

**Specialist Weekly Lesson Plan Form**

<b>Teacher: Lori Wells</b>	<b>Week of: September 19-24</b>
<b>Subject: Physical Education</b>	

<b>Objectives</b>	<b>Activities/Materials</b>	<b>Assessment</b>
<b>PreK</b>	<p>Prek</p> <p>What do you see? Rolling</p>	<p>PreK</p> <p>Teacher Observation</p> <p>Student Participation</p>
<p><b>Kindergarten</b></p> <p>Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges</p>	<p>Kindergarten</p> <p>What do You See</p> <p>Introduce gallop/jump vs hop</p> <p>Focus:</p> <p>Rolling to a target</p> <p>Begin Catch</p>	<p>Kindergarten</p> <p>Teacher Observation</p> <p>Student Participation</p>
<p><b>First Grade</b></p> <p>PE.1.1-P-1.3 - Demonstrate selected non-locomotor skills (push, pull, bend, twist, stretch, turn)</p> <p>3-P-3 (3-P-3.2) exhibits verbal and non verbal indicators of enjoyment</p> <p>PE.1.2-P-4.1 - [Grade Level Expectation] - Demonstrate the ability to follow directions given the following movement vocabulary: high/low, close/far, alone/partner, curved, zigzag, right/left, clockwise/counter/clockwise</p>	<p>First Grade</p> <p>In/Out/around</p> <p>Time To Move</p> <p>Focus</p> <p>Underhand Toss</p>	<p>First Grade</p> <p>Teacher Observation</p> <p>Student Participation</p>

Mon 09/12/16

	<p><b>Tossing Stations</b></p> <p>Tossing Cues: Tick, step, toss</p> <p>Physical Focus: Palm Up—Stepping in opposition</p>	
<p><b>Second grade</b></p> <p>PE.2.1-P-3.4 -Catching a thrown object with 2 hands. Displaying proper hand placement based on elevation point of airborne object</p> <p>3-P-3 (3-P-3.2) exhibits verbal and non verbal indicators of enjoyment</p>	<p><b>Second grade</b></p> <p><b>Warm-Up:</b></p> <p><b>Focus</b></p> <p>Proprioception</p> <p>Catch---- Tracking and Object</p>	<p><b>Second grade</b></p> <p><b>Teacher Observation</b></p> <p><b>Student Participation</b></p>
<p><b>Third Grade</b></p> <p>1-E-1.1/ 1-E-1.3- movement concepts &amp; spatial awareness individual/pair/and groups</p> <p>2-E-4- concepts of efficient and effective practice</p> <p>5-E-3 works cooperatively with peers and teacher</p> <p>3-E-4 Physically Fit Lifestyle Components</p>	<p><b>Third Grade</b></p> <p>Cardio warm ups-</p> <p>Coconuts</p> <p>Color me Fit</p> <p>Focus</p> <p>Begin First Skill Related Concept-Reaction Time</p>	<p><b>Third Grade</b></p> <p><b>Teacher Observation</b></p> <p><b>Student Participation</b></p>
<p><b>Fourth Grade</b></p> <p>PE.4.5-E-3 - [Benchmark] - Works cooperatively with teachers and peers to reach a common goal</p> <p>PE.4.5-E-4 - [Benchmark] - Exhibits independence and ability to succeed in groups</p>	<p><b>Fourth Grade</b></p> <p><b>Continue Unified Design</b></p> <ul style="list-style-type: none"> <li>• Color, Line, Shape</li> <li>• Divide Into Crews</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</p>	<p><b>Fifth Grade</b></p>	<p><b>Fifth Grade</b></p>

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.

Coconuts

Color Me Fit

Focus

Continue Ball handling skills

Teacher Observation

Student Participation

Other:

Watch for others while moving.

Keep equipment in personal space.

Safety Protocol for Launchers

Practice lock down and fire drill procedures

Technology Integration

ipad

macbook

Accommodations/Modifications/ Differential Instruction:

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 09/13/16

Wed 09/14/16

Thu 09/15/16

Fri 09/16/16