

## Specialist Weekly Lesson Plan Form

Teacher: Lori Wells	Week of: October 16-20
Subject: Physical Education	

Objectives	Activities/Materials	Assessment
<b>PreK</b>  Rules and movement in general space	<b>Prek</b>	<b>PreK</b>
<b>Kindergarten</b>  Demonstrate an awareness of personal and general space while moving in different directions. PE.K.2-P-1.1 -] - Identify parts of the body (e.g. head, knee, shoulder, back, elbow, hips, and ankle)	<b>Kindergarten:</b>  WarmUp:  Corduroy Bear Fishing  Focus:  Begin levels of movement- Low, Medium, high using the scooters	<b>Kindergarten</b>  Teacher Observation  Student Participation
<b>First Grade</b>  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	<b>First Grade</b>  Warm Up: Gathering Nuts for the winter 4 corners  Focus Skill Kicking- Kicker stationary, approaches a moving	<b>First Grade</b>  Teacher Observation  Student Participation Performance and Oral assessment

	<p>object- Kicking for Distance</p> <p>Games: King of the Cones</p>	
<p><b>Second grade</b></p> <p>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)</p>	<p><b>Warm Up –</b></p> <p>Gathering Nuts for the winter 4 corners</p> <p><b>Review kicking- distance, accuracy</b> Toe kicks/ inside and outside of foot kicks Eye/Foot coordination Kicker moving to a stationary object Kicker approaching a moving object</p>	<p><b>Second grade</b></p> <p>Teacher Observation</p> <p>Student Participation</p>
<p><b>Third Grade</b></p> <p>PE.3.4-E-1 - - Identifies several activities related to each component of skill-related fitness.</p> <p>PE.3.2-E-1 - - Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).</p> <p>2-E-4- concepts of efficient and effective practice</p> <p>5-E-3 works cooperatively with peers and teacher</p> <p>PE.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.</p>	<p><b>Third Grade</b></p> <p>Warm Up</p> <p>Mrs. Nelson has a Field Day</p> <p>Strategic Games</p> <ul style="list-style-type: none"> <li>Capture the Flag</li> </ul>	<p><b>Third Grade</b></p> <p>Teacher Observation</p> <p>Student Participation</p> <p>Project Evaluation</p> <p>Formal assessment of reaction time</p>
<p><b>Fourth Grade</b></p> <p>PE.4.5-E-3 - - Works cooperatively with teachers and peers to reach a common goal</p> <p>PE.4.5-E-4 - - Exhibits independence and ability to succeed in groups</p>	<p><b>Fourth Grade</b></p> <p>Begin Creating an Original Opera</p> <ul style="list-style-type: none"> <li>character design</li> </ul>	<p><b>Fourth Grade</b></p>
<p><b>Fifth Grade</b></p> <p>PE.5.1-E-1.7 - Exhibit smooth transitions from locomotor to non-locomotor while combining fundamental skills and movement concepts</p>	<p><b>Fifth Grade—</b></p>	<p><b>Fifth Grade</b></p>

**PE.5.1-E-3.3 -- Working with a group, demonstrate combinations of movements into sequences while using simple strategies.**

**PE.5.1-E-3.1 -] - Apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills using strategies.**

**Warm Up**

Maze Tag

**Gathering Nuts for the winter**

**Review cues for overhead throw regardless of object being thrown**

**Continue the over hand throw:**

1. Side to target
2. make a T
3. listen to the ball
4. shift weight back
5. step and throw

**follow thru**

**Cues: Four T's**

1. T
2. Twist
3. Throw
4. Through

**Teacher Observation**

**Student Participation**

**Peer Assessment**

**Safety/Other:**

**Watch for others while moving.**

**Keep equipment in personal space.**

**\*\*K- Keep partner safe on the scooter. Do not run with the scooter**

**\*\*\*\*some lessons are continuation from last week due to sharing sessions. This week faces some of the same issues.**

**Accommodations/Modifications/ Differential Instruction:**

**Technology Integration**

**ipad  
Heos  
smart screen**

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