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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Prek & K | **Week Beginning:** | | October 27, 2014 |
| **Unit Title:** | Roll/underhand throw | | | **Subject:** | | Physical education | | | |
| **Monday E** | | **Tuesday R** | **Wednesday S** | | **Thursday T** | | | **Friday I** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -transfer weight from one body part to another while performing log and pencil roll and rocking back and forth. 1.1.3  -move feet into medium/high level by placing weight on hands and landing with control while performing mule kick. 1.2.20  -enjoy the challenge of experiencing new movements and the challenge of learning new skills. 6.2.3 | -transfer weight from one body part to another while performing log and pencil roll and rocking back and forth. 1.1.3  -move feet into medium/high level by placing weight on hands and landing with control while performing mule kick. 1.2.20  -enjoy the challenge of experiencing new movements and the challenge of learning new skills. 6.2.3 | -transfer weight from one body part to another while performing log and pencil roll and rocking back and forth. 1.1.3  -move feet into medium/high level by placing weight on hands and landing with control while performing mule kick. 1.2.20  -enjoy the challenge of experiencing new movements and the challenge of learning new skills. 6.2.3  . | -toss and catch a scarf with one hand to strengthen hand eye coordination and tracking. 1.1.9  -catch a scarf with alternating hands while tracking during flight. 1.2.9  -exhibit both verbal and non verbal indicators of enjoyment. 6.1.2 | -toss and catch a scarf with one hand to strengthen hand eye coordination and tracking. 1.1.9  -catch a scarf with alternating hands while tracking during flight. 1.2.9  -exhibit both verbal and non verbal indicators of enjoyment. 6.1.2 |

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| **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.  We talked about gymnastics before fall break. What did we learn about? (remember) Today we are learning about rocking and rolling. What gymnastic skill do you think we are talking about?  Vocabulary- Rock: (noun) a stone of any size, (verb) to move or sway to and fro or from side to side.  Roll: (noun) a small cake of bread. (verb) move along a surface by revolving or turning over and over. | Students practice walk, slide, hop, skip, run and gallop on 100 chart.  Do exercise video.  We talked about gymnastics before fall break. What did we learn about? (remember) Today we are learning about rocking and rolling. What gymnastic skill do you think we are talking about?  Vocabulary- Rock: (noun) a stone of any size, (verb) to move or sway to and fro or from side to side.  Roll: (noun) a small cake of bread. (verb) move along a surface by revolving or turning over and over. | Students practice walk, slide, hop, skip, run and gallop on 100 chart.  Do exercise video.  We talked about gymnastics before fall break. What did we learn about? (remember) Today we are learning about rocking and rolling. What gymnastic skill do you think we are talking about?  Vocabulary- Rock: (noun) a stone of any size, (verb) to move or sway to and fro or from side to side.  Roll: (noun) a small cake of bread. (verb) move along a surface by revolving or turning over and over. | Students practice walk, slide, hop, skip, run and gallop on 100 chart.  Do exercise video.  Today we are going to learn how to throw and catch a scarf. Have you ever played with a scarf?  Vocabulary and floor word- Throw- (verb) propel something with force through the air by a movement of the arm and hand. | Students practice walk, slide, hop, skip, run and gallop on 100 chart.  Do exercise video.  Today we are going to learn how to throw and catch a scarf. Have you ever played with a scarf?  Vocabulary and floor word- Throw- (verb) propel something with force through the air by a movement of the arm and hand. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm:  -Standing gymnastic stunts: Back bend, bridge Why would you go over a bridge? (apply) How can you make your (apply) body look like a bridge? Shoulder stand, mule kick. What are you going to do if you have trouble performing a stunt? (evaluate)  -Rolls: Seated roll (side to front to other side and back to you bottom), Practice both directions. Roll half way over to push up position, arch back like an angry cat, now sag like a happy full cat. Why do you think this is called a seated roll? (analyze) How can you make it different? (create)  -Rocking: (tuck body into a ball, knees and chin to chest, rock back and forth from back to shoulders then feet) Do you think you look like a rock? (analyze) Why? How can you make your body a different shape but still rock? (Create)  -Rolling- Log roll-(arms at side, body long) What is a log? (remember) What could you use a log for? (understand) First, rock back and forth, then roll over. Pencil roll: what does a pencil look like? (remember) What is at top? Bottom? (remember) (arms above head and toes pointed) Assess students for understanding of difference between pencil and log roll by have them compare and contrast the two. Safety Roll: (kneeling position on hands and knees, pick up one arm, lead it through body tunnel and out hole between your other arm and leg. Lower shoulder and begin rolling: shoulder, back, hip, feet and roll sideways. When would you need to use a safety roll? (apply) Egg roll (egg shape and roll side ways) What shape is an egg? Where do eggs come from? (remember)  -discuss with the people on your mat how challenging it was to learn the gymnastic movements. | -Rhythm:  -Standing gymnastic stunts: Back bend, bridge Why would you go over a bridge? (apply) How can you make your (apply) body look like a bridge? Shoulder stand, mule kick. What are you going to do if you have trouble performing a stunt? (evaluate)  -Rolls: Seated roll (side to front to other side and back to you bottom), Practice both directions. Roll half way over to push up position, arch back like an angry cat, now sag like a happy full cat. Why do you think this is called a seated roll? (analyze) How can you make it different? (create)  -Rocking: (tuck body into a ball, knees and chin to chest, rock back and forth from back to shoulders then feet) Do you think you look like a rock? (analyze) Why? How can you make your body a different shape but still rock? (Create)  -Rolling- Log roll-(arms at side, body long) What is a log? (remember) What could you use a log for? (understand) First, rock back and forth, then roll over. Pencil roll: what does a pencil look like? (remember) What is at top? Bottom? (remember) (arms above head and toes pointed) Assess students for understanding of difference between pencil and log roll by have them compare and contrast the two. Safety Roll: (kneeling position on hands and knees, pick up one arm, lead it through body tunnel and out hole between your other arm and leg. Lower shoulder and begin rolling: shoulder, back, hip, feet and roll sideways. When would you need to use a safety roll? (apply) Egg roll (egg shape and roll side ways) What shape is an egg? Where do eggs come from? (remember)  -discuss with the people on your mat how challenging it was to learn the gymnastic movements. | -Rhythm:  -Standing gymnastic stunts: Back bend, bridge Why would you go over a bridge? (apply) How can you make your (apply) body look like a bridge? Shoulder stand, mule kick. What are you going to do if you have trouble performing a stunt? (evaluate)  -Rolls: Seated roll (side to front to other side and back to you bottom), Practice both directions. Roll half way over to push up position, arch back like an angry cat, now sag like a happy full cat. Why do you think this is called a seated roll? (analyze) How can you make it different? (create)  -Rocking: (tuck body into a ball, knees and chin to chest, rock back and forth from back to shoulders then feet) Do you think you look like a rock? (analyze) Why? How can you make your body a different shape but still rock? (Create)  -Rolling- Log roll-(arms at side, body long) What is a log? (remember) What could you use a log for? (understand) First, rock back and forth, then roll over. Pencil roll: what does a pencil look like? (remember) What is at top? Bottom? (remember) (arms above head and toes pointed) Assess students for understanding of difference between pencil and log roll by have them compare and contrast the two. Safety Roll: (kneeling position on hands and knees, pick up one arm, lead it through body tunnel and out hole between your other arm and leg. Lower shoulder and begin rolling: shoulder, back, hip, feet and roll sideways. When would you need to use a safety roll? (apply) Egg roll (egg shape and roll side ways) What shape is an egg? Where do eggs come from? (remember)  -discuss with the people on your mat how challenging it was to learn the gymnastic movements. | -Rhythm: Toss it high and let it fly. Practice movements of song first. Toss high, catch on arm, leg, elbow, and foot. Leap over, catch hand and head. Toss and spin. Throw catch and sit down. What body part was the easiest to catch the scarf? What would happen if you tried to catch a ball with your head?  -Scarf skills: hot potato pass quickly between hands. Waist, ankles, above head. How do you know where the scarf is? Does it float? What is something else that floats? Around body: waist, knees, head. What other body parts can you go around?  -Scarf Toss: toss with right and catch with right. Left to left. What hand do you hold a pencil? Was it easier to catch with that hand? Right to left, left to right, toss and clap before catch, toss and touch toes before catch. Catch at waist, overhead, turn around. Watch the person next to you and tell them they are doing a good job tossing and catching the scarf. What do you need to remind them to do if they are dropping the scarf? Why does a scarf float? Check to see if students are tracking scarves with eyes and catching scarves. (those who struggle with tracking have assistant move scarf and child follow with eyes) (have student sit if more control is needed.  -Can you? Make a circle, square, triangle. Walk to a shape of teacher’s choice. . have scarf land on hand, arm, foot, back, head. How many sides does a circle have? Square? Triangle? Can you make your scarf look like a shape?  -color sort: Walk around room until freeze and form a group with the same color scarves. Look around your group make sure everyone has the same color. What group do you think has the most scarves? Count the scarves. | -Rhythm: Toss it high and let it fly. Practice movements of song first. Toss high, catch on arm, leg, elbow, and foot. Leap over, catch hand and head. Toss and spin. Throw catch and sit down. What body part was the easiest to catch the scarf? What would happen if you tried to catch a ball with your head?  -Scarf skills: hot potato pass quickly between hands. Waist, ankles, above head. How do you know where the scarf is? Does it float? What is something else that floats? Around body: waist, knees, head. What other body parts can you go around?  -Scarf Toss: toss with right and catch with right. Left to left. What hand do you hold a pencil? Was it easier to catch with that hand? Right to left, left to right, toss and clap before catch, toss and touch toes before catch. Catch at waist, overhead, turn around. Watch the person next to you and tell them they are doing a good job tossing and catching the scarf. What do you need to remind them to do if they are dropping the scarf? Why does a scarf float? Check to see if students are tracking scarves with eyes and catching scarves. (those who struggle with tracking have assistant move scarf and child follow with eyes) (have student sit if more control is needed.  -Can you? Make a circle, square, triangle. Walk to a shape of teacher’s choice. . have scarf land on hand, arm, foot, back, head. How many sides does a circle have? Square? Triangle? Can you make your scarf look like a shape?  -color sort: Walk around room until freeze and form a group with the same color scarves. Look around your group make sure everyone has the same color. What group do you think has the most scarves? Count the scarves. |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Show me where your arms are during a pencil roll. A log roll. | Show me where your arms are during a pencil roll. A log roll. | Show me where your arms are during a pencil roll. A log roll. | Call Scarves by color to line up. | Call Scarves by color to line up. |
| **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:** |
| Why would you go over a bridge? How can you make your body look like a bridge? What are you going to do if you have trouble performing a stunt?  Why do you think this is called a seated roll? How can you make it different? Do you think you look like a rock? Why? How can you make your body a different shape but still rock? What is a log? What could you use a log for? What does a pencil look like? What is at top? Bottom? When would you need to use a safety roll? What shape is an egg? Where do eggs come from?  . | Why would you go over a bridge? How can you make your body look like a bridge? What are you going to do if you have trouble performing a stunt?  Why do you think this is called a seated roll? How can you make it different? Do you think you look like a rock? Why? How can you make your body a different shape but still rock? What is a log? What could you use a log for? What does a pencil look like? What is at top? Bottom? When would you need to use a safety roll? What shape is an egg? Where do eggs come from? | Why would you go over a bridge? How can you make your body look like a bridge? What are you going to do if you have trouble performing a stunt?  Why do you think this is called a seated roll? How can you make it different? Do you think you look like a rock? Why? How can you make your body a different shape but still rock? What is a log? What could you use a log for? What does a pencil look like? What is at top? Bottom? When would you need to use a safety roll? What shape is an egg? Where do eggs come from? | Have you ever played with a scarf? What body part was the easiest to catch the scarf? What would happen if you tried to catch a ball with your head? How do you know where the scarf is? Does it float? What is something else that floats? What other body parts can you go around? What hand do you hold a pencil? Was it easier to catch with that hand? What do you need to remind them to do if they are dropping the scarf? Why does a scarf float? How many sides does a circle have? Square? Triangle? Can you make your scarf look like a (name shape)? What group do you think has the most scarves? | Have you ever played with a scarf? What body part was the easiest to catch the scarf? What would happen if you tried to catch a ball with your head? How do you know where the scarf is? Does it float? What is something else that floats? What other body parts can you go around? What hand do you hold a pencil? Was it easier to catch with that hand? What do you need to remind them to do if they are dropping the scarf? Why does a scarf float? How many sides does a circle have? Square? Triangle? Can you make your scarf look like a (name shape)? What group do you think has the most scarves? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Practice rocking and rolling. | Practice rocking and rolling. | Practice rocking and rolling. | What is something you can toss at home? Practice watching, tossing, and catching. | What is something you can toss at home? Practice watching, tossing, and catching. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
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| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Mats** | **Mats** | **Mats** |  |  |

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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 |  | Oral Presentation |  | Oral Presentation |
|  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |
| **X** | Real World Solutions | **X** | Real World Solutions | **X** | Real World Solutions |  | Real World Solutions |  | Real World Solutions |
| **X** | Written Response | **X** | Written Response | **X** | Written Response |  | Written Response |  | Written Response |
| **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |  | Teacher Observation |  | Teacher Observation |
| **X** | Other: peer, checklist | **X** | Other: | **X** | Other: |  | Other: |  | 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 |
| **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | 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 |
|  | 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 |
|  | Creating and Designing |  | Creating and Designing |  | 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 |  | Small Group |  | Small Group |
| **X** | Pairs | **X** | Pairs | **X** | Pairs | **X** | Pairs | **x** | Pairs |
| **X** | Individuals | **X** | Individuals | **X** | Individuals |  | Individuals |  | 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 |
|  | Manipulative |  | Manipulative |  | 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:** | | | | | | | | | |
|  | | | | | | | | | |