|  |
| --- |
| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | PreK-K | **Week Beginning:** | November 10, 2014 |
| **Unit Title:** | Catch throw | **Subject:** | Physical education |
| **Monday T** | **Tuesday I**  | **Wednesday G** | **Thursday E** | **Friday R** |

|  |
| --- |
| **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 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 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 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 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 |

|  |
| --- |
| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Students practice walk, slide, hop, skip, run and gallop on 100 chart.Do exercise video. 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? | Students practice walk, slide, hop, skip, run and gallop on 100 chart.Do exercise video. 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? | Students practice walk, slide, hop, skip, run and gallop on 100 chart.Do exercise video. 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? | Students practice walk, slide, hop, skip, run and gallop on 100 chart.Do exercise video. 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? | Students practice walk, slide, hop, skip, run and gallop on 100 chart.Do exercise video. 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? |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| 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?  | 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?  | 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?  | 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?  | 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?  |
| **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 the objects caught and thrown. Scarf, beanbag, balloon. Yes/no Is a beanbag hard to catch with thumbs together? | Compare the objects caught and thrown. Scarf, beanbag, balloon. Yes/no Is a beanbag hard to catch with thumbs together? | Compare the objects caught and thrown. Scarf, beanbag, balloon. Yes/no Is a beanbag hard to catch with thumbs together? | Compare the objects caught and thrown. Scarf, beanbag, balloon. Yes/no Is a beanbag hard to catch with thumbs together? |
| **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 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 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 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 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? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Practice catching and throwing at home. | Practice catching and throwing at home. | Practice catching and throwing at home. | Practice catching and throwing at home. | Practice catching and throwing at home. |
| **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 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 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 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 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.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |
| **X** | Group Assignment | **x** | Group Assignment | **X** | Group Assignment |  | Group Assignment |  | Group Assignment |
|  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |
| **X** | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation | **X** | 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 |
| **X** | Other: peer, checklist | **X** | Other:  | **X** | Other:  | **X** | Other:  | **X** | 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 | **X** | Verbal |
|  | Written |  | Written |  | Written |  | Written |  | 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 |
|  | 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 | **X** | Observing and Experimenting |
| **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | 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 | **X** | Improving Solutions | **X** | 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 |
| **X** | Small Group | **X** | Small Group | **X** | Small Group | **X** | Small Group | **X** | 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** |
| **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer |
| **X** | Manipulative | **X** | Manipulative | **X** | Manipulative | **X** | Manipulative | **X** | Manipulative |
|  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |
| **X** | Projection Device | **X** | Projection Device | **X** | Projection Device | **X** | Projection Device | **X** | 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 | **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 |  | Small Group |
|  | Peer Tutoring |  | 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:** |
|  |