

Specialist Weekly Lesson Plan

Teacher: Lori Wells	Week of: August 28- September 3
Subject: Physical Education	

Objectives	Activities/Materials	Assessment
PreK General and Personal	Prek Listen and Move Scoops and Bean Bags	PreK
Kindergarten Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges	Kindergarten Continue protocol and moving on signals Personal and General Space Exploration Moving in Space – SLT(pretest) Cars Rolling an object (push/pull) --- 2 bowling pins and partner work Positional/Directional Vocabulary- Over, Across, Around, Beside, in front of, behind - using hoops	Kindergarten Teacher Observation Student Participation
First Grade PE.1.1-P-1.3 - Demonstrate selected non-locomotor skills (push, pull, bend, twist, stretch, turn) 3-P-3 (3-P-3.2) exhibits verbal and non verbal indicators of enjoyment PE.1.2-P-4.1 - [Grade Level Expectation] - Demonstrate	First Grade Gross Locomotor Skills Identification-" I'm thinking of a Movement" Cars	First Grade Teacher Observation Student Participation

<p>the ability to follow directions given the following movement vocabulary: high/low, close/far, alone/partner, curved, zigzag, right/left, clockwise/counter/clockwise</p>	<p>Rolling at a target. Groups of 3 Begin catching an object. Cues: grocery bags</p>	
<p>Second grade</p> <p>PE.2.1-P-3.1 - Roll a ball to a target using proper form. PE.2.1-P-3.3 - Catch an object above and below the waist using proper form.</p> <p>3-P-3 (3-P-3.2) exhibits verbal and non verbal indicators of enjoyment PE.2.5-P-3.1 -- Demonstrate cooperative interaction in small and large group activities without teacher interaction PE.2.2-P-1.2 -- Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (word analysis, math concepts such as addition and subtraction facts, science of spin, and geography)</p>	<p>Second grade Warm-Up:</p> <p>Group Cooperation: Working in a group to complete a task. Letters- I will write a letter on the dry erase board. Each group has a specified amount of time to form that letter with their body using everyone in their group. Rock. Paper scissors Fitness</p> <p>Working with a partner in space</p> <p>Rolling an object (push/pull)</p> <p>Rolling at a target- rolling at bowling pins and keeping track of how many pins were knocked down Begin catching- proprioception focus- Using grocery bags</p>	<p>Second grade</p> <p>Teacher Observation</p> <p>Student Participation</p>
<p>Third Grade</p> <p>PE.3.4-E-1 - - Identifies several activities related to each component of skill-related fitness.</p> <p>1-E-1.1/ 1-E-1.3- movement concepts & spatial awareness individual/pair/and groups PE.3.2-E-1 - - Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).</p> <p>2-E-4- concepts of efficient and effective practice</p> <p>5-E-3 works cooperatively with peers and teacher</p>	<p>Third Grade</p> <p>Rock, Paper, Scissors Fitness</p> <p>Bean Bag Grab It</p> <p>Activities crossing the mid line- Scarf juggling</p> <p>Begin 1st Skill-based concept- Reaction Time:</p> <ul style="list-style-type: none"> • Define • Practice • Measure using stopwatch (learn to use a stopwatch). "What information do those numbers provide) 	<p>Third Grade</p> <p>Teacher Observation</p> <p>Student Participation</p>

<p>Fourth Grade</p> <p>1-E-1.1 Demonstrate spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) individual/ partner, and group activities.</p> <p>Benchmark 2-E-3: Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height).</p>	<p>Fourth Grade</p> <p>Rock, Paper, Scissors Fitness</p> <p>Bean Bag Grab It</p> <p>Jumping project (group)</p> <ul style="list-style-type: none"> • Horizontal vs. Vertical • Measuring distance and height • Define Power? • Activities that require specific jumps? • Main body part needed to increase jumps? 	<p>Fourth Grade</p> <p>Teacher Observation</p> <p>Student Participation</p> <p>Formative assessment (Plicker cards)</p>
<p>Fifth Grade</p> <p>PE.5.1-E-1.7 - Exhibit smooth transitions from locomotor to non-locomotor while combining fundamental skills and movement concepts</p> <p>PE.5.1-E-3.3 -- Working with a group, demonstrate combinations of movements into sequences while using simple strategies.</p>	<p>Fifth Grade</p> <p>Muscular Fitness/ Cardiorespiratory Fitness</p> <p>Rock, Paper, Scissors Fitness</p> <p>Bean Bag Grab It</p> <p>Continue Ball handling skills</p> <p>Begin Name Design</p> <p>(</p>	<p>Fifth Grade</p> <p>Teacher Observation</p> <p>Student Participation</p> <p>Performance assessment</p>
<p>Safety/Other:</p> <p>Watch for others while moving.</p> <p>Keep equipment in personal space.</p>		<p>Technology Integration</p> <p>ipad</p> <p>macbook</p> <p>Heos</p> <p>smart screen</p> <p>Plicker cards</p>

Accommodations/Modifications/ Differential Instruction:	
Modify activities for K student with disabilities	

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