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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK | **Week Beginning:** | | September 3, 2012 |
| **Unit Title:** |  | | | **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……** |
| NO SCHOOL: LABOR DAY!! | -touch body parts in time to music during I Can’t Sit Still song. 1.1.5  -imitate animal movements with animal cards recognizing different levels. 1.1.19  -participate in activities that use locomotor and nonlocomotor movements and recognize the difference between the two while learning body positions. 2.1.2 and 2.2.2  -participate in locomotor and nonlocomotor activites that are developmentally appropriate. 6.1.1 | -move the correct body part during the song My Whole Body Can Move. 1.1.5  -imitate animal movements in groups of 4 with animal movement cards. 1.1.19  -participate in hoop activities that use locomotor and non locomotor movements and recognize the difference between the two while learning body positions. 2.1.2 and 2.2.2  -participate without hesitation during all activities in physical education class. 3.2.1 | -touch body parts in time to music during I Can’t Sit Still song. 1.1.5  -participate in creative movements the student will recognize as locomotor or nonlocomotor. 2.1.2 and 2.2.2  -participate in all activities during physical education without hesitation. 3.2.1 | -place beanbag on body parts during Bean Bag Boogie. 1.1.5  -participate in creative movements with a beanbag or ball using positions and recognize locomotor and non locomotor movements. 2.1.2 and 2.2.2  -Participate in all activities during physical education without hesitation 3.2.1 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
|  | Today we are using locomotor and nonlocomotor movements to move our bodies. Explain what locomotor movements are. What do you think nonlocomotor movements mean?  Warm up exercises with nutrition cards. | Today we are going to move from one place to another and move in one place. What did I call the movements when we stay in one place? Move from one place to another?  Warm up exercises with nutrition cards. | Today we are going to be creative! What does the word creative mean?  Warm up exercise with nutrition cards. | Today we are going to creep, crawl, kneel, and stand. Do you think we will do movements where we go from one place to another? What are those called? Do you think we will do movements when we stay in one place? What are those movements called?  Warm up with nutrition cards. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
|  | Rhythm: I can’t sit still (Music and Mvt. Disc 2) What are body parts? Listen so you can hear the body part that needs to move.  -Discuss locomotor movements. Move around the room. Assess students with checklist for leap (takeoff, flight, landing) and slide (Step/slide).  -Locomotor movements is when you move one place to another place. Now we  are going to learn non locomotor movements. What do you think non locomotor movements are?  -Bending and stretching: Like picking an apple, flop like a doll, wake up, bend to tie shoe, high on shelf, pat a dog, shoot a basketball, bend to pick up coin, pick flower. What are some other ways you bend and stretch at home?  -Extendening bending and stretching. Think about how you can stretch one are high and one low. Bend one are and stretch other high, on hands and knees, one leg behind/one arm forward. How are non locomotor movements different than locomotor movements?  -Students get in groups of 4. I name movement, and students will perform movement and discuss if it is locomotor or non locomotor.  -Animal movements: use animal cards and discuss and move to the correct level. Have you ever seen a…? How does it move? | Rhythm: My Whole Body can Move. Walk around and help students who can not identify body parts. If several are having trouble, go over body parts without song then play again.  -Review locomotor movements. Have pictures of the 8 movements and have students identify the picture of movement performing. What is a reason you might need to leap? Jump? Run? Have student use positons under, through, around, in front, behind, beside with a hoop.  -Review non locomotor movements. Ask questions about when they might stretch, curl, or bend. Have students perform movements in front, behind, beside, in, under, and over while performing non locomotor movements.  -Divide into groups of 4: Have students design a sequence that includes 2 locomotor movementsand 1 non locomotor movement.  -Crabs and Shells. Bean bags and hoops. Students will get in crab position and move around room with a beanbag on stomach. How can we make this movement a nonlocomotor movement?  - | Rhythm: I can’t sit still (Music and Mvt. Disc 2) What are body parts? Listen so you can hear the body part that needs to move.  -Part-to-Part: Touch finger to ear, wrist to ankle, elbow to other elbow, elbow to toe, elbow to hip, foot to knee. Knee to ankle, wrist to opposite knee, hand to opposite shoulder, right knee to left toes, pink to ring finger, thumb to opposite ear. Ankle to opposite knee. Hand to ear. Students have to decide how to move bodies to connect parts. Are these movements locomotor movements or non locomotor movements? How can you make them locomotor?  -Move like this: after each movement students, identify locomotor or non locomotor. Bounce up and down quickly then slowly. Five jumping jacks. Drag feet around room. Hop forward, backward, and sideways. Lean left ,right, forward, and backward, Step, walk, hop and jump backward. Touch toes. Walk backwards.  -Over and under: use bean bags as follow simple directions. As become skilled at following one-step directions become more complicated. Put beanbag underfoot, on head, above shoulder, under chin, over head, below kneew, between legs, by feet. How can we make these movements locomotor?  -In groups of 4 create your own movement sequence using 2 locomotor movements and 2 non locomotor. | Rhythm: Bean Bag Boogie (Music and Mvt. Disc 2)  -Creeping and crawling: When did you crawl? Do you still crawl? Why? lie on stomach beanbag under chin, lift one leg those that can lift one leg will then lift two legs. Lie on stomach creep like crocodile. Crawl backwards. Spin on belly. Crawl on pathway. Lie on back and move only body part teacher names. While standing find body part with beanbag. Creep with beanbag between chin and shoulder. Forward, backward, and sideways. Find partner and put bean bags between shoulders. Do you think the beanbags will fall? How can you make them stay?  Ask students after each challenge if they traveled. Explain travel is another word for locomotor.  -Sitting- Sit cross-legged. Rotate body in circular motion. What directions are you bodies going? Lean forward, backwards, around. Stand back to back with a partner. Try to sit together. Place hands on floor, push up and try to lift bodies of floor.  Kneeling- With a partner in kneeling positon. Hold hand rock back and forth, side to side. Go to wall and slide down wall. Which was locomotor? Non locomotor?  Standing- Stand at wall  Slide down wall. Which was easier kneeling or standing? Roll across wall. Stand independently and swing leg backward, forward, side ways, around.  -Partner up and perform a locomotor movement. Get partner to name the locomotor movement. |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
|  | Yes/no board: Is this a picture of run? | Yes/no board: is this picture jump? | Yes/no board: is this picture leap? | Yes/no board: Is this the locomotor movement that you perform on one foot? |
| **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 non locomotor movements mean? What are body parts? What do you think non locomotor movements are? What are some other ways you bend and stretch at home? How are non locomotor mevements different thatn locomotor movements? Have you ever seen a… ? How does it move? | What did I call the movements when we stay in one place? Move from one place to another? What is a reason you might need to leap? Jump? Run? How can we make this movement a non locomotor movement? | What does the word creative mean? Are these movements locomotor movements or nonlocomotor movements? How can you make them locomotor? | Do you think we will do movements where we go from one place to another? What are those called? Do you think we will do movements when we stay in one place? What are those movements called? Do grown ups crawl? Babies? Do you think the beanbags will fall? How can you make them stay? What directions are your bodies going? Which was locomotor? Non Locomotor? Which was easier kneeling or standing? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
|  | Show someone the difference between locomotor movments and non locomotor movements. | Practice locomotor and non locomotor movements. | Show someone the creative movements you did at school today. | Practice moving your bodies with locomotor and non locomotor movements. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  | Reflect on each class individually. Which classes exhibit the Gold Medal Behaviors? |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
|  | **Those still struggling with personal space get a hoop to keep bodies in during non locomotor activities. Group those together who are struggling.** | **Assess sequences for understanding concepts of locomotor and non locomotor using check list. Have groups critique movements and decide how to improve sequence.** | **Group students according to understanding of nonlocomotor and locomotor. Place one student in each group who can lead and that has mastered difference between movements.** | **Question students about each movement. Have them put a name to each movement. Is it loco or non. Rotate around to see if partners are guessing right movement.** |

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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 | **x** | Group Assignment | **X** | Group Assignment | **X** | 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 |
|  | Real World Solutions |  | Real World Solutions | **X** | Real World Solutions |  | Real World Solutions |  | Real World Solutions |
|  | Written Response | **X** | Written Response |  | Written Response |  | Written Response |  | Written Response |
|  | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |
|  | Other: Self, peer, and checklist | **xx** | Other: self, peer, checklist | **xx** | Other: self/peer | **xx** | Other: Self assessment and peer assessment | **xxx** | Other: Self, Peer, and exit slip |
| **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | |
|  | Verbal | **X** | Verbal | **X** | Verbal | **X** | Verbal | **X** | Verbal |
|  | Written | **X** | Written | **X** | Written | **X** | Written | **X** | Written |
|  | 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)* | |
|  | Abstraction | **X** | Abstraction | **X** | Abstraction | **x** | Abstraction | **X** | Abstraction |
|  | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization |
|  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |
|  | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting |
|  | Predicting Outcomes | **X** | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes | **X** | Predicting Outcomes |
|  | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
|  | Improving Solutions |  | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions |  | Improving Solutions |
|  | 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)* | |
|  | Whole Group | **X** | Whole Group | **X** | Whole Group | **X** | Whole Group | **X** | Whole Group |
|  | Small Group | **x** | Small Group | **X** | Small Group |  | Small Group |  | Small Group |
|  | Pairs |  | Pairs |  | Pairs |  | Pairs | **X** | Pairs |
|  | 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 |
|  | 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 |
|  | 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)* | |
|  | Content | **X** | Content | **X** | Content | **X** | Content | **X** | Content |
|  | Process | **X** | Process | **X** | Process | **X** | Process | **X** | Process |
|  | Product | **X** | Product | **X** | Product | **X** | Product | **X** | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
|  | 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** | |
|  | Analytical | **X** | Analytical | **X** | Analytical | **X** | Analytical | **X** | Analytical |
|  | Practical | **X** | Practical | **X** | Practical | **X** | Practical | **X** | Practical |
|  | 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** | |
|  | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating | **X** | 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 | **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring |
|  | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **x** | Modified Assignments | **X** | Modified Assignments |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
|  | | | | | | | | | |