|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Pre-k | **Week Beginning:** | | August 6, 2012 |
| **Unit Title:** | Space Awareness | | | **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……** |
| SUB IN ROOM  -practice stopping on command during a game of musical hula hoops. 5.1.1  -participate in all activities that are developmentally appropriate. 6.1.1  -recite gold medal behavior rules. | SUB IN ROOM  -practice stopping on command during a game of musical hula hoops. 5.1.1  -participate in all activities that are developmentally appropriate. 6.1.1  -recite gold medal behavior rules. | - explain why we need to start and stop on cue during locomotor exploration.  -explore personal space while pretending to be stranded on a deserted island. 1.1.1  -demonstrate change of direction in personal space while twisting and turning. 1.2.1  -move the whole body in personal space while moving around their island. 1.1.2 | -recognize when to follow the safety rules on the Gold Medal Behavior board while participating in general space activities. 1.1.21  -perform locomotor movements when moving in general space and changing directions at teachers command. 1.2.1  -compare and contrast general and personal space. 1.1.1 | -participate in movement concepts while changing directions in personal space. 1.2.1  -demonstrate a clear contrast between fast and slow movements in general space during a game of Go Away, Go Home. 1.2.2  -compare and contrast general and personal space when questioned during movement challenges. 1.1.1 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Review Gold Medal Behavior chart. Have students do the motions with the behavior.  Today we are going to play musical hula hoops to learn about starting and stopping.  Warm up exercises: Popcorn, jello, windmill, turtle, butterfly, snake, tiger, volcano. | Review Gold Medal Behavior chart. Have students do the motions with the behavior.  Today we are going to stop and freeze during a game of musical hula hoops.  Warm up exercises: Popcorn, jello, windmill, turtle, butterfly, snake, tiger, volcano. | Ask student to recite Gold Medal Behavior as I point to pictures.  Today we are going to explore an island in our personal space. Where can you find an island? Close your eyes and think about what an island might look like.  Warm up exercises. | Have students recite Gold Medal Behavior. Then, teacher will break a rule and have students recognize which rule was broken.  Today we are going to participate in movements that happen in general and personal space. Who can tell me about personal space? Can you predict what moving in personal space will be like?  Warm up exercises | Have students recite Gold Medal Behavior. Then, teacher will break a rule and have students recognize which rule was broken.  Today we are going to play a game called Go Away, Go Home to practice our different kind of spaces. What do we call the two spaces we have learned this week?  Warm up exercises |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: Born to Move #1 on CD  -Discuss what it looks like to freeze in one place. Stand tall, hands on side. Question do you talk? Do you wiggle? Why?  -Play any song from Exersong CD. Lay out 10 hula hoops. Begin with students on their number in a hula hoop frozen. When music begins, students step out of hula hoop and walk around the room. Every one will have their own hoop for the first 5 times music is played. Then start removing hoops so students have to share space. Discuss how to share space.  -Body part freeze. Have students place a body part on their number. After they hold that position, have them freeze. After everyone has frozen, name another body part.  -Go over the locomotor movements of run, walk, jump. Have students return to number and freeze at the end of each locomotor movement.  -Help students remember to line up on their number.  -Look at back of door and go over the pictures having students do the motions.  -Remind student about Gold medals by door.  -pick a student to carry the torch to their classroom. | Rhythm: Born to Move #1 on CD  -Discuss what it looks like to freeze in one place. Stand tall, hands on side. Question do you talk? Do you wiggle? Why?  -Play any song from Exersong CD. Lay out 20 hula hoops. Begin with students on their number in a hula hoop frozen. When music begins, students step out of hula hoop and walk around the room. Every one will have their own hoop for the first 5 times music is played. Then start removing hoops so students have to share space. Discuss how to share space.  Compare the space yesterday with 10 students and today with 20 students.  -Body part freeze. Have students place a body part on their number. After they hold that position, have them freeze. After everyone has frozen, name another body part.  -Go over the locomotor movements of run, walk, jump. Have students return to number and freeze at the end of each locomotor movement.  -Help students remember to line up on their number.  -Look at back of door and go over the pictures having students do the motions.  -Remind student about Gold medals by door.  -pick a student to carry the torch to their classroom. | Rhythm: Oogie Boogie Boogie #4 Exersongs  -Locomotor exploration: Assess students with rubric for stopping and starting on command. Name a locomotor movement. Students perform movement on go, and on freeze they will stop where they are. Explain why it is important to stop when I say freeze. What would happen if you did not stop moving when I said freeze? Tell the person next to you when to freeze.  -Exploring personal space: Pretend students are stranded on an island in shark infested water. In place, move legs all around. Add arms and legs at same time. What parts would be difficult to move around your island? Why? Can you think of another small place you have to move?  -Curling, stretching, and twisting in self space. Curl body tight, begin to stretch slowly, pretend you are in a small birdcage. Pretend to reach for a cookie off the top shelf. Stretch tall, and get down quickly to hide the cookies. Pretend to have a spider in your cage, and stretch tall to get out of the way. Twist around to get to an itch in the middle of your back. Remind about staying in self space. Compare curling and stretching to being stranded on the island. What was the same? Different?  -Move whole body in self space: move around number or hoop, if needed, | Rhythm: Oogie Boogie Boogie #4 Exersongs  -Have students give examples of personal space movements from yesterday.  -Discuss general space. Space in within boundaries where students can travel away from original personal space. Demonstrate example of each, and discuss similarities and differences. Tell a partner what personal space means.  -Exploring general space: Move around room on my signal. When the word freeze is use, stop where you are. Make sure students can not touch any one around them. Why do we need to make sure we are not touching someone else? Are you in personal space if you touch someone else?  Increase speed for those who can move without bumping into others. Try different locomotor movements.  -Open spaces- move through general space and continue to look for an open space. When you get to open space, pretend to throw ball and walk quickly to catch it in open space.  -Decrease size of general space. Cones are set up for boundaries. Play city streets, crowded streets. Have you ever been in a crowded place? What did you have to do to not touch any one? Boundaries get smaller and smaller. Encourage students to move with out bumping body parts. When was it easier to move without bumping in to others? Harder? | Rhythm: Oogie Boogie Boogie #4 Exersong  -Have students show the difference between personal space and general space with a partner.  -Walk around your number in a small circle. As students are able to successfully walk around circle increase the size of circle. What should you do if you begin to bump into the person next to you?  -Movement concepts: Using directional words have student move in personal space. Forward, backwards, sideways, jump, behind around, straddle.  -General Space: When music is on you move around general space. When music goes off, you go to your home. How can you avoid bumping in to someone on your way home?  -Go Away, Go Home: When I say “go away” students walk in general space. Should you walk close to others? Tell me why. When you hear, ‘go home’, walk back to number. Walk with your arms out like a helicopter. How does that help make personal space? |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Why is it important to follow the rules? Why is it important to freeze? Tell the person next to you a rule.  When I call your name line up. Look at pictures on door to remind yourself how to line up. | Was it harder or easier to play hula hoop freeze with all these people in the room today? Why is it important to freeze when there are so many people here?  When I call your name line up. Look at pictures on door to remind yourself how to line up. | What was the most important thing we learned in class today? Can you tell me why?  Call names and help students find number to line up. Look at pictures and go through motions. | Pretend one foot is glued to the floor. Wave arms up and down, and all around. Is this movement in general or personal space? Now move around room waving your arms. Is this movement in general or personal space? | Pretend one foot is glued to the floor. Wave arms up and down, and all around. Is this movement in general or personal space? Now move around room waving your arms. Is this movement in general or personal space? |
| **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:** |
| When you freeze do you talk? Wiggle? Why? Why is it important to follow the rules? Why is it important to freeze? | Do you talk when you are frozen? Do you wiggle? Why? | Where can you find an island? What would happen if you did not stop moving when I said freeze? What parts would be difficult to move around your island? Why? Can you think of another small place you have to move? What was the same about twisting and curling? Different? What was the most important thing we learned in class today? Can you tell me why? | Who can tell me about personal space? Can you predict what moving in personal space will be like? Why do we need to make sure we are not touching someone else? Are you in personal space if you touch someone? Have you ever been in a crowded place? What did you have to do to not touch anyone? When was it easier to move without bumping into others? Harder? Is this movement in general or personal space? | What do we call the two spaces we have learned this week? What should you do if you begin to bump into the person next to you? How can you avoid bumping in to someone on your way home? Should you walk close to others? When may you walk close to someone? How does helicopter walk help you in personal space? Is this movement in personal or general space? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Tell someone the gold medal rules | Send behavior plan home with students. Encourage students to have it signed and returned to school. | Go home and tell someone about personal space. | Tell someone how to move in a crowded place. | Show someone how a helicopter helps keep personal space. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **10 students will come to PE. They have only been to class one time. Go over rules and procedures are important.**  **10 hoops** | **First day with all 20 students.**  **20 hoops** | **Students who can not visualize an island can get a hoop for their island. As they recognize the area for self space, take hoops away, and give spots.**  **\*Use rubric to assess stop and start on command.** | **Cones set in boundaries. For those who have trouble keeping hands to self move out of boundaries to practice.**  **\*Use rubric to assess students on traveling safely in general space and maintaining personal space.** | **\*Use rubric to finish up assessing stop and start on cue, general and personal space.** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  | Written Response |  | Written Response |  | Written Response |
| **x** | Teacher Observation | **X** | Teacher Observation | **x** | Teacher Observation |  | Teacher Observation |  | Teacher Observation |
|  | Other: |  | Other: | **x** | Other: rubric assessment and self | **x** | Other: rubric assessment and self | **X** | Other: Rubric and self assessment |
| **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 |
|  | Written |  | Written | **X** | Written | **x** | Written | **X** | Written |
|  | Student to Student |  | Student to Student |  | 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)* | |
|  | Abstraction |  | Abstraction |  | Abstraction |  | Abstraction |  | Abstraction |
|  | Categorization |  | Categorization | **x** | Categorization | **x** | Categorization | **X** | Categorization |
|  | Drawing Conclusions |  | 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 | **x** | Predicting Outcomes | **x** | Predicting Outcomes | **X** | Predicting Outcomes |
| **X** | Generating Ideas | **X** | Generating Ideas |  | Generating Ideas |  | Generating Ideas | **X** | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
|  | Improving Solutions |  | Improving Solutions |  | Improving Solutions |  | Improving Solutions |  | 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 |  | Whole Group |  | Whole Group |
| **X** | Small Group | **X** | Small Group |  | Small Group |  | Small Group |  | 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: |  | 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 |  | 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 | **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 |
|  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |  | Peer Tutoring |
| **X** | Modified Assignments | **x** | Modified Assignments | **x** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
|  | | | | | | | | | |