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| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | PreK | **Week Beginning:** | September 17, 2012 |
| **Unit Title:** | Partner work | **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……** |
| -participate in a variety of locomotor and nonlocomoto movements that increase breathing and heart rate. 4.2.1-imitate animal movment. 1.1.19-Continue to connect together a wide variety of manipulatives by using a ring as a steering wheel 1.2.17-recognize the joy of shared play 6.1.4 | -throw a beanbag to your partner using overhand/underhand throw 1.2.8-catch a beanbag thrown by partner using hands 1.2.9-continue to connect together a wide variety of manipulatives. 1.2.17recognize the joy of shared play 6.1.4 | -participate in a locomotor activities that increase breathing and heart rate. 4.2.1-imitate animal movements 1.1.19-continue to connect together a wide variety of manipulatives while using a hoop.1.2.17-recognize the joy of shared play 6.1.4 | -toss a fluff ball into a rope shape made with partner. 1.2.8-contiue to connect together a wide variety of manipulatives while using a fluff ball and comparing to using a beanbag. 1.2.17- recognize the joy of shared play 6.1.4 | -Continues to connect together a wide variety of manipulatives while using a scarf and comparing to other manipulatives. 1.2.17-recognize the joy of shared play 6.1.4 |

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| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Today we are going to work with partners practicing different skills. It will take cooperation. What does cooperation mean? (Sharing, taking turns, helping, complimenting, etc.)Warm up with nutrition cards. | What did I say the word cooperation meant yesterday? Today we are going to continue to work with partners and use beanbags.Warm up with nutrition cards.  | Today we are working with partners and hoops. Why is it important to learn to work with a partner? Warm up with nutrition cards.  | Today we are going to continue to manipulate objects. What have we manipulated this week?Warm up exercises with nutrition cards. | Today we are going to use a scarf as a manipulative. What else have we manipulated this week? Warm up exercise with nutrition cards.  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| Rhythm: Nursery rhymes-Find a duo: When I say go gallop to a poly spot. The person opposite is your partner. Shake hands and ask how they are doing.-Duo Loco: partners move back and forth between poly spots using a different locomotor movement each time. Why did you choose to do that locomotor movement? Students take turns deciding which locomotor movement to perform. What locomotor movement was the hardest? -Partner studnts: See Saw, partner to partner toe touch. What do you have to do with your legs to touch your partners toes? Can you think of any other way to touch toe to toe with your partner? Wring dish rag. Pancack flip. Why do you have to flip a pancake when you are cooking it? Kangaroo, frog, crab-Car and driver: fron partner holds ring for steering wheel, back partner is passenger. Does the person in the back decide where to go? Why? First, drive around poly spots. Each person gets a turn. Next, partners drive around room. Last, students move in and out of the cones.Shapes: Make a circle with partner using your body parts.  | Rhythm: nursery rhymes-Find a duo: When I say go, slide to a beanbag and stand behind it. The person across from you is your partner. Students create a way to explore with teir beanbag. What did you and your partner decide to do with your beanbag? Why? -Shadow dancing: What is a shadow ? Does a shadow move the same way you move? Be your partner’s shadow. Do exactly the same thing. Switch leaders in the middle of the song.-Duo play: one partner put beanbag on shoulder, the other on foot. The partners who has the beanbag on their foot, put the beanbag behind you for now. How can you be a good partner when you toss the beanbag? Toss and catch beanbag while sitting criss cross. Count how many times your partner catches the beanbag. Back to back and twist and turn with bean bag. | -Rhythm: Nursery Rhymes-Find a duo: Each hoop needs 2 students. One, two. When I say go find a hoop to stand in. Do you get upset when someone is already in a hula hoop you want? What do you do if two people are already in it? Have students scramble then get in a hoop with at partner on freeze.-Hoop Holes: Decide who will be rabbit and who will hold the hoop. If you don’t get to be the rabbit first should you get mad? Why not? Switch with partner. Did everyone get a turn? How can you make sure your partner gets a turn? Tell your partner when you make take turns at home.- Listen and move: around the hoop with partner. What are some locomotor movements? Practice locomotor movements with partner. Use positional words and have students move to front, back, side, stand under and over. With a partner.  | -Rhythm: Nursery Rhymes-Find a duo: When I say go, come to me with a friend so I can give you and your partner a fluff ball and rope. What will you do if someone has already picked your friend to be their partner? -Duo play: Work together to make a circle. One partner take 3 steps back and toss into circle. The other partner take ball from hoop and toss back to partner. Make a triangle. One partner toss to triangle. Which partner should that be? How can you make sure you switch? Make whatever shape you want and you and your partner invent a new way to play with the fluff ball.-With your partner perform locomotor movements. Did you both get a chance to pick a movement? Is that called taking turns? | Rhythm: Nursery Rhymes-Find a duo: Scarves are scattered on floor. When I say “Magic Scarf”, pick up a scarf and find a partner. Give a few minutes for partners to play with scarves however they want. What kind of moves can you and your partners make with a scarf? How is a scarf different than a fluff ball? The same?-Shadows: One partner wave and one partner clap. If you are clapping you are the leader. Play music. Leader chooses movement and other partner copies. When you hear me say switch, change leaders. Compare scarves and beanbags.-Scarf movements: Students go to own home and practice movements. Up and down, side to side, in front, behind, around, square, circle, triangle. Zigzag, crazy way, over head, through legs. Pull down line, slide line, curve line. -With partner: perform the same movements we practiced as individuals. Take turns deciding what moves to perform. |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Yes/no did we imitate any animals today? What animals?  | Yes/no were you able to catch the beanbag when your partner gave you good throws?  | Yes/No: Did you enjoy working with a partner today?  | Yes/ no is playing with a fluff ball different than playing with a beanbag? | Yes/No Do you like working with a partner? |
| **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 cooperation mean? Why did you choose to do that locomotor movement? What locomotor movement was the hardest? What do you have to do with your legs to touch your partners toes? Can you think of any other way to touch toe to toe with your partner? Does the person in the back decide where to go? Why? | What did I say the word cooperation meant yesterday? What did you and your partner decide to do with your beanbag? Why? What is a shadow ? Does a shadow move the same way you move? How can you be a good partner when you toss the beanbag?  | Why is it important to learn to work with a partner? Do you get upset when someone is already in a hula hoop you want? If you don’t get to be the rabbit first should you get mad? Why not? Did everyone get a turn? How can you make sure your partner gets a turn? | What have we manipulated this week? What will you do if someone has already picked your friend to be their partner? Which partner should that be? How can you make sure you switch? Did you both get a chance to pick a movement? Is that called taking turns? | What else have we manipulated this week? What kind of moves can you and your partners make with a scarf? How is a scarf different than a fluff ball? The same? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Show someone the partner stunts you did in class today. Ask them to to do the stunts with you. | Show someone how we moved with our shadow. | Practice locomotor movements at home.  | Tell someone about the game you invented with your partner. | Tell someone about manipulative used this week in PE. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  | Do students get upset if they are not the first one with the hoop? Do they understand concept of taking turns?  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Continously ask students to check heart rate and breathing. Monitor students and comment on those succeeding in shared play.**  | **Assess students catching / throwing abilities for information to begin unit next week.**  | **Monitor for successes in shared plan.**  | **While students are tossing, walk around and ask how fluff ball is different than beanbag. Monitor reactions of sharing in the decision to make a new shape and create a new game.** | **The success of shared play will dictate activities next week with catching and throwing introduction.** |

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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 | **X** | 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, peer, and checklist | **xx** | Other: peer and self assessment | **xx** | Other: self and peer assessment | **xx** | Other: self and peer | **xx** | Other: self and peer |
| **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 |  | Categorization |  | Categorization |
|  | Drawing Conclusions |  | Drawing Conclusions |  | 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 |  | Predicting Outcomes |  | Predicting Outcomes |
| **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions | **X** | Justifying Solutions | **X** | Justifying Solutions |
|  | Improving Solutions |  | Improving Solutions |  | Improving Solutions | **X** | Improving Solutions | **X** | 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 |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
| **X** | Pairs | **X** | Pairs | **X** | Pairs | **X** | Pairs | **X** | 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 |  | Extended Time |  | Extended Time |  | 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 | **X** | Peer Tutoring |
| **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **x** | Modified Assignments | **X** | Modified Assignments |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **lesson Notes** |
| **Langley’s class: Choose partners for students. Assignments may have to be modified or changed depending success of behavior. Class may be divided into two groups. Those who are successful at following gold medal behavior, and those who still need help with behavior.**  |