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| **Lauderdale County Schools – Weekly Lesson Plan** |
| **Teacher:** | Jessica Myers | **Grade:** | Prek-K | **Week Beginning:** | September 29, 2014 |
| **Unit Title:** | Gallop and skip | **Subject:** | Physical education |
| **Monday I** | **Tuesday G** | **Wednesday E** | **Thursday R** | **Friday**  |

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| **Standards and Objectives:** |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| -Travel in personal and general space while playing Ready Spaghetti. 1.1.3-identify locomotor skills of run, walk, jump, hop, gallop, and skip when demonstrated by a partner. 2.1.2-participate in all locomotor movement challenges during physical education class.3.1.1-perform locomotor movements without bumping into others. 5.2.2 | -Travel in personal and general space while playing Ready Spaghetti. 1.1.3-identify locomotor skills of run, walk, jump, hop, gallop, and skip when demonstrated by a partner. 2.1.2-participate in all locomotor movement challenges during physical education class.3.1.1-perform locomotor movements without bumping into others. 5.2.2 | -Travel in personal and general space while playing Ready Spaghetti. 1.1.3-identify locomotor skills of run, walk, jump, hop, gallop, and skip when demonstrated by a partner. 2.1.2-participate in all locomotor movement challenges during physical education class.3.1.1-perform locomotor movements without bumping into others. 5.2.2 | -Travel in personal and general space while playing Ready Spaghetti. 1.1.3-identify locomotor skills of run, walk, jump, hop, gallop, and skip when demonstrated by a partner. 2.1.2-participate in all locomotor movement challenges during physical education class.3.1.1-perform locomotor movements without bumping into others. 5.2.2 | NO CLASS- FALL FESTIVAL |

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| **Activities/Agenda:** |
| **Opening Activity:**  | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back. Exercise videoWhat locomotor movements did we learn last time you were in class? Today we are going to gallop and skip. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back. Exercise videoWhat locomotor movements did we learn last time you were in class? Today we are going to gallop and skip. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back. Exercise videoWhat locomotor movements did we learn last time you were in class? Today we are going to gallop and skip. | Students will continue to practice moving on the 100 chart. Moving in straight line if in front then back. Exercise videoWhat locomotor movements did we learn last time you were in class? Today we are going to gallop and skip. |  |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: Do the Dragon-Review walk, slide, hop, jump. How would you explain a…? (analyze)-Introduce galloping: What animal gallops? (remember) Demonstrate gallop: One leg leads the other follows. Why do you think this is called a gallop? (analyze) What do you need to do with your front leg to make this a gallop? (evaluate) Gallop around the gym.-Barns and horses: Students will gallop to the different barns around room. What can we do to make our game different? (create) Call a barn color and have students hop back home. .-Introduce skipping- step hop, step hop. Everyone performs skip slowly. As students understand concept they can increase speed. What other locomotor movement do we use when we skip? How is it the same? Different? (understand)-Ready Spaghetti- Name locomotor movement, level, and speed. When command of Ready Spaghetti is given students move. If command other than Ready Spaghetti is given students remain frozen. Tell me why you moved when I said… Tell me why you did not move when I said…. What other times should you follow direction in school? (understand) At home?-Partner up and perform your favorite locomotor movement. What is the most important part of the locomotor movement you performed? (create) See if partner can guess what movement you are performing. | -Rhythm: Do the Dragon-Review walk, slide, hop, jump. How would you explain a…? (analyze)-Introduce galloping: What animal gallops? (remember) Demonstrate gallop: One leg leads the other follows. Why do you think this is called a gallop? (analyze) What do you need to do with your front leg to make this a gallop? (evaluate) Gallop around the gym.-Barns and horses: Students will gallop to the different barns around room. What can we do to make our game different? (create) Call a barn color and have students hop back home. .-Introduce skipping- step hop, step hop. Everyone performs skip slowly. 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| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Write the word skip.Perform a walk, slide, hop, jump, gallop, and skip and have students identify.  | Write the word skip.Perform a walk, slide, hop, jump, gallop, and skip and have students identify.  | Write the word skip.Perform a walk, slide, hop, jump, gallop, and skip and have students identify.  | Write the word skip.Perform a walk, slide, hop, jump, gallop, and skip and have students identify.  |  |
| **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:** |
| How would you explain a…? What animal gallops? Why do you think this is called a gallop? What do you need to do with your front leg to make this a gallop? What can we do to make our game different? What other locomotor movement do we use when we skip? How is it the same? Different? What other times should you follow direction in school? At home? What is the most important part of the locomotor movement you performed? | How would you explain a…? What animal gallops? Why do you think this is called a gallop? What do you need to do with your front leg to make this a gallop? What can we do to make our game different? What other locomotor movement do we use when we skip? How is it the same? Different? What other times should you follow direction in school? At home? What is the most important part of the locomotor movement you performed? | How would you explain a…? What animal gallops? Why do you think this is called a gallop? What do you need to do with your front leg to make this a gallop? What can we do to make our game different? What other locomotor movement do we use when we skip? How is it the same? Different? What other times should you follow direction in school? At home? What is the most important part of the locomotor movement you performed? | How would you explain a…? What animal gallops? Why do you think this is called a gallop? What do you need to do with your front leg to make this a gallop? What can we do to make our game different? What other locomotor movement do we use when we skip? How is it the same? Different? What other times should you follow direction in school? At home? What is the most important part of the locomotor movement you performed? |  |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Practice skipping and galloping at home. | Practice skipping and galloping at home. | Practice skipping and galloping at home. | Practice skipping and galloping at home. |  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
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| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Cones set out for barns.****Students will not master gallop or skip at this age group.**  | **Cones set out for barns.****Students will not master gallop or skip at this age group.**  | **Cones set out for barns.****Students will not master gallop or skip at this age group.**  | **Cones set out for barns.****Students will not master gallop or skip at this age group.**  |  |

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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 |
| **X** | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation | **X** | 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 |  | Real World Solutions |
| **X** | Written Response | **X** | Written Response | **X** | Written Response | **X** | Written Response |  | Written Response |
| **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |  | Teacher Observation |
| **X** | Other: peer, checklist | **X** | Other:  | **X** | Other:  | **X** | Other:  |  | Other: 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 |  | Verbal |
| **X** | Written | **X** | Written | **X** | Written | **X** | Written |  | Written |
| **X** | Student to Student | **X** | Student to Student | **X** | Student to Student | **X** | 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 |  | Abstraction |
| **X** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization |  | 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 |  | Observing and Experimenting |
|  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |
| **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |  | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
| **X** | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions |  | Improving Solutions |
| **X** | Creating and Designing | **X** | Creating and Designing | **X** | Creating and Designing | **X** | 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 | **X** | Whole Group | **X** | Whole Group | **X** | Whole Group |  | Whole Group |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
| **X** | Pairs | **X** | Pairs | **X** | Pairs | **X** | Pairs |  | Pairs |
| **X** | Individuals | **X** | Individuals | **X** | Individuals | **X** | Individuals |  | Individuals |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Materials/Resources** | **Materials/Resources** | **Materials/Resources** | **Materials/Resources** | **Materials/Resources** |
| **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer |  | Computer |
|  | Manipulative |  | Manipulative |  | Manipulative |  | Manipulative |  | Manipulative |
|  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |
| **X** | Projection Device | **X** | Projection Device | **X** | Projection Device | **X** | 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 |  | Content |
| **X** | Process | **X** | Process | **X** | Process | **X** | Process |  | Process |
| **X** | Product | **X** | Product | **X** | Product | **X** | Product |  | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
| **X** | Flexible Grouping | **X** | Flexible Grouping | **X** | Flexible Grouping | **X** | 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 | **X** | Analytical | **X** | Analytical | **X** | Analytical |  | Analytical |
| **X** | Practical | **X** | Practical | **X** | Practical | **X** | Practical |  | Practical |
| **X** | Creative | **X** | Creative | **X** | Creative | **X** | 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 | **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating |  | Preferential Seating |
|  | Extended Time |  | Extended Time |  | Extended Time |  | Extended Time |  | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |
| **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments |  | Modified Assignments |
|  | Other:  |  | Other:  |  | Other:  |  | Other:  |  | Other:  |
| **Lesson Notes:** |
| **Assessments: Oral Presentation- naming and describing pathways and levels previous learned. Real World- where would we perform locomotor movements or see pathways and levels we are currently learning. WrittenTeacher observation- l look for cues as written in standards. Peer have peer discussion about movement. Check list- for proper form and deciding levels.****Problem solving: abstraction- take key components of skills already learn and understand the relationship to new skills. Categorization: sort locomotor movements into similarities and differences. Observing and experimenting by doing incorrectly then correctly noticing position of body. Generate ideas on how to improve movement. Improving solutions- how we can fix an incorrect locomotor movement. Creating and Designing own movements during rhythm and locomotor practice.** **Feedback: verbal specific about form. Written- locomotor movements on sheet and write note home to those who excelled and need to practice. Student to student discussion on the different locomotor movements.**  |