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| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | PreK | **Week Beginning:** | October 15, 2012 |
| **Unit Title:** | Catching and Throwing (fluff balls and beanbags) | **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……** |
| -catch a beanbag when tossing to oneself. 1.2.9-throw a fluff ball at a hoop target using the underhand throw. 1.2.8-recognize and group into same color groups. K.1.3-express personal feelings on progress made while learning how to catch a fluff ball. 6.2.3 | -catch a fluff ball when tossing to oneself. 1.2.9-throw a fluff ball at their number using the underhand throw. 1.2.8-recognize and group into same color groups. K.1.3-express personal feeling on progress made while learning a new skill. 6.2.3 | -throw a fluff ball at a target on the wall using a underhand throw. 1.2.8-catch a fluff ball when thrown underhand by a partner. 1.29 and 1.28-recognize and group into same color groups. K.1.3-throw at a target on the wall without interfering with others. 5.2.5 | -throw a fluff ball at a target using the overhand and underhand throw. 1.2.8-catch a fluff ball thrown underhand or rolled by a partner, and defend reason for thumbs together or pinkies together. 1.2.9-recognize and group into same color groups then sort into groups of 5. K1.3-perform in groups of 3 without interfering with others, and validate reasons why it is important not to interfer. 5.2.5 | -throw a fluff ball in groups of three using the overhand and underhand throw. 1.2.8-catch a playground ball below waist when rolled on the floor. 1.29 and 1.28-recognize and group into same color groups. K1.3-play a game of Clean Your Room while using the overhand and underhand throw. 1.28 and 1.29 |

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| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| What objects did we toss and catch last week? Today we are going to use a beanbag and throw at a target. Why do you think I want you to use a beanbag today?Warm up exercises for muscles used in throwing and catching.  | What did we throw and catch yesterday? Today we are going to throw a small fluff ball. Do you think it will be harder to catch? Why?Warm up exercises for muscles used in throwing and catching. | Today we are going to throw at a new target. What was our target yesterday? Look around the room what is different about my wall? Do you think you can hit a target on the wall? Warm up exercises for muscles used in throwing and catching. | How have we been throwing the ball? Today we are going to throw overhand at the targets on the wall. Show me what you think a overhand throw looks like.Warm up exercises for muscles used in throwing and catching.  | Today we are going to play a game using the underhand and overhand throw. Show me what overhand throws look like. Underhand.Warm up exercises for muscles used in catching and throwing.  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: 5 Funky little monkeys. (math) Have 4 students plus leader come to front. As monkeys fall off bed choose a student to go back to their “home”. As the song went on, did we get more monkeys up here or less?-As beanbags are handed out have students practice handwriting skills slide and pull down-Review catching above waist, thumbs together, eyes on beanbag. Have student have a seat on their number and toss to themselves. Students will draw an imaginary line and not throw over the line. Observe students for keeping eyes on beanbag and thumbs together. Ask them to recite cues as I walk around room. Mark checklist if they can recite. As students become successful, have them stand and catch and throw. Why do you think I wanted you to throw sitting down first? How did you change the way you caught the beanbag when you stood up? Have assistant work with those who are still struggling.-Partner toss and catch sitting. Partner students up by ability. Have them practice sitting and then when successful stand. Why is it important to keep your eyes on the beanbag? What would happen if you did not look? -Hoop toss: What is a target? Can a target be a hula hoop? Where else can you use a target? Mention target at fall festival. Before beginning have students go through the motions of a under hand toss. Arm back, step opposite foot, throw. Give hoops to students and have them placed with number in the middle. Can you use the hoop as a target if you are in the hoop? Take three steps back. What sport do you use an underhand throw? -Color sort- get into groups of the same color beanbag. Talk with your group and make sure you all have the same color. What can we do to make our groups different?  | -Rhythm: 5 Funky little monkeys. (math) Have 4 students plus leader come to front. As monkeys fall off bed choose a student to go back to their “home”. How many monkeys did we start with? How many monkeys did we end with?--As fluff balls are handed out have students practice handwriting skills front and back circle.-Review above waist catching. What do you need to do to catch above your waist? Remind students no matter what size the object, thumbs are still together. Begin sitting and have students stand as they are successful. -Partner toss- partner a proficient student with one who is still developing. Toss above waist while sitting. As students demonstrate ability to catch have them stand. Partners compare catching a beanbag and fluff ball. What do you need to remind your partner to do before you throw the ball? Why is that important?-Below waist. Can you catch an object with pinkies together if it is small? Have students drop ball and catch before it hits floor. Thumbs up if you were able to catch. If students are really struggling give beanbag. Why can we not practice catching below waist when we are sitting? -Underhand Throw: What did we use as a target yesterday? Do you think you can hit a smaller target? Arm back, step opposite foot, throw. What can you do if your ball goes too far? Not far enough?-Color sort- Get into groups of the same color ball. Look to make sure everyone has the same color and count. Make groups with different colors. Check to see if everyone in your group is different colors. | -Rhythm: 5 Funky little monkeys. (math) Have 4 students plus leader come to front. As monkeys fall off bed choose a student to go back to their “home”. How many monkeys did we start with? How many monkeys did we end with? -As fluff balls are handed out have students practice handwriting skills slant right and left. -Review above waist catching. Have student recite cues. Assess students for thumbs together. Begin in sitting position, and have students stand as they are successful at sitting catches. What can you do to make it easier to catch the ball above waist? Those that are capable may experiment with throwing the ball higher. Lower height for those struggling.-Review below waist. Have student drop ball from above head and try to catch before it hits the floor. Do you have to be quick to catch the ball before it hits the floor? How is it different than a balloon? Those who can’t catch before hits floor have them scoop up ball after on floor with pinkies together. -Target practice- students walk to a piece of tape in front of a target on the wall. Review underhand cues without ball. Emphasis eyes on target. Students practice hitting target with ball. How is this different than the target we used yesterday? What can you do to make sure you hit the target with the ball? Why? Distance can be increased or decreased for those students who need it.-Color Sort- Have students try to develop their own way of sorting balls. Remind them of the ways we have sorted and encourage them to develop something different. | -Rhythm: 5 Funky little monkeys. (math) Have 4 students plus leader come to front. As monkeys fall off bed choose a student to go back to their “home”. How many monkeys did we start with? How many monkeys did we end with? -As fluff balls are handed have students choose a line from handwriting to practice. Verbalize which line using.-Review and assess above waist catching. If students struggle have them return to sitting position. Give larger objects to those who need help with correct catching technique. Why are you getting better at catching above waist? Where else can you practice catching?-Review and assess below waist catching. Drop ball from above head. Catch below waist. Those struggling will get to use scarf. Make sure students can recite cues.-Partner up and have students throw underhand to catch ball above waist. If you don’t hit your target, what can you do? Have students increase or decrease distance. Have students think of a way to help partner practice catching ball below waist. Dropping or rolling. Try to get them to come up with ideas on own. -Target practice: Students move to tape in front of targets. Practice underhand. What is the opposite of under? Have you ever seen a baseball player throw overhand? Model motions for students and then have student perform motions without ball. Then introduce fluff ball and students aim for targets. After you throw your ball what do you need to do before you go get it? How can you stay safe? -Color sort: Have students create own way of sorting balls. Then have them justify reason for sorting in way chosen.  | Rhythm: 5 Funky little monkeys. (math) Have 4 students plus leader come to front. As monkeys fall off bed choose a student to go back to their “home”. How many monkeys do we need to begin our song? How many monkeys will we end with? -Show students where the point of a triangle is. How many sides does a triangle have? Have every student walk to stand on point. How many students are in your group?-As groups get balls have them decide what handwriting line to make together. After all balls have been handed out, have students practice catching and tossing to self. Students will attempt to peer assess each other. Looking for thumbs together.-Passing around the triangle. Help students establish a pattern to throw ball using the underhand throw. Throw underhanded until proficient then switch groups to overhand throwing. Groups may be switched around at this point in order to help those struggling with underhand. With your group compare overhand and underhand throwing. Can you tell me what is different? The same?  -Clean your room: Students are divided into two groups. What does it mean to have a clean room? How do you think you can have the cleanest room at the end of the game? Students throw one ball at a time overhand across the black line. Students must stay in their room. At end of game have students sort by color and count to see who has the cleanest room. Which team has the most balls? Least? Have students use the underhand throw during game. At end sort by color and count. Tell me how your team worked together to get rid of the balls in your room. Why did you…? How could you make it different?  |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Compare the objects caught and thrown. Scarf, beanbag, balloon. Yes/no Is a beanbag hard to catch with thumbs together? | Compare beanbags and fluff balls. Yes/no are fluff balls easy to catch below waist? | Yes/no: Did you hit the target today?  | Yes/no: Did you use the overhand throw today?  | Yes/no: Is Clean Your Room a game you can use overhand and underhand throw? |
| **Early Finishers:** | **Early Finishers:** | **Early Finishers:** | **Early Finishers:** | **Early Finishers:** |
| NONE | NONE | NONE | NONE | None |
| **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** |
| What objects did we toss and catch last week? Why do you think I want you to use a beanbag today? Did we get more monkeys up here or less? Why do you think I wanted you to throw sitting down first? How did you change the way you caught the beanbag when you stood up? Why is it important to keep your eyes on the beanbag? What would happen if you did not look? What is a target? Can a hoop be a target? Where else can you use a target? | What did we throw and catch yesterday? Do you think it will be harder to catch? Why? How many monkeys did we start with? End with? What do you need to do to catch above your waist? What do you need to remind your partner to do before you throw the ball? Why is that important? Can you catch and object with your pinkies together if it is small? Why can we not practice catching below waist when we are sitting? What did we use as a target yesterday? Do you think you can hit a smaller target? What can you dif if your ball goes to far? Not far enough? | What was our target yesterday? What is different about my room today? Do you think you can hit a target on the wall? How many monkeys did we start with? End with? What can you do to make it easier to catch the ball above waist? Do you have to be quick to catch the ball before it hits the floor? How is it different than a balloon? How is this different than the target we used yesterday? What can you do to make sure you hit the target with the ball? Why?  | How have we been throwing the ball? How many monkeys did we start with? How many monkeys did we end with? Why are you getting better at catching above waist? Where else can you practice catching? If you don’t hit your target, what can you do? What is the opposite of under? Have you ever seen a baseball player throw overhand? After you throw your ball what do you need to do before you go get it? How can you stay safe?  | How many monkeys do we need to begin our song? How many monkeys will we end with? Can you tell me what is different? The same? What does it mean to have a clean room? How do you think you can have the cleanest room at the end of the game? Which team has the most balls? Least? Why did you…? How could you make it different?  |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Draw me a picture of catching and throwing. | Draw me a picture of catching and throwing if you did not yesterday. | Remember I am waiting on pictures of catching and throwing to put in the hall. | I still need more pictures of catching and throwing.  | See if you can practice catching and throwing at home this weekend.  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Assess with checklist for above waist catching cues. Listen to conversation to detect personal feeling on improvements within groups. Comment on those observations****\*if student’s ability level demonstrates they can’t catch beanbag change object.** | **Assess with checklist for below waist cues. Listen for expression of personal feelings during partner work.****\*if student is struggling with fluff ball, allow them to choose object they are more comfortable using. Increase or decrease distance of target depending on ability.** | **Assess with checklist those who can catch above waist consistently with thumbs together.****\*if student is struggling with fluff ball, allow them to choose object they are more comfortable using. Increase or decrease distance of target depending on ability.** | **Continue assessing for above waist and begin assessing below waist. Make sure pinkies are together at end of throw.** **\*if student is struggling with fluff ball, allow them to choose object they are more comfortable using. Increase or decrease distance of target depending on ability.** | **Guide students with peer assessment. Remind them to look for thumbs together. Assess students during game for use of proper throwing technique. Give reminders through out. Groups make change during triangle game. Groups those struggling together if needed.** |

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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 |
| **x** | Project | **X** | Project | **X** | Project | **X** | Project |  | Project |
| **x** | Group Assignment | **X** | Group Assignment | **X** | Group Assignment | **X** | Group Assignment | **X** | 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 |
|  | 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 | **X** | Written Response |
| **x** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |
| **xx** | Other: Self and checklist | **xx** | Other: self and checklist | **xx** | Other: self and checklist | **xx** | Other: self and check list | **xxx** | Other: self, peer, checklist |
| **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 | **X** | Verbal |
| **X** | Written | **X** | Written | **X** | Written | **X** | Written | **X** | Written |
| **X** | Student to Student | **X** | Student to Student | **X** | Student to Student | **X** | Student to Student | **X** | 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 | **X** | Abstraction |
| **x** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization |
| **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions |
| **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting |
| **x** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes |
| **X** | Generating Ideas | **X** | Generating Ideas |  | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions | **X** | Justifying Solutions | **X** | 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 | **X** | 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 | **X** | Whole Group |
| **x** | Small Group | **X** | Small Group | **X** | Small Group | **X** | Small Group | **X** | Small Group |
| **X** | Pairs | **X** | Pairs |  | Pairs | **X** | Pairs |  | Pairs |
| **X** | Individuals | **X** | Individuals | **X** | Individuals | **X** | Individuals | **X** | 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 | **X** | 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 | **x** | Other: chalkboard |
| **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 | **X** | Content |
| **X** | Process | **X** | Process | **X** | Process | **X** | Process | **X** | Process |
| **X** | Product | **X** | Product | **X** | Product | **X** | Product | **X** | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
| **X** | Flexible Grouping | **X** | Flexible Grouping | **X** | Flexible Grouping | **x** | Flexible Grouping | **X** | 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 | **X** | Analytical |
| **X** | Practical | **X** | Practical | **X** | Practical | **X** | Practical | **X** | Practical |
| **X** | Creative | **X** | Creative | **X** | Creative | **X** | Creative | **X** | 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 | **X** | Preferential Seating |
| **X** | Extended Time | **X** | Extended Time | **X** | Extended Time | **X** | Extended Time | **X** | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group | **X** | Small Group |
| **X** | Peer Tutoring | **X** | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |
| **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **x** | Modified Assignments | **X** | Modified Assignments |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Lesson Notes:** |
| **Dyson: Jayden’s goal: continute to encourage participation****Renfroe: Breenan- Listening skills/ Jozelynn- following directions****Wilson: Luis- make sure to give him one on one instruction****Langley: Whole class- following directions, letting teacher demonstrate before trying skill/ Antavious- participation and following directions, needs help with skills/ Keshun- following directions and respecting other’s space/ David- participation and working well with others/ Ollie- extra help with skills and behavior reminders****Davis: Markeevan- extra help with skills Dylan- behavior reminders and skill help** |