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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Prek-K | **Week Beginning:** | | December 1, 2014 |
| **Unit Title:** | Cooperation | | | **Subject:** | | Physical education | | | |
| **Monday R** | | **Tuesday S** | **Wednesday T** | | **Thursday I** | | | **Friday G** | |

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| --- | --- | --- | --- | --- |
| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -strike a balloon repeatedly with hands and paddles. 1.2.14  -use a combination of skills in a game context. 1.3.2  -Participate willingly in all activities in physical education. 6.2.2 | -strike a balloon repeatedly with hands and paddles. 1.2.14  -use a combination of skills in a game context. 1.3.2  -Participate willingly in all activities in physical education. 6.2.2 | -follow basic safety rules with verbal reminders while manipulating a large ball 1.2.21  -works cooperatively with others in structured and unstructured activities.5.3.1  -Receive or send an object (large ball) with implement or body part. 1.1.2 | -follow basic safety rules with verbal reminders while manipulating a large ball 1.2.21  -works cooperatively with others in structured and unstructured activities.5.3.1  -Receive or send an object (large ball) with implement or body part. 1.1.2 | -follow basic safety rules with verbal reminders while manipulating a large ball 1.2.21  -works cooperatively with others in structured and unstructured activities.5.3.1  -Receive or send an object (large ball) with implement or body part. 1.1.2 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  We have practiced a skill where we use overhand and underhand to hit an object. What was that skill called? (remember)  Remember our definition of striking. Strike is to hit forcibly and deliberately with hands or other equipment. Today we are going to use a paddle to strike a balloon. Do you think it will be easier or harder to strike with a paddle or your hand? | Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  We have practiced a skill where we use overhand and underhand to hit an object. What was that skill called? (remember)  Remember our definition of striking. Strike is to hit forcibly and deliberately with hands or other equipment. Today we are going to use a paddle to strike a balloon. Do you think it will be easier or harder to strike with a paddle or your hand? | Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  Today we are going to use cooperation. What does the word cooperate mean? (remember) When are sometimes you need to cooperate? (apply)  Vocabulary word-cooperation- working together. | Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  Today we are going to use cooperation. What does the word cooperate mean? (remember) When are sometimes you need to cooperate? (apply)  Vocabulary word-cooperation- working together. | Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  Today we are going to use cooperation. What does the word cooperate mean? (remember) When are sometimes you need to cooperate? (apply)  Vocabulary word-cooperation- working together. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| Review overhand and underhand striking without equipment. Who remembers the learning cues? Let’s recite them. Hand out paddles. Practice overhand/ underhand strike with paddles. What does a paddle remind you of? What sports use the skill of striking? Hand out balloons. Demonstrate how to freeze with a balloon and paddle. Where is the balloon’s belly button? Will holding it by the belly button help it be still? Hold onto balloon and practice striking overhand then underhand.  -Overhand practice: Hit a target on the wall while using the overhand strike. What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? Change distance to target depending on ability level.  - Triangle game: Have students move to a point of the triangle. Overhand strike around the triangle. Have students observe group and help each other make the correct strike. Students go to the middle of triangle and discuss what type of strike to do next. Have students perform underhand strike around triangle. How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  -Play once with little guidance.  Then discuss ways we could improve. What changes would you make to how your team played? (evaluate)  What is the most important part of the game?  Why? (Create)   Predict which court will have the most balls.  At end of game guess who has most and then count.  Did your team cooperate? (remember)  What would have been the result if you would have each done a different job?  Same?  (apply) | Review overhand and underhand striking without equipment. Who remembers the learning cues? Let’s recite them. Hand out paddles. Practice overhand/ underhand strike with paddles. What does a paddle remind you of? What sports use the skill of striking? Hand out balloons. Demonstrate how to freeze with a balloon and paddle. Where is the balloon’s belly button? Will holding it by the belly button help it be still? Hold onto balloon and practice striking overhand then underhand.  -Overhand practice: Hit a target on the wall while using the overhand strike. What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? Change distance to target depending on ability level.  - Triangle game: Have students move to a point of the triangle. Overhand strike around the triangle. Have students observe group and help each other make the correct strike. Students go to the middle of triangle and discuss what type of strike to do next. Have students perform underhand strike around triangle. How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  -Play once with little guidance.  Then discuss ways we could improve. What changes would you make to how your team played? (evaluate)  What is the most important part of the game?  Why? (Create)   Predict which court will have the most balls.  At end of game guess who has most and then count.  Did your team cooperate? (remember)  What would have been the result if you would have each done a different job?  Same?  (apply) | -Bucket brigade- Coach Cook’s class will compete against my class during this activity. There will be 4 buckets, 2 per team. At one end the bucket will have fluff balls and the other end the bucket will be empty. Students will stand shoulder to shoulder and pass a fluff ball down the line. Once a ball is giving to the 2nd person in line, another ball can begin down the line. Students must pay attention to the balls coming down the line as they twist side to side to receive and pass a ball. At the end of the line the balls will be placed in the empty bucket. Students will have 1 minute to get as many balls as they can in their team’s bucket. Practice once then play again. How would you change the way your team worked together? (apply) Why do you think the other team has more balls? (analyze) What would happen if we passed the ball over our heads? (evaluate) Students will stand front to back and pass the ball over their heads to the person behind them. What is the most important thing you need to do during this game? (create) practice one then play game. How did this game use cooperation? (understand)  -Cage Ball Cooperation- 1. divide into 4 teams students will be given the task of rolling the ball to a specified corner of the gym. Each team will get one attempt. Discuss working together. Why do you think your team was or was not able to get ball to corner? (analyze) what can you do to improve your performance? (apply) 2. The four teams will each stand on one side of the 100s chart. The object of game is to work together to get ball to another team’s side. Students will use hands to push, but feet must remain on red line. How can you describe how your team cooperated? (understand) What is another body part we can use to move the ball? (apply) Have students get in crab position. Hands remain on line and students push with feet. 3. Each team will try to use cooperation to lift ball in air. What would happen if a team did not work together? (evaluate) Have students discuss why a team was able or not able to lift the ball in the air. | -Bucket brigade- Coach Cook’s class will compete against my class during this activity. There will be 4 buckets, 2 per team. At one end the bucket will have fluff balls and the other end the bucket will be empty. Students will stand shoulder to shoulder and pass a fluff ball down the line. Once a ball is giving to the 2nd person in line, another ball can begin down the line. Students must pay attention to the balls coming down the line as they twist side to side to receive and pass a ball. At the end of the line the balls will be placed in the empty bucket. 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| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Write the word strike. | Write the word strike. | What does the word cooperation mean? | What does the word cooperation mean? | What does the word cooperation mean? |
| **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 remembers the learning cues? What does a paddle remind you of? What sports use the skill of striking? Where is the balloon’s belly button? Will holding it by the belly button help it be still? What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  What changes would you make to how your team played? What is the most important part of the game?  Why? Did your team cooperate? What would have been the result if you would have each done a different job?  Same? | Who remembers the learning cues? What does a paddle remind you of? What sports use the skill of striking? Where is the balloon’s belly button? Will holding it by the belly button help it be still? What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  What changes would you make to how your team played? What is the most important part of the game?  Why? Did your team cooperate? What would have been the result if you would have each done a different job?  Same? | How would you change the way your team worked together? Why do you think the other team has more balls? What would happen if we passed the ball over our heads? What is the most important thing you need to do during this game? How did this game use cooperation? Why do you think your team was or was not able to get ball to corner? What can you do to improve your performance? How can you describe how your team cooperated? What is another body part we can use to move the ball? What would happen if a team did not work together? | How would you change the way your team worked together? Why do you think the other team has more balls? What would happen if we passed the ball over our heads? What is the most important thing you need to do during this game? How did this game use cooperation? Why do you think your team was or was not able to get ball to corner? What can you do to improve your performance? How can you describe how your team cooperated? What is another body part we can use to move the ball? What would happen if a team did not work together? | How would you change the way your team worked together? Why do you think the other team has more balls? What would happen if we passed the ball over our heads? What is the most important thing you need to do during this game? How did this game use cooperation? Why do you think your team was or was not able to get ball to corner? What can you do to improve your performance? How can you describe how your team cooperated? What is another body part we can use to move the ball? What would happen if a team did not work together? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Practice striking. | Practice striking. | Tell someone about cooperation. | Tell someone about cooperation. | Tell someone about cooperation. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Balloon and paddle for each student.** | **Balloon and paddle for each student.** | **Fluff balls, cage ball, buckets** | **Fluff balls, cage ball, buckets** | **Fluff balls, cage ball, buckets** |

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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 |
| **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 |
|  | Written Response |  | Written Response |  | Written Response |  | Written Response |  | 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 | **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 |
|  | Predicting Outcomes |  | Predicting Outcomes |  | 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 |  | 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 |
|  | 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** | |
| **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:** | | | | | | | | | |
| **Assessment: Group- cooperation move ball and collect fluff balls, Real world- describe where we need to use cooperation, Written- definition of cooperation, Teacher observation- for cooperation, Peer- decide ways to improve working together**  **Problem solving: Abstraction- how to take skills learned and use in a cooperative situation, Draw conclusions- about what will happen if choose this tactic, Predict outcomes- if don’t work together or will work, Generating ideas- ideas for how to move the ball, Improving solutions- How to work together to accomplish task. Creating own plan to move ball.**  **Thinking: Analytical- analyze how teams cooperated, Create- discover how to cooperate, Practical: implement a plan to move ball.**  **Differentiation- students are divided into groups by ability level and within ability level students will help those that are less proficient.** | | | | | | | | | |