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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Prek | **Week Beginning:** | | September 30, 2013 |
| **Unit Title:** | Locomotor 3 | | | **Subject:** | | Physical education | | | |
| **Monday G** | | **Tuesday E** | **Wednesday R** | | **Thursday (NONE)** | | | **Friday S** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -Travel in personal and general space while hopping and galloping to a barn. 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 a game of scramble eggs. 3.1.1  -perform locomotor movements without bumping into others. 5.2.2 | Fire Prevention Week | Fire Prevention Week | Fall Festival | -Travel in personal and general space while hopping and galloping to a barn. 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 a game of scramble eggs. 3.1.1  -perform locomotor movements without bumping into others. 5.2.2 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Review Gold Medal Behavior  Have you ever been on a horse? Today we are going to gallop like a horse, and hop on one foot. |  |  |  | Review Gold Medal Behavior  Have you ever been on a horse? Today we are going to gallop like a horse, and hop on one foot. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Introduce galloping: What animal did I say galloped? What do you think a gallop looks like? Demonstrate gallop: One leg leads the other follows. What do you need to do with your front leg to make this a gallop? Gallop around numbers.  -Barns and horses: Students will gallop to the different barns around room. What can we do to make our game different? Call a barn color and have students hop back home. .  -Play Gallop song from Physical Ed. CD #15 as students gallop around room with a partner. What was different about having to gallop with a partner? The same?  -Partners will demonstrate locomotor movement and student will guess what the movements is. What locomotor movement did your partner do? How can you help your partner do better?  -Scrambled Eggs: When I say scrambled eggs, perform locomotor movement I name. If you hear breakfast time get back to ball.  Yes/no Did you gallop like a horse today? |  |  |  | -Introduce galloping: What animal did I say galloped? What do you think a gallop looks like? Demonstrate gallop: One leg leads the other follows. What do you need to do with your front leg to make this a gallop? Gallop around numbers.  -Barns and horses: Students will gallop to the different barns around room. What can we do to make our game different? Call a barn color and have students hop back home. .  -Play Gallop song from Physical Ed. CD #15 as students gallop around room with a partner. What was different about having to gallop with a partner? The same?  -Partners will demonstrate locomotor movement and student will guess what the movements is. What locomotor movement did your partner do? How can you help your partner do better?  -Scrambled Eggs: When I say scrambled eggs, perform locomotor movement I name. If you hear breakfast time get back to ball.  Yes/no Did you gallop like a horse today? |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| As students line up ask they to perform favorite locomotor movement. |  |  |  | As students line up ask they to perform favorite locomotor movement. |
| **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 animal did I say galloped? What do you think a gallop looks like?  What do you need to do with your front leg to make this a gallop? What can we do to make our game different? What was different about having to gallop with a partner? The same? What locomotor movement did your partner do? How can you help your partner do better? Did you gallop like a horse today? |  |  |  | What animal did I say galloped? What do you think a gallop looks like?  What do you need to do with your front leg to make this a gallop? What can we do to make our game different? What was different about having to gallop with a partner? The same? What locomotor movement did your partner do? How can you help your partner do better? Did you gallop like a horse today? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Show someone at home how to gallop |  |  |  | Show someone at home how to gallop |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
| Was hopping easier today for students? |  |  |  | Was hopping easier today for students? |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Assess gallop.**  **Some classes will not make it to the Scrambled Egg Activity. This is planned for those who are able to successfully gallop.** |  |  |  | **Assess gallop.**  **Some classes will not make it to the Scrambled Egg Activity. This is planned for those who are able to successfully gallop.** |

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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 | **X** | Group Assignment |
|  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |
|  | Oral Presentation |  | Oral Presentation |  | Oral Presentation |  | Oral Presentation | **X** | Oral Presentation |
|  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |
| **X** | Real World Solutions |  | Real World Solutions |  | Real World Solutions |  | Real World Solutions | **X** | Real World Solutions |
|  | Written Response |  | Written Response |  | Written Response |  | Written Response | **X** | Written Response |
| **X** | Teacher Observation |  | Teacher Observation |  | Teacher Observation |  | Teacher Observation | **X** | Teacher Observation |
| **X** | Other: peer, checklist |  | Other: |  | Other: |  | 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 |  | Verbal |  | Verbal |  | Verbal | **X** | Verbal |
| **X** | Written |  | Written |  | Written |  | Written | **X** | Written |
| **X** | Student to Student |  | Student to Student |  | Student to Student |  | 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 |  | Abstraction |  | Abstraction |  | Abstraction | **X** | Abstraction |
| **X** | Categorization |  | Categorization |  | Categorization |  | Categorization | **X** | Categorization |
|  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions | **X** | Drawing Conclusions |
| **X** | Observing and Experimenting |  | Observing and Experimenting |  | Observing and Experimenting |  | Observing and Experimenting | **X** | Observing and Experimenting |
|  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes | **X** | Predicting Outcomes |
|  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
| **X** | Improving Solutions |  | Improving Solutions |  | Improving Solutions |  | Improving Solutions |  | Improving Solutions |
| **X** | Creating and Designing |  | Creating and Designing |  | Creating and Designing |  | 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 |  | Whole Group |  | Whole Group |  | Whole Group | **X** | Whole Group |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
| **X** | Pairs |  | Pairs |  | Pairs |  | Pairs | **X** | Pairs |
| **X** | Individuals |  | Individuals |  | Individuals |  | Individuals | **X** | Individuals |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | |
|  | Computer |  | Computer |  | Computer |  | Computer | **X** | Computer |
| **X** | Manipulative |  | Manipulative |  | Manipulative |  | Manipulative | **X** | Manipulative |
|  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |
|  | Projection Device |  | Projection Device |  | Projection Device |  | Projection Device |  | Projection Device |
|  | Printer |  | Printer |  | Printer |  | Printer |  | Printer |
|  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |  | Worksheets/Handouts |
|  | Internet Resources |  | Internet Resources |  | Internet Resources |  | Internet Resources |  | Internet Resources |
|  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |  | Dry Erase Boards |
|  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |  | Textbook/Workbook |
|  | Other: Chalkboard |  | Other: |  | Other: |  | Other: |  | Other: |
| **Differentiation** *(all that apply)* | | **Differentiation** *(all that apply)* | | **Differentiation** *(all that apply)* | | **Differentiation** *(all that apply)* | | **Differentiation** *(all that apply)* | |
| **X** | Content |  | Content |  | Content |  | Content | **X** | Content |
| **X** | Process |  | Process |  | Process |  | Process | **X** | Process |
| **X** | Product |  | Product |  | Product |  | Product | **X** | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
|  | Flexible Grouping |  | Flexible Grouping |  | Flexible Grouping |  | Flexible Grouping |  | Flexible Grouping |
|  | Learning Centers |  | Learning Centers |  | Learning Centers |  | Learning Centers |  | Learning Centers |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Student Thinking** | | **Student Thinking** | | **Student Thinking** | | **Student Thinking** | | **Student Thinking** | |
| **X** | Analytical |  | Analytical |  | Analytical |  | Analytical | **X** | Analytical |
| **X** | Practical |  | Practical |  | Practical |  | Practical | **X** | Practical |
| **X** | Creative |  | Creative |  | Creative |  | 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 |  | Preferential Seating |  | Preferential Seating |  | Preferential Seating | **X** | Preferential Seating |
| **X** | Extended Time |  | Extended Time |  | Extended Time |  | Extended Time | **X** | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring | **X** | Peer Tutoring |
| **X** | Modified Assignments |  | Modified Assignments |  | Modified Assignments |  | Modified Assignments | **X** | Modified Assignments |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
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