

Specialist Weekly Lesson Plan Form

Teacher: Lori Wells	Date: March 20-24, 2017
Subject: Physical Education	

Objectives	Activities/Materials	Assessment
<p>Kindergarten</p> <p>PE.K.1-P-3.4 - [<i>Grade Level Expectation</i>] - Demonstrate the ability to kick a stationary object.</p> <p>PE.K.1-P-2.1 - [<i>Grade Level Expectation</i>] - 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.2-P-1.2 - [<i>Grade Level Expectation</i>] - Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements).</p>	<p>Kindergarten</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-1.1 - [<i>Grade Level Expectation</i>] - Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, and skip).</p> <p>PE.1.1-P-3.4 - [<i>Grade Level Expectation</i>] - Move to</p>	<p>First Grade:</p> <p>Focus: Kicking a moving ball. Moving and kicking a stationary ball Differentiate the difference and need for</p>	<p>First Grade:</p> <p>Student participation Teacher Assessment</p>

Mon 04/04/16

<p>approach a stationary ball and kick it. PE.1.2-P-2.3 - [Grade Level Expectation] - 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</p>	<p>different kicks Distance and guided kicks</p>	
<p>Second Grade: PE.2.1-P-3.8 - [Grade Level Expectation] - Dribble a ball continuously while moving both feet. PE.2.2-P-1.2 - [Grade Level Expectation] - 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:</p> <ul style="list-style-type: none"> Focus: Kicking a moving ball. Moving and kicking a stationary ball Differentiate the difference and need for different kicks Incorporate defense/protecting the ball 	<p>Second grade: Student participation Teacher Assessment</p>
<p>Third Grade: PE.3.5-E-1.1 - [Grade Level Expectation] - Identify and model examples of good sportsmanship and fair play. PE.3.1-E-3 - Exhibits ability to manipulate objects in games and lead-up activities (e.g., engages in simple games requiring manipulative skills).</p>	<p>Third Grade:</p> <ul style="list-style-type: none"> Tinkling <p>Basic steps and pole etiquette</p>	<p>Third Grade: Student participation Teacher Assessment</p>
<p>Fourth Grade: PE.4.1-E-3 - [Benchmark] - Exhibits ability to manipulate objects with fundamental motor skills necessary to participate in games and lead-up activities (e.g., engages in simple games requiring manipulative skills). PE.4.1-E-3.1 - [Grade Level Expectation] - Apply knowledge of selected critical elements while performing movement concepts and selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, throw and volley in individual and group settings.</p>	<p>Fourth Grade:</p> <ul style="list-style-type: none"> Basketball Skills <p>Naismith (1891), Sara Bergen (1892), Carol Baer introduces women’s basketball to New Orleans Women’s College (1893)</p> <p>Shooting Form— Dribbling Shooting Passing Card Sharks (math integration) Lead Up Games</p>	<p>Fourth Grade: Student participation Teacher Assessment</p>
<p>Fifth Grade:</p>	<p>Fifth Grade:</p> <ul style="list-style-type: none"> Suessical makeup design and 	<p>Fifth Grade:</p>

	application	Student participation Teacher Assessment
Other: Sharing Sessions- Monday G5, Tuesday G4, Wednesday G2, Thursday G1 LSU Students on March 23		Technology Integration Video presentation of traditional tinkling
Accommodations/Modifications/ Differential Instruction:		ipad heos Redcat

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

Tue 04/05/16

Wed 04/06/16

Thu 04/07/16

Fri 04/08/16