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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK | **Week Beginning:** | | September 2, 2013 |
| **Unit Title:** | Rules and Procedures PREK | | | **Subject:** | | Physical education | | | |
| **Monday** | | **Tuesday G** | **Wednesday E** | | **Thursday R** | | | **Friday S** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| LABOR DAY  NO SCHOOL | -know the rules for participating in physical education. 5.1.1  -demonstrate an understanding of classroom rules, procedures, and safe practices while participating in movement challenges. 5.2.1  -use the concept of personal space in a variety of ways while using different levels and speeds inside a hula hoop. 2.1.1  - | -know the rules for participating in physical education. 5.1.1  -demonstrate an understanding of classroom rules, procedures, and safe practices while participating in movement challenges. 5.2.1  -use the concept of personal space in a variety of ways while using different levels and speeds inside a hula hoop. 2.1.1 | NO PREK CLASS ON R DAY! | -know the rules for participating in physical education. 5.1.1  -demonstrate an understanding of classroom rules, procedures, and safe practices while participating in movement challenges. 5.2.1  -use the concept of personal space in a variety of ways while using different levels and speeds inside a hula hoop. 2.1.1 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
|  | Students run for one minute.  Exercise with nutrition cards.  Today we are learning about personal space.  What do you think personal space is? | Students run for one minute.  Exercise with nutrition cards.  Today we are learning about personal space.  What do you think personal space is? |  | Students run for one minute.  Exercise with nutrition cards.  Today we are learning about personal space.  What do you think personal space is? |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
|  | -Recap procedures: Stop students at door and ask if they hear music. Where is the fast lane? When do you move to the slow lane? After running stops, remind students to walk to their PE numbers. What happens when we go to our number? Perform exercises.  Go over the golden rule. Have students give examples of each rule. What would happen if we did not have rules in PE?  -Explain personal space is your very own space. Show students the word on the wall. Explain general space is the space we share. Discuss connection to classroom, cafeteria, playground, etc.  --Exploring personal space: Pretend students are stranded on an island in shark infested water. In place, move legs all around. Add arms and legs at same time. What parts would be difficult to move around your island? Why? Can you think of another small place you have to move?  -Curling, stretching, and twisting in self space. Curl body tight, begin to stretch slowly, pretend you are in a small birdcage. Pretend to reach for a cookie off the top shelf. Stretch tall, and get down quickly to hide the cookies. Pretend to have a spider in your cage, and stretch tall to get out of the way. Twist around to get to an itch in the middle of your back. Remind about staying in self space. Compare curling and stretching to being stranded on the island. What was the same? Different?  -Move whole body in self space: move around number or hoop, if needed.  -Play City streets, crowded streets. Decrease size of general space while students must remain in personal space. Use cones as city limits and move cones closer together as students move about city. Discuss how they avoided touching others. Have you ever been in a crowded place? What did you have to do not to touch anyone? Compare the large city to the small city. Discuss differences of having to stay in personal space in smaller general space. What is the most important part of staying in personal space? What changes could you make to avoid touching others? | -Recap procedures: Stop students at door and ask if they hear music. Where is the fast lane? When do you move to the slow lane? After running stops, remind students to walk to their PE numbers. What happens when we go to our number? Perform exercises.  Go over the golden rule. Have students give examples of each rule. What would happen if we did not have rules in PE?  -Explain personal space is your very own space. Show students the word on the wall. Explain general space is the space we share. Discuss connection to classroom, cafeteria, playground, etc.  --Exploring personal space: Pretend students are stranded on an island in shark infested water. In place, move legs all around. Add arms and legs at same time. What parts would be difficult to move around your island? Why? Can you think of another small place you have to move?  -Curling, stretching, and twisting in self space. Curl body tight, begin to stretch slowly, pretend you are in a small birdcage. Pretend to reach for a cookie off the top shelf. Stretch tall, and get down quickly to hide the cookies. Pretend to have a spider in your cage, and stretch tall to get out of the way. Twist around to get to an itch in the middle of your back. Remind about staying in self space. Compare curling and stretching to being stranded on the island. What was the same? Different?  -Move whole body in self space: move around number or hoop, if needed.  -Play City streets, crowded streets. Decrease size of general space while students must remain in personal space. Use cones as city limits and move cones closer together as students move about city. Discuss how they avoided touching others. Have you ever been in a crowded place? What did you have to do not to touch anyone? Compare the large city to the small city. Discuss differences of having to stay in personal space in smaller general space. What is the most important part of staying in personal space? What changes could you make to avoid touching others? |  | -Recap procedures: Stop students at door and ask if they hear music. Where is the fast lane? When do you move to the slow lane? After running stops, remind students to walk to their PE numbers. What happens when we go to our number? Perform exercises.  Go over the golden rule. Have students give examples of each rule. What would happen if we did not have rules in PE?  -Explain personal space is your very own space. Show students the word on the wall. Explain general space is the space we share. Discuss connection to classroom, cafeteria, playground, etc.  --Exploring personal space: Pretend students are stranded on an island in shark infested water. In place, move legs all around. Add arms and legs at same time. What parts would be difficult to move around your island? Why? Can you think of another small place you have to move?  -Curling, stretching, and twisting in self space. Curl body tight, begin to stretch slowly, pretend you are in a small birdcage. Pretend to reach for a cookie off the top shelf. Stretch tall, and get down quickly to hide the cookies. Pretend to have a spider in your cage, and stretch tall to get out of the way. Twist around to get to an itch in the middle of your back. Remind about staying in self space. Compare curling and stretching to being stranded on the island. What was the same? Different?  -Move whole body in self space: move around number or hoop, if needed.  -Play City streets, crowded streets. Decrease size of general space while students must remain in personal space. Use cones as city limits and move cones closer together as students move about city. Discuss how they avoided touching others. Have you ever been in a crowded place? What did you have to do not to touch anyone? Compare the large city to the small city. Discuss differences of having to stay in personal space in smaller general space. What is the most important part of staying in personal space? What changes could you make to avoid touching others? |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
|  | Which picture shows a person in their own personal space?  As students walk out, they will point to the correct answer. | Which picture shows a person in their own personal space?  As students walk out, they will point to the correct answer. |  | Which picture shows a person in their own personal space?  As students walk out, they will point to the correct answer. |
| **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:** |
|  | Where is the fast lane? When do you move to the slow lane? What happens when we go to our number?  What would happen if we did not have rules in PE? What parts would be difficult to move around your island? Why? Can you think of another small place you have to move?  Compare curling and stretching to being stranded on the island. What was the same? Different?  Have you ever been in a crowded place? What did you have to do not to touch anyone? What is the most important part of staying in personal space? What changes could you make to avoid touching others? | Where is the fast lane? When do you move to the slow lane? What happens when we go to our number?  What would happen if we did not have rules in PE? What parts would be difficult to move around your island? Why? Can you think of another small place you have to move?  Compare curling and stretching to being stranded on the island. What was the same? Different?  Have you ever been in a crowded place? What did you have to do not to touch anyone? What is the most important part of staying in personal space? What changes could you make to avoid touching others? |  | Where is the fast lane? When do you move to the slow lane? What happens when we go to our number?  What would happen if we did not have rules in PE? What parts would be difficult to move around your island? Why? Can you think of another small place you have to move?  Compare curling and stretching to being stranded on the island. What was the same? Different?  Have you ever been in a crowded place? What did you have to do not to touch anyone? What is the most important part of staying in personal space? What changes could you make to avoid touching others? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
|  | Tell someone at home the meaning of personal space. | Tell someone at home the meaning of personal space. |  | Tell someone at home the meaning of personal space. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
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| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
|  | **PreK will need assistance with numbers and may not get to personal space activity.**  **Equipment: Hula hoops and cones** | **Prek- use cones for game. Have them partner up within own class. More time will need to be spent on hoop activity.**  **Equipment: Hula Hoops and cones** |  | **Prek- use cones for game. Have them partner up within own class. More time will need to be spent on hoop activity.**  **Equipment: Hula Hoops and cones** |

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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 |
|  | Oral Presentation | **X** | Oral Presentation | **x** | Oral Presentation |  | Oral Presentation | **X** | Oral Presentation |
|  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |
|  | Real World Solutions | **X** | Real World Solutions | **x** | Real World Solutions |  | Real World Solutions | **X** | Real World Solutions |
|  | Written Response |  | Written Response |  | Written Response |  | Written Response |  | Written Response |
|  | Teacher Observation | **X** | Teacher Observation | **x** | Teacher Observation |  | Teacher Observation | **X** | Teacher Observation |
|  | Other: |  | Other: | **x** | Other: Peer |  | Other: Peer | **X** | Other: Peer |
| **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | |
|  | Verbal | **X** | Verbal | **X** | Verbal |  | Verbal | **X** | Verbal |
|  | Written |  | Written |  | Written |  | Written |  | Written |
|  | Student to Student | **x** | Student to Student | **x** | 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)* | |
|  | Abstraction | **X** | Abstraction | **X** | Abstraction |  | Abstraction | **X** | Abstraction |
|  | Categorization | **X** | Categorization | **X** | Categorization |  | Categorization | **X** | Categorization |
|  | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions |  | Drawing Conclusions | **X** | Drawing Conclusions |
|  | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting |  | Observing and Experimenting | **X** | Observing and Experimenting |
|  | Predicting Outcomes |  | Predicting Outcomes | **X** | Predicting Outcomes |  | Predicting Outcomes | **X** | Predicting Outcomes |
|  | Generating Ideas | **X** | Generating Ideas |  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions | **x** | Justifying Solutions |  | Justifying Solutions | **X** | Justifying Solutions |
|  | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions |  | Improving Solutions | **x** | 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)* | |
|  | Whole Group | **X** | Whole Group | **X** | Whole Group |  | Whole Group | **X** | Whole Group |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Pairs | **X** | Pairs | **X** | Pairs |  | Pairs | **X** | Pairs |
|  | Individuals | **X** | Individuals | **x** | Individuals |  | Individuals | **X** | Individuals |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | |
|  | Computer |  | Computer |  | Computer |  | Computer |  | Computer |
|  | Manipulative | **X** | Manipulative | **X** | 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)* | |
|  | Content | **X** | Content | **X** | Content |  | Content | **X** | Content |
|  | Process | **X** | Process | **X** | Process |  | Process | **X** | Process |
|  | Product | **X** | Product | **X** | 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** | |
|  | Analytical | **X** | Analytical | **X** | Analytical |  | Analytical | **X** | Analytical |
|  | Practical | **X** | Practical | **X** | Practical |  | Practical | **X** | Practical |
|  | Creative | **x** | Creative | **X** | 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** | |
|  | Preferential Seating | **x** | Preferential Seating | **X** | Preferential Seating |  | Preferential Seating | **X** | Preferential Seating |
|  | Extended Time |  | Extended Time | **X** | Extended Time |  | Extended Time | **x** | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring |  | Peer Tutoring | **X** | Peer Tutoring |
|  | Modified Assignments | **x** | Modified Assignments | **X** | Modified Assignments |  | Modified Assignments | **x** | Modified Assignments |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
| **Still have not seen all prek classes after phase in period. Continue to review rules and procedures.** | | | | | | | | | |