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| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK | **Week Beginning:** | | 10/22/12 |
| **Unit Title:** | Striking with body parts and paddles | | | **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……** |
| -use hand eye coordination while striking a balloon with a variety of body parts. 1.1.13  -participate in striking a balloon using the overhand and underhand strike. 2.2.3  -during a game of Balloon Round up students will identify matching numbers and choose different numbers. PK.CC.1  -understand the importance of participating with others during striking practice. 5.1.4 | -strike a balloon using a paddle on the ground or in the air with an underhand and overhand strike. 1.2.11  -participate in striking a balloon with a paddle and differentiate what is different about a paddle and hand during striking. 2.2.3  -during a game of Balloon Round up students will identify matching numbers and choose different numbers. PK.CC.1  -understand the importance of participating with others during striking practice. 5.1.4 | --strike a balloon using a paddle on the ground or in the air with an underhand and overhand strike while working with a partner. 1.2.11  -participate in striking a balloon with a paddle and differentiate what is different about a paddle and hand during striking. 2.2.3  -during a game of Balloon Round up students will identify matching numbers and choose different numbers. PK.CC.1  -understand the importance of participating with others during striking practice. 5.1.4 | -strike a balloon over a net with a paddle using overhand and underhand strike. 1.2.11  -participate in striking a balloon with a partner while choosing overhand or underhand strike 2.2.3  -perform the overhand or underhand strike with hand during a game of Clean your Room while understanding the importance of participating with others. 5.1.4 | -strike a balloon over a net using overhand and underhand strike. 1.2.11  -participate in striking a balloon with a partner while choosing overhand or underhand strike 2.2.3  -perform the overhand or underhand strike during a game of Clean your Room while understanding the importance of participating with others. 5.1.4 |

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| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Today we are going to strike a balloon. What skill did we already learn with a balloon? Is striking different than throwing?  Warm up exercise. Identify muscles used and how it relates to striking. | Yesterday we used our body parts to strike a balloon. Can we use anything else to strike a balloon? Demonstrate striking with a paddle. What sport does this remind you of? Show a tennis racket and a picture of a tennis game.  Warm up exercises. Identify muscles used and how it relates to striking. | Today we are going to strike a balloon with a partner. Can you name two ways we can strike a balloon?  Warm up exercise. Identify muscles used and how it relates to striking. | Today we are going to play a game with a net. Can you think of any games you play using a net?  Warm up exercise. Identify muscles used and how it relates to striking. | What are some games we can play with a net? Is there any place in Ripley you have seen a net? Today we are going to strike a balloon with our hands and with a paddle.  Warm up exercise. Identify muscles used and how it relates to striking. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm: Pirate song (sequencing and listening)  -Practice overhand and underhand strike without equipment. Compare and contrast striking and throwing. What direction do you think your balloon will go when you strike it? Why?  -hand out balloons. As students receive balloons have them write a P and R with balloons. Holding balloon by “belly button” practice overhand and underhand strike. When students understand difference have them let go of belly button and strike. What do you need to do to make the balloon go far? What if you need it to stay close to you? Have students work with person next to them and experiment with different body parts to strike with. Students help each other stay on task with reminders of how to strike  -Walk quickly to 2 cones while holding balloon by belly button. Walk to two more cones and strike using the underhand strike. How were you able to keep the balloon close to you while you were walking around the room? What did you do to keep from bumping into others?  -Balloon Round up: Farmers are scattered around the room. Balloons will have numbers 1-10 and barns will also be numbered. Strike balloon to the correct number “barn”. Switch balloons with someone who had a different number balloon. Who can create a new way to round up our balloon animals? | -Rhythm: Pirate song (sequencing and listening)  -Review overhand and underhand striking without equipment. Hand out paddles and have students write the letter P and R while all students receive paddles. Practice overhand/ underhand strike with paddles. What does a paddle remind you of? Hand out balloons have students write P and R with both hands. 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.  - Paddle Balance: Students try to balance balloon on paddle while stationary and while moving to learn control.  -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.  -Balloon Round up: using paddles scoot balloons to the correct number barn. Balloons will have numbers 1-10 and barns will also be numbered. If you see someone who needs help, help them find the correct number. Switch balloons with someone who has a different number balloon. Using underhand strike find the correct barn. What is something we can do to make the game different? | -Rhythm: Pirate song (sequencing and listening)  -Play number swap to partner students up. Numbers 1-10 are on balloons. Students walk around exchanging balloons until they hear freeze. Student will find the person with the same number balloon. This will be their partner for the day.  - Overhand/ Underhand strike review. Give students opportunity to review the two ways to strike a balloon on own. Each will use his/her own balloon. Observe groups and if needed, switch groups around to partner more skilled with less skilled. Help stay on task by giving verbal reminders of cues. Can you show your partner how to use the overhand strike? Underhand strike? Why is it different to strike a balloon with a partner? Does this remind you of any sport you see people playing? (volleyball)  -Paddles: Hand out paddles to partners. Students will perform the overhand strike to get the balloon to their partner. Students will experiment with force needed to get balloon to partner. How do you hit the balloon if your partner is close? What if your partner is far away? Increase or decrease distance as needed. What sport does this remind you of? (tennis)  -Balloon round up: using paddles and the underhand strike move balloons to the correct number barn. How do you need to hold the paddle to underhand strike? Balloons will have numbers 1-10 and barns will also be numbered. Help each other find the correct number. Have students create their own way to strike balloon to “barn”. | -Rhythm: Pirate song (sequencing and listening)  -Review overhand and underhand striking. Underhand by walking around room and keeping balloon up. Overhand by hitting target on wall. With paddle and without paddle. What do you need to do with your paddle to overhand strike? Underhand strike? How is it different?  -Play number swap to partner students up. Balloon numbered 1-10 are exchanged until students hear freeze. Students will line up across from each other on either side of net. Set paddles on floor by net. ---What type of strike can you use to get the balloon over the net? Using your hand, underhand strike to your partner. Catch balloon and return balloon to partner with underhand. Encourage helping one another perform strike correctly. Increase or decrease distance between partners as needed. Use an overhand strike. Which strike was easier to get the balloon over the net? Why? Walk to the net ask your partner to show you overhand and underhand. Tell them if they did it correctly. Shake their hand and return to spot. Discuss tennis and where you can go play tennis.  -Striking with paddle: Overhand then underhand. How is it different to strike with a paddle? How is it the same? Allow students to choose which strike to use. Discuss why you can’t always use one or the other.  -Clean Your Room Striking- How did we play this game with the fluff balls? Tell me how overhand throw and strike are the same. Put all balloons out. Encourage students to strike with hand not throw the balloon. At end of the game have students guess who has the cleanest room. How do you know if your room at home is messy? Clean? Then count to see who has most and least amount of balloons. Someone tell me a different way we can play this game using a strike. | -Rhythm: Pirate song (sequencing and listening)  -demonstrate underhand strike and have students identify then practice. How can you make the balloon go straight up? Far away?  -demonstrate overhand strike and have students identify then practice. Hit it softly. Hit as hard as you can. Which makes the balloon go further? Stay closer? Make up your own way to strike a balloon.  -Play number swap to partner students. Balloon numbered 1-10 are exchanged until students hear freeze. Students will line up across from each other on either side of net.  How many balloons do you need when working with a partner? Experiment with different ways to use a paddle. Talk with partner and defend your reason for using the paddle the way you chose.  -Overhand strike over net. What should you do before the balloon hits the ground? Increase and decrease distance from partners as needed. Name some things you can strike at home.  -Underhand strike- go tell partner the difference between overhand and underhand strike. Practice underhand striking over net. Most student will need to be closer to partner for underhand.  -Clean Your Room- Put all balloons out. Encourage students to strike with paddle before hitting the ground. Stress safety. Use overhand strike first then underhand. At end of the game have students guess who has the cleanest room. How do you know if your room at home is messy? Clean? Count to see who has the most and least. How many different ways can we play Clean Your Room? |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| What is striking? Show me overhand/underhand. Yes/No Can you only strike a balloon with your hand? | Have students find person with the same number balloon. Take turns and show partner the underhand strike and overhand strike. | Did you like practicing with a partner today? Why or Why not? Yes/no board. Did you and your partner work good together? | Yes/no Have you ever played tennis? Where can you go play tennis? | Yes/no Can you strike a balloon using the overhand strike? |
| **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 skill did we already learn with a balloon? Is striking different than throwing? What direction do you think your balloon will go when you strike it? Why? What do you need to do to make the balloon go far? What if you need it to stay close to you? How were you able to keep the balloon close to you while you were walking around the room? What did you do to keep from bumping into others? Who can create a new way to round up our balloon animals? | Can we use anything else to strike a balloon? What sport does this remind you of? 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 too soft will it make it to the wall? To hard what will happen? What is something we can do to make the game different? | Can you name two ways to strike a balloon? Can you show your partner how to use the overhand strike? Underhand strike? Why is it different to strike a balloon with a partner? Does this remind you of any sport you see people playing? How do you hit the balloon if your partner is close? Fare away? What sport does this remind you of? How do you need to hold the paddle to underhand strike? | Can you think of any games you play using a net? What do you need to do with your paddle to overhand strike? Underhand strike? How is it different? What type of strike can you use to get the balloon over the net? Which strike made it easer to get the balloon over the net? Why? How is it different to strike with a paddle? How is it the same? How did we play this game with the fluff balls? How do you know if your room at home is messy? Clean? | What are some games we can play with a net? Is there a place in Ripley you have seen a net? How can you make the balloon go straight up? Far away? Which makes the balloon go further? Stay closer? How many balloons do you need when working with a partner? What should you do before the balloon hits the ground? How do you know if your room at home is mess? Clean? How many different ways can we play clean your room? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Practice overhand and underhand striking. | Teach someone at home the difference between overhand and underhand strike. | Ask someone to be your partner and show them how to strike over and underhand. | Tell someone about games you play with a net. |  |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Key observation points: Does child’s take step forward on opposite side? Does child’s body rotate forward? Does child draw back and swing forward?**  **Display a letter P and R for handwriting. Balloons will be numbered and cones will be numbered.** | **Cues to look for with paddles: flat paddle, stiff wrist, watch object.**  **Also, refer to key observation points from yesterday.**  **Have tennis racket and picture ready to show students.**  **Move clips up for those who are gaining proficiency at striking underhand. Write on checklist after class.** | **Move clips for those who can strike a balloon with a paddle overhand.** | **Listen for peer talk to see if students are correctly demonstrating overhand/ underhand strike.**  **Continue checklist assessments for striking. Make note of how successful they are in game situation.** | **Continue checklist assessments for striking.**  **Have partners defend decision of how to hold paddle.**  **Move clips for those who can underhand strike.** |

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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 | **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 |
|  | Real World Solutions |  | Real World Solutions |  | Real World Solutions | **x** | Real World Solutions | **x** | Real World Solutions |
| **X** | Written Response | **X** | Written Response | **X** | Written Response | **X** | Written Response | **X** | Written Response |
| **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation | **X** | Teacher Observation |
| **xx** | Other: Self, peer | **xxx** | Other: self, peer, checklist | **xxx** | Other: self, peer, checklist | **xx** | Other: self, peer, checklist | **xx** | Other: self, 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 | **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 |
| **X** | 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 | **X** | Predicting Outcomes | **X** | Predicting Outcomes |
| **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |
| **X** | Justifying Solutions | **X** | Justifying Solutions | **X** | Justifying Solutions | **X** | Justifying Solutions | **X** | Justifying Solutions |
| **X** | Improving Solutions | **X** | 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 |  | Small Group | **X** | Small Group | **X** | 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 |
| **X** | Other: Chalkboard | **X** | Other: Chalkboard | **x** | Other: chalkboard | **x** | Other: chalkboard | **x** | Other: chalkboard |
| **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 |
|  | Flexible Grouping |  | 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 |
|  | Peer Tutoring | **X** | Peer Tutoring | **X** | Peer Tutoring | **X** | 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:** | | | | | | | | | |
| **Dyson: Da’Fonzo and Kenyon- work on following directions. Phillip will need one on one help and reminders of cues.**  **Bird: Sim’myria will need instructions told to her one on one. Shawn, Justin, Jerimiah verbal reminders for behavior**  **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, staying awake, working well with others/ Ollie- extra help with skills and behavior reminders, DON’T PARTNER KESHUN AND ALEXIS OR CAMERON**  **Davis: Markeevan- extra help with skills Dylan- behavior reminders and skill help** | | | | | | | | | |