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| **Specialist Weekly Lesson Plan Form**     |  |  | | --- | --- | | **Teacher:  Lori Wells** | **Date: November 13-17** | | **Subject:   Physical Education** |  | |  |  |      |  |  |  |  | | --- | --- | --- | --- | | **Objectives** | **Activities/Materials** | Assessment |  | | **PreK** | **Prek**   * **Turkey Tango** | **PreK** |  | | **Kindergarten**  **Demonstrate an awareness of personal and general space while moving in different directions.  PE.K.1-P-1.2 - Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallop  PE.K.5-P-3.1  - Cooperate with another student or small group in sharing equipment and space to complete a task** | **Kindergarten:**  **Warm Up:**   * **Turkey Tango** * **Relay (mid assessment for locomotor progress)** * **Gallop, Slide, Leap** * **Bust-A-Move**   **levels  of movement- Low, Medium, high**   * **Parachute Math** * **moving under the parachute at different levels** * **scooters** | **Kindergarten**  **Teacher Observation**  **Student Participation** |  | | **First Grade**    **PE.1.1-P-1  Performs locomotor and non-locomotors skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges. PE.1.2-P-2.2 -- Identify various body parts and levels in performing physical activities. PE.1.2-P-2.3 -  - Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (alphabetize letters, counting, mass and weight, folk/line dance). PE.1.7-P-3.1 - - Show signs of excitement and willingly participate when exposed to new activities, skills, and movements.** | **First Grade**  **Warm Up:**   * **Turkey Tango** * **Bust-A-Move** * **Popcorn Groups**   **levels  of movement- Low, Medium, high**   * **Parachute Math (Popcorn)** * **moving under the parachute at different levels** | **First Grade**    **Teacher Observation**  **Student Participation** |  | | **Second grade**  **Second grade**  **PE.2.2-P-1.2 -- Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities ( Benchmark 1-P-2: Demonstrates ways to transfer body weight in a variety of situations alone or within a group.**    **GLEs 1-P-2.1 Balance on one, two, three, and four body parts on the ground and on objects. 1-P-2.2 Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support. 1-P-2.3 Jump from a variety of elevations and land using mature form (balanced knees and ankles flexed, absorbing force). 1-P-2.4 Demonstrate control in traveling, weight bearing, weight transfer, and balancing activities.** | * **Turkey Tag** * **Square Dance Mixer**   **Balance:**  **Center of Gravity**  **Static Balance**  **Paired Balance**  **Balancing objects: space walkers, feathers**  **Intergrated learning: Animal verb vocabulary:** **crouching, slithering, prowling, pouncing, flee, skulk, etc.** | **Second grade**  **Teacher Observation**  **Student Participation** |  | | **Third Grade PE.3.4-E-1 - - Identifies several activities related to each component of skill-related fitness.**  **PE.3.2-E-1 - - Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).**  **2-E-4- concepts of efficient and effective practice**  **5-E-3 works cooperatively with peers and teacher PE.3.1-E-3.5 - When using catching and throwing skills, demonstrate the ability to change directions and maintain balance, while the body is in motion with an object.** | **Third Grade**   * **Turkey Tag**   **Continue the over hand throw:**   * Throwing at various targets * leading the catcher   Force: Make predictions and analyzing how much force is needed to move and object.  Peer Evaluation  Gym lesson in the event of Rain: Legend of the Bluebonnet: Arts integration with classroom & music | **Third Grade**  **Teacher Observation**  **Student Participation** |  | | **Fourth Grade PE.4.5-E-3 - - Works cooperatively with teachers and peers to reach a common goal PE.4.5-E-4 -  - Exhibits independence and ability to succeed in groups** | **Fourth Grade**   * assign opera character * prep for opera | **Fourth Grade** |  | | **Fifth Grade**  **. Benchmark 2-E-1: Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).**    **GLEs 2-E-1.1 Identify with a partner or group through cooperative learning, subjects integrated in a specific activity and explain how it is integrated (e.g., walking using pedometers, calculating steps/mile, time; measuring heart rate with monitor). 2-E-1.2 Create and present to the class or group a game/activity that integrates learning with math, language arts, science, art, and/or social studies.**  **Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.**    **The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.**    **Benchmark 5-E-1: Demonstrates good sportsmanship and fair play in a variety of settings.**    **GLEs 5-E-1.1 Identify and model examples of good sportsmanship and fair play. 5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities.**    **Benchmark 5-E-2: Recognizes and avoids unsafe practices and situations.** | **Fifth Grade--**   Create A Game Group Project  \*\*Go over rubric for game creation and presentation | **Fifth Grade**  **Teacher Observation**  **Student Participation** |  | | **Safety/Other:**  **Watch for others while moving.**  **Keep equipment in personal space.** | | **Technology Integration ipad macbook Heos** | | | **Accommodations/Modifications/ Differential Instruction:**  **Modify activities for K/1st student with disabilities** | |     Standards PE.K.1-P-2.3, PE.K.1-P-2.4, PE.K.2-P-5.1, PE.K.3-P-1.1, PE.K.6-P-1.1, PE.K.6-P-3.1, PE.K.7-P-1.1, PE.K.7-P-3.1, PE.2.1-P-2.5, PE.2.2-P-4.1, PE.2.2-P-5.1, PE.2.3-P-1.1, PE.2.3-P-2.2, PE.2.3-P-3.1, PE.2.4-P-1.1, PE.2.4-P-1.2, PE.2.4-P-2.1, PE.2.4-P-3.1, PE.2.4-P-3.2, PE.2.4-P-4.1, PE.2.4-P-4.2, PE.2.6-P-1.1, PE.2.6-P-2.1, PE.2.6-P-3.1, PE.2.7-P-2.1, PE.2.7-P-2.2, PE.2.7-P-3.1, PE.3.1-E-3.1, PE.3.4-E-1.1, PE.3.4-E-1.2, PE.3.4-E-1.3, PE.3.4-E-2.1, PE.3.4-E-3.1, PE.3.4-E-3.2, PE.3.4-E-3.3, PE.3.4-E-3.4, PE.3.5-E-1.1, PE.3.5-E-1.2, PE.3.5-E-2.1, PE.3.5-E-2.2, PE.3.5-E-2.3, PE.3.5-E-2.4, PE.3.5-E-3.1, PE.3.5-E-4.2, PE.3.5-E-4.3, PE.3.5-E-5.1, PE.3.6-E-2.1, PE.3.6-E-2.2, PE.3.6-E-3.1, PE.3.6-E-3.2, PE.3.7-E-1.1, PE.3.7-E-1.2, PE.3.7-E-2.1, PE.3.7-E-2.2, PE.3.7-E-3.1, PE.3.7-E-4.1, PE.3.7-E-5.1, PE.4.1-E-2.1, PE.4.4-E-3.2, PE.4.5-E-1.1, PE.4.5-E-2.3, PE.4.5-E-2.4, PE.4.5-E-2.5, PE.4.5-E-3.1, PE.4.5-E-3.2, PE.4.5-E-4.1, PE.4.5-E-4.2, PE.4.5-E-4.3, PE.4.5-E-5.1, PE.4.6-E-1.1, PE.4.6-E-1.2, PE.4.6-E-1.3, PE.4.6-E-2.2, PE.4.6-E-2.3, PE.4.7-E-1.1, PE.4.7-E-2.1, PE.4.7-E-3.1, PE.4.7-E-4.1, PE.4.7-E-5.1, PE.4.7-E-5.2, PE.5.3-E-3.1, PE.5.3-E-3.2, PE.5.5-E-1.1, PE.5.5-E-2.1, PE.5.5-E-4.2, PE.5.5-E-4.3, PE.5.5-E-5.1, PE.5.5-E-5.2, PE.5.5-E-5.3, PE.5.6-E-1.1, PE.5.6-E-1.3, PE.5.6-E-2.1, PE.5.6-E-2.2, PE.5.6-E-2.3, PE.5.6-E-3.2, PE.5.6-E-3.3, PE.5.7-E-1.1, PE.5.7-E-1.2, PE.5.7-E-2.2, PE.5.7-E-3.1, PE.5.7-E-5.1, PE.5.7-E-5.2 |