

Specialist Weekly Lesson Plan Form

Teacher: Lori Wells	Date: Feb 13-17 2017
Subject: Physical Education	

Objectives	Activities/Materials	Assessment
Kindergarten 1-P-3.1 Demonstrate the ability to strike an object using a variety of body parts 1-P-1.3 Demonstrate selected elements of space awareness movement concepts for levels and directions, such as low, medium, high, up/down, forward/backward, right/left, clockwise/counter-clockwise.	Kindergarten <ul style="list-style-type: none"> • Body Awareness • Striking Skills- directional intent • 100th Day Activities 	Kindergarten: <ul style="list-style-type: none"> • student participation • teacher observation • body identification checklist
First Grade: 1-P-1.1 Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, and skip). 1-P-1.2 Demonstrate clear contrasts between slow and fast movements traveling in different directions and in personal and general space without bumping into others or falling	First Grade: Sports through Time: Track and field <ul style="list-style-type: none"> • Sprinting • Hurdles • Relay • 100th Day Activities 	First Grade: <ul style="list-style-type: none"> • student participation • Teacher observation
Second Grade: 1-P-3.3 Catch an object above and below the waist using proper form. 1-P-2.4 Demonstrate control in traveling, weight bearing, weight transfer, and balancing activities. 1-P-1.1 Demonstrate mature form for locomotor	Second Grade: Proprioception <ul style="list-style-type: none"> • tracking an object • catching stations 	Second grade: <ul style="list-style-type: none"> • student participation • teacher observation

<p>skills (walk, run, jog, leap, jump, hop, slide, gallop, and skip).</p>		
<p>Third Grade:</p> <p>1-E-1.1 Demonstrate and understand the spatial awareness movement concepts (e.g., personal space, general space and boundaries) in individual/partner activities and group.</p> <p>1-E-3.2 Manipulate a variety of objects with different sizes, shapes and weights. (i.e.; dribbling/throwing a tennis ball or. dribbling/throwing a basketball; volleying with a beach ball or. a volleyball; catching a football or. a yarn ball) with control (correct force, opposition). 35 1-E-3.3 Individually develop combinations of movements into sequences while manipulating a variety of objects.</p>	<p>Third Grade:</p> <p>5 stages of the Overhand throw</p> <p>*side to target, *make a "T", * listen to the ball, *shift weight back, *step & throw, follow thru</p>	<p>Third Grade:</p> <ul style="list-style-type: none"> • student participation • written project
<p>Fourth Grade:</p> <p>3-E-1.1 Discuss the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition). 3-E-1.2 Identify the long-term impact of physical activity to one’s physical health. 3-E-1.3 Identify the long-term impact of physical activity to one’s emotional and psychological health (e.g., stress and mental health, depression, hurt feelings, anxiety, ability to concentrate).</p> <p>3-E-2.1 When given a list of activities, students will identify moderate and/or vigorous activities that provide pleasure and engage in activities provided in the community.</p>	<p>Fourth Grade:</p> <ul style="list-style-type: none"> • Finish Cardio Respiratory Project • Begin executing and analyzing phases of a run 	<p>Fourth Grade:</p> <ul style="list-style-type: none"> • student participation • teacher observation • Formal Assessment
<p>Fifth Grade:</p> <p>3-E-1.1 Identify and provide examples of the</p>	<p>Fifth Grade:</p> <ul style="list-style-type: none"> • Muscle Math 	<p>Fifth Grade:</p>

components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition). 52 3-E-1.2 Identify examples of the impact from daily choices of physical activity on one's physical health.

- **Review for Assessment**

- **student participation**
- **teacher observation**

Other:

Technology Integration

Ipads
Video presentation Jesse Owens

Accommodations/Modifications/ Differential Instruction:

Standards

PE.K.1-P-3.2, PE.K.1-P-3.3, PE.K.1-P-3.4, PE.K.2-P-2.1, PE.K.7-P-2.1, PE.K.7-P-2.2, PE.1.1-P-2.2, PE.1.1-P-3.3, PE.1.1-P-3.4, PE.1.1-P-4.1, PE.1.1-P-4.3, PE.2.1-

P-3.1, PE.2.1-P-3.2, PE.2.1-P-3.3, PE.2.1-P-3.4, PE.2.1-P-3.5, PE.3.1-E-3.2, PE.3.1-E-3.4, PE.3.1-E-3.5, PE.3.2-E-2.1, PE.3.2-E-2.2, PE.4.1-E-1.1, PE.4.1-E-1.2, PE.4.1-E-1.4, PE.4.1-E-1.5, PE.5.1-E-1.5, PE.5.1-E-1.6, PE.5.1-E-2.2, PE.5.1-E-4.1, PE.5.1-E-4.2, PE.5.1-E-4.3, PE.5.1-E-4.4, PE.5.2-E-2.1, PE.5.2-E-2.2, PE.5.2-E-2.3