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| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | PreK | **Week Beginning:** | September 9, 2013 |
| **Unit Title:** | Locomotor Movements | **Subject:** | Physical education |
| **Monday T** | **Tuesday I** | **Wednesday G** | **Thursday E** | **Friday** |

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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 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 | No PREK Students | -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 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 | NO STUDENTS-Professional development day |

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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 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 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 |  |
| **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: 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: 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. |  |
| **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 student line up have them walk at a high level. Low level, or medium level.  | As student line up have them walk at a high level. Low level, or medium level.  |  |
| **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? . |  | 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? . | 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? . |  |
| **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. |  | Go home draw a picture of someone running or walking. Bring it back and I will put outside for everyone to see. | Go home draw a picture of someone running or walking. Bring it back and I will put outside for everyone to see. |  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
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| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Those who have trouble staying in own space while running will run on number. Assess walking.**  |  | **Those who have trouble staying in own space while running will run on number. Assess walking.**  | **Those who have trouble staying in own space while running will run on number. Assess walking.**  |  |

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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 |  | Real World Solutions |  | Real World Solutions |  | 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 |
| **xxx** | Other: Peer and self assessment, check list |  | Other:  | **xxx** | Other: Peer and self assessment, checklist | **xxx** | Other: peer and self assessment, 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 |
| **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)* |
|  | Abstraction |  | Abstraction |  | Abstraction |  | 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 |
|  | Manipulative |  | Manipulative |  | Manipulative |  | 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 |
| **X** | Flexible Grouping |  | Flexible Grouping | **X** | 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 |
| **x** | Peer Tutoring |  | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring |  | Peer Tutoring |
|  | Modified Assignments |  | Modified Assignments |  | Modified Assignments |  | Modified Assignments |  | Modified Assignments |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Lesson Notes:** |
| **Still getting to know PreK students. Make notes of students who need modifications for skill level and behavior.** |