Student washes hands for 20 seconds using soap and dries them off with a paper towel.</li> <li>• Student covers mouth every time the song called for coughing and sneezing.</li> </ul>	<p><b>Activity Description:</b> Create three game stations: Hop scotch, Tag, What Time Is It Mr. Wolf? Divide the class into three and assign each group to a station. Ask students that are familiar with the game to explain and demonstrate the gameplay to others.</p> <p>Allow 5 minutes of gameplay, before stopping and asking each student to write down for their game one rule for safe play and one tip for success. Ask students to read aloud their responses to their group members. Have students resume playing for another 5 minutes and ask them to demonstrate their safety rule and success tip.</p> <p>Have each group rotate to the next station and repeat the procedure. Once all students have participated in all three stations, gather whole class for a discussion of what their favourite school yard activities are and why. Ask them to write down their responses.</p>	
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			<b>Assessment:</b> Student responses will be collected and assessed using checklist: <ul style="list-style-type: none"> <li>• Listed more than one school yard activity.</li> <li>• Followed rules of each game they played.</li> <li>• Listed 1 safety rule and 1 success tip for each activity.</li> <li>• Performed the success tip they recorded.</li> </ul>	
Week 3				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Education</b>  <b>Unit:</b> Aquatics  <b>Topic:</b> Getting Our Feet Wet  <b>Expectations:</b> A3.2, B1.2  <b>Learning Goals:</b> <ul style="list-style-type: none"> <li>• Describe safety rules when playing in water.</li> <li>• Move and stop safely, while keeping a safe distance from others.</li> </ul>		<b>Healthy Living</b>  <b>Unit:</b> Proper Hygiene  <b>Topic:</b> Brushing Teeth  <b>Expectations:</b> C2.5  <b>Learning Goals:</b> <ul style="list-style-type: none"> <li>• Describe why teeth must be brushed and flossed daily.</li> <li>• Brush and floss teeth properly.</li> </ul> <b>Activity Description:</b> Invite guest speaker to present	<b>Physical Education</b>  <b>Unit:</b> Aquatics  <b>Topic:</b> Moving in Water  <b>Expectations:</b> B1.2, B1.3  <b>Learning Goals:</b> <ul style="list-style-type: none"> <li>• Perform at least 3 different actions in the water.</li> </ul> <b>Activity Description:</b> Begin by asking students to review the water safety rules	

<p><b>Activity Description:</b>          Prepare a booklet ahead of time containing a water rule on each page and handout to each student. Read aloud each rule and ask students to explain its meaning. Then give students some time to illustrate each rule on its respective page.</p> <p>Ask students to sit at the edge of the shallow end and put their feet in the pool. Allow students to become comfortable with the water by instructing them to kick it and create a whirlpool.</p> <p>Have students enter the pool and walk around the shallow end. Instruct them that they will move around while music plays and stop when the music stops. When they stop, they are to stretch their arms and not be able to touch anyone. Discuss with students how it feels to walk in water.</p> <p><b>Assessment:</b>          Diagnostic: Safety Booklet</p> <ul style="list-style-type: none"> <li>• Did student draw a picture that describes each safety rule.</li> </ul> <p>Anecdotal notes:</p>		<p>proper dental hygiene. Ask students to pay attention and ask any questions they have. Make a note of student responses for why brushing and flossing is important.</p> <p>When guest speaker allows students to practice brushing and flossing, record notes of whether they are doing it correctly.</p> <p><b>Assessment:</b>          Anecdotal Notes:</p> <ul style="list-style-type: none"> <li>• Was student able to explain how brushing and flossing keep our teeth healthy.</li> <li>• Did student follow the techniques shown by guest speaker when brushing and flossing.</li> </ul>	<p>they learned during last class.</p> <p>Have students enter the shallow end and perform the following actions:</p> <ul style="list-style-type: none"> <li>• Walk forward</li> <li>• Walk backward</li> <li>• Run</li> <li>• Jump</li> <li>• Move while having chin touch the water</li> <li>• Blow bubbles</li> <li>• Dip their faces while holding their breaths</li> <li>• Kick the water while holding on the edge of the pool</li> </ul> <p>Group students to use at least 4 of the actions they performed and make up additional actions to create a dance to show the class.</p> <p><b>Assessment:</b>          Self-Assessment: Checklist</p> <ul style="list-style-type: none"> <li>• Students checkmark the actions they can perform and leave blank the ones they cannot.</li> <li>• Did I often bump into others as I moved?</li> </ul>	
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<ul style="list-style-type: none"> <li>• Did student draw a picture that describes each safety rule.</li> <li>• When music stopped, was student unable to touch any peer.</li> </ul>				
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Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b>Physical Education</b></p> <p><b>Unit:</b> Aquatics</p> <p><b>Topic:</b> Floating</p> <p><b>Expectations:</b> B1.1</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Float with the aid of a personal floatation device.</li> </ul> <p><b>Activity Description:</b> Model how to do back and front floats. Pair students and ask them to take turns practicing floats. Offer beginners floatation devices. When one student tries floating, the other partner is to observe and advise whether correct form is being used.</p>		<p><b>Healthy Living</b></p> <p><b>Unit:</b> Proper Hygiene</p> <p><b>Topic:</b> Proper Hygiene Advertisement</p> <p><b>Expectations:</b> C2.5</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Create a poster which shows 4 different proper hygienic actions.</li> </ul> <p><b>Activity Description:</b> Show students some posters which promote proper hygiene practices. Ask them to identify which hygiene practices are being highlighted and what techniques are being used to promote them.</p>	<p><b>Physical Education</b></p> <p><b>Unit:</b> Aquatics</p> <p><b>Topic:</b> Ball Games</p> <p><b>Expectations:</b> A1.3, A3.1, B1.2, B1.4, B1.5</p> <p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Identify 3 ways to be active during the summer.</li> <li>• Follow all safety rules discussed in previous lessons.</li> <li>• Play swimming pool basketball without bumping into others.</li> <li>• Pass beach ball accurately.</li> <li>• Catch beach ball successfully.</li> </ul> <p><b>Activity Description:</b> Pair students and provide each</p>	
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<p>Provide each student with a checklist of all the steps required to perform a proper float. Students are to assess their partner's floats.</p> <p><b>Assessment:</b> Checklist: Peer Assessment</p> <ul style="list-style-type: none"> <li>Peer is using proper floatation techniques.</li> </ul>		<p>Inform students that they will be creating their own poster, which will feature 4 different good hygienic actions. They can use some of the proper hygiene practices that were discussed in class or come up with their own.</p> <p>Once students complete their posters, they will do a gallery walk where their peers will provide feedback orally.</p> <p><b>Assessment:</b> Peer Assessment: Feedback</p> <ul style="list-style-type: none"> <li>What do you like about the poster?</li> <li>What can be improved?</li> </ul> <p>Summative: Poster</p> <ul style="list-style-type: none"> <li>Was student able to show 4 different hygienic actions in the poster.</li> </ul>	<p>pair with a beach ball. Model how to use two hands to pass a beach ball while in the pool. Tell students that they are to practice passing and receiving the ball with their partner.</p> <p>Divide the class into small teams to play swimming pool basketball with the beach ball. Inform students that they are required to pass the ball to a teammate at least once before shooting.</p> <p>Ask students to come out of the pool and reflect on all the outdoor activities they participated during the prior 2 months. Pair students and have them brainstorm 3 activities they can participate in during the summer. Have them act out the 3 activities.</p> <p><b>Assessment:</b> Summative Checklist:</p> <ul style="list-style-type: none"> <li>Was student dramatizing 3 summer activities.</li> <li>Are students following water safety rules.</li> <li>Are students keeping a safe distance from others.</li> <li>Are students passing the ball</li> </ul>	
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			accurately. • Are students catching the ball.	
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