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| **Specialist Weekly Lesson Plan Form**

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| **Teacher:  Lori Wells** | **Date: November 13-17** |
| **Subject:   Physical Education** |   |
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| **Objectives** | **Activities/Materials** | Assessment |   |
| **PreK** | **Prek*** **Turkey Tango**
 | **PreK** |   |
| **Kindergarten****Demonstrate an awareness of personal and general space while moving in different directions.PE.K.1-P-1.2 - Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallopPE.K.5-P-3.1  - Cooperate with another student or small group in sharing equipment and space to complete a task** | **Kindergarten:****Warm Up:*** **Turkey Tango**
* **Relay (mid assessment for locomotor progress)**
* **Gallop, Slide, Leap**
* **Bust-A-Move**

**levels  of movement- Low, Medium, high*** **Parachute Math**
* **moving under the parachute at different levels**
* **scooters**

 | **Kindergarten****Teacher Observation****Student Participation** |   |
| **First Grade** **PE.1.1-P-1  Performs locomotor and non-locomotors skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.PE.1.2-P-2.2 -- Identify various body parts and levels in performing physical activities.PE.1.2-P-2.3 -  - 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).PE.1.7-P-3.1 - - Show signs of excitement and willingly participate when exposed to new activities, skills, and movements.** | **First Grade****Warm Up:*** **Turkey Tango**
* **Bust-A-Move**
* **Popcorn Groups**

**levels  of movement- Low, Medium, high*** **Parachute Math (Popcorn)**
* **moving under the parachute at different levels**
 | **First Grade****Teacher Observation****Student Participation** |   |
| **Second grade****Second grade****PE.2.2-P-1.2 -- Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (Benchmark 1-P-2: Demonstrates ways to transfer body weight in a variety of situations alone or within a group.** **GLEs 1-P-2.1 Balance on one, two, three, and four body parts on the ground and on objects. 1-P-2.2 Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support. 1-P-2.3 Jump from a variety of elevations and land using mature form (balanced knees and ankles flexed, absorbing force). 1-P-2.4 Demonstrate control in traveling, weight bearing, weight transfer, and balancing activities.**  | * **Turkey Tag**
* **Square Dance Mixer**

**Balance:****Center of Gravity****Static Balance****Paired Balance****Balancing objects: space walkers, feathers****Intergrated learning: Animal verb vocabulary:****crouching, slithering, prowling, pouncing, flee, skulk, etc.** | **Second grade****Teacher Observation****Student Participation** |   |
| **Third GradePE.3.4-E-1 - - Identifies several activities related to each component of skill-related fitness.****PE.3.2-E-1 - - Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).****2-E-4- concepts of efficient and effective practice****5-E-3 works cooperatively with peers and teacherPE.3.1-E-3.5 - When using catching and throwing skills, demonstrate the ability to change directions and maintain balance, while the body is in motion with an object.** | **Third Grade*** **Turkey Tag**

**Continue the over hand throw:** * Throwing at various targets
* leading the catcher

Force: Make predictions and analyzing how much force is needed to move and object.Peer EvaluationGym lesson in the event of Rain: Legend of the Bluebonnet: Arts integration with classroom & music | **Third Grade****Teacher Observation****Student Participation** |   |
| **Fourth GradePE.4.5-E-3 - - Works cooperatively with teachers and peers to reach a common goalPE.4.5-E-4 -  - Exhibits independence and ability to succeed in groups** | **Fourth Grade*** assign opera character
* prep for opera
 | **Fourth Grade** |   |
| **Fifth Grade****. Benchmark 2-E-1: Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).** **GLEs 2-E-1.1 Identify with a partner or group through cooperative learning, subjects integrated in a specific activity and explain how it is integrated (e.g., walking using pedometers, calculating steps/mile, time; measuring heart rate with monitor). 2-E-1.2 Create and present to the class or group a game/activity that integrates learning with math, language arts, science, art, and/or social studies.****Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.** **The intent of this standard is to develop activity-specific safe practices, rules, procedures and etiquette.** **Benchmark 5-E-1: Demonstrates good sportsmanship and fair play in a variety of settings.** **GLEs 5-E-1.1 Identify and model examples of good sportsmanship and fair play. 5-E-1.2 Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities.** **Benchmark 5-E-2: Recognizes and avoids unsafe practices and situations.**  | **Fifth Grade--** Create A Game Group Project\*\*Go over rubric for game creation and presentation | **Fifth Grade****Teacher Observation****Student Participation** |   |
| **Safety/Other:****Watch for others while moving.****Keep equipment in personal space.** | **Technology IntegrationipadmacbookHeos** |
| **Accommodations/Modifications/ Differential Instruction:****Modify activities for K/1st student with disabilities** |

StandardsPE.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 |