

**Specialist Weekly Lesson Plan Form**

<b>Teacher: Lori Wells</b>	<b>Date: January 23-27 2017</b>
<b>Subject: Physical education</b>	

<b>Objectives</b>	<b>Activities/Materials</b>	<b>Assessment</b>
<p><b>Kindergarten</b></p> <p>PE.K.1-P-2.1 - Maintain balance on preferred and non-preferred leg in a variety of positions and levels for a minimum of five seconds.</p> <p>PE.K.2-P-1.2 - [<i>Grade Level Expectation</i>] - Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements).</p>	<p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>• <b>Where Are You?</b></li> <li>• <b>Begin Winter Sports ( ice skating (individual and partner)</b></li> <li>• <b>Speed Skating</b></li> </ul> <p>****<b>Focus- methods for maintaining balance</b></p>	<p><b>Kindergarten:</b></p> <ul style="list-style-type: none"> <li>• <b>Student participation</b></li> <li>• <b>Teacher Observation</b></li> </ul>
<p><b>First Grade:</b></p> <p><b>PE.1.1-P-3.6 ]</b> - While stationary, dribble a ball continuously using the preferred hand.</p> <p><b>PE.1.1-P-4.2</b> - Combine locomotor patterns in time to music.</p>	<p><b>First Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Controlling objects in Space: Dribbling</b></li> <li>• <b>Brief History of Basketball</b></li> </ul>	<p><b>First Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Student participation</b></li> <li>• <b>Teacher Observation</b></li> </ul>
<p><b>Second Grade:</b></p> <p><b>PE.2.1-P-2</b> -Demonstrates ways to transfer body weight in a variety of situations alone or within a group.</p> <p><b>PE.2.1-P-2.4</b> - [<i>Grade Level Expectation</i>] - Demonstrate control in traveling, weight bearing, weight transfer, and balancing activities.</p> <p><b>PE.2.1-P-2.2</b> - [<i>Grade Level Expectation</i>] - Demonstrate balance in symmetrical and non-symmetrical shapes from</p>	<p><b>Second Grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Controlling objects in Space: Review history and Dribbling skills.</b></li> </ul> <p><b>Cues: Fingerpads and push</b></p>	<p><b>Second grade:</b></p> <ul style="list-style-type: none"> <li>• <b>Student participation</b></li> <li>• <b>Teacher Observation</b></li> </ul>

<p>different basis of support.  <b>PE.2.1-P-2.1</b> - [<i>Grade Level Expectation</i>] - Balance on one, two, three, and four body parts on the ground and on objects.</p>		
<p><b>Third Grade:</b></p> <p><b>PE.3.1-E-4</b> - [<i>Benchmark</i>] - Demonstrates the ability to perform rhythmic movement patterns and dances (e.g., performs rhythmic body movements and communicates ideas and feelings with and without music)</p> <p><b>PE.3.2-E-1.1</b> - [<i>Grade Level Expectation</i>] - Demonstrate fundamental motor skills and movement concepts through grade appropriate language arts. (e.g., action stories, movement vocabulary, body spelling)</p>	<p><b>Third Grade:</b></p> <ul style="list-style-type: none"> <li>Continue balance</li> </ul> <p>Concepts, tension, counter tension, suspension</p>	<p><b>Third Grade:</b></p> <ul style="list-style-type: none"> <li>Student participation</li> <li>Teacher Observation</li> </ul>
<p><b>Fourth Grade:</b></p> <p><b>PE.4.3-E-1</b> - [<i>Benchmark</i>] - Describes the physical benefits of participation in health-related activities.  <b>PE.4.3-E-2.1</b> - [<i>Grade Level Expectation</i>] - Students will participate in moderate and vigorous activity (e.g., journal, discussion, illustrations of contrasting pictures).  <b>PE.4.3-E-1.1</b> - [<i>Grade Level Expectation</i>] - Discuss the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition).  <b>PE.4.3-E-1.2</b> - [<i>Grade Level Expectation</i>] - Identify the long-term impact of physical activity to one's physical health.</p>	<p><b>Fourth Grade:</b></p> <ul style="list-style-type: none"> <li>Cardiorespiratory unit</li> <li>Identifying pulse points, calculating heart, rate</li> <li>Determine activities that influence cardio endurance</li> </ul>	<p><b>Fourth Grade:</b></p> <ul style="list-style-type: none"> <li>Student participation</li> <li>Teacher Observation</li> </ul>
<p><b>Fifth Grade:</b></p> <p><b>PE.5.3-E-1</b> - [<i>Benchmark</i>] - Describes the physical benefits of participation in health-related activities.  [<i>Grade Level Expectation</i>] - List separately those activities identified as aerobic and anaerobic activities.  <b>PE.5.4-E-1.3</b> - [<i>Grade Level Expectation</i>] - Identify muscular strength and endurance activities and their relationship to improved performance in games and activities.</p>	<p><b>Fifth Grade:</b></p> <ul style="list-style-type: none"> <li>Muscular System: Identify 10 major muscles and their functions</li> <li>Muscular strength and endurance development.</li> </ul> <p>resistance bands, therapy balls</p>	<p><b>Fifth Grade:</b></p> <ul style="list-style-type: none"> <li>Student participation</li> <li>Teacher Observation</li> </ul>

<p><b>Other:</b></p> <p><b>Fitness team trials continue</b></p>	<p><b>Technology Integration</b></p> <p><b>Heos</b> <b>Ipads</b> <b>Laptop</b></p>	
<p><b>Accommodations/Modifications/ Differential Instruction:</b></p>		

Standards

PE.K.1-P-1.1, PE.K.1-P-1.3, PE.K.1-P-2.1, PE.K.1-P-2.2, PE.K.2-P-2.2, PE.K.2-P-4.1, PE.K.6-P-2.1, PE.1.1-P-2.3, PE.1.1-P-3.5, PE.1.2-P-1.1, PE.1.2-P-2.2, PE.1.2-P-2.3, PE.1.2-P-5.1, PE.1.3-P-2.1, PE.2.2-P-1.1, PE.2.2-P-2.1, PE.2.5-P-2.1, PE.2.1-P-3.7, PE.3.1-E-1.1, PE.3.1-E-1.3, PE.3.1-E-4.1, PE.3.1-E-4.2, PE.3.2-E-4.3, PE.3.5-E-4.1, PE.3.6-E-1.1, PE.3.6-E-1.2, PE.3.7-E-4.1, PE.4.3-E-1.1, PE.4.3-E-1.2, PE.4.3-E-1.3, PE.4.3-E-2.1, PE.4.3-E-3.2, PE.4.4-E-1.1, PE.4.4-E-1.3, PE.4.4-E-2.1, PE.5.3-E-1.1, PE.5.3-E-1.2, PE.5.3-E-1.3, PE.5.4-E-1.1, PE.5.4-E-1.2, PE.5.4-E-1.3, PE.5.4-E-1.4, PE.5.4-E-1.5, PE.5.4-E-3.1