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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Prek-K | **Week Beginning:** | | November 17, 2014 |
| **Unit Title:** | striking | | | **Subject:** | | Physical education | | | |
| **Monday S** | | **Tuesday T** | **Wednesday I** | | **Thursday G** | | | **Friday E** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| catch a beanbag when tossing to oneself. 1.2.9  -throw a fluff ball at a hoop target using the underhand throw. 1.2.8  -recognize and group into same color groups. K.1.3  -express personal feelings on progress made while learning how to catch a fluff ball. 6.2.3 | -strike a balloon repeatedly with hands and other body parts. 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 other body parts. 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 other body parts. 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 |

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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.  What objects did we toss and catch last week? Today we are going to use a beanbag and throw at a target. Why do you think I want you to use a beanbag today? | Students will perform locomotor movements on the 100 chart and identify the missing numbers.  Exercise video.  Today we are going to strike a balloon using an overhand and underhand strike. How do you think a strike will be similar to a throw? Different?  Vocabulary and floor word: Strike (verb) Strike is to hit forcibly with hands or other equipment. | Students will perform locomotor movements on the 100 chart and identify the missing numbers.  Exercise video.  Today we are going to strike a balloon using an overhand and underhand strike. How do you think a strike will be similar to a throw? Different?  Vocabulary and floor word: Strike (verb) Strike is to hit forcibly with hands or other equipment. | Students will perform locomotor movements on the 100 chart and identify the missing numbers.  Exercise video.  Today we are going to strike a balloon using an overhand and underhand strike. How do you think a strike will be similar to a throw? Different?  Vocabulary and floor word: Strike (verb) Strike is to hit forcibly with hands or other equipment. | 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? |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| As beanbags are handed out have students practice handwriting skills slide and pull down  -Review catching above waist, thumbs together, eyes on beanbag. Have student have a seat on their number and toss to themselves. Students will draw an imaginary line and not throw over the line. Observe students for keeping eyes on beanbag and thumbs together. Ask them to recite cues as I walk around room. Mark checklist if they can recite. As students become successful, have them stand and catch and throw. Why do you think I wanted you to throw sitting down first? How did you change the way you caught the beanbag when you stood up? Have assistant work with those who are still struggling.  -Partner toss and catch sitting. Partner students up by ability. Have them practice sitting and then when successful stand. Why is it important to keep your eyes on the beanbag? What would happen if you did not look?  -Hoop toss: What is a target? Can a target be a hula hoop? Where else can you use a target? Mention target at fall festival. Before beginning have students go through the motions of a under hand toss. Arm back, step opposite foot, throw. Give hoops to students and have them placed with number in the middle. Can you use the hoop as a target if you are in the hoop? Take three steps back. What sport do you use an underhand throw?  -Color sort- get into groups of the same color beanbag. Talk with your group and make sure you all have the same color. What can we do to make our groups different? | --Hand out balloons and give students one minute to play with balloon how ever they want. Teach them to freeze holding balloon by belly button. What can you point out about the balloon? (analyze)  -Underhand strike: Discuss cues: Face target, opposite foot, flat hand, contact ball, follow through upward. Compare to underhand throw. What is the same with underhand throw and strike? How many things are different?(understand) Practice by holding belly button. Then let it go.  Strike balloons in air. Strike up with open palm. Why do you think it is better to use an open palm than a fist? (analyze) Keep from touching floor. See if you can volley 10 times without letting touch the floor. How would you improve your strike? (evaluate)  -Striking a balloon overhand: Discuss cues: Body under ball, bend knees, arms, ankles; triangle hands, finger pads, arms extend up. Why do you think you need to extend your arms? (analyze) What direction is forward? (remember) strike balloon in air so it travels forward as you walk through general space. Travel across gym as you volley forward Can you complete without letting it hit the floor? How did you keep it from hitting the floor? (apply)  -Small groups: Make groups of four. Discuss what you know about overhand and under hand striking. Groups of four will use their strike to volley and keep balloon off floor. Count how many time you can keep it up before it hits ground. What is the best way to strike if the balloon is floating low? High? Why? Create a game to play in your group. Why did you make this choice? (create) | --Hand out balloons and give students one minute to play with balloon how ever they want. Teach them to freeze holding balloon by belly button. What can you point out about the balloon? (analyze)  -Underhand strike: Discuss cues: Face target, opposite foot, flat hand, contact ball, follow through upward. Compare to underhand throw. What is the same with underhand throw and strike? How many things are different?(understand) Practice by holding belly button. Then let it go.  Strike balloons in air. Strike up with open palm. Why do you think it is better to use an open palm than a fist? (analyze) Keep from touching floor. See if you can volley 10 times without letting touch the floor. How would you improve your strike? 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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) |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Compare the objects caught and thrown. Scarf, beanbag, balloon. Yes/no Is a beanbag hard to catch with thumbs together? | Write the word strike. | Write the word strike. | Write the word strike. | Write the word strike. |
| **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 objects did we toss and catch last week? Why do you think I want you to use a beanbag today? Did we get more monkeys up here or less? Why do you think I wanted you to throw sitting down first? How did you change the way you caught the beanbag when you stood up? Why is it important to keep your eyes on the beanbag? What would happen if you did not look? What is a target? Can a hoop be a target? Where else can you use a target? | What can you point out about the balloon?  What is the same with underhand throw and strike? How many things are different? Why do you think it is better to use an open palm than a fist? How would you improve your strike?  Why do you think you need to extend your arms? What direction is forward? Can you complete without letting it hit the floor? How did you keep it from hitting the floor? What is the best way to strike if the balloon is floating low? High? Why? Why did you make this choice? | What can you point out about the balloon?  What is the same with underhand throw and strike? How many things are different? Why do you think it is better to use an open palm than a fist? How would you improve your strike?  Why do you think you need to extend your arms? What direction is forward? Can you complete without letting it hit the floor? How did you keep it from hitting the floor? What is the best way to strike if the balloon is floating low? High? Why? Why did you make this choice? | What can you point out about the balloon?  What is the same with underhand throw and strike? How many things are different? Why do you think it is better to use an open palm than a fist? How would you improve your strike?  Why do you think you need to extend your arms? What direction is forward? Can you complete without letting it hit the floor? How did you keep it from hitting the floor? What is the best way to strike if the balloon is floating low? High? Why? Why did you make this choice? | 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? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Practice catching and throwing at home. | Practice striking at home. | Practice striking at home. | Practice striking at home. | Practice striking |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Assess with checklist for above waist catching cues. Listen to conversation to detect personal feeling on improvements within groups. Comment on those observations**  **\*if student’s ability level demonstrates they can’t catch beanbag change object.** | **Balloon for each student.** | **Balloon for each student.** | **Balloon for each student.** | **Balloon and paddle for each student.** |

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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 |
| **X** | 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 | **X** | Written Response | **X** | Written Response | **X** | Written Response | **X** | 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 | **X** | Written | **X** | Written | **X** | Written | **X** | 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 | **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 |
| **X** | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |
|  | 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 |
| **X** | 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:** | | | | | | | | | |
| **Assessments: Oral presentation- recite cues, real world- where use strike, Teacher observation- for proper execution of skills, checklist- for cues, written- write word strike (K)**  **Problem Solving- Abstractions- relate striking to previous learned skills, Categorize different types of strikes, Observe and experiment with proper use of skill and equipment, Generating ideas- of how to change strike. Improve solutions by figuring out how to improve strike. Create and design- Come up with own ideas about how to use equipment.** | | | | | | | | | |