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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK | **Week Beginning:** | | 10/29/2012 |
| **Unit Title:** | Striking with a paddle | | | **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  -demonstrate a variety of locomotor skills in personal and general space. 1.2.3  -imitate overhand/underhand throw using a beanbag to hit a target. 1.1.10  -catch a beanbag thrown by a partner. 1.1.11 | SUB IN ROOM  -demonstrate a variety of locomotor skills in personal and general space. 1.2.3  -imitate overhand/underhand throw using a beanbag to hit a target. 1.1.10  -catch a beanbag thrown by a partner. 1.1.11 | -strike a balloon using a paddle on the ground or in the air with an underhand and overhand strike while working in a group of three. 1.2.11  -choose when to use an overhand and underhand strike while working in their group. 2.2.3  -understand the importance of working with others. 5.1.4 | strike a balloon using a paddle on the ground or in the air with an underhand and overhand strike while working in a group of three. 1.2.11  -choose when to use an overhand and underhand strike while working in their group. 2.2.3  -understand the importance of working with others. 5.1.4 | strike a balloon using a paddle on the ground or in the air with an underhand and overhand strike while working in a group of three. 1.2.11  -choose when to use an overhand and underhand strike while working in their group. 2.2.3  -use underhand and overhand strike with and without a paddle during clean your room. 1.2.11  -understand the importance of working with others. 5.1.4 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Pick a leader using names at front of room. Move clip next number down.  Warm up with nutrition cards on board.  Today we are going to review locomotor movements, catching, and throwing. | Pick a leader using names at front of room. Move clip next number down.  Warm up with nutrition cards on board.  Today we are going to review locomotor movements, catching, and throwing. | Today we are going to practice striking a balloon. Someone tell me what we have learned about striking.  Warm up muscles used in striking. | Today we are going to strike a balloon. Do you think all this practice has helped you become a better striker? Why?  Warm up muscles used in striking. | Today is the last day we are going to strike a balloon. Are you a good striker now?  Warm up muscles used in striking. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| Rhythm: Born to Move # 1 on Exersong CD  -Have students name 8 locomotor movements with you. Walk, run, hop, jump, skip, slide, gallop, and leap.  -Have students perform each locomotor movement in own personal space (on or around their number) for about 30-60 seconds.  -Have students perform locomotor movements in general space (around the room) 30-60 seconds each. Remind them to keep hands to self and watch out for others.  -Students return to home and teacher and assistant hand out beanbags. Students will walk to a piece of yellow tape. Demonstrate a underhand throw. Arm down and back. Tick tock and throw underhand. Try to hit target (animals) on the wall. Allow to practice underhand 3-4 minutes. Demonstrate overhand. Bring arm back, up and over, throw at target on wall. You will have to give reminders and make sure they are using the correct throw. Allow to practice 3-4 minutes.  -Students return to home spot. Sit criss cross and turn to person next to them. Throw beanbag back and forth. Make sure the have thumbs together before catch because it is above waist.  Have students Stand up and freeze. Call students to line up, by asking for each color of beanbag.  -If students have good behavior give a stamp above wrist.  ANY QUESTIONS ASK THE ASSISTANT IN ROOM. | Rhythm: Born to Move # 1 on Exersong CD  -Have students name 8 locomotor movements with you. Walk, run, hop, jump, skip, slide, gallop, and leap.  -Have students perform each locomotor movement in own personal space (on or around their number) for about 30-60 seconds.  -Have students perform locomotor movements in general space (around the room) 30-60 seconds each. Remind them to keep hands to self and watch out for others.  -Students return to home and teacher and assistant hand out beanbags. Students will walk to a piece of yellow tape. Demonstrate a underhand throw. Arm down and back. Tick tock and throw underhand. Try to hit target (animals) on the wall. Allow to practice underhand 3-4 minutes. Demonstrate overhand. Bring arm back, up and over, throw at target on wall. You will have to give reminders and make sure they are using the correct throw. Allow to practice 3-4 minutes.  -Students return to home spot. Sit criss cross and turn to person next to them. Throw beanbag back and forth. Make sure the have thumbs together before catch because it is above waist.  Have students Stand up and freeze. Call students to line up, by asking for each color of beanbag.  -If students have good behavior give a stamp above wrist.  ANY QUESTIONS ASK THE ASSISTANT IN ROOM. | -Rhythm: Born to Move  -Review overhand striking. Students stand on yellow tape and overhand strike toward target on wall. How do you overhand strike?  -Review underhand strike. Student stand on blue tape to underhand strike toward wall. What do you have to do to make your balloon hit the wall? Why will it go straight up?  -Triangle Game- Have students move to a point of the triangle. Overhand strike around the triangle. Have students observe group and help each other make the correct strike. Students go to the middle of triangle and discuss what type of strike to do next. Have students perform underhand strike around triangle. How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  -Balloon Swap- Students exchange balloons until they hear freeze. Go stand under the number that matches the number on the balloon. Check your partners balloon. Does it match? | -rhythm: Born to Move  -Review overhand striking. Students stand on yellow tape and overhand strike toward target on wall. How do you overhand strike?  -Review underhand strike. Student stand on blue tape to underhand strike toward wall. What do you have to do to make your balloon hit the wall? Why will it go straight up?  -Work in groups of three with triangle game. Practice overhand and underhand. Then let students choose strike they want to use. Why did you choose to use overhand? What would you need to do if the balloon dropped down low.  -Clean your room- Divide into two teams. Have students play game using overhand strike first then underhand strike. Which team do you think has the cleanest room? Count. Which is more? Less? | -rhythm: Born to Move  -Review overhand striking. Students stand on yellow tape and overhand strike toward target on wall. How do you overhand strike?  -Review underhand strike. Student stand on blue tape to underhand strike toward wall. What do you have to do to make your balloon hit the wall? Why will it go straight up?  -Work in groups of three with triangle game. Practice overhand and underhand. Then let students choose strike they want to use. Why did you choose to use overhand? What would you need to do if the balloon dropped down low.  -Clean your room- Divide into two teams. Have students play game using overhand strike first then underhand strike. Which team do you think has the cleanest room? Count. Which is more? Less? |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| Name one thing we did in class today. | Name one thing we did in class today. | Yes (pull down) No (slide) Do you know how to strike overhand? | Yes (pull down) No (slide) Do you know how to strike underhand? | Yes (pull down) No (slide) was learning how to strike fun? |
| **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 do you overhand strike? What do you have to do to make your balloon hit the wall? Why will it go stright up? How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough? Does it match? | How do you over hand strike? What do you have to do to make your balloon hit the wall? Why will it go straight up? Why did you choose to use overhand? Which team do you think has the cleanest room? Which is more? Less? | How do you over hand strike? What do you have to do to make your balloon hit the wall? Why will it go straight up? Why did you choose to use overhand? Which team do you think has the cleanest room? Which is more? Less? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
|  |  |  |  |  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
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| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
|  |  | **Finish checklist assessments for overhand and underhand strike with a paddle.** | **Finish checklist assessments for overhand and underhand strike with a paddle.** | **Finish checklist assessments for overhand and underhand strike with a paddle.** |

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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 |  | Real World Solutions |  | Real World Solutions |  | Real World Solutions |
|  | Written Response |  | Written Response | **X** | Written Response | **X** | Written Response | **X** | Written Response |
| **x** | Teacher Observation |  | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |
|  | Other: Self, peer, and checklist | **xx** | Other: | **xx** | Other: self, peer, checklist | **xxx** | Other: self, peer, checklist | **xxx** | 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 |
|  | Written |  | 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 | **x** | Abstraction |
|  | Categorization |  | Categorization |  | Categorization |  | Categorization |  | Categorization |
| **X** | Drawing Conclusions | **X** | 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 | **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 | **X** | Small Group | **X** | Small Group | **X** | Small Group |
| **X** | Pairs |  | Pairs |  | Pairs |  | Pairs |  | 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 | **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: Kenyon and Da’fonzo-behavior, Phillip- one on one, Jayden participation**  **Bird: Justin-focus**  **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** | | | | | | | | | |