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| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers LESSON NOT GOOD!!! | **Grade:** | PreK | **Week Beginning:** | September 10 |
| **Unit Title:** | Beanbag Manipulation | **Subject:** | Physical education |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| **Standards and Objectives:** |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -imitate a pre-designed sequence using beanbags while identifying locomotor and nonlocomotor movements. 1.1.6 and 2.1.2-create new ways to manipulate a beanbag.1.1.20-move body parts and beanbag in time during beanbag boogie. 1.2.6-participates in personal movement challenges with a beanbag. 6.1.3 | -move beanbag and body parts in time with music during Bean Bag Boogie. 1.2.6--imitate a pre-designed sequence using beanbags while identifying locomotor movements. 1.1.6 and 2.1.2-create new ways to manipulate a beanbag.1.1.20-participates in personal movement challenges with a beanbag 6.1.3 | -move beanbag and body parts in time with music during Bean Bag Boogie. 1.2.6-imitate a pre-designed sequence using beanbags while identifying non locomotor movements. 1.1.6 and 2.1.2-create new ways to manipulate a beanbag.1.1.20-participates in personal movement challenges with a beanbag 6.1.3 | move beanbag and body parts in time with music during Bean Bag Boogie. 1.2.6--imitate a pre-designed sequence using beanbags while identifying non locomotor movements. 1.1.6 and 2.1.2-create new ways to manipulate a beanbag.1.1.20-participates in personal movement challenges with a beanbag 6.1.3 | NO SCHOOL FOR STUDENTS!! |

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| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Today we are going to manipulate a beanbag. What do you think manipulate means? Handle or control in a skillful manner.Warm up with nutrition cards. | Today we are going to manipulate a beanbag in new ways. What are some of the ways we used the beanbags yesterday?Warm up with nutrition cards. | Today we are going to try new moves with beanbags. Warm up with nutrition cards. | Today we are going to perform new moves with our beanbags. Why do we keep learning new moves? Warm up with nutrition cards. |  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: Beanbag Boogie-Expectations for bean bag play. Do we still stop, look and listen when you have a beanbag? When I say freeze where do you think I want the beanbag? Practice crazy moves and freezing on command.-Balancing: On head, knee foot, back, tummy? Elbow? What do you think will happen if you move your elbow up and down? Try a locomotor movement. Do you think beanbag will fall off? What locomotor movement can you perform to keep the beanbag on your elbow? Non locomtor? Head. Repeat questioning. Foot. Practice both sides of body. -Shapes: Pictures of square, triangle, and circle. What is something that looks like a circle? Square? Triangle? Students make little shapes and big shapes. Take visuals away and have students practice shapes without visuals. Question students on what shape they are making as they manipulate the beanbag.-Oopsie… I need help: Each child will balance a beanbag on a body part of teacher’s choice. Discuss helping others. Half of the students walk around room with beanbag balanced on body part. If beanbag falls off say oopsie I need help. Partners pick up beanbag student picks up the beanbag. Student says thank you. When do you need to use good manners? How can you help your partner? Students will have equal amount of time manipulating beanbag and being the helper. If student is struggling with, balancing on a more difficult body part allow them to choose a body part they feel is easier. Have students discuss with each other how they manipulated the beanbag to balance. Answers to look for. Speeds. Levels. Position of body.  | -Rhythm: Beanbag Boogie 2 Remember our song from yesterday? See if you notice the difference in today’s song. What is the same? -locomotor challenges: Jump forward over beanbag. Back and forth. Walk at low level around. Hop over. Compare hopping and jumping. Are these locomotor or non locomotor movements? Gallop around. Change directions. Skip around. What is your favorite locomotor movement? Tell me, show me. Where can you use that locomotor movement other than PE?-Shapes: What shapes did we learn about yesterday? Choose a body part to balance beanbag on while we make shapes. Did the beanbag stay on? Why or why not? How can you improve the way you balance beanbag? perform movement of teachers choice to shape. Have groups of 4 perform movement around shape.Rotate around to different shapes.-Oopsie.. I need help. Describe how we played the game yesterday. We are going to balance a beanbag with a partner today. Do you think it will be easier to balance with a partner or by your self? Name body parts and have partners create a way to carry beanbag on those body parts. Did you drop it? How can you make it better? Other groups pick up the beanbags that have been dropped. Did you like the way we played our game today better than yesterday? Why? | -Rhythm: Kid Star! From JuMp Cd What is a super star? Students pretend to be super stars. We will do super star poses at the end of the song. Body builder, hand raised in air, kneel on one leg with other extended. Encourage students to make their own super star pose. Practice moves for song before music begins. “kid star shaking” pass beanbag in front of you hand to hand, “moving around” pass bean bag around waist, “serious devotion” rock forward and back shaking beanbag, “keep my body physically fit” jog in place, follow cues in song shake high, low, middle, “That you love best” tap over heart.-Non locomotor challenges: Make a bridge over beanbag. What is something you might see under a bridge? On a bridge? Turn body over and make a mountain, lift one arm then another. Are we going anywhere? What kind of moves are these? Make a crab and place beanbag on stomach. How can you make the beanbag fall off while doing a non locomotor movement? Create a new way to use non locomotor movements and a beanbag. -Shapes: What shapes did we learn about yesterday? Choose a body part to balance beanbag on while we make shapes. Perform movement of teachers choice to shape. Have groups of 4 perform movement around shape.Rotate around to different shapes. Were you able to balance the beanbag when moving around a shape? How could you make it easier to balance?-Oopsie… I need help: Describe the two ways we have played this game this week. Everyone gets a beanbag. How do you think we will play when everyone gets a beanbag? Who will pick up beanbags when they fall off? Play game as individuals. Partner up and explore with ways to balance 2 beanbags. How will you balance 2 beanbags? How can you make it work better?  | -Rhythm: Kid Star! From JUMP Cd. Show me some of the poses we did with our bodies yesterday. Can you create new ways to pose your body? -Non locomotor challenges: Pretend beanbag is weight. Have you ever seen someone lift weights? Show me your muscles. Do bicep curl, triceps, pull up, up right row, shoulder press. Show me some new moves to make your arms stronger with weights. -Shapes: Groups of four. Develop your own way to move on the shape pattern and balance your beanbag. If it falls off what do you need to do?-oopsie…I need help: Students stay on shapes and play within the boundaries of shape. Determine how to play the game within groups. Challenge students to use locomotor and non locomotor movements. Rotate around groups and question about decision for game strategies.-Color race: Walk to cone that matches beanbag. On “color race” switch with someone then find matching cone. Repeat. |  |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Call one color have students with that color walk, slide, or gallop to put up beanbag. Have students who are struggling with one of above movements perform for extra practice. Assess those that still need score. Yes/no question Is this a picture of hop? | Call names to put beanbags up. Have them perform locomotor movement that still needs assessing. Refer to previous assessment for those students. Yes/no question Is this a picture of jump? | Have students place bean bag next to matching color cone. Answer yes/no question. Did you do non locomotor movements with a beanbag today?  | Show nonlocomotor way to move with beanbag. Yes/no question: Did you participate in every beanbag challenge today? |  |
| **Early Finishers:** | **Early Finishers:** | **Early Finishers:** | **Early Finishers:** | **Early Finishers:** |
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| **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** |
| What do you think manipulate means? Do we still stop, look and listen when you have a beanbag? When I say freeze where do you think I want the beanbag? What do you think will happen if you move your elbow up and down? Do you think beanbag will fall off? What locomotor movement can you perform to keep the beanbag on your elbow? Non locomtor? What is something that looks like a circle? Square? Triangle? When do you need to use good manners? How can you help your partner? | What are some of the ways we used the beanbags yesterday? Remember our song from yesterday? What is the same? Are these locomotor or non locomotor movements? What shapes did we learn about yesterday? Did the beanbag stay on? Why or why not? How can you improve the way you balance beanbag? Do you think it will be easier to balance with a partner or by your self? Did you drop it? How can you make it better? Did you like the way we played our game today better than yesterday? Why? | What is something you might see under a bridge? On a bridge? Are we going anywhere? What kind of moves are these? How can you make the beanbag fall off while doing a non locomotor movement? Were you able to balance the beanbag when moving around a shape? How could you make it easier to balance? How do you think we will play when everyone gets a beanbag? Who will pick up beanbags when they fall off? How will you balance 2 beanbags? How can you make it work better? | Can you create new ways to pose your body? Have you ever seen someone lift weights? If it falls off what do you need to do?  |  |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Tell someone how you manipulated a beanbag. | Describe the Oopsie.. game. See if you can make up a game similar to Oopsie. | Show someone a non locomotor movement. | Make up a game with locomotor and non locomotor movements.  |  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
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| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
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| **Assessments** *(all that apply)* | **Assessments** *(all that apply)* | **Assessments** *(all that apply)* | **Assessments** *(all that apply)* | **Assessments** *(all that apply)* |
|  | Unit/Chapter Test |  | Unit/Chapter Test |  | Unit/Chapter Test |  | Unit/Chapter Test |  | Unit/Chapter Test |
|  | Quiz |  | Quiz |  | Quiz |  | Quiz |  | Quiz |
|  | Project |  | Project |  | Project |  | Project |  | Project |
|  | Group Assignment |  | Group Assignment |  | Group Assignment |  | Group Assignment |  | Group Assignment |
|  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |
|  | Oral Presentation |  | Oral Presentation |  | Oral Presentation |  | Oral Presentation |  | Oral Presentation |
|  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |
| **x** | Real World Solutions |  | Real World Solutions |  | Real World Solutions |  | Real World Solutions |  | Real World Solutions |
| **x** | Written Response | **x** | Written Response | **X** | Written Response | **X** | Written Response |  | Written Response |
| **x** | Teacher Observation | **x** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |  | Teacher Observation |
| **xx** | Other: Self, and checklist | **xx** | Other: self, checklist, peer | **X** | Other: self, checklist, peer | **x** | Other: self, checklist, peer |  | Other:  |
| **Feedback** *(all that apply)* | **Feedback** *(all that apply)* | **Feedback** *(all that apply)* | **Feedback** *(all that apply)* | **Feedback** *(all that apply)* |
| **X** | Verbal | **X** | Verbal | **X** | Verbal | **X** | Verbal |  | Verbal |
| **X** | Written | **X** | Written | **X** | Written | **X** | Written |  | Written |
| **X** | Student to Student | **X** | Student to Student | **X** | Student to Student | **X** | Student to Student |  | Student to Student |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Problem Solving** *(all that apply)* | **Problem Solving** *(all that apply)* | **Problem Solving** *(all that apply)* | **Problem Solving** *(all that apply)* | **Problem Solving** *(all that apply)* |
| **X** | Abstraction | **X** | Abstraction | **X** | Abstraction | **X** | Abstraction |  | Abstraction |
|  | Categorization |  | Categorization | **X** | Categorization | **X** | Categorization |  | Categorization |
| **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions |  | Drawing Conclusions |
| **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting |  | Observing and Experimenting |
| **X** | Predicting Outcomes | **x** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes |  | Predicting Outcomes |
| **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |  | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
| **X** | Improving Solutions | **x** | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions |  | Improving Solutions |
| **X** | Creating and Designing | **x** | Creating and Designing | **X** | Creating and Designing | **X** | Creating and Designing |  | Creating and Designing |
|  | Identifying Relevant/Irrelevant Info |  | Identifying Relevant/Irrelevant Info |  | Identifying Relevant/Irrelevant Info |  | Identifying Relevant/Irrelevant Info |  | Identifying Relevant/Irrelevant Info |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Grouping** *(all that apply)* | **Grouping** *(all that apply)* | **Grouping** *(all that apply)* | **Grouping** *(all that apply)* | **Grouping** *(all that apply)* |
| **X** | Whole Group | **x** | Whole Group | **X** | Whole Group | **X** | Whole Group |  | Whole Group |
|  | Small Group |  | Small Group | **X** | Small Group | **X** | Small Group |  | Small Group |
| **X** | Pairs | **x** | Pairs | **X** | Pairs | **X** | Pairs |  | Pairs |
| **X** | Individuals | **x** | Individuals | **X** | Individuals | **X** | Individuals |  | Individuals |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Materials/Resources** | **Materials/Resources** | **Materials/Resources** | **Materials/Resources** | **Materials/Resources** |
|  | Computer |  | Computer |  | Computer |  | Computer |  | Computer |
| **x** | Manipulative | **x** | Manipulative | **X** | Manipulative | **X** | Manipulative |  | Manipulative |
|  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |
|  | Projection Device |  | Projection Device |  | Projection Device |  | Projection Device |  | Projection Device |
|  | Printer |  | Printer |  | Printer |  | Printer |  | Printer |
|  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |
|  | Internet Resources |  | Internet Resources |  | Internet Resources |  | Internet Resources |  | Internet Resources |
|  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |
|  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |
| **x** | Other: Chalkboard | **x** | Other: Chalkboard | **X** | Other: chalkboard | **x** | Other: chalkboard |  | Other:  |
| **Differentiation** *(all that apply)* | **Differentiation** *(all that apply)* | **Differentiation** *(all that apply)* | **Differentiation** *(all that apply)* | **Differentiation** *(all that apply)* |
| **X** | Content | **X** | Content | **X** | Content | **X** | Content |  | Content |
| **X** | Process | **X** | Process | **X** | Process | **X** | Process |  | Process |
| **X** | Product | **X** | Product | **X** | Product | **X** | Product |  | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
| **X** | Flexible Grouping | **X** | Flexible Grouping | **X** | Flexible Grouping | **X** | Flexible Grouping |  | Flexible Grouping |
|  | Learning Centers |  | Learning Centers |  | Learning Centers |  | Learning Centers |  | Learning Centers |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Student Thinking** | **Student Thinking** | **Student Thinking** | **Student Thinking** | **Student Thinking** |
| **X** | Analytical | **X** | Analytical | **X** | Analytical | **X** | Analytical |  | Analytical |
| **X** | Practical | **X** | Practical | **X** | Practical | **X** | Practical |  | Practical |
| **X** | Creative | **X** | Creative | **X** | Creative | **X** | Creative |  | Creative |
|  | Research-Based |  | Research-Based |  | Research-Based |  | Research-Based |  | Research-Based |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Accommodations for SpEd/504** | **Accommodations for SpEd/504** | **Accommodations for SpEd/504** | **Accommodations for SpEd/504** | **Accommodations for SpEd/504** |
| **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating |  | Preferential Seating |
| **X** | Extended Time | **X** | Extended Time | **X** | Extended Time | **X** | Extended Time |  | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
| **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring |  | Peer Tutoring |
| **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments |  | Modified Assignments |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Lesson Notes:** |
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