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| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | PreK | **Week Beginning:** | January 7, 2013 |
| **Unit Title:** | Parachute and ropes | **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……** |
| SUB IN ROOM-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 | SUB IN ROOM-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 | -imitate pre-designed sequence involving manipulatives. 1.1.6-perform skip, hop, and jump locomotor movements while playing a game of groundhogs. 1.2.3-interact positively with other during physical activity. 6.2.-4-recognize a sunny day will produce a shadow, but a cloudy day will not. S.PK.6 | -imitate pre-designed sequence involving manipulatives. 1.1.6-jump a slowly swinging rope . 1.2.5-perform gallop, slide, and run locomotor movements while playing a game of groundhogs. 1.2.3-interact positively with other during physical activity. 6.2.4-recognize a sunny day will produce a shadow, but a cloudy day will not. S.PK.6 | -imitate pre-designed sequence involving manipulatives. 1.1.6-jump a slowly swinging rope. 1.2.5-perform skip, slide, and hop locomotor movements while playing a game of groundhogs. 1.2.3-interact positively with other during physical activity. 6.2.4-recognize a sunny day will produce a shadow, but a cloudy day will not. S.PK.6 |

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| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Today we are going to use a parachuteWarm up exercises on board.  | Today we are going to use a parachute.Warm up exercises on board. | Today we are going to play with a rope. What are some different ways ropes are used? Warm up exercises with nutrition cards.  | Today we are going to jump rope. Have you ever tried to practice jumping rope at home? Warm up exercises with nutrition cards. | Today we are going to jump rope. Draw a slant line in the air if you think jumping rope is hard. Warm up exercises with nutrition cards. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| Rhythm: Born to Move #1 Exersong CD. -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: Born to Move #1 Exersong CD. -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: Chicken Count What did chicken 1 and chicken 2 do during the song?-Discuss safety with ropes. Why do we need to be safe with ropes? Are ropes equipment? When I talk, lay your rope down and be a good listener. -Rope Writing: I want you to help the person next to you. Make sure neighbor has made the correct line. If they need your help that is okay. Work together. Make a pull down line with your rope. Lay beside it and make your body look like a pull down. What letter has a pull down line? Make a slide line. Lay beside it and make your self look like a slide line. What letter has a slide line? Make a slant right and slant left with body and rope. Make a slant right with your rope and a slant left with your body. What letter did you just make? X-Exploration: Walk forward along side of rope, backwards. What do you need to do to be able to see when you walk backwards? Hop on one foot down one side of the rope, then change to the other foot whe you turn around. Jump over the rope side to side. What is different about jumping and hopping? The same? Skip beside rope. Does a skip have a hop or jump in it?-Rope shapes: make a circle with your rope. Jump out, in. Walk at a low level on outside of circle. Hop in and out. Leap over circle. What is something you might leap over that is a circle outside? -Ground Hog: What is a groundhog? Discuss weather and predictions. Squat down in circle. Pretend to be hibernating. What does it mean to hibernate? Slowly wake up and step out of your hole cautiously. If I say the sun is shining, run back to your hole. Why would the sun make the groundhog go back to his hole? If I say cloudy day, stay out of your hole and play. Why would a cloudy day make the groundhog stay out of his hole? Have students predict if it will be a sunny day or cloudy day. Discuss if prediction was right or wrong and why they predicted the way they did.  | -Rhythm: Chicken Count. What did chicken 2 and chicken 3 do during the song?-Rope Writing: Just like yesterday I want you to help the person next to you make their letters. Students will be given letter cards. In pairs, they will make the letters with the ropes and then their bodies. Why did you use two people to make the letter…? Try to use one person to make the letter… Did it work? Why or why not?-Exploration: slide along the length of rope. Have students experiment with rope behind them and in front of them. Why are you able to slide both directions? Gallop along the rope. Create different ways to gallop around the rope. Run back and forth along the rope. Decide on different levels to run. Why did you choose low, high, or medium level?-Jumping rope: lay ropes flat and students jump back and forth. Show students how to hold hands on rope. Why do you think your hands are turned this way? Students hold rope still and jump forward and backward over rope. Those that are struggling will remain at this level. Those that are ready will slowly swing rope back and forth on floor and jump as rope comes back to them. How do you know when to jump? What happens if you don’t jump? If any are ready, have them swing rope overhead and jump. Does any one know any jump rope tricks? Allow students to perform tricks.-Ground Hog: Look out my window. What does the weather look like? Does the ground hog like his shadow? Make a circle with rope for hole. Hibernate. Slowly step out of hole. Wait for me to tell you the weather, and decide if you should go back to your hole or if you can stay out of your hole. What type of weather can you see your shadow? Why? Have students predict what type of weather I will say. Try to get them to recognize the pattern of my weather.  | -Rhythm: Chicken Count. What did chicken 9 and 10 do in the song? -Rope Writing: Partner up. Help each other make the letters on the cards. Use the ropes and your body. What is one way you can help your partner? How can someone be a bad partner? -Exploration: What locomotor movement is done on one foot? Let me see you hop the length of your rope. Create a new way to hop with your rope. What locomotor movement has a step hop? Skip the length of your rope. What locomotor movement do you move side ways? Slide up and down your rope like you are playing defense in basketball.--Jumping rope: lay ropes flat and students jump back and forth. Show students how to hold hands on rope. Why do you think your hands are turned this way? Students hold rope still and jump forward and backward over rope. Those that are struggling will remain at this level. Those that are ready will slowly swing rope back and forth on floor and jump as rope comes back to them. All students will attempt to jump a swinging rope. Teacher may have to swing rope for them. How do you know when to jump? What happens if you don’t jump? If any are ready, have them swing rope overhead and jump. .-Group Jump: Groups of 3. Two will hold rope and swing back and forth on floor. One will jump. What do you need to do to make it safe for the jumper? What can you do different to get over the rope? Swing slowly. Increase speed only when your group is told. -Groundhog: Do you think the ground hog will see it’s shadow today? Students look out window. Students will predict what I will say and give a reason for the prediction. Try to get them to recognize pattern. |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Feel arm muscles. Do you think the parachute made your muscles stronger? Draw a slant line with your finger if you feel stronger. | Feel arm muscles. Do you think the parachute made your muscles stronger? Draw a slant line with your finger if you feel stronger. | What are some ways we used our rope today? Draw a slant line with your finger if you have ever jumped rope. Discuss tomorrow we will jump rope.  | Who has a jump rope at home? Draw a slant line if you do. Have students demonstrate how to hold hands on the jump rope.  | Jumping rope is something you can do anywhere. Do you think it is a great exercise?  |
| **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 are some different ways ropes are used? What did chicken 1 and chicken 2 do during the song? Why do we need to be safe with ropes? Are ropes equipment? What letter has a pull down line? What letter has a slide line? What letter did you just make? What do you need to do to be able to see when you walk backwards? What id different about jumping and hopping? The same? Does a skip have a hop or jump in it? What is something you might leap over that is a circle outside? What is a groundhog? What does hibernate mean? Why would the sum make the groundhog go back to his hole? Why would a cloudy day make the groundhog stay out of his hole? What are some ways we used our rope today?  | Have you ever tried to practice jumping rope at home? What did chicken 2 and 3 do during the song? Why did you use tow people to make the letter…? Did it work? Why or Why not? Why are you able to slide both directions? Why did you choose low, high, or medium level? Why do you think your hands are turned this way? How do you know when to jump? What happens if you don’t jump? Does any one know any jump rope tricks? What does the weather look like? Does the groundhog like his shadow? What type of weather can you see your shadow? Why? Who has a jump rope at home? | What did chicken 9 and 10 do during the song? What is one way you can help your partner? How can someone be a bad partner? What locomotor movement is done on one foot? What locomotor movement has a step hop? What locomotor movement do you move sideways? Why do you think your hands are turned this way? How do you know when to jump? What happens if you don’t jump? Jump too soon? What do you need to do to make it safe for the jumper? What can you do different so you can get over the rope? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
|  |  | Show someone how to make a pull down line, slide line, and slant line with your body. | Use your imagination and a pretend jump rope to practice at home. | If you have a jump rope at home, play with it outside this weekend.  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
|  |  | **Assess locomotor movements to determine if any improvements have been made since beginning on year.**  | **Continue assessing locomotor movements. Begin assess those who can jump over a slowly swinging rope with a checklist. Students abilities will vary with jumping rope. Allow students to work at own pace. Make sure at least one partner knows letters.** | **Finish assessing locomotor and jumping rope. Take note of who improved from yesterday.**  |

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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 |  | Real World Solutions | **x** | Real World Solutions | **X** | Real World Solutions | **X** | Real World Solutions |
|  | Written Response |  | 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: self | **x** | Other: self | **xx** | Other: self and peer, checklist | **xx** | Other: self, peer, checklist | **x** | Other: self, 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 | **x** | Abstraction | **X** | Abstraction |
|  | Categorization |  | Categorization |  | Categorization |  | Categorization |  | Categorization |
| **X** | Drawing Conclusions | **X** | Drawing Conclusions |  | 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 |
| **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes | **X** | Predicting Outcomes |
|  | Generating Ideas |  | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions | **X** | Justifying Solutions | **X** | Justifying Solutions | **X** | Justifying Solutions |
|  | Improving Solutions |  | 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 | **X** | 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** |
|  | 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 |
|  | Extended Time |  | Extended Time |  | Extended Time |  | Extended Time |  | 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: Phillip- participation in all activities not just what he wants to participate in. Keona- listening skills Devin- following directions, not rolling on floor****Bird: Justin- needs extra instruction, Kendrick- extra prompts on behavior, Christopher- encourage participation****Renfroe: Michael- follow directions, Brennan- not trying to be teacher. Encourage him to help partner, but remain quiet when I am speaking. Jozelynn- Participate well with others and find ways to help avoid shut downs.****Wilson- Luis- make sure he understands directions, Isleoona- talking at appropriate times, Joshua- following direction and staying on task****Langley- Shayne-staying on task, talking at appropriate times, Keshun- Safety, doing the right task at right time, he needs extra instruction Camryn- on task, Antavious- participation and positive reinforcement. Shantel- rules and procedures.****Davis- James and Markeeveon- extra instruction, using words to communicate.****\*\*\*Several new students! Don’t forget to give them one on one and teach classroom rules.** |