

Specialist Weekly Lesson Plan Form

Teacher: Lori Wells	Week of: October 10-14
Subject: Physical Education	

Objectives	Activities/Materials	Assessme
PreK General Space exploration	Prek Rhythmic patterns Striking skills	PreK
Kindergarten Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges Demonstrate an awareness of personal and general space while moving in different directions. PE.K.1-P-3.3 - - Demonstrate the ability to catch a tossed ball using the hands and/or body	Kindergarten: Continue protocol and moving on signals Continue underhand toss	Kindergarten Teacher Obse Student Partic
First Grade PE.1.1-P-3.1 - - Demonstrate the underhand and overhand throw patterns. 3-P-3 (3-P-3.2) exhibits verbal and non verbal indicators of enjoyment	First Grade Continue Locomotor skills using different apparatus: Out in the Garden- Walk-silts Crawl- tunnel Jump- trampoline Leap-Hurdles Weather Ribbons- Patterns	First Grade Teacher Obse Student Participation and Oral asse
Second grade 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) PE.2.1-P-3.5 - - Strike an object upward continuously while using a short handed paddle or racket. PE.2.1-P-3.6 - Strike an object using a long-handled implement (e.g., underhand, sidearm, or overhand).	Continue proprioception: Striking and object first with hand then with extension Begin mini production prep Begin mini production prep	Second grade Teacher Obse Student Partic
Third Grade PE.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	Third Grade Cardiorespiratory Fitness • Not in my backyard • greater than less than tag game Begin 1st Skillbased concept- Reaction Time: • Practice speed stacking. Timed practice	Third Grade Teacher Obse Student Partic

<p>aces or events). 2-E-4- concepts of efficient and effective practice 5-E-3 works cooperatively with peers and teacher</p>	<ul style="list-style-type: none"> • Continue: timing/recording/graphing reaction time trials 	
<p>Fourth Grade PE.4.5-E-3 - - Works cooperatively with teachers and peers to reach a common goal PE.4.5-E-4 - - Exhibits independence and ability to succeed in groups</p>	<p>Fourth Grade Begin Creating an Original Opera <ul style="list-style-type: none"> • non- realistic makeup design </p>	Fourth Grade
<p>Fifth Grade PE.5.1-E-1.7 - Exhibit smooth transitions from locomotor to non-locomotor while combining fundamental skills and movement concepts 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 Warm Up</p> <p>Continue Formal Assesment for Ball Handling Skills Begin 2nd part of project--Unique Name Design</p> <p>Peer Assesment and Teaching should contie during this time</p>	Fifth Grade Teacher Obse Student Participation assessment
<p>Safety/Other: Watch for others while moving. Keep equipment in personal space. Wednesday, October First Grade Field Trip: Bodyology Presented by Slim Goodbody</p>		Technology Integration ip os smart scre stop watch
<p>Accommodations/Modifications/ Differential Instruction: Modify activities for K/1st student with disabilities</p>		

I. Objective

- a. Cognitive: 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).
 - i. TSWBAT recognize body parts when called out
- b. Psychomotor: 1-P-3.5 Demonstrate the ability to throw an object underhand
 - i. TSWBAT toss the object 80% of the time using correct form.
- c. Affective: 6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.

- i. TSWBAT respect others and their own personal space and participate with partners regardless of gender, disability, or ethnicity.

II. Introduction

1. 10 min: Buzzy Bee: Students will be paired up. They must move around the gym separately, buzzing and pretending they are bees. The teacher will call out “Buzzy Bee, Buzzy Bee touch (body part). After the phrase is called out, the students must run back to find their partners and touch whatever body part together.

III. Procedures/Activities/Experiences/Concept Development

- a. 2 min: Review safety issues
- b. 2 min: Review the concept of tossing: tick, step, toss.
- c. The teacher will count off students into 4 groups. 4 stations will be set up: hula-hoop toss, tossing into a basket, tossing into a jug with a partner, and assessment station. The ones will go to the hula-hoop station, 2s go to tossing in basket, 3s will toss into jugs, and 4s will start at the testing station. Students will remain at station for 5 min then rotate clockwise.
- d. Students have to remember where they were for the next time they come to PE.
- e. 5 min: TSW return all material back where they got it. Place their clothespin back on the chart, and line up on the back line.

IV. Differentiation

- a. Students may toss higher or use a different object to toss with. Students can toss at a target that is stationary or moving

V. Closure/Confirm

- a. After the students put their material up, they must stop at the teacher and show them how their hands and feet should be when tossing and repeat the words “tick, step, toss”

VI. Assessment/Evaluation

- a. The teacher will walk around ensuring students are using proper form and stepping with the correct foot

VII. Materials List

- a. Hula-hoops
- b. Pony tails
- c. Bean bags
- d. Jugs

VIII. Technology used

- a. Ipad
- b. Music Speaker

IX. Accommodations/Modifications/Individual Differences/Learner’s Needs

- a. Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities

X. Objective

- a. Cognitive: 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).
 - i. TSWBAT recognize body parts when called out
- b. Psychomotor: 1-P-3.5 Demonstrate the ability to throw an object underhand
 - i. TSWBAT toss the beanbag 80% of the time using correct form.
- c. Affective: 6-P-2.1 Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.
 - i. TSWBAT respect others and their own personal space and participate with partners regardless of gender, disability, or ethnicity.

XI. Introduction

- a. Time to Move: Students will be shown what to do before the song comes on. Students will march in place first until the words start. They will jump, roll shoulders, roll head, stretch left, and stretch right. They will march around then go back to their purple line and wait for the song to sing again.

XII. Procedures/Activities/Experiences/Concept Development

- a. 2 min: Review safety issues
- b. 5 min: Review the concept of tossing: tick, step, toss . Students will put their dominant hand on top of their head and their opposite foot out. The teacher will place a pony tail on their hand and foot so they know which hand to toss with and which foot to step with. Walk the students through the movements with them repeating after me.
- c. 10 min: TSW match up with a partner and practice tossing and catching with a partner. They will place their poly spot 3 steps away from each other. One person will hold a hula-hoop from the side. The other person will practice, using the 3 words, tossing a beanbag into the hula-hoop. They will then switch partners.
- d. TSW return all material back where they got it.

XIII. Differentiation

- a. Students may toss higher or use a different object to toss with. Students can take steps further back or closer to partner

XIV. Closure/Confirm

- a. After the students put their material up, they must stop at the teacher and show them how their hands and feet should be when tossing and repeat the words “tick, step, toss”

XV. Assessment/Evaluation

- a. The teacher will walk around ensuring students are using proper form and stepping with the correct foot

XVI. Materials List

- a. Poly spots
- b. Beanbags
- c. Hula-hoops

XVII. Technology used

- a. Ipad
- b. Music Speaker

XVIII. Accommodations/Modifications/Individual Differences/Learner's Needs

- a. Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities