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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK-K | **Week Beginning:** | | October 20, 2014 |
| **Unit Title:** | Balance | | | **Subject:** | | Physical education | | | |
| **Monday R** | | **Tuesday S** | **Wednesday T** | | **Thursday I** | | | **Friday G** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -use upper body strength while participating in parachute activities. 4.2.2  -maintain momentary stillness when freezing with parachute. 2.2.4  -perform movements that are opposites: fast, slow, up, down, gentle, rough, etc.  -interact positively with others during physical activity. 6.2.4 | -use upper body strength while participating in parachute activities. 4.2.2  -maintain momentary stillness when freezing with parachute. 2.2.4  -perform movements that are opposites: fast, slow, up, down, gentle, rough, etc.  -interact positively with others during physical activity. 6.2.4 | -balance, demonstrating momentary stillness n symmetrical and non-symmetrical shapes, on a variety of body parts. 1.2.9  -maintain momentary stillness bearing weight on a variety of body parts. 2.2.3  -work on assigned tasks individual or with others in a productive manner. 5.2.2 | -balance, demonstrating momentary stillness n symmetrical and non-symmetrical shapes, on a variety of body parts. 1.2.9  -maintain momentary stillness bearing weight on a variety of body parts. 2.2.3  -work on assigned tasks individual or with others in a productive manner. 5.2.2 | -balance, demonstrating momentary stillness n symmetrical and non-symmetrical shapes, on a variety of body parts. 1.2.9  -maintain momentary stillness bearing weight on a variety of body parts. 2.2.3  -work on assigned tasks individual or with others in a productive manner. 5.2.2 |

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| **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  What is a parachute? Have you ever used a parachute? Today we are going to make our arms strong while playing with a parachute. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  What is a parachute? Have you ever used a parachute? Today we are going to make our arms strong while playing with a parachute. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  Today we are going to balance on different body parts. What do you think balance means?  Vocabulary- balance: an even distribution of weight | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  Today we are going to balance on different body parts. What do you think balance means?  Vocabulary- balance: an even distribution of weight | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back.  Exercise video  Today we are going to balance on different body parts. What do you think balance means?  Vocabulary- balance: an even distribution of weight |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| Rhythm: Make any shape and freeze.  -What does fit mean? Do you think you are fit? To use a parachute you use your muscles and make your heart beat fast. It makes you fit.  -Parachute rules: Keep feet off parachute. What do you think would happen if you stepped on the parachute on the slick floor? Why? Only go under the parachute if I say your name. Why won’t I let you go under the parachute until I call your name?  - Spread parachute out and have students come one at a time to stand behind parachute. Everyone picks parachute up at same time.  -Speeds: Shake parachute slowly. Shake as fast as you can. Freeze. Imagine a storm is coming. The wind starts slow, it starts to get faster, now a hurricane! Repeat 3 times. Shake fast. What is the opposite of fast? Shake slow.  -Levels: down, up, low, high, middle. Hold it up, up, up. What is the opposite of up? Bring parachute down.  -Under the chute: Call a student’s name. The student will run under the parachute and back out to their place. Complete the circle with every student.  What was it like to go under the parachute? What body parts are over the parachute when you are holding it?  -Everyone have a seat with legs straight under parachute. Kick legs slow, fast. Put hands on head now walk down legs and count to five, walk back up to head count 5, 4,3,2,1. Repeat 3 times  -Mushroom: In sitting position lift parachute up, then down. Do this a few times until children get motion down. On up have children go under the parachute and sit a minute. Scoot out and stand up. What did we have to do to make this work? What can we do to mushroom the parachute better?  -Pop corn: put fluff balls in center of parachute. Have students shake slow and fast, up and down.  -To End: Have students drop chute put hands on head. Pick chute up and have students line up | Rhythm: Make any shape and freeze.  -What does fit mean? Do you think you are fit? To use a parachute you use your muscles and make your heart beat fast. It makes you fit.  -Parachute rules: Keep feet off parachute. What do you think would happen if you stepped on the parachute on the slick floor? Why? Only go under the parachute if I say your name. Why won’t I let you go under the parachute until I call your name?  - Spread parachute out and have students come one at a time to stand behind parachute. Everyone picks parachute up at same time.  -Speeds: Shake parachute slowly. Shake as fast as you can. Freeze. Imagine a storm is coming. The wind starts slow, it starts to get faster, now a hurricane! Repeat 3 times. Shake fast. What is the opposite of fast? Shake slow.  -Levels: down, up, low, high, middle. Hold it up, up, up. What is the opposite of up? Bring parachute down.  -Under the chute: Call a student’s name. The student will run under the parachute and back out to their place. Complete the circle with every student.  What was it like to go under the parachute? What body parts are over the parachute when you are holding it?  -Everyone have a seat with legs straight under parachute. Kick legs slow, fast. Put hands on head now walk down legs and count to five, walk back up to head count 5, 4,3,2,1. Repeat 3 times  -Mushroom: In sitting position lift parachute up, then down. Do this a few times until children get motion down. On up have children go under the parachute and sit a minute. Scoot out and stand up. What did we have to do to make this work? What can we do to mushroom the parachute better?  -Pop corn: put fluff balls in center of parachute. Have students shake slow and fast, up and down.  -To End: Have students drop chute put hands on head. Pick chute up and have students line up | -Rhythm:  - Whole group- Discuss learning cues for balance. Stillness, control, tightness. What does it mean to be still? (remember) How would you show control of your body? (apply) What is something that can be tight? (understand) Landing Pad: perform the different locomotor movements. On freeze hold a number up (1-4) and children will freeze balanced on that number of body parts. Why do you think you had trouble being still? (Analyze)  -Wide and narrow bases of support. Have students experiment with wide and narrow bases of support, high and low basses of support. See how you far you can spread your feet and still balance.  What changes can you make to improve your control? (evaluate) Have students balance with feet closer together and determine when they get still. How can you improve your tightness? (evaluate) Compare and contrast the wide and narrow support. Why do you think the wide support was better? (analyze)  - Balance puzzles: Move hands and legs toward each other until they touch. Do you feel stable? What does stable mean? Have students count the body parts on the balance puzzle then use that number of body parts. Discuss what happens when you take a body part away or add a body part. What is the advantage of having more body parts on the floor? (analyze)  -Partner show and tell- find a partner and show them your favorite balance. What is your favorite balance? Why? (create) | -Rhythm:  - Whole group- Discuss learning cues for balance. Stillness, control, tightness. What does it mean to be still? (remember) How would you show control of your body? (apply) What is something that can be tight? (understand) Landing Pad: perform the different locomotor movements. On freeze hold a number up (1-4) and children will freeze balanced on that number of body parts. Why do you think you had trouble being still? (Analyze)  -Wide and narrow bases of support. Have students experiment with wide and narrow bases of support, high and low basses of support. See how you far you can spread your feet and still balance.  What changes can you make to improve your control? 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(understand) Landing Pad: perform the different locomotor movements. On freeze hold a number up (1-4) and children will freeze balanced on that number of body parts. Why do you think you had trouble being still? (Analyze)  -Wide and narrow bases of support. Have students experiment with wide and narrow bases of support, high and low basses of support. See how you far you can spread your feet and still balance.  What changes can you make to improve your control? (evaluate) Have students balance with feet closer together and determine when they get still. How can you improve your tightness? (evaluate) Compare and contrast the wide and narrow support. Why do you think the wide support was better? (analyze)  - Balance puzzles: Move hands and legs toward each other until they touch. Do you feel stable? What does stable mean? Have students count the body parts on the balance puzzle then use that number of body parts. Discuss what happens when you take a body part away or add a body part. What is the advantage of having more body parts on the floor? (analyze)  -Partner show and tell- find a partner and show them your favorite balance. What is your favorite balance? Why? (create) |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Feel arm muscles. Do you think the parachute made your muscles stronger? How? | Feel arm muscles. Do you think the parachute made your muscles stronger? How? | Say the three learning cues for balance.  Write the letter for the beginning sound of balance. K will write on paper. PreK will write with finger. | Say the three learning cues for balance.  Write the letter for the beginning sound of balance. K will write on paper. PreK will write with finger. | Say the three learning cues for balance.  Write the letter for the beginning sound of balance. K will write on paper. PreK will write with finger. |
| **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 is a parachute? Have you ever used a parachute? What does fit mean? Do you think you are fit? What do you think would happen if you stepped on the parachute on the slick floor? Why? What is the opposite of fast? What was it like to go under the parachute? What body parts are over the parachute when you are holding it? What did we have to do to make this work? What can we do to mushroom the parachute better? | What is a parachute? Have you ever used a parachute? What does fit mean? Do you think you are fit? What do you think would happen if you stepped on the parachute on the slick floor? Why? What is the opposite of fast? What was it like to go under the parachute? What body parts are over the parachute when you are holding it? What did we have to do to make this work? What can we do to mushroom the parachute better? | What does it mean to be still? How would you show control of your body? What is something that can be tight? of body parts. Why do you think you had trouble being still? What changes can you make to improve your control? How can you improve your tightness? Why do you think the wide support was better? Do you feel stable? What does stable mean? What is the advantage of having more body parts on the floor? What is your favorite balance? Why? | What does it mean to be still? How would you show control of your body? What is something that can be tight? of body parts. Why do you think you had trouble being still? What changes can you make to improve your control? How can you improve your tightness? Why do you think the wide support was better? Do you feel stable? What does stable mean? What is the advantage of having more body parts on the floor? What is your favorite balance? Why? | What does it mean to be still? How would you show control of your body? What is something that can be tight? of body parts. Why do you think you had trouble being still? What changes can you make to improve your control? How can you improve your tightness? Why do you think the wide support was better? Do you feel stable? What does stable mean? What is the advantage of having more body parts on the floor? What is your favorite balance? Why? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Tell someone how you got stronger muscles in PE today. | Tell someone how you got stronger muscles in PE today. | Practice balancing at home. | Practice balancing at home. | Practice balancing at home. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Parachute.** | **Parachute** | **Balance puzzle cards.** | **Balance puzzle cards.** | **Balance puzzle cards.** |

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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 | **X** | Group Assignment |  | Group Assignment |  | Group Assignment |  | Group Assignment |
|  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |
| **X** | Oral Presentation | **X** | Oral Presentation |  | Oral Presentation |  | Oral Presentation |  | Oral Presentation |
|  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |
| **X** | Real World Solutions | **X** | 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 | **X** | Teacher Observation |  | Teacher Observation |  | Teacher Observation |  | Teacher Observation |
|  | Other: peer, checklist |  | Other: |  | 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 |
| **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 |  | Abstraction |  | Abstraction |  | Abstraction |
|  | Categorization |  | Categorization |  | Categorization |  | Categorization |  | Categorization |
| **X** | Drawing Conclusions | **X** | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |
| **X** | Observing and Experimenting | **X** | Observing and Experimenting |  | Observing and Experimenting |  | Observing and Experimenting |  | Observing and Experimenting |
| **X** | Predicting Outcomes | **X** | 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 |  | Improving Solutions |  | Improving Solutions |  | Improving Solutions |
|  | Creating and Designing |  | Creating and Designing |  | Creating and Designing |  | 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 | **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** | | **Materials/Resources** | |
| **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer |
| **X** | Manipulative | **X** | 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- name stillness, control, tightness, Real world- why you need balance, Written- a sentence about balance, Teacher observation- look for proper use of cues, Peer- favorite pose and why, Checklist- for cues and levels**  **Feedback- verbal- specific on cues, written- sentence, student to student- discuss favorite balance**  **Problem Solving- Abstraction- how balance is important with every skill learned in PE. Categorization- Different bases of support. Draw conclusions- what happens if base is too wide, narrow. Observe and experiment- with different balances and body positions. Predict outcomes- what will happen with body during balances if not using cues, Generating ideas- how to make balance more successful. Improve solutions- make changes to make body still, under control and tight**  **Thinking- practical- how relates to everyday and all skills, analytical- compare bases of support, creative- with movement**  **Differentiation- students who are struggling will get one on one or small group work. Some kindergarten classes will be at a lower level developmentally and will not get the whole lesson.** | | | | | | | | | |