

Specialist Weekly Lesson Plan Form

Teacher: Lori Wells	Week of: September 19-24
Subject: Physical Education	

Objectives	Activities/Materials	Assessment
PreK	<p>Prek</p> <p>Animal Action Look/Reach/Grab= object manipulation</p>	<p>PreK</p> <p>Teacher Observation</p> <p>Student Participation</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>	<ol style="list-style-type: none"> Kindergarten Peanut butter and jelly: divide the class in half. Half in yellow jerseys, (PB) half in red (strawberry). They must do a locomotor skill-no running. Play music, do locomotor skill. When music stops, peanut butter must find a jelly to stand back to back. No same partners. Must say goodbye in a foreign language: Chow, adios, au revoir . Look for anyone who speaks a foreign language. Listen and Move: just do what the guy tells you to do. Move to the beat. You have to remember what music went with what moves at 	<p>Kindergarten</p> <p>Teacher Observation</p> <p>Student Participation</p>

	<p>the end of the song.</p> <p>Focus:</p> <p>Continue Catch Catching Stations</p>	
<p>First Grade</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> <ol style="list-style-type: none"> 1. Peanut butter and jelly: divide the class in half. Half in yellow jerseys, (PB) half in red (strawberry). They must do a locomotor skill-no running. Play music, do locomotor skill. When music stops, peanut butter must find a jelly to stand back to back. No same partners. Must say goodbye in a foreign language: Chow, adios, au revoir . Look for anyone who speaks a foreign language. 2. Listen and Move: just do what the guy tells you to do. Move to the beat. You have to remember what music went with what moves at the end of the song <p>Focus Activity:</p> <ul style="list-style-type: none"> • Tossing Stations • Jump vs Hop (Patterns) • Gross locomotor skills using various apparatus 	<p>First Grade</p> <p>Teacher Observation</p> <p>Student Participation</p>
<p>Second grade</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>Second grade</p> <p>Warm-Up:</p> <ol style="list-style-type: none"> 1. Dice Math Fitness: Students will be standing on poly squares spread 	<p>Second grade</p> <p>Teacher Observation</p> <p>Student Participation</p>

<p>3-P-3 (3-P-3.2) exhibits verbal and non verbal indicators of enjoyment</p>	<p>out throughout the room. Roll di then have to either add or multiply the next di. Teacher will decide which fitness exercise the students will perform. They will pass the dice to a different student</p> <p>2. The Number Game: Give maybe 20-30 seconds for them to just run around and around (or skip, hop, gallop, spin, etc). When the time is right, the teacher yells out a number (example, "SIX!") and then the students must quickly form groups of 6 (or whatever number is called). Any players who didn't make a group must complete 6 jumping jacks or exercise of choice. Then play again. Music can be played to this game. When the music stops, they must form groups.</p> <p>Focus</p> <p>Continue Catching, tracking an object. Catching station</p>	
<p>Third Grade</p> <p>1-E-1.1/ 1-E-1.3- movement concepts & 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>Third Grade</p> <p>Cardio warm ups-</p> <p>1. Round up: you will need cones and basketballs/playground balls. Cones will be scattered around the gym. Everyone will have a ball.</p>	<p>Third Grade</p> <p>Group project</p>

<p>3-E-4 Physically Fit Lifestyle Components</p>	<p>While the music is playing, students must dribble around as many cones as you can. I will stop the music and ask them to change hands.</p> <p>2. Dice Math Fitness: Students will be standing on poly squares spread out throughout the room. Roll di then have to either add or multiply the next di. Teacher will decide which fitness exercise the students will perform. They will pass the dice to a different student</p> <p>Focus</p> <p>Begin First Skill Related Concept-Reaction Time: Reaction Time: the measuring of the time it takes to complete a task once a signal has been given. Students will measure and graph their reaction time for cup stacking</p>	
<p>Fourth Grade PE.4.5-E-3 - [Benchmark] - Works cooperatively with teachers and peers to reach a common goal PE.4.5-E-4 - [Benchmark] - Exhibits independence and ability to succeed in groups</p>	<p>Fourth Grade</p> <p>Continue Unified Design</p> <ul style="list-style-type: none"> • Makeup research • Applying corrective makeup 	<p>Fourth Grade</p>
<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>1. Round up: you will need cones and basketballs/playground balls. Cones will be scattered around the gym. Everyone will have a ball. While the music is playing, students must dribble around as many cones as you can. I will stop the music and ask them to change hands.</p>	<p>Fifth Grade</p> <p>Teacher Observation</p> <p>Student Participation</p>

2. Dice Math Fitness: Students will be standing on poly squares spread out throughout the room. Roll di then have to either add or multiply the next di. Teacher will decide which fitness exercise the students will perform. They will pass the dice to a different student

Focus

Begin assessment for first Ball Handling Skill evaluation

Other:

- Watch for others while moving.
- Keep equipment in personal space.
- Safety Protocol for Launchers
- Practice lock down and fire drill procedures

Accommodations/Modifications/ Differential Instruction:

Technology Integration

ipad
macbook

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