|  |
| --- |
| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | PreK | **Week Beginning:** | October 1, 2012 |
| **Unit Title:** | Catching and Throwing Review | **Subject:** | Physical education |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |
| --- |
| **Standards and Objectives:** |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -Catch two scarves after tracking with eyes when tossed by a partner. 1.2.9-Toss a scarf to a partner while judging distance. 1.1.9-Sort and count scarves by moving into groups of the same color. PK.MD.3-Participate without hesitation during physical education. 3.2.1 | Participate in Germ City for PreK | -use a balloon with a partner to practice catching and throwing above waist and below waist. 1.1.11 and 1.1.9-estimate the team with the most balloons and the least balloons then count to determine most during game of Clean your Room. PK.CC.6 and PK.CC.2-follow the simple command of freeze by holding balloon by “belly button”. 5.1.2 | Participate in Fall Festival for Good Behavior | Participate in Color Celebration |

|  |
| --- |
| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Today you are going to toss and catch two scarves with a partner. How many people do you need to make a partner? How many scarves will your group have? Warm up exercises for muscles used in throwing and catching with nutrition cards. |  | We are going to practice our throwing and catching skills then use your skills to play a game.Do you think it will be easy to catch a balloon thrown by a partner? Yes/NoWarm up exercises for muscles used in throwing and catching with nutrition cards. |  |  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: Today we are going to vote for our favorite scarf song. What does it meant to vote? Play song decided by majority. Explain good sportsmanship to those who didn’t get to play the song they voted for. -Scarf toss to self: between hands, above head, experiment with tossing high and low. Which way gives you more time to get ready to catch the scarf? Catch at chest, waist, knees. Is it easier to catch the scarf at your waist or knees? Why? Show me your very own toss and catch. (Give individual help to those struggling to catch and toss or have students sit instead of stand to practice)-Partner toss: Find a partner with a different color scarf. Mirror making shapes. What shape did you make? Put one scarf on floor. Toss a scarf back and forth. How can you make it easier for your partner to catch? Harder? Eyes closed. What happened when your eyes were closed? Catch at waist, over head, knees. Now both scarves going at same time. One throws both scarves and the other catches both scarves. Partners who are successful can each throw a scarf at the same time. How can you challenge your partner?-Color Sort: slide around room with scarf. On freeze make a group of same color scarves. Hop around room and switch scarves until you hear freeze. Make groups of same color. Does any one have an idea how we can make our game different? Form groups with one of each color.  |  | Rhythm: Pirate song (sequencing)-How do you know to put your thumbs together to catch your balloon? Review above waist individual toss and catch. Recite learning cues. -Review below waist individual drop and catch. Recite learning cues. How do you know to catch a balloon with your pinkies together? (Those who are struggling with skill will not partner up in beginning of partner work)-Partner up and toss balloon to partner above waist. (may need to change partners up or change distance for those struggling) Try different ways to toss the balloon above your partner’s waist. How can you make sure the balloon is above the waist?-How can you make sure you catch the balloon below your waist? With partner let balloon float below waist before you catch.-Groups of 4- How can we make a group of 4 with our groups of 2? Form groups of 4 and practice catching above and below waist. Be helpful with your group, remind them thumbs down or pinkies together.-Play Clean your Room: Divide into tow teams. Toss balloons across middle of room to other team’s room to make it messy. Try to catch and throw back to other team. On freeze guess which team has the most and least balloons to determine Clean Room. Then count to see who has the most. Tell me how could get more balloons on the other team’s side to mess it up. Is your room at home ever a mess? How do you clean it up? |  |  |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Call scarves by color to line up. Toss scarf as you walk to line.  |  | What is the same about catching a ball above waist with a partner and by yourself? What is different? Below waist? How can you do this at home? |  |  |
| **Early Finishers:** | **Early Finishers:** | **Early Finishers:** | **Early Finishers:** | **Early Finishers:** |
| NONE |  | None |  |  |
| **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** | **Guiding Questions:** |
| How many people do you need to make a partner? How many scarves will your group have? What does it meant to vote? Which way gives you more time to get ready to catch the scarf? Is it easier to catch the scarf at your waist or knees? Why? What shape did you make? How can you make it easier for your partner to catch? Harder? What happened when your eyes were closed? How can you challenge your partner? Does any one have an idea how we can make our game different?  |  | How do you know to put your thumbs together to catch your balloon? How do you know to catch a balloon with your pinkies together? How can you make sure the balloon is above the waist? How can you make sure you catch the balloon below your waist? How can we make a group of 4 with our groups of 2? Is your room at home ever a mess? How do you clean it up? What is the same about catching a ball above waist with a partner and by yourself? What is different? Below waist? How can you do this at home? |  |  |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Keep practicing tossing something that floats at home.  |  | If you have a balloon practice catching and throwing. |  |  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Move clips for those who successfully catch a partner thrown scarf.**  |  | **Move clips for those who catch with pinkies together below waist.** |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |
| **x** | Real World Solutions |  | Real World Solutions | **X** | Real World Solutions |  | Real World Solutions |  | Real World Solutions |
| **x** | Written Response |  | Written Response | **X** | Written Response |  | Written Response |  | Written Response |
| **x** | Teacher Observation |  | Teacher Observation | **X** | Teacher Observation |  | Teacher Observation |  | Teacher Observation |
| **xxx** | Other: Self, peer, and checklist |  | Other:  | **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 |  | Verbal | **X** | Verbal |  | Verbal |  | Verbal |
| **X** | Written |  | Written | **X** | Written |  | Written |  | Written |
| **X** | Student to Student |  | 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 |  | Abstraction | **X** | Abstraction |  | Abstraction |  | Abstraction |
|  | Categorization |  | Categorization | **X** | Categorization |  | Categorization |  | Categorization |
| **X** | Drawing Conclusions |  | Drawing Conclusions | **X** | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |
| **X** | Observing and Experimenting |  | Observing and Experimenting | **X** | Observing and Experimenting |  | Observing and Experimenting |  | Observing and Experimenting |
|  | Predicting Outcomes |  | Predicting Outcomes | **X** | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |
| **X** | Generating Ideas |  | Generating Ideas | **X** | Generating Ideas |  | Generating Ideas |  | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
|  | Improving Solutions |  | Improving Solutions | **X** | Improving Solutions |  | Improving Solutions |  | Improving Solutions |
| **X** | 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 |  | Whole Group | **X** | Whole Group |  | Whole Group |  | Whole Group |
|  | Small Group |  | Small Group | **X** | Small Group |  | Small Group |  | Small Group |
| **X** | Pairs |  | Pairs | **X** | Pairs |  | Pairs |  | Pairs |
| **X** | Individuals |  | Individuals | **X** | Individuals |  | Individuals |  | Individuals |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Materials/Resources** | **Materials/Resources** | **Materials/Resources** | **Materials/Resources** | **Materials/Resources** |
|  | Computer |  | Computer |  | Computer |  | Computer |  | Computer |
|  | Manipulative |  | Manipulative | **X** | Manipulative |  | Manipulative |  | 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 |
| **x** | Other: Chalkboard |  | Other:  | **x** | Other: chalkboard |  | 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 | **X** | Content |  | Content |  | Content |
| **X** | Process |  | Process | **X** | Process |  | Process |  | Process |
| **X** | Product |  | Product | **X** | Product |  | Product |  | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
| **X** | Flexible Grouping |  | Flexible Grouping | **X** | 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 | **X** | Analytical |  | Analytical |  | Analytical |
| **X** | Practical |  | Practical | **X** | Practical |  | Practical |  | Practical |
| **X** | Creative |  | Creative | **X** | Creative |  | Creative |  | 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 | **X** | Preferential Seating |  | Preferential Seating |  | Preferential Seating |
| **X** | Extended Time |  | Extended Time | **X** | Extended Time |  | Extended Time |  | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
| **X** | Peer Tutoring |  | Peer Tutoring | **X** | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |
| **X** | Modified Assignments |  | Modified Assignments | **X** | Modified Assignments |  | Modified Assignments |  | Modified Assignments |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Lesson Notes:** |
| **Dyson: Jayden’s goal: Participation****Bird: Ireland- continue to improve with participation****Renfroe: Breenan- Listening skills/ Jozelynn- following directions****Wilson: Luis- make sure to give him one on one instruction****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 getting to stay on home spot when needed and working well with others/ Ollie- extra help with skills and behavior reminders****Davis: Markeevan- extra help with skills Dylan- behavior reminders and skill help** |