

Specialist Weekly Lesson Plan

Teacher: Lori Wells	Week of: September 11-15
Subject: Physical Education	

Objectives	Activities/Materials	Assessment
<p>PreK</p> <p>General and Personal</p>	<p>Prek</p> <p>Catching Scarves</p>	<p>PreK</p> <p>Teacher Observation</p> <p>Student Participation</p>
<p>Kindergarten</p> <p>1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.</p> <p>1-P-3.3 Demonstrate the ability to catch a tossed ball using the hands and/or body</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</p>	<p>Kindergarten</p> <p>Continue protocol and moving on signals</p> <p>Magician's Hat- Locomotor Practice</p> <p>Time To Move- Lee Campbell Towell</p> <p>Catching- To self/ with a partner (two hand toss)_</p> <p>Toss: Cues – Tick, Step, Toss</p> <p>Catching Cues: Look, Reach, Grab</p> <p>Ongoing- Positional/Directional Vocabulary- Over, Across, Around, Beside, in front of, behind - using hoops</p>	<p>Kindergarten</p> <p>Teacher Observation</p> <p>Student Participation</p>
<p>First Grade</p> <p>1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.</p>	<p>First Grade</p> <p>Magician's Hat- Locomotor Practice</p> <p>Time To Move- Lee Campbell Towell</p>	<p>First Grade</p> <p>Teacher Observation</p> <p>Student Participation</p>

<p>1-P-3.3 Catch and gently throw an object from self or another person.</p> <p>1-P-1: Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.</p>	<p>Catching- To self/ with a partner (two hand toss)_</p> <p>Toss: Cues – Tick, Step, Toss</p> <p>Cues: Look, Reach, Grab</p> <p>Launchers with animals and bean bags</p>	
<p>Second grade</p> <p>1-P-1: Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.</p> <p>1-P-1.2 Demonstrate locomotor skills combining two or more while using different levels, tempo, directions, and pathways.</p> <p>1-P-3.3 Catch an object above and below the waist using proper form.</p>	<p>Second grade</p> <p>Warm-Up:</p> <p>1-2-3 switch- Cardio fitness</p> <p>Meet in the Middle- Listen and cardiorespiratory activity</p> <p>Begin catching- proprioception focus- Using grocery bags</p> <p>Tracking an object- self, partner, group</p> <p>Launchers:</p>	<p>Second grade</p> <p>Teacher Observation</p> <p>Student Participation</p>
<p>Third Grade</p> <p>PE.3.4-E-1 - - Identifies several activities related to each component of skill-related fitness.</p> <p>1-E-1.1/ 1-E-1.3- movement concepts & spatial awareness individual/pair/and groups</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>Third Grade</p> <p>1-2-3 switch- Cardio fitness</p> <p>Meet in the Middle- Listen and cardiorespiratory activity</p> <p>Continue Reaction Time Project</p> <ul style="list-style-type: none"> • Define • Practice • Measure using stopwatch (learn to use a stopwatch). "What information do those numbers provide) 	<p>Third Grade</p> <p>Teacher Observation</p> <p>Student Participation</p> <p>Assessed Group Project</p>

<p>Fourth Grade</p> <p>1-E-1.1 Demonstrate spatial awareness movement concepts for location (e.g., personal space, general space and boundaries) individual/ partner, and group activities.</p> <p>Benchmark 2-E-3: Recognizes and describes critical elements of more complex movement patterns (e.g., describes the use of the arms, as well as the legs, in performing jumping for distance and height).</p>	<p>Fourth Grade</p> <p>1-2-3 switch- Cardio fitness</p> <p>Meet in the Middle- Listen and cardiorespiratory activity</p> <p>Jumping project (group)</p> <ul style="list-style-type: none"> • Horizontal vs. Vertical • Measuring distance and height • Define Power? • Activities that require specific jumps? • Main body part needed to increase jumps? <p>** video presentation on power</p>	<p>Fourth Grade</p> <p>Teacher Observation</p> <p>Student Participation</p> <p>Formative assessment (Plicker cards)</p>
<p>Fifth Grade</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>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>1-2-3 switch- Cardio fitness</p> <p>Meet in the Middle- Listen and cardiorespiratory activity</p> <p>Continue Testing</p> <p>Begin Name Design</p>	<p>Fifth Grade</p> <p>Teacher Observation</p> <p>Student Participation</p> <p>Performance assessment</p> <p>Name Design Project</p>
<p>Safety/Other:</p> <p>Watch for others while moving.</p> <p>Keep equipment in personal space.</p> <p>Safety Rules for Launchers</p> <p>Arts In Education Week: Wells/Davis—Drumfit at recess</p>		<p>Technology Integration</p> <p>ipad</p> <p>macbook</p> <p>Heos</p> <p>smart screen</p> <p>Plicker cards</p>

Accommodations/Modifications/ Differential Instruction:

Modify activities for K student with disabilities