|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK | **Week Beginning:** | | 10/14/13 |
| **Unit Title:** | Locomotor 4 | | | **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……** |
| -Travel in general space while walking, running, hopping, jumping, and galloping during a game of red, yellow, green light. 1.1.3  -Identify locomotor skills when partner is performing favorite locomotor movement. 2.1.2  -participate in a locomotor movement challenges during a game of bean bag touch. 3.1.1  -perform locomotor movements without bumping into others. 5.2.2 | NO PREK ON I DAY | -Travel in general space while walking, running, hopping, jumping, and galloping during a game of red, yellow, green light. 1.1.3  -Identify locomotor skills when partner is performing favorite locomotor movement. 2.1.2  -participate in a locomotor movement challenges during a game of bean bag touch. 3.1.1  -perform locomotor movements without bumping into others. 5.2.2 | -Travel in general space while walking, running, hopping, jumping, and galloping during a game of red, yellow, green light. 1.1.3  -Identify locomotor skills when partner is performing favorite locomotor movement. 2.1.2  -participate in a locomotor movement challenges during a game of bean bag touch. 3.1.1  -perform locomotor movements without bumping into others. 5.2.2 | NO PREK ON R DAY |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Today we are going to skip. Can you show me how to skip? Now look at me and tell me what my legs are doing.  Warm up exercises |  | Today we are going to skip. Can you show me how to skip? Now look at me and tell me what my legs are doing.  Warm up exercises | Today we are going to skip. Can you show me how to skip? Now look at me and tell me what my legs are doing.  Warm up exercises |  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Review walk, run, jump, hop, skip, gallop during 4 corner game. Students will perform movements to the cone teacher directs. Watch to make sure students do not bump into each other.  -Review walk, run, jump, hop, skip, gallop during 4 corner game. Students will perform movements to the cone teacher directs. Watch to make sure students do not bump into each other.  -Partner up and perform your favorite locomotor movement. See if partner can guess what movement you are performing.  -Introduce skipping- step hop, step hop. Everyone performs skip slowly. As students understand concept they can increase speed. What other locomotor movement do we use when we skip? How is it the same? Different?  -Play Bean Bag Touch- beanbags scattered on floor, as students skip around room when they hear signal touch as many beanbags as they can until signal sounds again. Name color as they touch bean bag. What would happen if you entered into someone’s personal space? |  | -Review walk, run, jump, hop, skip, gallop during 4 corner game. Students will perform movements to the cone teacher directs. Watch to make sure students do not bump into each other.  -Review walk, run, jump, hop, skip, gallop during 4 corner game. Students will perform movements to the cone teacher directs. Watch to make sure students do not bump into each other.  -Partner up and perform your favorite locomotor movement. See if partner can guess what movement you are performing.  -Introduce skipping- step hop, step hop. Everyone performs skip slowly. As students understand concept they can increase speed. What other locomotor movement do we use when we skip? How is it the same? Different?  -Play Bean Bag Touch- beanbags scattered on floor, as students skip around room when they hear signal touch as many beanbags as they can until signal sounds again. Name color as they touch bean bag. What would happen if you entered into someone’s personal space? | -Review walk, run, jump, hop, skip, gallop during 4 corner game. Students will perform movements to the cone teacher directs. Watch to make sure students do not bump into each other.  -Review walk, run, jump, hop, skip, gallop during 4 corner game. Students will perform movements to the cone teacher directs. Watch to make sure students do not bump into each other.  -Partner up and perform your favorite locomotor movement. See if partner can guess what movement you are performing.  -Introduce skipping- step hop, step hop. Everyone performs skip slowly. As students understand concept they can increase speed. What other locomotor movement do we use when we skip? How is it the same? Different?  -Play Bean Bag Touch- beanbags scattered on floor, as students skip around room when they hear signal touch as many beanbags as they can until signal sounds again. Name color as they touch bean bag. What would happen if you entered into someone’s personal space? |  |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| 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:** |
| What other locomotor movement do we use when we skip? How is it the same? Different?  What would happen if you entered into someone’s personal space? |  | What other locomotor movement do we use when we skip? How is it the same? Different?  What would happen if you entered into someone’s personal space? | What other locomotor movement do we use when we skip? How is it the same? Different?  What would happen if you entered into someone’s personal space? |  |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Show someone how you learned to skip today |  | Show someone how you learned to skip today | Show someone how you learned to skip today |  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
| Decide how much time I need to spend on each locomotor movement tomorrow and which movements to assess. |  | Decide how much time I need to spend on each locomotor movement tomorrow and which movements to assess. | Decide how much time I need to spend on each locomotor movement tomorrow and which movements to assess. |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Assess galloping.** |  | **Assess galloping.** | **Assess galloping.** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | **X** | Written Response | **X** | Written Response |  | Written Response |
| **X** | Teacher Observation |  | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |  | Teacher Observation |
| **X** | Other: peer, checklist |  | Other: | **x** | Other: peer, checklist | **x** | Other: peer, checklist |  | 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 |  | Verbal | **X** | Verbal | **X** | Verbal |  | Verbal |
| **X** | Written |  | Written | **X** | Written | **X** | 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 |
| **X** | Drawing Conclusions |  | Drawing Conclusions | **X** | Drawing Conclusions | **X** | 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 |  | 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 |
| **X** | Peer Tutoring |  | Peer Tutoring | **X** | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |
| **X** | Modified Assignments |  | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments |  | Modified Assignments |
|  | Other: |  | Other: |  | Other: | **X** | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
|  | | | | | | | | | |