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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | Prek-2 | **Week Beginning:** | | January 20, 2014 |
| **Unit Title:** | Striking with paddle | | | **Subject:** | | Physical education | | | |
| **Monday** | | **Tuesday I** | **Wednesday G** | | **Thursday E** | | | **Friday R** | |

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| **Standards and Objectives:** | | | | |
| **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** | **The Learner Will……** |
| NO SCHOOL MLK DAY | -strike a balloon repeatedly with a paddle. 1.2.14  -identify and demonstrate selected critical elements of over and underhand using a paddle as a manipulative.2.2.2  -work on assigned tasks individually or with others in a productive manner. 5.5.5 | -strike a balloon repeatedly with a paddle. 1.2.14  -identify and demonstrate selected critical elements of over and underhand using a paddle as a manipulative.2.2.2  -work on assigned tasks individually or with others in a productive manner. 5.5.5 | -strike a balloon repeatedly with a paddle. 1.2.14  -identify and demonstrate selected critical elements of over and underhand using a paddle as a manipulative.2.2.2  -work on assigned tasks individually or with others in a productive manner. 5.5.5 | -strike a balloon repeatedly with a paddle. 1.2.14  -identify and demonstrate selected critical elements of over and underhand using a paddle as a manipulative.2.2.2  -work on assigned tasks individually or with others in a productive manner. 5.5.5 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
|  | Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  We have practiced a skill where we use overhand and underhand to hit an object. What was that skill called? (remember)  Remember our definition of striking. Strike is to hit forcibly and deliberately with hands or other equipment. Today we are going to use a paddle to strike a balloon. Do you think it will be easier or harder to strike with a paddle or your hand? | Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  We have practiced a skill where we use overhand and underhand to hit an object. What was that skill called? (remember)  Remember our definition of striking. Strike is to hit forcibly and deliberately with hands or other equipment. Today we are going to use a paddle to strike a balloon. Do you think it will be easier or harder to strike with a paddle or your hand? | Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  We have practiced a skill where we use overhand and underhand to hit an object. What was that skill called? (remember)  Remember our definition of striking. Strike is to hit forcibly and deliberately with hands or other equipment. Today we are going to use a paddle to strike a balloon. Do you think it will be easier or harder to strike with a paddle or your hand? | Students will walk to 100 chart and skip count by 2s while performing locomotor movements and recognize patterns on the chart. Move to words and perform exercises.  We have practiced a skill where we use overhand and underhand to hit an object. What was that skill called? (remember)  Remember our definition of striking. Strike is to hit forcibly and deliberately with hands or other equipment. Today we are going to use a paddle to strike a balloon. Do you think it will be easier or harder to strike with a paddle or your hand? |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
|  | -Review overhand and underhand striking without equipment. Who remembers the learning cues? Let’s recite them. Hand out paddles. Practice overhand/ underhand strike with paddles. What does a paddle remind you of? What sports use the skill of striking? Hand out balloons. Demonstrate how to freeze with a balloon and paddle. Where is the balloon’s belly button? Will holding it by the belly button help it be still? Hold onto balloon and practice striking overhand then underhand.  -Underhand strike- practice striking balloon upward in personal space. How high can you make the balloon go? How low can you let the balloon drop before you hit it again? Spin and strike before it hits the ground.  -Overhand practice: Hit a target on the wall while using the overhand strike. What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? Change distance to target depending on ability level.  -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?  -Find a partner from Coach Cook’s class. Discuss striking with paddle and with hockey stick. Compare and contrast the two different strikes. | -Review overhand and underhand striking without equipment. Who remembers the learning cues? Let’s recite them. Hand out paddles. Practice overhand/ underhand strike with paddles. What does a paddle remind you of? What sports use the skill of striking? Hand out balloons. Demonstrate how to freeze with a balloon and paddle. Where is the balloon’s belly button? 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| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
|  | Which picture does not show a striking sport? | Which picture does not show a striking sport? | Which picture does not show a striking sport? | Which picture does not show a striking sport? |
| **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:** |
|  | What sports can you think of that you use striking? What does a paddle remind you of? Where is the balloon’s belly button? Will holding it by the belly button help it be still?  How high can you make the balloon go? How low can you let the balloon drop before you hit it again?  What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  Compare and contrast the two different strikes. | What sports can you think of that you use striking? What does a paddle remind you of? Where is the balloon’s belly button? Will holding it by the belly button help it be still?  How high can you make the balloon go? How low can you let the balloon drop before you hit it again?  What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  Compare and contrast the two different strikes. | What sports can you think of that you use striking? What does a paddle remind you of? Where is the balloon’s belly button? Will holding it by the belly button help it be still?  How high can you make the balloon go? How low can you let the balloon drop before you hit it again?  What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  Compare and contrast the two different strikes. | What sports can you think of that you use striking? What does a paddle remind you of? Where is the balloon’s belly button? Will holding it by the belly button help it be still?  How high can you make the balloon go? How low can you let the balloon drop before you hit it again?  What do you need to do with your eyes to hit the target? If you hit it to soft will it make it to the wall? To hard what will happen? How can you make your balloon get to each other better? What does it mean if it goes too high? Not far enough?  Compare and contrast the two different strikes. |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
|  | What can you use at home to practice striking? Practice the skill of striking. | What can you use at home to practice striking? Practice the skill of striking. | What can you use at home to practice striking? Practice the skill of striking. | What can you use at home to practice striking? Practice the skill of striking. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
|  | **Paddles and balloons.**  **7 triangles on floor with tape, spots or cones.**  **100 chart and video will still be new, so students will need to be directed on how to use.** | **Paddles and balloons.**  **7 triangles on floor with tape, spots or cones.**  **100 chart and video will still be new, so students will need to be directed on how to use.** | **Paddles and balloons.**  **7 triangles on floor with tape, spots or cones.**  **100 chart and video will still be new, so students will need to be directed on how to use.** | **Paddles and balloons.**  **7 triangles on floor with tape, spots or cones.**  **100 chart and video will still be new, so students will need to be directed on how to use.** |

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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 | **X** | Group Assignment | **x** | Group Assignment | **X** | Group Assignment | **X** | Group Assignment |
|  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |  | Study Guide |
|  | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation | **X** | Oral Presentation |
|  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |  | Graphic Organizer |
|  | 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 |
|  | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |
|  | Other: peer, checklist | **X** | Other: | **X** | Other: | **X** | Other: | **X** | Other: peer, checklist |
| **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | | **Feedback** *(all that apply)* | |
|  | Verbal | **X** | Verbal | **X** | Verbal | **X** | Verbal | **X** | Verbal |
|  | Written | **X** | Written | **X** | Written | **X** | Written | **X** | Written |
|  | 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)* | |
|  | Abstraction | **X** | Abstraction | **X** | Abstraction | **X** | Abstraction | **X** | Abstraction |
|  | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization | **X** | Categorization |
|  | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions | **X** | Drawing Conclusions |
|  | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting | **X** | Observing and Experimenting |
|  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |
|  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |  | Generating Ideas |
|  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |  | Justifying Solutions |
|  | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions | **X** | Improving Solutions |
|  | 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)* | |
|  | Whole Group | **X** | Whole Group | **X** | Whole Group | **X** | Whole Group | **X** | Whole Group |
|  | Small Group | **X** | Small Group | **X** | Small Group | **X** | Small Group | **X** | Small Group |
|  | Pairs | **X** | Pairs | **X** | Pairs | **X** | Pairs | **X** | Pairs |
|  | 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 | **X** | Computer | **X** | Computer | **X** | Computer | **X** | Computer |
|  | Manipulative |  | Manipulative |  | Manipulative |  | Manipulative |  | Manipulative |
|  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |  | PowerPoint/Software |
|  | Projection Device | **X** | Projection Device | **X** | Projection Device | **X** | Projection Device | **X** | 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)* | |
|  | Content | **X** | Content | **X** | Content | **X** | Content | **X** | Content |
|  | Process | **X** | Process | **X** | Process | **X** | Process | **X** | Process |
|  | Product | **X** | Product | **X** | Product | **X** | Product | **X** | Product |
|  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |  | Tiered Assignments |
|  | 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** | |
|  | Analytical | **X** | Analytical | **X** | Analytical | **X** | Analytical | **X** | Analytical |
|  | Practical | **X** | Practical | **X** | Practical | **X** | Practical | **X** | Practical |
|  | 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** | |
|  | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating | **X** | Preferential Seating |
|  | Extended Time | **X** | Extended Time | **X** | Extended Time | **X** | Extended Time | **X** | Extended Time |
|  | Small Group |  | Small Group |  | Small Group |  | Small Group |  | Small Group |
|  | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring |
|  | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments | **X** | Modified Assignments |
|  | Other: |  | Other: |  | Other: |  | Other: |  | Other: |
| **Lesson Notes:** | | | | | | | | | |
| **Assessments: Group- teams work together to get all balloons inside wall. Oral- recite cues- real world- Tennis, Peer- offer advice during group work on how to improve striking with a paddle. Checklist for over/underhand with implement**  **Feedback: Verbal specific on using cues and correct form. Written: Certificate and tickets, Student to student: discuss different types of strikes.**  **Problem Solving: Abstraction: take strike without implement and use knowledge with paddle, Categorization: Different types of strike and sports associate with the skill, Draw Conclusions: how holding paddle affects the strike, Observe and experiment: always, Improving solutions: what to do different to hit target successfully. Create and Design: ideas from students to make work better.**  **Differentiation: Content: some students will only be successful with one strike or another, allow extra practice for those students. Those who can do both let them move to new activity. Decrease increase distance as needed. Process: May need to drop or toss to some. Products: if students have trouble make balloon go over ball have an alternative place they can strike the balloon. Make adjustments on expectation according to developmental level.**  **Hutchins: Riley goal is to be moving and participate in part of the activities he may not be on same task as rest of the class, Crowder- Travis likes to talk and make noises attempt to ignore and redirect. Robbins- Antavious, Kendrick, Quentin, Justin, KB- continue to work on behavior Harrell- Amiya- needs help focusing, does well with positive reinforcement. Davis- Shantel- needs extra instruction iNelson- Morgan- will need to be beside me because she wonders, Logan- trouble staying on task try to use positive reinforcement, Veal- Jackson- we will allow release as long as he does not interfere with others, Wesleyonna- use lots of positive reinforcement.** | | | | | | | | | |