

## Specialist Weekly Lesson Plan Form

Teacher: Lori Wells	Week of: October 24-28, 2016
Subject: Physical Education	

Objectives	Activities/Materials	Assessment
<b>PreK</b>  Rules and movement in general space	<b>Prek</b>	<b>PreK</b>
<b>Kindergarten</b>  Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges  Demonstrate an awareness of personal and general space while moving in different directions.  PE.K.1-P-1.2 - Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallop  PE.K.2-P-2.1 ] - Understand and respond appropriately to the terms of over, under, behind, next to, thru, right, left, up, down, forward, backward, and in front of using the body and other objects.	<b>Kindergarten:</b> Continue protocol and moving on signals  Warm Up: - Corduroy- I will read Corduroy. We will discuss Corduroy's movement in the book. Day Corduroy vs. Night Corduroy  **Bears that Go Bump in the Night- Lee Campbell Towell  Understanding body awareness in space relationships.  Bears in the Forest: students will pretend they are bears moving through the forest searching for food and shelter.  Focus Skill: jumping (landing with soft knees)	<b>Kindergarten</b>  Teacher Observation  Student Participation

	<b>Cooperative Group Work</b>	
	<b>Stations:</b> <ul style="list-style-type: none"> <li>• under "the tree"</li> <li>• across "the Stream"</li> <li>• on top "the Mountain"</li> <li>• over "the river"</li> <li>• thru "the cave"</li> </ul>	
<b>First Grade</b> <b>PE.1.1-P-3.1 - - Demonstrate the underhand and overhand throw patterns.</b> <b>3-P-3 (3-P-3.2) exhibits verbal and non verbal indicators of enjoyment</b>	<b>First Grade</b> <b>Warm Up: Patterns and Listen and Move Striking an object. Accuracy and direction.</b>	<b>First Grade</b> <b>Teacher Observation</b> <b>Student Participation</b> <b>Performance and Oral assessment</b>
<b>Second grade</b> <b>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)</b> <b>PE.2.1-P-3.5 - - Strike an object upward continuously while using a short handed paddle or racket.</b> <b>PE.2.1-P-3.6 - Strike an object using a long-handled implement (e.g., underhand, sidearm, or overhand).</b>	<b>Continue proprioception:</b> <b>Kicking</b> <b>Begin mini production prep</b>	<b>Second grade</b> <b>Teacher Observation</b> <b>Student Participation</b>
<b>Third Grade</b> <b>PE.3.4-E-1 - - Identifies several activities related to each component of skill-related fitness.</b> <b>PE.3.2-E-1 - - Integrates movement concepts with other content areas (e.g., measuring distances and timing races or events).</b> <b>2-E-4- concepts of efficient and effective practice</b>	<b>Third Grade</b> <b>Cardiorespiratory Fitness</b> <ul style="list-style-type: none"> <li>• Follow the Leader</li> <li>• greater than less than tag game</li> </ul>	<b>Third Grade</b> <b>Teacher Observation</b> <b>Student Participation</b>

<p>5-E-3 works cooperatively with peers and teacher</p>	<p>Strategic games: Capture the Flag</p> <p>Vocabulary: Offense Defense</p> <p><b>**Students will work together to form a plan, with the understanding that they must think ahead and that plans need to be malleable to accommodate moves made by opposing team.</b></p>	
<p>Fourth Grade  PE.4.5-E-3 - - Works cooperatively with teachers and peers to reach a common goal  PE.4.5-E-4 - - Exhibits independence and ability to succeed in groups</p>	<p>Fourth Grade</p> <p>Begin Creating an Original Opera</p> <ul style="list-style-type: none"> <li>• 3-D design</li> </ul>	<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>Muscular Fitness/ Cardiorespiratory Fitness</p> <p>Warm Up</p> <ul style="list-style-type: none"> <li>• Tic Tac Toe cup stacking</li> <li>• Snatch the scarf</li> </ul> <p>Continue Formal Assesment for Ball Handling Skills  Health- Related Fitness Stations</p>	<p>Fifth Grade</p> <p>Teacher Observation</p> <p>Student Participation  Perormance 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  macbook  Heos  smart screen  stop watch</p>

**Accommodations/Modifications/ Differential Instruction:**

**Modify activities for K/1st student with disabilities.**

**Kindergarten-**

- **help students each other on the balance beam**
- wait for student to finish task before the next one begins.

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

