

Specialist Weekly Lesson Plan Form

Teacher: Lori Wells	Date: April 24-28, 2017
Subject: Physical Education	

Objectives	Activities/Materials	Assessment
<p>Kindergarten</p> <p>PE.K.1-P-2.1 - [Grade Level Expectation] - Maintain balance on preferred and non-preferred leg in a variety of positions and levels for a minimum of five seconds</p> <p>PE.K.1-P-3.4 - [Grade Level Expectation] - Demonstrate the ability to kick a stationary object.</p> <p>PE.K.1-P-3.3 - [Grade Level Expectation] - Demonstrate the ability to catch a tossed ball using the hands and/or body</p>	<p>Kindergarten</p> <p>Warm up: Time to Move Critical Analysis of movement (I'm thinking of a movement....)</p> <p>Kick: Cues for kick step, bend, kick.</p> <ul style="list-style-type: none"> • Demonstrate body alignment and position. • Individual practice • Partner work- Partner calls cue- to kicking partner <p>Catch: Tracking and object: Review catching cues: Look reach grab Introduce tracking- moving to the object.</p> <p>Using various size objects have partners toss back and forth.</p> <p>Use launchers to aid tracking and catching</p>	<p>Kindergarten:</p> <p>Student participation teacher Assessment</p>
<p>First Grade:</p> <p>PE.1.1-P-3.5 - [Grade Level Expectation] - Strike an object upward continuously while using a variety of body parts and/or equipment.</p>	<p>First Grade</p> <p>Introduce tennis: Fun facts Continue from last week adding a tossing and partner element.</p> <ul style="list-style-type: none"> • attempt targeted direction (forehand and 	<p>First Grade:</p> <p>Student participation teacher Assessment</p>

<p>Second Grade:</p> <p>PE.2.1-P-2.4 - [Grade Level Expectation] - Demonstrate control in traveling, weight bearing, weight transfer, and balancing activities.</p> <p>PE.2.1-P-2.2 - [Grade Level Expectation] - Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support.</p> <p>PE.2.1-P-2.1 - [Grade Level Expectation] - Balance on one, two, three, and four body parts on the ground and on objects.</p>	<p style="text-align: center;">back hand)</p> <p>Second Grade:</p> <ul style="list-style-type: none"> Ball Handling Skills- moving ball with the inside/outside of the foot - Control kicks vs clearing kick 	<p>Second grade:</p> <p>Student participation teacher Assessment</p>
<p>Third Grade:</p> <p>-P-2.5 Demonstrate simple stunts that exhibit personal agility such as jumping, one and two foot takeoffs, and landing with good control.</p> <p>5-E-4.1 Cooperate with classmates by staying on task, taking turns, and sharing equipment. 5-E-4.2 Demonstrate responsible behavior in game/activity settings. 5-E-4.3 Utilize positive statements to encourage others in games and activities.</p> <p>6-E-2.2 Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.</p>	<p>Third Grade:</p> <p>Begin choregraphing Tinkling Routine</p>	<p>Third Grade:</p> <p>Student participation Project presentation</p>
<p>Fourth Grade:</p> <p>PE.4.5-E-1.2 - [Grade Level Expectation] - Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments).</p> <p>PE.4.1-E-2.1 - [Grade Level Expectation] - Demonstrate a combination of movement concepts while performing various skills</p>	<p>Fourth Grade:</p> <p>Hockey;</p> <p>Review hand position and stick handling skills and safety</p> <p>introduce passing and shooting</p> <p>Practice in partners. Play minute to win it</p>	<p>Fourth Grade:</p> <p>Student participation teacher Assessment</p>

Fifth Grade:

Suessical

Fifth Grade:

- **Cont'd Suessical character research**
- **character design**

Fifth Grade:

Other:

Attending Magnet Schools of America conference- April 26-30

Safety--

Keep blade of hockey stich below the waist at all times.

Watch for hockey sticks when retrieving pucks

keep toe on launcher at all times

Accommodations/Modifications/ Differential Instruction:

Accelerate and remediate when appropriate

Adapt lessons for ESS students

Technology Integration

Heos

video presentation

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