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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Prek-K | **Week Beginning:** | | September 8, 2014 |
| **Unit Title:** | Walk and slide | | | **Subject:** | | Physical education | | | |
| **Monday S** | | **Tuesday T** | **Wednesday I** | | **Thursday G** | | | **Friday** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -use concepts of body and space awareness in a variety of ways. 2.1.1  -walk while using a variety of movement concepts (directions, levels, pathways and speeds) 1.2.2  -know the rules for participating in physical education 5.1.1 | -demonstrate the locomotor movements walk and slide while moving fast and slow, high and low. 1.1.2 and 1.1.3  -name locomotor movement is being performed by partner. 2.1.2  -use concepts of body and space awareness in a variety of ways. 2.1.1  -walk while using a variety of movement concepts (directions, levels, pathways and speeds) 1.2.2  -know the rules for participating in physical education 5.1.1 | -demonstrate the locomotor movements walk and slide while moving fast and slow, high and low. 1.1.2 and 1.1.3  -name locomotor movement is being performed by partner. 2.1.2  -use concepts of body and space awareness in a variety of ways. 2.1.1  -walk while using a variety of movement concepts (directions, levels, pathways and speeds) 1.2.2  -know the rules for participating in physical education 5.1.1 | -demonstrate the locomotor movements walk and slide while moving fast and slow, high and low. 1.1.2 and 1.1.3  -name locomotor movement is being performed by partner. 2.1.2  -use concepts of body and space awareness in a variety of ways. 2.1.1  -walk while using a variety of movement concepts (directions, levels, pathways and speeds) 1.2.2  -know the rules for participating in physical education 5.1.1 | NO SCHOOL PD DAY! |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video.  Today we are going to move our body on different pathways. Draw a straight line, curve, zigzag. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise Video.  Today we are learning the locomotor movements of walk and slide. A locomotor movement is moving from one place to another place. We are going to use our movement concepts of space, pathways, and levels while walking and sliding. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video.  Today we are learning the locomotor movements of walk and slide. A locomotor movement is moving from one place to another place. We are going to use our movement concepts of space, pathways, and levels while walking and sliding. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video.  Today we are learning the locomotor movements of walk and slide. A locomotor movement is moving from one place to another place. We are going to use our movement concepts of space, pathways, and levels while walking and sliding. |  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| Rhythm: Connect with a friend and freeze.  Students will rotate around each level. We will assess each at each level.  Level 1- Personal space in a hula hoop. What does personal space mean? (remember) Using directional words have students move in front, behind, beside, under, through and over. Move body in hoop outside of hoop. Why do you think it is important to stay in your own personal space in the gym? (analyze)  Level 2- Students will explore pathways. What would happen if we always moved in a straight line? (evaluate) Move on straight blue lines, then to orange curve, and last to purple zigzag. What is the difference between zigzag and curve? (understand) Have students name pathways as they travel.  Level 3- Explore levels using animal cards. Demonstrate how body moves at a high level by moving on tiptoes with arms up in air. What action would you do to move your body to a low level? (apply) Demonstrate low by walking like a duck. Medium by walking with knees bent. What would happen if we walked with our knees bent? (evaluate) What level do you think it would be? (understand) Show animal cards and how to move like animals. Discuss levels as they explore movements.  Level 4- Moving fast and slow. Move different body parts at different speeds. Begin by walking slow motion, increase speed to fast. When do you need to move slow? Fast? (apply) What is the most important thing to remember about speed? (create) | Rhythm: Animals in action #11  -Personal space- What can you do to check your personal space? On your word please check to make sure you are in your own personal space. Walk with your hands out straight. Don’t let your hands bump into anyone else. What is the problem with walking like this all the time? (analyze) Arms tired, look silly, etc. How would you change your arms to walk normal? (apply) Have students walk with arms at side but swinging back and forth. Freeze and check personal space.  -Slide- discuss different types of slides or sliding. Students will practice step close. At this age, we are just introducing the concept of slide mastery is not expected. Maintaining balance is expected. Look for students picking up feet and stepping. Talk to the person closest to you about sliding. Show each other how to slide. What would happen if you forgot to step and close? (evaluate) would you still be sliding? (understand)  -moving in space: levels and pathways. Some students will be moving at different levels on the 100 chart. The levels we learned last week are high, medium and low. Show me high, medium, low. Now try to walk at a high level, medium and low. What is the hardest level to walk? Easiest? Why? (evaluate) Some students will be moving on the pathways while practicing sliding. Begin on straight blue lines, move to curvy orange line, and then zigzag lines. What was your favorite pathway to slide? Why? Tell a person beside you. | Rhythm: Animals in action #11  -Personal space- What can you do to check your personal space? On your word please check to make sure you are in your own personal space. Walk with your hands out straight. Don’t let your hands bump into anyone else. What is the problem with walking like this all the time? (analyze) Arms tired, look silly, etc. How would you change your arms to walk normal? (apply) Have students walk with arms at side but swinging back and forth. Freeze and check personal space.  -Slide- discuss different types of slides or sliding. Students will practice step close. At this age, we are just introducing the concept of slide mastery is not expected. Maintaining balance is expected. Look for students picking up feet and stepping. Talk to the person closest to you about sliding. Show each other how to slide. What would happen if you forgot to step and close? (evaluate) would you still be sliding? (understand)  -moving in space: levels and pathways. Some students will be moving at different levels on the 100 chart. The levels we learned last week are high, medium and low. Show me high, medium, low. Now try to walk at a high level, medium and low. What is the hardest level to walk? Easiest? Why? (evaluate) Some students will be moving on the pathways while practicing sliding. Begin on straight blue lines, move to curvy orange line, and then zigzag lines. What was your favorite pathway to slide? Why? Tell a person beside you. | Rhythm: Animals in action #11  -Personal space- What can you do to check your personal space? On your word please check to make sure you are in your own personal space. Walk with your hands out straight. Don’t let your hands bump into anyone else. What is the problem with walking like this all the time? (analyze) Arms tired, look silly, etc. How would you change your arms to walk normal? 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What was your favorite pathway to slide? Why? Tell a person beside you. |  |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Unit test | With finger draw a straight, curvy and zigzag line. Show high, medium and low levels. |  |  |  |
| **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 does personal space mean? Why do you think it is important to stay in your own personal space in the gym? What would happen if we always moved in a straight line? What is the difference between zigzag and curve? What action would you do to move your body to a low level? What would happen if we walked with our knees bent? What level do you think it would be? When do you need to move slow? Fast? What is the most important thing to remember about speed? | What can you do to check your personal space? What is the problem with walking like this all the time? How would you change your arms to walk normal? What would happen if you forgot to step and close? would you still be sliding?  What is the hardest level to walk? Easiest? Why? What was your favorite pathway to slide? Why? | What can you do to check your personal space? What is the problem with walking like this all the time? How would you change your arms to walk normal? What would happen if you forgot to step and close? would you still be sliding?  What is the hardest level to walk? Easiest? Why? What was your favorite pathway to slide? Why? | What can you do to check your personal space? What is the problem with walking like this all the time? How would you change your arms to walk normal? What would happen if you forgot to step and close? would you still be sliding?  What is the hardest level to walk? Easiest? Why? What was your favorite pathway to slide? Why? |  |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Show someone what you did during PE. | Show someone at home how to walk and slide. | Show someone at home how to walk and slide. | Show someone at home how to walk and slide. |  |
| **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 | **X** | Real World Solutions | **X** | Real World Solutions | **X** | 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 |
| **X** | Other: peer, checklist | **X** | Other: | **X** | Other: | **X** | Other: |  | Other: 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 |  | 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 |
| **X** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization |  | Categorization |
|  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |
| **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting |  | Observing and Experimenting |
|  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |
|  | 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 |
| **X** | Small Group |  | Small Group |  | Small Group |  | 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** | |
| **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer |  | Computer |
|  | Manipulative |  | Manipulative |  | Manipulative |  | Manipulative |  | Manipulative |
|  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |
| **X** | Projection Device | **X** | Projection Device | **X** | Projection Device | **X** | 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 |
|  | Other: Chalkboard |  | Other: |  | Other: |  | Other: |  | 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 |  | 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 |
|  | Extended Time |  | Extended Time |  | Extended Time |  | Extended Time |  | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | 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:** | | | | | | | | | |
| **Assessments: Oral Presentation- naming and describing pathways and levels previous learned. Real World- where would we perform locomotor movements or see pathways and levels we are currently learning. WrittenTeacher observation- l look for cues as written in standards. Peer have peer discussion about movement. Check list- for proper form and deciding levels.**  **Feedback: verbal specific about form. Written- locomotor movements on sheet and write note home to those who excelled and need to practice. Student to student discussion on the different locomotor movements.**  **Problem solving: abstraction- take key components of skills already learn and understand the relationship to new skills. Categorization: sort locomotor movements and pathways into similarities and differences. Observing and experimenting by doing incorrectly then correctly noticing position of body. Predicting outcome- when performing incorrectly what would happen to body if continued incorrectly all the time. Generate ideas on how to improve movement. Improving solutions- how we can fix an incorrect locomotor movement.**  **Differentiation- Student expectation is at basic level. Work on the most important cues with those kids struggling. One on one or small group may be needed.** | | | | | | | | | |