Lesson Plans 2026-2027 **Week:** – 11 **Teacher**:Bradshaw/Moore **Subject**:PE

Unit Title:	Throwing Games, Weights, Health 1
Unit Vocabulary:	Throwing, reps, sets, calories. Big gym: **Motor**: MS.N.1.2: Demonstrate the basic skills and tactics used during the preparation phase. Example: hold a bowling ball correctly while initiating an approach. (Standard 1) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **Cognitive:** MS.N.2.1: Describe critical elements/learning cues of the specialized skills used in a movement form. (Standard 2) Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance. **Affective:** MS.N.2.6: Describe physical-activity experiences with the potential for social, emotional, and health benefits. Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance. Small Gym: **Motor:** Motor: MS.I.5.3: Identify and participate in enjoyable activities that promote social interaction or self-expression. (Standard 5) **Cognitive**: MS.N.2.5: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. Example: use learning cues of the underhand toss and associate those cues with the underhand pitch/throw in softball. (Standard 2). **Affective**: MS.I.2.6: Identify physical-activity experiences for social, emotional, and health benefits. Example: locating local areas to participate in physical activity outside the school setting. (Standard 2) Classroom: Classroom: MS.N.5.4: Recognize the (affective) health benefits of a physically active lifestyle. Example: Acknowledges that positive relationships, personal satisfaction, self-esteem are benefits of physical activity (Standard 5)

	Learning Target *(All Teachers)*	**Instructional Plan** *(Core Teacher)*	**Differentiation** *(ELA/Math Inclusion Teacher)*	**Teacher Tips & Notes** *(All Teachers)*
M O N	Big Gym: **Psychomotor Domain: TSWBAT demonstrate participation in the physical activity by teacher by observation- in the gym, if they participated, 75 percent of the time, individually, by the end of class.** Cognitive: TSWBAT describe by word of mouth, the critical elements/cues of the skill in the gym, by the end of class. (Standard 2).	**Opening Strategy:** ● Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. ● ● Classroom: Warm up: Question: ● "What were a couple of things we learned last time you were here?" **Core Lesson Activities:** mckay: Students will start on their health assignment summary outlined in Google classroom. Moore: health lessons. **Summarizing Activity:** ● Big Gym: ● Describe what were my learning cues of the motion today? ● synthesize why physical activity is so important to mental and physical health by word of mouth. ● Weight room/small gym: ● ● How can we use this outside of school in the world? ● Apply past concepts; why is safety so important and what are some examples of using safety here?	**SWD Differentiation Strategy:** ● **Students will have a visual and a verbal cue with the powerpoint and teacher demonstrations.** **Inclusion Teacher Role:** ● **Teacher will further assist students with read alouds or extra support if needed.**	

	Affective: TSWBAT explain why Physical activity is so important to mental/physical health. (Standard 2). **Small Gym:** motor:TSWBAT Identify and participate in enjoyable activities that promote social interaction or self-expression by the end of class in the gym. (Standard 5). affective: TSWBAT explain how they can use this outside of school, by word of mouth, in the gym, by the end of class. (standard 2).			
T U E	Big Gym: . **Psychomotor Domain:**	**Opening Strategy:** ● Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches. **Core Lesson Activities:**	**SWD Differentiation Strategy:** ● **Students will have a visual and a verbal cue with the powerpoint and**	

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T H U	Big Gym: Motor: TSWBAT correctly throw the object with correct	**Opening Strategy:** • Students will perform a few stretches/workouts as a group. such as; arm circles, jumping jax, toe touches.	**SWD Differentiation Strategy:** • **Students will have a visual and a verbal cue with the**	

	form in the gym, by the end of class and/or use this skill in a game.(Standard 1). Cognitive: TSWBAT describe by word of mouth, the critical elements/cues of the skill in the gym, by the end of class. (Standard 2). Affective: TSWBAT explain why Physical activity is so important to mental/physical health. (Standard 2). **Small Gym:** motor:TSWBAT Identify and participate in enjoyable activities that promote social interaction or self-expression by the end of class in the gym. (Standard 5). affective: TSWBAT explain how they can use	**Core Lesson Actiivities:** McKay: weight room workout stations: new focus is on one legged squat with a bench Moore:Big gym; will be engaged in stations such as; corn hole, can jam, Bocce Ball, ladder ball, and spikeball. five min stations. rotations. Students will be able to choose their favorite station from the previous class to work on those skills **Summarizing Activity:** ● Big Gym: ● Describe what were my learning cues of the motion today? ● synthesize why physical activity is so important to mental and physical health by word of mouth. ● Weight room/small gym: ● How can we use this outside of school in the world? ● Apply past concepts; why is safety so important and what are some examples of using safety here?	**powerpoint and teacher demonstrations.** **Inclusion Teacher Role:** ● **Teacher will further assist students with read alouds or extra support if needed.**	

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