

Name: Stephanie Williams
 Grade Level: K
 Subject/Concept: Levels
 Duration of lesson: 30 min

Day 1

Day 2

<p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT comprehend the concepts of moving in directional ways 2-P-3.1 Recognize the locomotor skills of walk, run, jump, hop, gallop, levels and pathways when demonstrated.</p> <p>Psychomotor- TSWBAT move on different levels using different locomotor skills. 1-P-1.2 Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallop. 1-P-1.3 Demonstrate selected elements of space awareness movement concepts for levels and directions, such as low, medium, high, up/down, forward/backward, right/left, clockwise/counter-clockwise.</p> <p>Affective- TSWBAT follow all directions and instructions with little reinforcement 5-P-1.1 Follow rules, directions, and procedures from the instructor with reinforcement.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Warm up: "I see" 2. Move through curvy, straight, zig-zag lines 3. Explain low level (animals-snake), medium level (animals-bear, dog), and high level (giraffe, bird) 4. Have students move on different lines and at different levels 5. Name animals that would be a low, medium, and high levels 	

6. Put all materials back up, clothespin up, and line up on green line	
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Individual differences

Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities	
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Materials

iPad Music Player Cones	
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Evaluation

Visual assessment of students.	
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1st Grade

Day 1

Day 2

<p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT identify the different skills used in striking with an implement 2-P-3.3 Identify major characteristics of the basic manipulative skills of throw (using underhand, sidearm, or overhand), catch, kick, and strike (using underhand, sidearm, or overhand).</p> <p>Psychomotor- TSWBAT strike an object in an upward motion using an extension from body continuously 1-P-3.5 Strike an object upward continuously while using a variety of body parts and/or equipment.</p> <p>Affective- TSWBAT follow directions given by teacher with little</p>	<p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT identify the different skills used in striking with an implement 2-P-3.3 Identify major characteristics of the basic manipulative skills of throw (using underhand, sidearm, or overhand), catch, kick, and strike (using underhand, sidearm, or overhand).</p> <p>Psychomotor- TSWBAT strike an object in an upward motion using an extension from body continuously 1-P-3.5 Strike an object upward continuously while using a variety of body parts and/or equipment.</p> <p>Affective- TSWBAT follow directions given by teacher with little</p>
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reinforcement 5-P-1.1 Follow rules, directions, and procedures from the instructor with little reinforcement.	reinforcement 5-P-1.1 Follow rules, directions, and procedures from the instructor with little reinforcement.
Procedures: 7. Warm up: 8. Safety of paddle- put paddle down when going get the balloon 9. Explain why we use extension- more control 10. Show parts of a paddle- head, face, neck 11. How to hold a paddle 12. Walk with balloon while balancing it 13. Practice striking with palm up, palm down 14. Put all materials back up, clothespin up, and line up on green line	Procedures: 1. Warm up: 2. Review how to hold a paddle 3. "What if" scenarios 4. Directional hitting- hit, paddle down, retrieve balloon 5. Partner hitting- two hand pass from one partner, hit, then catch 6. Back to back hitting 7. Put all materials back up, clothespin up, and line up on green line

Individual differences

Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities	Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities
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Materials

iPad Music Player Wooden Paddle Balloons	iPad Music player Wooden Paddle Balloons
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Evaluation

Visual assessment of students.	Visual assessment of students.
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2nd grade

Day 1	Day 2
<p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT remember how to kick the ball using proper form: inside of the foot and step in opposition 2-E-2.2 Recognize proper techniques for a variety of fundamental skills while practicing with a partner.</p> <p>Psychomotor- TSWBAT trap the soccer ball and kick the ball back to their partner 80% of the time 1-E-3.1 Identify and demonstrate the critical elements for manipulative skills. (i.e. catch, kick, dribble, strike, volley, and, throw).</p> <p>Affective- TSWBAT comply with rules throughout the whole class, in groups and individual work. 5-E-2.2 Comply with rules and procedures during grade appropriate group and individual activities.</p>	
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Warm up: 2. Teach students how to trap the ball. 3. Work on touches, partner passing with trapping 4. Start move to kick a stationary ball: step, plant, swing, kick 5. Stationary kicking with partner 6. Put all materials back up, clothespin up, and line up on green line 	
Individual differences	
<p>Identified 504 students preferential seating and repeated directions. APE</p>	

comes for all students with identified disabilities	
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Materials

iPad Music Player Poly spots Soccer balls Cones	
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Evaluation

Visual assessment of students.	
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3rd Grade

Day 1

Day 2

<p>Objectives/Benchmarks:</p> <p>Cognitive- TSWBAT remember how to kick the ball using proper form: inside of the foot and step in opposition 2-E-2.2 Recognize proper techniques for a variety of fundamental skills while practicing with a partner.</p> <p>Psychomotor- TSWBAT trap the soccer ball and kick the ball back to their partner 80% of the time 1-E-3.1 Identify and demonstrate the critical elements for manipulative skills. (i.e. catch, kick, dribble, strike, volley, and, throw).</p> <p>Affective- TSWBAT comply with rules throughout the whole class, in groups and individual work. 5-E-2.2 Comply with rules and procedures during grade appropriate group and individual activities.</p>	
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Procedures:	
<ol style="list-style-type: none"> 1. Warm up: 2. Teach students how to trap the ball. 3. Work on touches, partner passing with trapping 4. Start move to kick a stationary ball: step, plant, swing, kick 5. Stationary kicking with partner 6. Put all materials back up, clothespin up, and line up on green line 	

Individual differences

Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities	
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Materials

iPad Music Player Poly spots Soccer balls Cones	
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Evaluation

Visual assessment of students.	
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5th Grade

Day 1

Day 2

Objectives/Benchmarks: Cognitive- TSWBAT identify the proper form of throwing while practicing with a partner 2-E-2.2 Identify proper techniques for a	Objectives/Benchmarks: Cognitive- TSWBAT identify the proper form of throwing while practicing with a partner 2-E-2.2 Identify proper techniques for a
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<p>variety of fundamental skills while practicing with a partner</p> <p>Psychomotor- TSWBAT throw overhand using proper form 80% of the time 2-E-2.1 Apply mature form for manipulative skills that include striking, volleying, dribbling, kicking, throwing, and catching (use critical elements).</p> <p>Affective- TSWBAT work cooperatively with partner while the teacher is working with individual students 5-E-4.2 Demonstrate cooperation with a partner or others in a group in order to achieve successful participation</p>	<p>variety of fundamental skills while practicing with a partner</p> <p>Psychomotor- TSWBAT throw overhand using proper form 80% of the time 2-E-2.1 Apply mature form for manipulative skills that include striking, volleying, dribbling, kicking, throwing, and catching (use critical elements).</p> <p>Affective- TSWBAT work cooperatively with partner while the teacher is working with individual students 5-E-4.2 Demonstrate cooperation with a partner or others in a group in order to achieve successful participation</p>
<p>Procedures:</p> <ol style="list-style-type: none"> 15. Warm up: Elbow Tag 16. Pre-Assessment of overhand throwing 17. Partner throwing while I am assessing 18. Teach the basic steps of throwing: make a T, lead with hand, close to the ear, follow through across body 19. Begin throwing, using proper form, to partner 20. Put all materials back up, clothespin up, and line up on green line 	<p>Procedures:</p> <ol style="list-style-type: none"> 8. Warm up: Freezemanias Throw and catch 9. Finish assessing students if needed 10. Review throwing concepts 11. Target throwing with hula-hoop 12. Throwing the ball to a person while in a circle. Add multiple balls in if ready 13. Put all materials back up, clothespin up, and line up on green line

Individual differences

<p>Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities</p>	<p>Identified 504 students preferential seating and repeated directions. APE comes for all students with identified disabilities</p>
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Materials

iPad Music Player Big softballs	iPad Music player Hula-hoop Big softballs
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Evaluation

Pre-assessment test Visual assessment of students.	Visual assessment of students.
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