

Specialist Weekly Lesson Plan Form

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| Teacher: Lori Wells | Date: January 9-13, 2017 |
| Subject: Physical Education | |
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| Objectives | Activities/Materials | Assessment |
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| <p>Kindergarten 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>Kindergarten</p> <p>Warm Up: Clap your hands Making Letters/Shapes with others</p> <ul style="list-style-type: none"> • Discuss Balance • Discuss weather and activities done in certain types of weather • Introduce ice skating with grocery bags in feet (individual, pair figure skating) • speed skating <p>** short videos on figure and speed skating</p> | <p>Kindergarten:</p> <p>Student participation Teacher observation</p> |
| <p>First Grade:</p> <p>PE.1.1-P-3.6] - While stationary, dribble a ball continuously using the preferred hand.</p> <p>PE.1.1-P-4.2 - Combine locomotor patterns in time to music.</p> | <p>First Grade:</p> <ul style="list-style-type: none"> • History and evolution: Introduce first sport--basketball • Dribble--body position and finger placement | <p>First Grade:</p> <p>Student participation Teacher observation</p> |
| <p>Second Grade:</p> <p>PE.2.1-P-2 -Demonstrates ways to transfer body weight in a variety of situations alone or within a group.</p> <p>PE.2.1-P-2.4 - [<i>Grade Level Expectation</i>] - Demonstrate control in traveling, weight bearing, weight transfer, and</p> | <p>Second Grade:</p> <ul style="list-style-type: none"> • Introduce Center of gravity. • Balance body(static and counter balance) and use balancing feathers to establish confidence | <p>Second grade:</p> <p>Student participation Teacher observation</p> |

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| <p>balancing activities. PE.2.1-P-2.2 - [Grade Level Expectation] - Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support. PE.2.1-P-2.1 - [Grade Level Expectation] - Balance on one, two, three, and four body parts on the ground and on objects.</p> | | |
| <p>Third Grade:</p> <p>PE.3.1-E-4 - [Benchmark] - 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>PE.3.2-E-1.1 - [Grade Level Expectation] - Demonstrate fundamental motor skills and movement concepts through grade appropriate language arts. (e.g., action stories, movement vocabulary, body spelling)</p> | <p>Third Grade:</p> <ul style="list-style-type: none"> History of tinkling Basic steps and pole rhythm and etiquette | <p>Third Grade:</p> <p>Student participation Teacher observation</p> |
| <p>Fourth Grade:</p> <p>PE.4.3-E-1 - [Benchmark] - Describes the physical benefits of participation in health-related activities. PE.4.3-E-2.1 - [Grade Level Expectation] - Students will participate in moderate and vigorous activity (e.g., journal, discussion, illustrations of contrasting pictures). PE.4.3-E-1.1 - [Grade Level Expectation] - Discuss the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition). PE.4.3-E-1.2 - [Grade Level Expectation] - Identify the long-term impact of physical activity to one's physical health.</p> | <p>Fourth Grade:</p> <ul style="list-style-type: none"> Cardio respiratory introduction Focus on purpose of the heart. calculate HR Experiment with clay and straw to visually see the pulse at the carotid artery. | <p>Fourth Grade:</p> <p>Student participation Teacher observation</p> |
| <p>Fifth Grade:</p> <p>PE.5.3-E-1 - [Benchmark] - Describes the physical benefits of participation in health-related activities. [Grade Level Expectation] - List separately those activities identified as aerobic and anaerobic activities. PE.5.4-E-1.3 - [Grade Level Expectation] - Identify muscular strength and endurance activities and their</p> | <p>Fifth Grade:</p> <ul style="list-style-type: none"> Identify 10 major muscles and their purpose. Ball and Band activities that incorporate those muscles. | <p>Fifth Grade:</p> <p>Student participation Teacher observation</p> |

relationship to improved performance in games and activities.

Other: I will be at Southern District Conference January 10-12

Safety--Kindergarten. Control speed.
Watch for others when moving

Accommodations/Modifications/ Differential Instruction:

Technology Integration

heos
video representation
HR apps
ipads

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.5.4-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.5.5-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