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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK | **Week Beginning:** | | September 23, 2013 |
| **Unit Title:** | Locomotor 2 & 3 | | | **Subject:** | | Physical education | | | |
| **Monday E** | | **Tuesday R** | **Wednesday S** | | **Thursday T** | | | **Friday I** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -Travel in personal and general space while jumping and hopping during a game of rabbits. 1.1.3  -identify locomotor skills of run, walk, jump, hop when demonstrated by a partner. 2.1.2  -participate in all locomotor movement challenges during physical education class.  3.1.1  -perform locomotor movements without bumping into others. 5.2.2 | NO PREK ON R DAY | -Travel in personal and general space while jumping and hopping during a game of rabbits. 1.1.3  -identify locomotor skills of run, walk, jump, hop when demonstrated by a partner. 2.1.2  -participate in all locomotor movement challenges during physical education class.  3.1.1  -perform locomotor movements without bumping into others. 5.2.2 | -Travel in personal and general space while hopping and galloping to a barn. 1.1.3  -identify locomotor skills of run, walk, jump, hop when demonstrated by a partner. 2.1.2  -participate in all locomotor movement challenges during a game of scramble eggs. 3.1.1  -perform locomotor movements without bumping into others. 5.2.2 | NO PREK ON I DAY |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Review Gold Medal Behavior  What locomotor movements did we learn yesterday? Do you stay in one place when you perform a locomotor movement? Today we are going to jump and hop.  Warm up exercises |  | Review Gold Medal Behavior  What locomotor movements did we learn yesterday? Do you stay in one place when you perform a locomotor movement? Today we are going to jump and hop.  Warm up exercises | Review Gold Medal Behavior  Have you ever been on a horse? Today we are going to gallop like a horse, and hop on one foot. |  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: Jump up turn around/ Jim Gill #4  -Review walk/run. Who can show me how you are suppose to hold your hands when you run? Can you invent your own way to walk?  -Demonstrate jumping on number. What do you think would happen if I jumped crazy? Could I stay on my number? How could I jump crazy, but stay on my number?  -Jump around number in own space. Vary the speeds, fast, slow, medium.  -Demonstrate hopping. How is hopping different than jumping? How could you make it easier to practice hopping? Students hop on spot. Were you able to stay on your number? What can you do to make it easier to stay on your spot? Have assistant work with those struggling with hopping.  -Hop around number in own space. Change speeds.  -Find a partner and perform a locomotor movement. See if your partner can guess which one you are performing.  -play rabbits. Students hop or jump until they hear rabbits go home. They return to their home and sleep.  -Yes/NO Can you hop? |  | -Rhythm: Jump up turn around/ Jim Gill #4  -Review walk/run. Who can show me how you are suppose to hold your hands when you run? Can you invent your own way to walk?  -Demonstrate jumping on number. What do you think would happen if I jumped crazy? Could I stay on my number? How could I jump crazy, but stay on my number?  -Jump around number in own space. Vary the speeds, fast, slow, medium.  -Demonstrate hopping. How is hopping different than jumping? How could you make it easier to practice hopping? Students hop on spot. Were you able to stay on your number? What can you do to make it easier to stay on your spot? Have assistant work with those struggling with hopping.  -Hop around number in own space. Change speeds.  -Find a partner and perform a locomotor movement. See if your partner can guess which one you are performing.  -play rabbits. Students hop or jump until they hear rabbits go home. They return to their home and sleep.  -Yes/NO Can you hop? | -Introduce galloping: What animal did I say galloped? What do you think a gallop looks like? Demonstrate gallop: One leg leads the other follows. What do you need to do with your front leg to make this a gallop? Gallop around numbers.  -Barns and horses: Students will gallop to the different barns around room. What can we do to make our game different? Call a barn color and have students hop back home. .  -Play Gallop song from Physical Ed. CD #15 as students gallop around room with a partner. What was different about having to gallop with a partner? The same?  -Partners will demonstrate locomotor movement and student will guess what the movements is. What locomotor movement did your partner do? How can you help your partner do better?  -Scrambled Eggs: When I say scrambled eggs, perform locomotor movement I name. If you hear breakfast time get back to ball.  Yes/no Did you gallop like a horse today? |  |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| As students line up ask them to choose to hop or jump quietly. |  | As students line up ask them to choose to hop or jump quietly. | As students line up ask they to perform favorite locomotor movement. |  |
| **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:** |
| Who can show me how you are suppose to hold your hands when you run? Can you invent your own way to walk?  What do you think would happen if I jumped crazy? Could I stay on my number? How could I jump crazy, but stay on my number?  How is hopping different than jumping? How could you make it easier to practice hopping? Students hop on spot. Were you able to stay on your number? What can you do to make it easier to stay on your spot?  Can you hop? |  | Who can show me how you are suppose to hold your hands when you run? Can you invent your own way to walk?  What do you think would happen if I jumped crazy? Could I stay on my number? How could I jump crazy, but stay on my number?  How is hopping different than jumping? How could you make it easier to practice hopping? Students hop on spot. Were you able to stay on your number? What can you do to make it easier to stay on your spot?  Can you hop? | What animal did I say galloped? What do you think a gallop looks like?  What do you need to do with your front leg to make this a gallop? What can we do to make our game different? What was different about having to gallop with a partner? The same? What locomotor movement did your partner do? How can you help your partner do better? Did you gallop like a horse today? |  |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Show someone the difference between hop and jump. |  | Show someone the difference between hop and jump. | Show someone at home how to gallop. |  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
| how many were successful with hop. How much time do I need to spend on hop next class? |  | how many were successful with hop. How much time do I need to spend on hop next class? | Was hopping easier today for students? |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Assistant help those struggling with hop. Make sure students are paired with those who are able to hop correctly. Assess running.** |  | **Assistant help those struggling with hop. Make sure students are paired with those who are able to hop correctly. Assess running.** | **Assess gallop.**  **Some classes will not make it to the Scrambled Egg Activity. This is planned for those who are able to successfully gallop.** |  |

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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 | **X** | Real World Solutions | **X** | Real World Solutions |  | Real World Solutions |
|  | Written Response |  | Written Response |  | Written Response |  | Written Response |  | Written Response |
| **X** | Teacher Observation |  | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |  | Teacher Observation |
| **x** | Other: Self and checklist |  | Other: | **x** | Other: self and checklist | **x** | Other: peer/self, checklist |  | Other: |
| **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | |
| **X** | Verbal |  | Verbal | **X** | Verbal | **X** | Verbal |  | Verbal |
|  | Written |  | Written |  | Written |  | Written |  | Written |
| **x** | Student to Student |  | 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 |  | Abstraction | **X** | Abstraction | **X** | Abstraction |  | Abstraction |
| **X** | Categorization |  | Categorization | **X** | Categorization | **X** | Categorization |  | Categorization |
|  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |
| **X** | Observing and Experimenting |  | 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 |  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
| **X** | Improving Solutions |  | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions |  | Improving Solutions |
| **X** | Creating and Designing |  | 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 |  | Whole Group | **X** | Whole Group | **X** | Whole Group |  | Whole Group |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
| **X** | Pairs |  | Pairs | **x** | Pairs | **X** | Pairs |  | Pairs |
| **X** | Individuals |  | 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 |  | 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 |
|  | 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 |  | Content | **X** | Content | **X** | Content |  | Content |
| **X** | Process |  | Process | **X** | Process | **X** | Process |  | Process |
| **x** | Product |  | Product | **X** | Product | **X** | Product |  | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
|  | Flexible Grouping |  | Flexible Grouping |  | 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 |  | Analytical | **X** | Analytical | **X** | Analytical |  | Analytical |
| **X** | Practical |  | Practical | **X** | Practical | **X** | Practical |  | Practical |
| **X** | Creative |  | 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 |  | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating |  | Preferential Seating |
| **x** | Extended Time |  | Extended Time | **X** | Extended Time | **X** | 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 |  | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments |  | Modified Assignments |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
| **I am still getting to know PREK students. I will make adjustments based on observations and behavior.** | | | | | | | | | |