

Date January

Lesson Plans: Susan Hatchett

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:05	DUTY ROTATION	DUTY ROTATION	DUTY ROTATION	DUTY ROTATION	DUTY ROTATION
9:55 – 10:55	RTI	RTI	RTI	RTI	RTI
11:45-12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Blue: 1:55-2:45 Green: 9:05-9:55 Red: 2:45-3:35 Yellow: 12:15-1:05	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
9:05 – 3:35 (EXCLUDING ABOVE TIMES)	<p>P.E. (K - 2) ASAPS: Jump rope</p> <p>Parachute</p> <p>Critical Vocab: Grip, Spatial awareness</p>	<p>P.E. (K - 2) ASAPS: Hula Hoop</p> <p>Parachute</p> <p>Critical Vocab: Cardiovascular endurance</p>	<p>P.E. (K - 2) ASAPS: Chicken fat</p> <p>Parachute</p> <p>Critical Vocab: cooperation</p>	<p>P.E. (K - 2) ASAPS: Running</p> <p>Parachute</p> <p>Critical Vocab: Body awareness</p>	<p>Health (K - 2) ASAPS: Introduce jump rope for heart and give out envelopes.</p> <p>Parachute</p> <p>Critical Vocab: Personal challenge</p>
9:05 – 3:35 (Excluding Above Times)	<p>P.E. (3 - 5) ASAPS: Chicken Fat</p> <p>Volleyball</p> <p>Critical Vocab: Underhand pass (bump)</p>	<p>P.E. (3 - 5) ASAPS:4 corners</p> <p>Volleyball</p> <p>Critical Vocab: (Overhead pass Set)</p>	<p>P.E. (3 - 5) ASAPS:Builders and Bulldozers</p> <p>Volleyball</p> <p>Critical Vocab: Serve block</p>	<p>P.E. (3 - 5) ASAPS:</p> <p>Volleyball</p> <p>Critical Vocab: Spike rotation</p>	<p>Health (3 - 5) ASAPS: Introduce jump rope for heart and give out envelopes.</p> <p>Volleyball</p> <p>Critical Vocab:</p>

<p style="text-align: center;">Standards/Targets</p>	<p style="text-align: center;">Monday (K-2)</p> <p>Standards: 2.34 Students perform physical movements skills effectively in a variety of settings</p> <p>Targets: Students will perform parachute activity using correct hand movement.</p>	<p style="text-align: center;">Tuesday (K-2)</p> <p>Standards: 2.34 Students perform physical movements skills effectively in a variety of settings</p> <p>Targets: Students will know correct terms and movement while using papachute.</p>	<p style="text-align: center;">Wednesday (K-2)</p> <p>Standards: 2.34 Students perform physical movements skills effectively in a variety of settings</p> <p>Targets; Students will know rules when playing parachute game.</p>	<p style="text-align: center;">Thursday (K-2)</p> <p>Standards: 2.34 Students perform physical movements skills effectively in a variety of settings</p> <p>Targets; Students will show teamwork when moving parachute.</p>	<p style="text-align: center;">Friday (K-2)</p> <p>Standards: 2.34 Students perform physical movements skills effectively in a variety of settings</p> <p>Targets; Students will create and perform parachute routine.</p>
<p style="text-align: center;">Standards/Targets</p>	<p>(3-5)</p> <p>Standards: 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.34 Students perform physical movements skills effectively in a variety of settings.</p> <p>Targets: Students will use correct hand placement and motion when doing underhand pass</p>	<p>(3-5)</p> <p>Standards:</p> <p>2.34 Students perform physical movements skills effectively in a variety of settings.</p> <p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p> <p>Targets: Students will use correct hand placement and motion when doing set shot.</p>	<p>(3-5)</p> <p>Standards: 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p> <p>Targets: Students will use correct hand placement and motion when doing underhand and overhand serve.</p>	<p>(3-5)</p> <p>Standards:</p> <p>2.34 Students perform physical movements skills effectively in a variety of settings.</p> <p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p> <p>Targets: Students will know how to rotate positions in volleyball.</p>	<p>(3-5)</p> <p>Standards: 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.</p> <p>2.34 Students perform physical movements skills effectively in a variety of settings.</p> <p>2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.</p> <p>Targets: Students will perform volleyball game.</p>

Delivery Method/Assessments	Delivery Method: <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Audio visual <input checked="" type="checkbox"/> Demo/Model <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent <input type="checkbox"/> Whole Group	Delivery Method: <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Audio visual <input type="checkbox"/> Demo/Model <input type="checkbox"/> Hands-on <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent <input type="checkbox"/> Whole Group	Delivery Method: <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Audio visual <input checked="" type="checkbox"/> Demo/Model <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent <input type="checkbox"/> Whole Group	Delivery Method: <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Audio visual <input checked="" type="checkbox"/> Demo/Model <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent <input type="checkbox"/> Whole Group	Delivery Method: <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Audio visual <input checked="" type="checkbox"/> Demo/Model <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent <input type="checkbox"/> Whole Group
	Formative & Summative Flashbacks Exit Slip Oral Questions <input checked="" type="checkbox"/> Teacher Observation Pop Quiz Short Answer Multiple Choice <input checked="" type="checkbox"/> Presentation	Formative & Summative Flashbacks Exit Slip Oral Questions <input type="checkbox"/> Teacher Observation Pop Quiz Short Answer Multiple Choice Presentation	Formative & Summative Flashbacks Exit Slip Oral Questions <input checked="" type="checkbox"/> Teacher Observation Pop Quiz Short Answer Multiple Choice <input checked="" type="checkbox"/> Presentation	Formative & Summative Flashbacks Exit Slip Oral Questions <input checked="" type="checkbox"/> Teacher Observation Pop Quiz Short Answer Multiple Choice <input checked="" type="checkbox"/> Presentation	Formative & Summative Flashbacks Exit Slip Oral Questions <input checked="" type="checkbox"/> Teacher Observation Pop Quiz Short Answer Multiple Choice <input checked="" type="checkbox"/> Presentation

*****See Spec. Ed. Related Arts Folder in room for accommodations.