

Specialist Weekly Lesson Plan Form

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| Teacher: Lori Wells | Week of: September 18-22 |
| Subject: Physical Education | |

| Objectives | Activities/Materials | Assessment |
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| <p>PreK</p> <p>Rolling</p> | <p>Prek</p> | <p>PreK</p> |
| <p>Kindergarten</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>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</p> | <p>Kindergarten: Continue protocol and moving on signals</p> <p>WarmUp: Peanut Butter Jelly, Patterns Begin Catch: critical Cues: Tossing- Tick-step toss</p> <p>Striking- Drop, strike, catch</p> <p>Determine hand placement to make Balloon travel in desired direction</p> <p>Balance</p> | <p>Kindergarten</p> <p>Teacher Observation</p> <p>Student Participation</p> |
| <p>First Grade</p> <p>PE.1.1-P-3.1 - - Demonstrate the underhand and overhand throw patterns.</p> <p>3-P-3 (3-P-3.2) exhibits verbal and non verbal indicators of enjoyment</p> | <p>First Grade</p> <p>Warm Up: Peanut Butter Jelly Time</p> <p>Revisit Toss: Critical cue: Release point- Palm Up arm extended. Stepping with opposite foot. Tossing stations- Five different tossing stations. One station will be a formal assessment station. Looking for the 3 elements of a toss</p> | <p>First Grade</p> <p>Teacher Observation</p> <p>Student Participation Performance and Oral assessment</p> |

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| <p>Second grade</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>PE.2.1-P-3.5 - - Strike an object upward continuously while using a short handed paddle or racket.</p> <p>PE.2.1-P-3.6 - Strike an object using a long-handled implement (e.g., underhand, sidearm, or overhand).</p> | <p>Striking and object first with hand then with extension</p> <p>Begin mini production prep</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>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>Exercise by the Numbers</p> <p>Begin 1st Skill-based concept- Reaction Time:</p> <ul style="list-style-type: none"> • Finish Reaction Time project | <p>Third Grade</p> <p>Teacher Observation</p> <p>Student Participation</p> <p>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</p> | <p>Fifth Grade</p> | <p>Fifth Grade</p> |

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| <p>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>Muscular Fitness/ Cardiorespiratory Fitness</p> <p>Warm Up</p> <ul style="list-style-type: none"> • Tic Tac Toe cup stacking • Snatch the scarf <p>Continue Formal Assessment for Ball Handling Skills</p> <p>Peer Assessment and Teaching should continue during this time</p> | <p>Teacher Observation</p> <p>Student Participation</p> <p>Performance assessment</p> |
| <p>Safety/Other:</p> <p>Watch for others while moving.</p> <p>Keep equipment in personal space.</p> | <p>Technology Integration</p> <p>ipad</p> <p>macbook</p> <p>Heos</p> | |
| <p>Accommodations/Modifications/ Differential Instruction:</p> | | |