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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Pre K | **Week Beginning:** | | December 3, 2012 |
| **Unit Title:** | Gymnastics - Rolling | | | **Subject:** | | Physical education | | | |
| **Monday** | | **Tuesday** | **Wednesday** | | **Thursday** | | | **Friday** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -transfer weight by rolling sideways in a pencil and log roll and rocking by performing an egg roll 1.1.18  -perform rolling and rocking skills without bumping into others. 5.2.2  -Continue to participate when learning rolling and rocking skills even when not successful. 6.2.1  -create rolling and rocking patterns with partner. (AB) | -transfer weight by rolling sideways in a pencil and log roll and rocking by performing an egg roll 1.1.18  -perform a sequence of jump, balance and roll while a partner names the skill you perform. 1.1.4, 1.1.15, and 1.1.18  --perform rolling and rocking skills without bumping into others. 5.2.2  -create rolling and rocking patterns with partner. (AB) | -demonstrate control when performing a log roll, pencil roll and egg roll. 1.1.18  -perform a sequence of jump, balance and roll while a partner names the skill you perform and the pattern you created (ABC) 1.1.4, 1.1.15, and 1.1.18  --perform rolling and rocking skills without bumping into others. 5.2.2 | -transfer weight by rolling sideways in a pencil and log roll and rocking by performing an egg roll. 1.1.18  -balance while walking on a line or low beam on floor. 1.1.16  -identify numbers 1-10 and use terms more, less, equal to. PK.CC.3, PK.CC.6  --perform rolling and rocking skills without bumping into others. 5.2.2 | -transfer weight by rolling sideways in a pencil and log roll and rocking by performing an egg roll. 1.1.18  -balance while walking on a line or low beam on floor. 1.1.16  -identify numbers 1-10 and use terms more, less, equal to. PK.CC.3, PK.CC.6  --perform rolling and rocking skills without bumping into others. 5.2.2 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Today we are going to rock and roll like a pencil and egg. How do you think we can rock and roll like a pencil? Egg?  Yes/ No Slant line Have you ever taken a gymnastics class? Discuss where you can take gymnastics.  Warm up exercises and stretches for back and abdominal muscles. | We are going to continue to learn about gymnastics. Let’s name the skills we have learned. Balance, jumping, rock and roll. Today we are going to combine those skills.  Yes/no did you like rocking and rolling yesterday?  Warm up exercises and stretches for back and abdominal muscles used in rocking and rolling. | Today we are going to perform a cartwheel and practice our rock and rolls. Let’s name the rock and rolls we have learned.  Yes/no Have you ever heard of a cartwheel?  Warm up exercises and stretches for back and abdominal muscles used in rocking and rolling. | For three weeks we have been learning gymnastics skills. Today you are going practice all the skills we have learned.  Yes/no Do you remember how to balance? Jump? Roll?  Warm up exercises and stretches for back and abdominal muscles used in rocking and rolling. | We are going to rotate to stations again today. I want you to do your best and show me how you have learned the gymnastic skills.  Yes/no Do you think gymnast practice a lot?  Warm up exercises and stretches for back and abdominal muscles used in rocking and rolling. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: Connect with a Friend and freeze. Students move around their mat. Stay with partner on mat when freeze.  -Show gymnastic video. Have you ever watched gymnastics on TV? Do you think they use muscles? Which muscles? Review body parts that will be used in rocking and rolling.  -Standing gymnastic stunts: Back bend, bridge Why would you go over a bridge? How can you make your body look like a bridge? Shoulder stand, mule kick. What are you going to do if you have trouble performing a stunt?  -Rolls: Seated roll (side to front to other side and back to you bottom), Practice both directions. Roll half way over to push up position, arch back like an angry cat, now sag like a happy full cat. Why do you think this is called a seated roll? How can you make it different?  -Rocking: (tuck body into a ball, knees and chin to chest, rock back and forth from back to shoulders then feet) Do you think you look like a rock? Why? How can you make your body a different shape but still rock?  -Rolling- Log roll-(arms at side, body long) What is a log? What could you use a log for? First, rock back and forth, then roll over. Pencil roll: what does a pencil look like? What is at top? Bottom? (arms above head and toes pointed) Assess students for understanding of difference between pencil and log roll by have them compare and contrast the two. Safety Roll: (kneeling position on hands and knees, pick up one arm, lead it through body tunnel and out hole between your other arm and leg. Lower shoulder and begin rolling: shoulder, back, hip, feet and roll sideways. When would you need to use a safety roll? Egg roll (egg shape and roll side ways) What shape is an egg? Where do eggs come from?  -AB Patterns: Demonstrate AB patterns by color, boy/girl, etc. Discuss movement patterns. Partners will choose two of movements from lesson and create an AB pattern. Have students vocalize pattern when questioned. | -Rhythm: Connect with a friend and freeze. Walk around room. The last partner you freeze with is who you will work with today. Change partners as needed.  -Gymnastic stunts: review back bend , bridge, shoulder stand and mule kick. Tell your partner with stunt is your favorite? Push up position (all fours) move arms as far apart as possible. How far can you move your arms and still have your chest off the ground? Sit on floor. Legs straight. Can you lift your body off the floor? Can you think of another way to get your body off the floor? Inch worm- walk to hands then back out. Can you lift one leg and make a circle?  Rolls: Seated roll (side to front to other side and back to you bottom), Practice both directions. Roll half way over to push up position, arch back like an angry cat, now sag like a happy full cat. Why do you think this is called a seated roll? How can you make it different?  -Rocking: (tuck body into a ball, knees and chin to chest, rock back and forth from back to shoulders then feet) Do you think you look like a rock? Why? How can you make your body a different shape but still rock?  -Rolling- Log roll-(arms at side, body long) Where are your arms during the log roll? What can you do with your body to make it easier to roll? First, rock back and forth, then roll over. Pencil roll: (arms above head and toes pointed) How is a pencil roll different than a log roll? Assess students for understanding of difference between pencil and log roll by have them compare and contrast the two. Safety Roll: (kneeling position on hands and knees, pick up one arm, lead it through body tunnel and out hole between your other arm and leg. Lower shoulder and begin rolling: shoulder, back, hip, feet and roll sideways. Have you ever fallen off of anything? When would you use a safety roll? Egg roll (egg shape and roll side ways) Can you change the name or the egg roll? What is something else that is oval?  -Sequence: Show students a balance, jump and roll. Tell them this is a gymnastics sequence. Refer to video clip watched during balance lesson. Have students perform a sequence.  -AB pattern: Have students create a AB pattern using movements learned throughout gymnastics unit. Why is your pattern an AB pattern? | -Rhythm: Connect with a friend and freeze. Walk around room. The last partner you freeze with is who you will work with today. Change partners as needed.  -Gymnastic animal movements-Camel walk-Walk on all fours with legs straight. (picture of camel) Can you round your back and walk like a camel? Why does a camel have a hump? Bear Walk- all fours legs bent. What is the difference between a bear and camel walk? Bunny hops- all fours but move both hands then both feet. Encourages weight transfer, and exchange between upper and lower body parts. Why are we moving like animals to learn about gymnastics? Helps learn a cartwheel.  -Cartwheel: two red pieces of tape will indicate where students place hands. Teach hand-hand-foot-foot when performing a side bunny hop. What do you need to do to your body to make your legs go up? How can you make it better?  -Review Rolls: Log, pencil, egg. Assess students with checklist for these three rolls. Safety, rocking up and down. Rock back, come up and stand on feet. Raise arms in V and say “TaDa”.  -Sequence patterns: Create a sequence with your partner using a balance, and jump, and a roll. Why did you choose that move? How can you make your sequence different? Did you know you are doing a movement pattern? ABC | -Rhythm: Ooga Booga Boogie. Give students popsicle sticks with numbers. After the sequence is over in song, students exchange number sticks until song is over.  -Students look to see if any group has less than two and more than two. Students will then find the station that has the same number as their stick. Switch partners around if not a good combination.  -Demonstrate each station to the whole group before beginning. 1. Walk forward across balance beam. What gymnastic skill is this? Design a routine with some jumps and stops added in. 2. Log roll- Roll across mat. When you get to end let partner have turn. Partners tell each other if they are doing the roll correctly. Where are your arms during a log roll? How do you make your body roll?  3. Jump for distance-On mat jump from blue tape to a hoop. Does jumping for distance mean far or high? What can you do with your body to make you jump farther?  4. Pencil roll- on mat roll one end to another. Tell partners how to hold hands and feet. 5. Jump for height. Students will try to jump up and high five a scarf. Where do my arms go when I jump for height? 6. Balance puzzles. Pick a picture and balance on those body parts. What are the three things you have to do to balance? Experiment and try to hold your balance a long time. See which balance is the easiest to hold. Question students and have the justify their choice of balance. 7. Perform an egg roll. Describe how to hold your body during and egg roll. How can you make your roll better? 8. AB pattern sequence Jump and pick a roll. Have students tell why it is an AB pattern. 9. Bunny hop and cartwheel. Have students perform bunny hop. Those that are able will be allowed to try a cartwheel. What do you do with your hands and feet during a bunny hop? How can you change it to make it a cartwheel? 10. Create your own gymnastics routine with partner. Make sure to include a jump, balance and roll. Have partners tell you what each skill is they have chosen. | Rhythm: Ooga Booga Boogie. Give students popsicle sticks with numbers. After the sequence is over in song, students exchange number sticks until song is over.  -Students look to see if any group has less than two and more than two. Line up in number order. What number comes first? Next? What is after5? Students will then find the station that has the same number as their stick. Switch partners around if not a good combination.  -Demonstrate each station to the whole group before beginning. 1. Walk forward across balance beam. What gymnastic skill is this? Design a routine with some jumps and stops added in. Can you make it different than yesterday? 2. Log roll- Roll across mat. When you get to end let partner have turn. Partners tell each other if they are doing the roll correctly. Where are your arms during a log roll? How do you make your body roll?  3. Jump for distance-On mat jump from blue tape to a hoop. Does jumping for distance mean far or high? What can you do with your body to make you jump farther?  4. Pencil roll- on mat roll one end to another. Tell partners how to hold hands and feet. Can you tell me what makes this a pencil roll? 5. Jump for height. Students will try to jump up and high five a scarf. Where do my arms go when I jump for height? What do you think is the most important part of a jump? 6. Balance puzzles. Pick a picture and balance on those body parts. What are the three things you have to do to balance? Experiment and try to hold your balance a long time. See which balance is the easiest to hold. Question students and have the justify their choice of balance. 7. Perform an egg roll. Describe how to hold your body during and egg roll. How can you make your roll better? 8. AB pattern sequence Jump and pick a roll. Have students tell why it is an AB pattern. 9. Bunny hop and cartwheel. Have students perform bunny hop. Those that are able will be allowed to try a cartwheel. What do you do with your hands and feet during a bunny hop? How can you change it to make it a cartwheel? 10. Create your own gymnastics routine with partner. Make sure to include a jump, balance and roll. Have partners tell you what each skill is they have chosen. |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Have a student perform a rock and one perform a roll and have students name which is a roll. | Show me where your arms are during a pencil roll. A log roll. | Tell me what you have to do with your body to perform an egg roll. As you walk out of the room tell me your favorite skill. | What was your favorite station? Tell me about that skill. | What sport have we learned a lot about? Do you feel like a gymnast now? |
| **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:** |
| Have you ever taken a gymnastics class? Have you watched gymnastics on TV? Do you think they use muscles? Which muscles? Why would you go over a bridge? How can you make your body look like a bridge? What are you going to do if you have trouble performing a stunt? Why do you think this is called a seated roll? How can you make it different? Do you think you look like a rock? Why? How can you make your body a different shape but still rock? What is a log? What could you use a log for? What does a pencil look like? What is at top? Bottom? When would you need to use a safety roll? What shape is an egg? Where do eggs come from? | How far can you move your arms and still have your chest off the ground? Can you lift your body off the floor? Can you think of another way to get your body off the floor? Can you lift one leg and make a circle?  Why do you think this is called a seated roll? How can you make it different? Do you think you look like a rock? Why? How can you make your body a different shape but still rock?  Where are your arms during the log roll? What can you do with your body to make it easier to roll? How is a pencil roll different than a log roll? Have you ever fallen off of anything? When would you use a safety roll? Can you change the name or the egg roll? What is something else that is oval? Why is your pattern an AB pattern? | Can you round your back and walk like a camel? Why does a camel have a hump? What is the difference between a bear and camel walk? Why are we moving like animals to learn about gymnastics?  What do you need to do to your body to make your legs go up? How can you make it better?  Why did you choose that move? How can you make your sequence different? Did you know you are doing a movement pattern? | Where are your arms during a log roll? How do you make your body roll?  Does jumping for distance mean far or high? What can you do with your body to make you jump farther? Where do my arms go when I jump for height? What are the three things you have to do to balance? How can you make your roll better? What do you do with your hands and feet during a bunny hop? How can you change it to make it a cartwheel? | What number comes first? Next? What is after5? Can you make it different than yesterday? Where are your arms during a log roll? How do you make your body roll? Does jumping for distance mean far or high? What can you do with your body to make you jump farther? Can you tell me what makes this a pencil roll? Where do my arms go when I jump for height? What do you think is the most important part of a jump? What are the three things you have to do to balance? How can you make your roll better? What do you do with your hands and feet during a bunny hop? How can you change it to make it a cartwheel? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Go home and show someone your favorite roll. | Demonstrate a log and pencil roll for someone at home. | Demonstrate an egg roll at home. | Tell someone at home about your gymnastic routine. | Move around a play this weekend! |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Bring log, sharpened pencil, egg. Some students depending on developmental level may require modifications: seated roll- roll to one side only, rocking back and forth- may need help pulling self up. Log Roll and pencil roll- depending on strength may allow use of hands. Egg roll- those who are ready completely roll over.** |  | **Bring picture of camel, bear, bunny. Have an area for those who are not ready for cartwheel. Assistant can work with those doing animal movements.**  **Begin assessing rolls.** | **Number cones and have visuals for each skill. Choose easy to complex balance puzzle pictures for students. Make students can verbalize how to perform skills.** | **Finish checklist assessment on all gymnastic skills.** |

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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 |  | Oral Presentation |  | Oral Presentation |  | Oral Presentation |  | Oral Presentation |
|  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |
|  | Real World Solutions | **X** | Real World Solutions |  | Real World Solutions |  | Real World Solutions |  | Real World Solutions |
| **X** | Written Response | **X** | Written Response | **X** | Written Response |  | Written Response |  | Written Response |
| **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |  | Teacher Observation |  | Teacher Observation |
| **X** | Other: self | **x** | Other: self | **Xx** | Other: self, checklist |  | Other: |  | Other: |
| **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 |  | Verbal |  | Verbal |
| **X** | Written | **X** | Written | **X** | Written |  | Written |  | Written |
| **X** | Student to Student | **X** | Student to Student | **X** | Student to Student |  | Student to Student |  | 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 |
|  | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization |
| **X** | 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 |
|  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes | **x** | Predicting Outcomes | **X** | Predicting Outcomes |
| **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions | **X** | Justifying Solutions | **X** | 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 |
|  | Individuals |  | Individuals |  | Individuals |  | Individuals |  | Individuals |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | | **Materials/Resources** | |
|  | Computer |  | Computer |  | Computer |  | Computer |  | Computer |
| **X** | Manipulative | **X** | Manipulative | **X** | Manipulative | **X** | 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 | **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 |
| **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring |
| **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
| **Dyson: Dafonzo and Kenyon- following directions, Phillip- one on one instruction, Keona- listening, Partner Quintereah and Phillip together so they can learn to work together.**  **Bird: Kendrick- staying focused, Jeremiah- social skills**  **Renfroe: Breenan- Listening skills/ Jozelynn- following directions, Chris- focus and following directions**  **Wilson: Luis- make sure to give him one on one instruction, Isleonna and Quinyah- do not partner up**  **Langley: Whole class- following directions, letting teacher demonstrate before trying skill/ Antavious- participation and following directions, needs help with skills/ Keshun- following directions and respecting other’s space/ David- participation and maturity sharing taking turns/ Ollie- extra help with skills and behavior reminders**  **Davis: Markeevan- extra help with skills Dylan- behavior reminders and skill help** | | | | | | | | | |