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| **DoesLauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | PreK | **Week Beginning:** | March 4, 2013 |
| **Unit Title:** | Dr. Seuss | **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……** |
| -demonstrate a variety of locomotor skills in personal and general space 1.2.3-demonstrate a clear contrast between slow and fast movements while traveling in different directions in general space. 1.2.2-interact positively with others during physical activity. 6.2.4 | -demonstrate a variety of locomotor skills in personal and general space 1.2.3-demonstrate a clear contrast between slow and fast movements while traveling in different directions in general space. 1.2.2-interact positively with others during physical activity. 6.2.4 | -throw a variety of objects at a target using overhand/underhand throw. 1.2.8-continue to connect together a wide variety of manipulatives. 1.2.17-include give and take in play with others. 5.2.4 | -throw a variety of objects at a target using overhand/underhand throw. 1.2.8-continue to connect together a wide variety of manipulatives. 1.2.17-include give and take in play with others. 5.2.4 | -demonstrate a variety of locomotor skills in personal and general space 1.2.3-throw a variety of objects at a target using overhand/underhand throw. 1.2.8-continue to connect together a wide variety of manipulatives. 1.2.17-include give and take in play with others. 5.2.4 |

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| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Today we are going to play Dr. Seuss games. Does anyone know who Dr. Seuss is? Warm up exercises with nutrition cards. Air write k, x, and z | What Dr. Seuss stories did we pretend to be characters yesterday? Today we are going to play the same Dr. Seuss games. Warm up exercises with nutrition cards. Air write k,x, and z. | Today we are playing Dr. Seuss games. We are gong to toss rings and beanbags at targets. Warm up exercises with nutrition cards. Air write k, x, and z. | Today we are playing Dr. Seuss games. What stories did we use yesterday? Warm up cards with nutrition cards. Air write k, x, and z. | Who was Dr. Seuss? Why have we been playing games about Dr. Seuss books this week? Today is our last day of Dr. Seuss games. Warm up exercises with nutrition cards. Air write k, x, and z.  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| Rhythm: Crossover, Exersong CD-Three areas will be set up: one for “Cat in the Hat” weave: students will weave in and out of cones like thing one and thing two. Tell me about the characters thing one and two. Do you think they would be good students? The second area will be set up for “Yertle the turtle” crawl. Students will crawl slowly one line to another. Can someone tell me why I want you to move slow when you are a turtle? Third area will be “Hop on Pop” Hula Hoops are set up in a hopscotch pattern and students will jump and hop. Have you ever played hopscotch? Where can you play hopscotch? Rotate students around each area.-“Horton Hears a Who” Whos are the fluff balls, every student has a clothes pin. They pick their who up with a clothes pin and put it in the correct color hula hoop. Pick up one fluff ball at a time. When all the whos are in the correct color hoop, have groups of students count the whos. What hoop has the most whos? The least? How could we play this game different?-Hand students card with letter. Have students find a match. What do you use letters for? How did Dr. Seuss use letters? Call students by letters to line up. | -Rhythm: Crossover Why did the song say these moves were important?--Three areas will be set up: one for “Cat in the Hat” weave: students will weave in and out of cones like thing one and thing two. Who can tell me what we do at the cones? Did we decide yesterday Thing one and two would be good or bad students? Have students choose own locomotor movement as they move through the cones. The second area will be set up for “Yertle the turtle” crawl. Students will crawl slowly one line to another. Turtles move slow. Why do you think they move slow? Can you think of another animal that moves slow to act out? Third area will be “Hop on Pop” Hula Hoops are set up in a hopscotch pattern and students will jump and hop. Take turns creating own movement pattern through hoops. Can you guess the new pattern? Rotate students around each area.-“Horton Hears a Who” Yesterday, we walked to play the game. Who can think of another safe locomotor movement to play our game? Whos are the fluff balls, every student has a clothes pin. They pick their who up with a clothes pin and put it in the correct color hula hoop. Pick up one fluff ball at a time. When all the whos are in the correct color hoop, have groups of students count the whos. What hoop has the most whos? The least? -If time permits, have students find the first letter of their name. How did Dr. Seuss use letters? Call students by letters to line up. | -Rhythm: Crossover. Is this song complicated? Will we get better if we practice?--If I ran the circus. What is a circus? Have you ever been? Act out some circus animals and an acrobat. Ring toss. Each student will have a ring and a stand on home to toss ring at cone. Students will use the underhand toss. How do you toss underhand? What have you thrown underhand in PE this year? As tossing walk around with checklist and assess those who were not proficient earlier in the year. -There’s a Wocket in my Pocket: What are some things you put in your pocket? What is a wocket? Students will put rings in front of cones and get a beanbag from under the cone. Step back to yellow tape and students will toss to get the “wocket” to land in the “pocket” Is a wocket real? -Green Eggs and Ham: Students will have scoops and bean bags. Scramble and toss eggs and ham. Catch in the “skillet”. What is a skillet? What are some foods you cook in a skillet? Compare catching with scoop to catching with hands. -Match letters- With partners. Letters will be on cones. Students will have letter cards and take letters they can name to cone. Do you think Dr. Seuss could write his letters? Why? | -Rhythm: Crossover. Are we getting better? How?--If I ran the circus. What would you see at a circus? Act out some circus animals and an acrobat. Ring toss. Each student will have a ring and a stand on home to toss ring at cone. Students will use the underhand toss. How do you toss underhand? What have you thrown underhand in PE this year? As tossing walk around with checklist and assess those who were not proficient earlier in the year. -There’s a Wocket in my Pocket: What is a pocket? What has pockets on them? Experiment with overhand and underhand. Which works better? Students will put rings in front of cones and get a beanbag from under the cone. Step back to yellow tape and students will toss to get the “wocket” to land in the “pocket” -Green Eggs and Ham: Students will have scoops and bean bags. Scramble and toss eggs and ham. Catch in the “skillet”. What is a skillet? What are some foods you cook in a skillet? Compare catching with scoop to catching with hands. When do you eat breakfast? -Match letters- With partners. Letters will be on cones. Students will have letter cards and take letters they can name to cone. What are words made of? Why do letters make sounds? | Rhythm: Crossover. Why does the song say we need to crossover our body? What does crossover mean? --“Horton Hears a Who” Who can think of a safe locomotor movement to play our game? Work with partners. Whos are the fluff balls, every student has a clothes pin. Pick who up and put it in the correct number group. If they take it to a number one, there should only be one “who”. Pick up one fluff ball at a time. When all the whos are in the correct groups, have groups of students count the whos. What hoop has the most whos? The least? --If I ran the circus. What have you learned this week about the circus? Act out some circus animals and an acrobat. Ring toss. Each student will have a ring and a stand on home to toss ring at cone. Students will use the underhand toss. How do you toss underhand? What have you thrown underhand in PE this year? As tossing walk around with checklist and assess those who were not proficient earlier in the year. -Review from beginning of week. Yertle the turtle, Cat in hat, Hop on Pop. -Match letters- With partners. Letters will be on cones. Students will have letter cards and take letters they can name to cone. What are words made of? Why do letters make sounds? |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Did you have to perform locomotor movements today? How did you travel in different directions?  | What are some ways we moved fast? Slow?  | Names objects to throw. How can you play our games at home?  | Describe the types of throws.  | What locomotor movements did we do today? What objects did we throw today?  |
| **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:** |
| Does anyone know who Dr. Seuss is? Do you think they would be good students? Can someone tell me why I want you to move slow when you are a turtle? Have you ever played hopscotch? Where can you play hopscotch? What hoop has the most whos? The least? How can we play this game different? What do you use letters for? How did Dr. Seuss use letters?  | What Dr. Seuss stories did we pretend to be characters yesterday? Why did the song say these moves were important? Who can tell me what we do at the cones? Did we decide yesterday thing 1 and 2 would be good or bad students? Why do you think they move slow? Can you think of another animal that moves slow to act out? Can you guess the new pattern? Who can think of another safe locomotor movement to play our game? What hoop has the most? The least? How did Dr. Seuss use letters? | Is this song complicated? Will we get better if we practice? What is a circus? Have you ever been? How do you toss underhand? What have you thrown underhand in PE this year? What are some thinkgs you put in your pocket? What is a wocket? Is a wocket real? What is a skillet? What are some foods you cook in a skillet? Do you think Dr. Seuss could write his letters? Why?  | What stories did we use yesterday? Are we getting better? How? What would you see at a circus? How do you toss underhand? What have you thrown underhand in PE this year? What is a pocket? What has pockets on theme? Which works better? What is a skillet? What are some foods you cook in a skillet? When do you eat breakfast? What are words made of? Why do letters make sounds?  | Who was Dr. Seuss? Why have we been playing games about Dr. Seuss books this week? Why does the song say we need to crossover out body? What does cross over mean? Who can think of a safe locomotor movement to play our game? What is the largest number? Smallest? What have you learned this week about the circus? How do you toss underhand? What have you thrown in PE this year?  |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Describe the Horton Hears a Who game. Try to make up your own movement game.  | Show someone how Yertle the Turtle moves. | Make up your own Dr. Seuss game and play at home.  | Make up your own Dr. Seuss game and play at home.  | Make up your own Dr. Seuss game and play at home.  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
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| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Depending on success of students song may need to be changed. Cones for weave. Hoops for hop on pop. Fluff balls and clothes pins for Horton.**  | **Same equipment as yesterday. Assess students for fast/slow movements using check list. Reasses any needing to show mastery on locomotor movements.**  | **Cones, beanbags, rings, and scoops. One per child. Assess for underhand using checklist. Check for understanding of too hard or too hard when throwing.**  | **Same equipment as yesterday. Continue assessments.** | **Clothes pins and fluff balls. Rings and cones. Last assessments for locomotor movements and speeds.**  |

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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 |
| **X** | Group Assignment | **x** | Group Assignment | **X** | Group Assignment | **X** | Group Assignment | **X** | 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 | **X** | Real World Solutions | **X** | Real World Solutions | **X** | Real World Solutions | **X** | Real World Solutions |
|  | Written Response |  | Written Response |  | Written Response |  | Written Response |  | Written Response |
| **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |
| **xx** | Other: self and checklist | **xx** | Other: self and checklist | **xx** | Other: self and checklist | **xx** | Other: self and checklist | **xx** | Other: self and 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 | **X** | Abstraction | **X** | Abstraction |  | Abstraction |
| **X** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization |
|  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | Drawing Conclusions |  | 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 |  | Predicting Outcomes |
| **X** | Generating Ideas | **X** | Generating Ideas |  | Generating Ideas |  | Generating Ideas |  | 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 |
| **X** | Small Group | **X** | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Pairs |  | 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 |
| **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: 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. David’s meds make sleepy during class.** **Davis- James and Markeeveon- extra instruction, using words to communicate.** |