|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Prek-1 | **Week Beginning:** | | September 15, 2014 |
| **Unit Title:** | Walk/slide and hop/jump | | | **Subject:** | | Physical education | | | |
| **Monday E** | | **Tuesday R** | **Wednesday S** | | **Thursday T** | | | **Friday I** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -demonstrate the locomotor movements walk and slide while moving fast and slow, high and low. 1.1.2 and 1.1.3  -name locomotor movement is being performed by partner. 2.1.2  -use concepts of body and space awareness in a variety of ways. 2.1.1  -walk while using a variety of movement concepts (directions, levels, pathways and speeds) 1.2.2  -know the rules for participating in physical education 5.1.1 | -demonstrate the locomotor movements walk and slide while moving fast and slow, high and low. 1.1.2 and 1.1.3  -name locomotor movement is being performed by partner. 2.1.2  -use concepts of body and space awareness in a variety of ways. 2.1.1  -walk while using a variety of movement concepts (directions, levels, pathways and speeds) 1.2.2  -know the rules for participating in physical education 5.1.1 | -demonstrate the locomotor movements walk and slide while moving fast and slow, high and low. 1.1.2 and 1.1.3  -name locomotor movement is being performed by partner. 2.1.2  -use concepts of body and space awareness in a variety of ways. 2.1.1  -walk while using a variety of movement concepts (directions, levels, pathways and speeds) 1.2.2  -know the rules for participating in physical education 5.1.1 | -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 | -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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video.  Today we are learning the locomotor movements of walk and slide. A locomotor movement is moving from one place to another place. We are going to use our movement concepts of space, pathways, and levels while walking and sliding. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video.  Today we are learning the locomotor movements of walk and slide. A locomotor movement is moving from one place to another place. We are going to use our movement concepts of space, pathways, and levels while walking and sliding. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video.  Today we are learning the locomotor movements of walk and slide. A locomotor movement is moving from one place to another place. We are going to use our movement concepts of space, pathways, and levels while walking and sliding. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  What locomotor movements did we learn last time you were in class? Do you stay in one place when you perform a locomotor movement? Today we are going to jump and hop. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  What locomotor movements did we learn last time you were in class? Do you stay in one place when you perform a locomotor movement? Today we are going to jump and hop. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| Rhythm: Animals in action #11  -Personal space- What can you do to check your personal space? On your word please check to make sure you are in your own personal space. Walk with your hands out straight. Don’t let your hands bump into anyone else. What is the problem with walking like this all the time? (analyze) Arms tired, look silly, etc. How would you change your arms to walk normal? (apply) Have students walk with arms at side but swinging back and forth. Freeze and check personal space.  -Slide- discuss different types of slides or sliding. Students will practice step close. At this age, we are just introducing the concept of slide mastery is not expected. Maintaining balance is expected. Look for students picking up feet and stepping. Talk to the person closest to you about sliding. Show each other how to slide. What would happen if you forgot to step and close? (evaluate) would you still be sliding? (understand)  -moving in space: levels and pathways. Some students will be moving at different levels on the 100 chart. The levels we learned last week are high, medium and low. Show me high, medium, low. Now try to walk at a high level, medium and low. What is the hardest level to walk? Easiest? Why? (evaluate) Some students will be moving on the pathways while practicing sliding. Begin on straight blue lines, move to curvy orange line, and then zigzag lines. What was your favorite pathway to slide? Why? Tell a person beside you. | Rhythm: Animals in action #11  -Personal space- What can you do to check your personal space? On your word please check to make sure you are in your own personal space. Walk with your hands out straight. Don’t let your hands bump into anyone else. What is the problem with walking like this all the time? (analyze) Arms tired, look silly, etc. How would you change your arms to walk normal? (apply) Have students walk with arms at side but swinging back and forth. Freeze and check personal space.  -Slide- discuss different types of slides or sliding. Students will practice step close. At this age, we are just introducing the concept of slide mastery is not expected. Maintaining balance is expected. Look for students picking up feet and stepping. Talk to the person closest to you about sliding. Show each other how to slide. What would happen if you forgot to step and close? (evaluate) would you still be sliding? (understand)  -moving in space: levels and pathways. Some students will be moving at different levels on the 100 chart. The levels we learned last week are high, medium and low. Show me high, medium, low. Now try to walk at a high level, medium and low. What is the hardest level to walk? Easiest? Why? (evaluate) Some students will be moving on the pathways while practicing sliding. Begin on straight blue lines, move to curvy orange line, and then zigzag lines. What was your favorite pathway to slide? Why? Tell a person beside you. | Rhythm: Animals in action #11  -Personal space- What can you do to check your personal space? On your word please check to make sure you are in your own personal space. Walk with your hands out straight. Don’t let your hands bump into anyone else. What is the problem with walking like this all the time? (analyze) Arms tired, look silly, etc. How would you change your arms to walk normal? (apply) Have students walk with arms at side but swinging back and forth. Freeze and check personal space.  -Slide- discuss different types of slides or sliding. Students will practice step close. At this age, we are just introducing the concept of slide mastery is not expected. Maintaining balance is expected. Look for students picking up feet and stepping. Talk to the person closest to you about sliding. Show each other how to slide. What would happen if you forgot to step and close? (evaluate) would you still be sliding? (understand)  -moving in space: levels and pathways. Some students will be moving at different levels on the 100 chart. The levels we learned last week are high, medium and low. Show me high, medium, low. Now try to walk at a high level, medium and low. What is the hardest level to walk? Easiest? Why? (evaluate) Some students will be moving on the pathways while practicing sliding. Begin on straight blue lines, move to curvy orange line, and then zigzag lines. What was your favorite pathway to slide? Why? Tell a person beside you. | -Rhythm: #16 Physical Ed cd- Jumping Jacks  -Review walk/slide. Who can show me how you are suppose to hold your hands when you walk? Can you invent your own way to walk?  -Demonstrate jumping on number. Discuss how many feet you use to jump. 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? Discuss one foot for hopping. 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. | -Rhythm: #16 Physical Ed cd- Jumping Jacks  -Review walk/slide. Who can show me how you are suppose to hold your hands when you walk? Can you invent your own way to walk?  -Demonstrate jumping on number. Discuss how many feet you use to jump. 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? Discuss one foot for hopping. 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. |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Perform a walk and slide and have students identify. | Perform a walk and slide and have students identify. | Perform a walk and slide and have students identify. | Perform a walk, slide, hop, jump and have students identify. | Perform a walk, slide, hop, jump and have students identify. |
| **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 can you do to check your personal space? What is the problem with walking like this all the time? How would you change your arms to walk normal? What would happen if you forgot to step and close? would you still be sliding?  What is the hardest level to walk? Easiest? Why? What was your favorite pathway to slide? Why? | What can you do to check your personal space? What is the problem with walking like this all the time? How would you change your arms to walk normal? What would happen if you forgot to step and close? would you still be sliding?  What is the hardest level to walk? Easiest? Why? What was your favorite pathway to slide? Why? | What can you do to check your personal space? What is the problem with walking like this all the time? How would you change your arms to walk normal? What would happen if you forgot to step and close? would you still be sliding?  What is the hardest level to walk? Easiest? Why? What was your favorite pathway to slide? Why? | Who can show me how you are suppose to hold your hands when you walk? 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? | Who can show me how you are suppose to hold your hands when you walk? 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? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Practice walking and sliding. | Practice walking and sliding. | Practice walking and sliding. | Practice hopping and jumping. | Practice hopping and jumping. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | **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 |
| **X** | 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 |
| **X** | 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 |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | 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 |
| **X** | 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 |
|  | 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** | |
| **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer |
|  | Manipulative |  | Manipulative |  | Manipulative |  | Manipulative |  | 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 |
|  | 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 |
| **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- naming and describing pathways and levels previous learned. Real World- where would we perform locomotor movements or see pathways and levels we are currently learning. WrittenTeacher observation- l look for cues as written in standards. Peer have peer discussion about movement. Check list- for proper form and deciding levels.**  **Problem solving: abstraction- take key components of skills already learn and understand the relationship to new skills. Categorization: sort locomotor movements into similarities and differences. Observing and experimenting by doing incorrectly then correctly noticing position of body. Generate ideas on how to improve movement. Improving solutions- how we can fix an incorrect locomotor movement. Creating and Designing own movements during rhythm and locomotor practice.**  **Feedback: verbal specific about form. Written- locomotor movements on sheet and write note home to those who excelled and need to practice. Student to student discussion on the different locomotor movements.**  **Differentiation: Henderson and Mann may not complete whole lesson still working on listening. Macie with walker will be encourage to do movements the best to ability. Macie will be encourage to take big steps heel to toe. When safety permits allow her to move without walker. Sydney will need a lot of one on one instruction.** | | | | | | | | | |