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| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | PreK | **Week Beginning:** | September 16, 2013 |
| **Unit Title:** | Locomotor Movement 2 | **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……** |
| NO PREK ON R DAY | -Travel in personal and general space while walking and running at different levels and speeds. 1.1.3-identify locomotor movement skills 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 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 I 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 |

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| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
|  | Review Gold Medal BehaviorToday we are going to walk and run. What is the difference between walking and running? Can you walk in personal space? Do you think you will run in personal space or general space?Warm up exercises | Review Gold Medal BehaviorWhat 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 BehaviorWhat 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 |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
|  | -Rhythm: Born to Move-When I say go, walk any way you want in general space. How do you avoid bumping into others? What would happen if you had a collision?-Walking opposites: heels/toes, quickly/slowly, forward/backward, left/right, tall/short, arms in front/arms in back, hands on head hands on toes, with a partner/alone, -Guess what locomotor movement I am doing now? I want you to run like me. Keep hands open, arms close to side, knees up, look forward. Why do you run with your arms at your side? What can you do to make it safer to run? Why?-Levels: Use a low level to move like you are a: snake, crab, baby, climbing under fence. Use a medium level to move like you are a: Monkey, old person, carrying something heavy on back, or helping a baby walk. Use a high level to move like you are a: giraffe, rockey, swinging from a tree, reaching tor the sky. What does a low level look like? High? Medium? Which one is the easiest? Hardest? Show me your own level. -What does it mean when I say partner? I want you to find a partner. One of you perform one of our locomotor movements, and the other identifies the movement. | -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? |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
|  | As student line up have them walk at a high level. Low level, or medium level.  | 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. |
| **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:** |
|  | How do you avoid bumping into others? What would happen if you had a collision? Guess what locomotor movement I am doing now? Why do you run with your arms at your side? What can you do to make it safer to run? Why?What does a low level look like? High? Medium? Which one is the easiest? Hardest? Show me your own level. -What does it mean when I say partner?  | 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? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
|  | Go home draw a picture of someone running or walking. Bring it back and I will put outside for everyone to see. | Show someone the difference between hop and jump. |  | Show someone the difference between hop and jump. |
| **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 tomorrow? |  | how many were successful with hop. How much time do I need to spend on hop tomorrow? |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
|  | **Those who have trouble staying in own space while running will run on number. Assess walking.**  | **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.** |

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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 |
|  | Real World Solutions | **x** | Real World Solutions |  | Real World Solutions |  | Real World Solutions |  | Real World Solutions |
|  | Written Response |  | Written Response | **X** | Written Response |  | Written Response | **X** | Written Response |
|  | Teacher Observation | **x** | Teacher Observation | **X** | Teacher Observation |  | Teacher Observation | **X** | Teacher Observation |
|  | Other: check list, self and peer | **x** | Other: peer and self | **x** | Other: self and checklist |  | Other:  | **X** | Other:  |
| **Feedback** *(all that apply)* | **Feedback** *(all that apply)* | **Feedback** *(all that apply)* | **Feedback** *(all that apply)* | **Feedback** *(all that apply)* |
|  | Verbal |  | Verbal | **X** | Verbal |  | Verbal | **X** | Verbal |
|  | Written |  | Written | **X** | Written |  | Written | **X** | Written |
|  | Student to Student |  | Student to Student | **X** | Student to Student |  | Student to Student | **X** | Student to Student |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Problem Solving** *(all that apxly)* | **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 |  | Abstraction | **X** | Abstraction |
|  | Categorization | **X** | Categorization | **X** | Categorization |  | Categorization | **X** | Categorization |
|  | Drawing Conclusions |  | Drawing Conclusions | **X** | Drawing Conclusions |  | Drawing Conclusions | **X** | Drawing Conclusions |
|  | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting |  | Observing and Experimenting | **X** | 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 |
|  | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions |  | Improving Solutions | **X** | Improving Solutions |
|  | Creating and Designing | **X** | Creating and Designing | **x** | Creating and Designing |  | 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 |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Pairs |  | Pairs |  | Pairs |  | Pairs |  | 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 |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **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 |  | 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** |
|  | 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 |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |
|  | Modified Assignments | **x** | Modified Assignments | **x** | Modified Assignments | **x** | Modified Assignments | **x** | Modified Assignments |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Lesson Notes:** |
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