

Lesson Plans for Week 10.17.16

Grade Level: Kindergarten  
 Subject/Concept: Volleying  
 Duration of lesson: 30 min

Day 1	Day 2
<p style="text-align: center;">Objectives/Benchmarks:</p> <p><b>Cognitive:</b> 2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements).                      TSWBAT recognize body parts when called out</p> <p><b>Psychomotor:</b> 1-P-3.5 Demonstrate the ability to throw an object underhand                      TSWBAT toss the beanbag 80% of the time using correct form.</p> <p><b>Affective:</b> 6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.                      TSWBAT respect others and their own personal space and participate with partners regardless of gender, disability, or ethnicity.</p>	<p style="text-align: center;">Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT recall the volleying cues while performing a task and moving in different directions.                      2-P-2.2 Demonstrate the ability to move directionally upon verbal cue</p> <p><b>Psychomotor-</b> TSWBAT count through 5.                      2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities.                      TSWBAT volley the balloon without it touching the ground 80% of the time.                      1-P-3.1 Demonstrate the ability to strike an object using a variety of body parts.</p> <p><b>Affective-</b> TSWBAT follow all directions when given.                      5-P-1.1 Follow rules, directions, and procedures from the instructor with reinforcement.</p>
<p style="text-align: center;">Procedures:</p> <p>Warm up: High Five Bank Account</p> <ol style="list-style-type: none"> <li>1. Partner Tossing</li> <li>2. Tossing Stations: toss into hula hoop, toss into basket, tossing into jug, assessment station</li> <li>3. Put all materials back up, clothespin up, and line up on green line</li> </ol>	<p style="text-align: center;">Procedures:</p> <p>Warm up: Toss 3</p> <ol style="list-style-type: none"> <li>1. Volley balloon to self sitting</li> <li>2. Volley balloon to self standing: toss and catch, hit and catch, toss and hit, hit with body parts</li> <li>3. Put all materials back up, clothespin up, and line up on green line</li> </ol>

Grade Level: 1st  
 Subject/Concept:  
 Duration of lesson: 30 min

Day 1	Day 2
<p>Objectives/Benchmarks:</p> <p><b>Cognitive:</b> 2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements).            TSWBAT recognize body parts when called out</p> <p><b>Psychomotor:</b> 1-P-3.5 Demonstrate the ability to throw an object underhand            TSWBAT toss the beanbag 80% of the time using correct form.</p> <p><b>Affective:</b> 6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.            TSWBAT respect others and their own personal space and participate with partners regardless of gender, disability, or ethnicity.</p>	<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT recall the volleying cues while performing a task and moving in different directions.            2-P-2.2 Demonstrate the ability to move directionally upon verbal cue</p> <p><b>Psychomotor-</b> TSWBAT count through 5.            2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities.            TSWBAT volley the balloon without it touching the ground 80% of the time.            1-P-3.1 Demonstrate the ability to strike an object using a variety of body parts.</p> <p><b>Affective-</b> TSWBAT follow all directions when given.            5-P-1.1 Follow rules, directions, and procedures from the instructor with reinforcement.</p>
<p>Procedures:</p> <p>Warm up: High Five Bank Account</p> <ol style="list-style-type: none"> <li>4. Volley balloon to self sitting</li> <li>5. Volley balloon to self standing: toss and catch, hit and catch, toss and hit, hit with body parts</li> <li>6. Put all materials back up, clothespin up, and line up on green line</li> </ol>	<p>Procedures:</p> <p>Warm up: Toss 3</p> <ol style="list-style-type: none"> <li>1. Directional hitting of balloon</li> <li>2. Partner Volleying- dominate and non-dominate hand</li> <li>3. How many hit can you do while staying on poly spot</li> <li>4. Put all materials back up, clothespin up, and line up on green line</li> </ol>

Grade Level: 2<sup>nd</sup> grade

Subject/Concept: Jumping/Hoping and Landing

Duration of lesson: 30 min

Day 1	Day 2
<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT count to 5 while completing other tasks. 2-P-1.2 Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities</p> <p><b>Psychomotor-</b> TSWBAT to jump using proper form, at different levels, 80% of the time. 1-P-2.3 Jump from a variety of elevations and land using mature form (balanced knees and ankles flexed, absorbing force).</p> <p><b>Affective-</b> TSWBAT to come into class and follow procedures throughout the whole class. 5-P-1.1 Follow rules, directions, and procedures from the instructor while participating in physical education.</p>	<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT recall the proper form on how to jump 1-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><b>Psychomotor-</b> TSWBAT to jump using proper form, at different levels, 80% of the time. 1-P-2.3 Jump from a variety of elevations and land using mature form (balanced knees and ankles flexed, absorbing force).</p> <p><b>Affective-</b> TSWBAT to come into class and follow procedures throughout the whole class. 5-P-1.1 Follow rules, directions, and procedures from the instructor while participating in physical education.</p>
<p>Procedures:</p> <ol style="list-style-type: none"><li>1. Warm up: High Five Bank Account</li><li>2. Teach how to jump and land</li><li>3. Lily Pad jumping- floor is water; want to stay out of water. Roll dice to see how many lily pads they have to jump</li><li>4. Put all materials back up, clothespin up, and line up on green line</li></ol>	<p>Procedures:</p> <ol style="list-style-type: none"><li>1. Warm up: Toss 3</li><li>2. Review how to properly land</li><li>3. Get in groups to practice jumps at different levels</li><li>4. Obstacle course: Jumping at different levels: low jumps (frogs) poly spot, medium jump (kangaroos) dome cone, high jump (deer) big cone</li><li>5. Put all materials back up, clothespin up, and line up on green line</li></ol>

Grade Level: 3<sup>rd</sup> Grade  
 Subject/Concept: Kicking  
 Duration of lesson: 30 min

Day 1	Day 2
<p style="text-align: center;">Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT to remember the verbal cues for kicking.            1-E-3.1 Identify and demonstrate the critical elements for manipulative skills.</p> <p><b>Psychomotor-</b> TSWBAT to use the inside or outside of the foot when kicking 80% of the time            1-E-3.1 Identify and demonstrate the critical elements for manipulative skills</p> <p><b>Affective-</b> TSWBAT work cooperatively in partners during class.            6-E-2.1 Cooperate with any child, with or without disabilities, in the class, as a partner or in group settings.</p>	<p style="text-align: center;">Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT recall the cues for kicking.            1-E-3.1 Identify and demonstrate the critical elements for manipulative skills.</p> <p><b>Psychomotor-</b> TSWBAT to use the inside or outside of the foot when kicking 80% of the time            1-E-3.1 Identify and demonstrate the critical elements for manipulative skills</p> <p><b>Affective-</b> TSWBAT work with others at stations in a cooperative manner.            6-E-2.2 Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.</p>
<p>Procedures:</p> <ol style="list-style-type: none"> <li>5. Warm up: High Five Bank Account</li> <li>6. Finish reaction time project</li> <li>7. Tic-Tac-Toe reaction time</li> <li>8. Form of kicking</li> <li>9. Partner kicking using dominant foot</li> <li>10. Partner kicking using non-dominant foot</li> <li>11. Put all materials back up, clothespin up, and line up on green line</li> </ol>	<p>Procedures:</p> <ol style="list-style-type: none"> <li>6. Warm up: Toss 3 using kicking</li> <li>7. Stations: soccer bowling, zigzag dribbling, assessment station, soccer archery through the cones.</li> <li>8. Students must remember which station they left off at for the next class.</li> <li>9. Put all materials back up, clothespin up, and line up on green line</li> </ol>

Grade Level: 5<sup>th</sup>  
 Subject/Concept: Fitness  
 Duration of lesson: 30 min

Day 1	Day 2
<p>Objectives/Benchmarks:</p> <p><b>Psychomotor:</b> TSWBAT create own movement skills and perform for teacher.            1-E-2.1 Demonstrate a combination of movement concepts while performing various skills</p> <p><b>Cognitive:</b> TSWBAT to provide constructive feedback on his/her own movements and others movements.            2-E-4.3 Demonstrate how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p><b>Affective:</b> TSWBAT to maintain spatial awareness during practice of ball handling skills.            1-E-1.1 Apply spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) while demonstrating basic game play strategies in individual and group activities.</p>	<p>Objectives/Benchmarks:</p> <p><b>Cognitive-</b> TSWBAT give and accept constructive feedback to other students on fitness exercises            5-E-5.2 Provide appropriate feedback on skill performance to a partner in a positive manner and apply to enhance performance.</p> <p><b>Psychomotor-</b> TSWBAT measure the effects of fitness when engaging in physical activity 80% of the time            4-E-1.5 Identify and measure the physiological indicators associated with moderate physical activity and adjust participation/effort in isolated settings.</p> <p><b>Affective:</b> TSWBAT to maintain spatial awareness during warm up            1-E-1.1 Apply spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) while demonstrating basic game play strategies in individual and group activities.</p>
<p>Procedures:</p> <ol style="list-style-type: none"> <li>12. Warm up: High Five Bank Account</li> <li>13. Finish skills testing</li> <li>14. Finish writing name design</li> <li>15. Test on name design</li> <li>16. Dribble Tag</li> <li>17. Put all materials back up, clothespin up, and line up on green line</li> </ol>	<p>Procedures:</p> <ol style="list-style-type: none"> <li>10. Warm up: Restaurant War</li> <li>11. Teach 5 components of fitness: cardiovascular endurance, muscle endurance, muscle strength, flexibility, and body comp.</li> <li>12. Ways to enhance each component</li> <li>13. Fitness circuit: stretching, walk/run station, Dumbbell station, jumping station</li> <li>14. Put all materials back up, clothespin up, and line up on green line</li> </ol>

