|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lauderdale County Schools – Weekly Lesson Plan** | | | | | | | | | |
| **Teacher:** | Jessica Myers | | | **Grade:** | | PreK | **Week Beginning:** | | December 10, 2012 |
| **Unit Title:** | Winter Games | | | **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……** |
| -participate in activities to improve cardiorespiratory endurance and muscular strength while figure skating and riding a scooter. 4.2.1, 4.2.2  -throw a snowball at an igloo target. 1.1.9  -experience common winter activities as associate with Polar Express by participating in movement challenges. W.PK.7  -play without bumping in to others while on the scooters. 5.2.2 | -participate in activities to improve cardiorespiratory endurance and muscular strength while figure skating and riding a scooter. 4.2.1, 4.2.2  -experience common winter activities as associate with Polar Express by participating in movement challenges. W.PK.7  -play without bumping in to others while on the scooters. 5.2.2 | -throw a snowball at an igloo target. 1.1.9  -participate in activities to improve cardiorespiratory endurance and muscular strength while figure skating and riding a scooter. 4.2.1, 4.2.2  -experience common winter activities as associate with Polar Express by participating in movement challenges. W.PK.7  -play without bumping in to others while on the scooters. 5.2.2 | -use locomotor movements while training to be reindeer. 1.2.3  -Balance on a beam while pretending to be on a rooftop. 1.1.16  -participate in activities to improve cardiorespiratory endurance and muscular strength while training to be reindeer. 4.2.1, 4.2.2  -throw toys into a chimney using the underhand throw. 1.2.8 | -use locomotor movements while training to be reindeer. 1.2.3  -Balance on a beam while pretending to be on a rooftop. 1.1.16  -participate in activities to improve cardiorespiratory endurance and muscular strength while training to be reindeer. 4.2.1, 4.2.2  -throw toys into a chimney using the underhand throw. 1.2.8 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities/Agenda:** | | | | |
| **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** | **Opening Activity:** |
| Have you heard of the Polar Express? Get ready to get on board the PE polar express and have some Christmas time fun!  Yes/no forward curve- Has anyone ever read the Polar Express story to you?  Warm up with nutrition cards that might be served at Christmas dinner. Discuss these foods. | We are going to continue on our journey aboard the Polar Express. What is a journey? ALL ABOARD!!  Yes/no Do we use real skates to skate on my classroom floor? What do we need to really skate?  Warm up with nutrition cards that might be part of a Christmas dinner. Discuss these foods. | Today we are going to talk about Santa’s sleigh in the Polar Express. We are going to load his sleigh and train like reindeer.  Yes/no Have you ever made a real snow ball?  Warm up with nutrition cards that might be part of a Christmas dinner. Discuss these foods. | Today we are going to pretend we are reindeer. Santa’s reindeer have to train to be strong to pull the sleigh.  Yes/no Do we need to exercise to be strong and healthy kids?  Warm up with nutrition cards that might be part of a Christmas dinner. Discuss these foods. | Do you think you just need to train one day to be stronger? (Yes/N0)  Today we are going to train to pull Santa’s sleigh. Why do you think we are still training?  Warm up with nutrition cards that might be part of a Christmas dinner. Discuss these foods. |
| **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** | **Instruction:** |
| -Rhythm:  -Figure skating: What was the weather like in the Polar Express? Was it cold enough to make ice? To ice skate we have to have ice. Pretend the floor is frozen. Students each get a paper plate. Let them experiment how to keep skates on feet. Students will defend how they keep skates on and justify their reasons. Teacher will ask students how skates are staying on feet. Have students lift feet as they skate. What happens to your skates when you pick your feet up? After practice play a Christmas song to skate to. Partner up and pair skate.  -Snow ball throw: What can you make to throw with all the snow in the Polar Express? Have you ever thrown a real snow ball? Each student gets three cups and a snow ball. Stack cups on number and throw snowball at cups to know down stack. Stack back up. What type of throw did you use? Did you have to throw it hard or soft?  -Train ride: What did the children ride to get to the North Pole? We are going to make a tunnel with half the class and the other half is going to ride a train through the tunnel. How can we divide the class in half? Let children try to form two groups on own. Then offer assistance and explain half of twenty is 10. Students will then be prompted to count two groups of ten.  -Christmas tree tag- When tagged the children put arms out like a Christmas tree. To get untagged, another classmate makes a circle with hands and pretends to put a star on the frozen tree. Have several taggers and switch several times. Do you remember the Christmas tree at the North Pole? Was it huge or tiny? What shape does a Christmas tree look like? | -Rhythm:  -Christmas tree tag: How did we play Christmas tree tag yesterday? How can we play it different today? Why did you choose to play that way?  Students participate in 3 minutes of tag for cardiorespiratory endurance. Observe for heavy breathing and red faces to determine if heart and breathing rate increases. Pause game to have students check heart rate. What is a sign that you are exercising?  -Sleigh bells: Children are divided in half. How did we divide our class yesterday? What do we need to do today? 5 hoops will be set up with sleigh bells (yarn balls) for each team. Students go to the other team and take bells from hoop and return bells to own team’s hoop. Predict which team has the most and least sleigh bells. Count bells. Did we guess the right team. What did you look for to determine who had the most? Discuss should we take things that don’t belong to us. Compare this game to our crab game. Why was the sleigh bell so important in the Polar Express?  -Santa’s Sleigh- what pulls Santa’s sleigh? Find a partner and decide who will be the reindeer first and who will be Santa. The reindeer will pull Santa around slowly on the sleigh. Switch positions and let students each have a turn at pulling the sleigh. Did you have to use your muscles if you were Santa? Why? Did you use your muscles if you were the rein deer? How?  Polar Express Tunnel: If you are on a scooter line up like a train. If you do not have a scooter, make a tunnel like yesterday. Take turns going through the tunnel. | -Rhythm:  -Snow ball throw: What can you make to throw with all the snow in the Polar Express? Have you ever thrown a real snow ball? Each student gets three cups and a snow ball. Stack cups on number and throw snowball at cups to know down stack. Stack back up. What type of throw did you use? Did you have to throw it hard or soft?  -Figure skating: What was the weather like in the Polar Express? Was it cold enough to make ice? To ice skate we have to have ice. Pretend the floor is frozen. Students each get a paper plate. Let them experiment how to keep skates on feet. Students will defend how they keep skates on and justify their reasons. Teacher will ask students how skates are staying on feet. Have students lift feet as they skate. What happens to your skates when you pick your feet up? After practice play a Christmas song to skate to. Partner up and pair skate.  -Santa’s Sleigh- What does Santa’s sleigh carry? In Polar Express was Santa’s sleigh full of toys. Students with have to develop a way to move around the the toys and hoops while moving on scooters without bumping into others. Students will go to one side of the room to pick up toys and take them to the children on the other side of the room to put in Santa’s sleigh. With each deliver, students take turns on scooter. What did we do different today in this game? How could you play this at home?  -Polar Express Tunnel: One person is on the scooter and another person standing. Do we have to divide the class in half today? Students standing make a tunnel, and students on scooter form a train. Go forward through the tunnel. How can we change the way we go through the tunnel? Can the tunnel be made different? Take turns as train and tunnel. | -Rhythm:  -Snowball fight- Students are divided into two groups. Using the overhand throw students will try to hit a snowman with a snowball. Groups will develop strategies to best figure out how to throw the most snowballs. Students will determine who will count, retrieve, build, and throw snowballs. They also have to decide what location is the best place to hit the snowman.  - Reindeer training: Do you think Santa’s reindeer need to be strong? What is a reindeer’s job on Christmas Eve? Reindeer trot: Run while a Christmas song is playing. (aerobic) Why do you think reindeer need to practice running?  Roof top balance: Students walk around triangle balance beams. What do you think would happen to a reindeer if they could not balance on the rooftop? Groups of 4.  What skill will help you stay on a roof? Tree weave: gallop in and out of trees (cones) for agility. Why do you need to do this training to pull a sleigh? Cloud leap: What is in the sky that might get in a reindeer’s way? Practice cloud leaping by leaping of balance beams. Sled pull- One student on sled other student slowly pulls to opposite wall. Switch places. How does this exercise help make a reindeer strong? -Chimney toss- groups of 4 stand around crate and toss beanbags in to chimney. How does Santa get the toys to the tree? | Rhythm:  -Snowball fight- Students are divided into two groups. Using the overhand throw students will try to hit a snowman with a snowball. Groups will develop strategies to best figure out how to throw the most snowballs. Students will determine who will count, retrieve, build, and throw snowballs. They also have to decide what location is the best place to hit the snowman. Can your group invent a new way to play the game? What changes in your game did you make?  - Reindeer training: What are some parts of a reindeer that needs to be strong? What muscles do we make strong when training like a reindeer? Reindeer trot: Run while a Christmas song is playing. (aerobic) Why do you think reindeer need to practice running?  Roof top balance: Students walk around triangle balance beams. Why is balance important to a reindeer? Groups of 4. Tree weave: gallop in and out of trees (cones) for agility. If you are a rein deer and you weave in and out of the trees would you flying low or high in the sky? Cloud leap: Are clouds soft? Can reindeer fly through a cloud? Practice cloud leaping by leaping of balance beams. Sled pull- One student on sled other student slowly pulls to opposite wall. Switch places. What muscles are you using to pull Santa? -Chimney toss- groups of 4 stand around crate and toss beanbags in to chimney. What type of throw can you use to make the toys go in the chimney? |
| **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** | **Lesson Closure:** |
| What book did we talk about today? Someone tell me on game we played to day and how we fit it into our own polar express story. | Did we make our heart beat fast today? Students name activities that increased heart rate. | What did we do in class today? Discuss play and making heart and muscles stronger. | Do we need to exercise like reindeer? What did we do today to make our heart beat fast? Muscles strong? | Do we exercise even when we have fun? Let’s name the different ways we exercised today. |
| **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 was the weather like in the Polar Express? Was it cold enough to make ice? What happens to your skates when you pick your feet up?  What can you make to throw with all the snow in the Polar Express? Have you ever thrown a real snow ball? What type of throw did you use? Did you have to throw it hard or soft?  What did the children ride to get to the North Pole? How can we divide the class in half?  Do you remember the Christmas tree at the North Pole? Was it huge or tiny? What shape does a Christmas tree look like? | How did we play Christmas tree tag yesterday? How can we play it different today? Why did you choose to play that way?  What is a sign that you are exercising?  How did we divide our class yesterday? What do we need to do today? 5What did you look for to determine who had the most? Why was the sleigh bell so important in the Polar Express?  what pulls Santa’s sleigh? Did you have to use your muscles if you were Santa? Why? Did you use your muscles if you were the rein deer? How? | What can you make to throw with all the snow in the Polar Express? Have you ever thrown a real snow ball? What type of throw did you use? Did you have to throw it hard or soft? What was the weather like in the Polar Express? Was it cold enough to make ice? What happens to your skates when you pick your feet up?  What does Santa’s sleigh carry? What did we do different today in this game? How could you play this at home?  Do we have to divide the class in half today? How can we change the way we go through the tunnel? Can the tunnel be made different? | Do you think Santa’s reindeer need to be strong? What is a reindeer’s job on Christmas Eve? Why do you think reindeer need to practice running?  What do you think would happen to a reindeer if they could not balance on the rooftop? What skill will help you stay on a roof? Why do you need to do this training to pull a sleigh? What is in the sky that might get in a reindeer’s way? How does this exercise help make a reindeer strong? -How does Santa get the toys to the tree? | Can you invent a different way to play the game? What changes in your game did you make?  What are some parts of a reindeer that needs to be strong? What muscles do we make strong when training like a reindeer? Why do you think reindeer need to practice running?  Why is balance important to a reindeer? If you are a rein deer and you weave in and out of the trees would you flying low or high in the sky? Are clouds soft? Can reindeer fly through a cloud? What muscles are you using to pull Santa? What type of throw can you use to make the toys go in the chimney? |
| **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* | **Homework:** *(If applicable)* |
| Go home and tell someone about the games we played today in PE. | Ask someone to play | Play Santa’s sleigh at home. | Show someone at home how you trained like a reindeer today. | Exercise like reindeer this weekend. |
| **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* | **Reflection:** *(optional)* |
|  |  |  |  |  |
| **Notes:** | **Notes:** | **Notes:** | **Notes:** | **Notes:** |
| **Bring polar express game. There will be confusion first few days when trying to divide class in half. Assess for physiological signs of cardiorespiratory, and if students can identify what muscles they use on scooter.** | **Monitor closely when students pull Santa. This has to be done at a slow speed. Stress safety.** | **Use snowball throwing time to reassess those who need it on over and under hand throwing.** | **Make two snowmen. Assess those students who still need it for running and galloping, underhand and overhand throwing.** | **Continue with check list assessments.** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| **X** | 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 |
| **X** | Real World Solutions |  | Real World Solutions | **x** | 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 |
| **x** | Other: self | **X** | Other: self | **x** | Other: self | **x** | Other: self | **x** | Other: self |
| **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 |
| **X** | Categorization | **X** | 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 | **X** | Predicting Outcomes | **X** | Predicting Outcomes |  | Predicting Outcomes |  | Predicting Outcomes |
|  | Generating Ideas |  | Generating Ideas |  | Generating Ideas | **X** | Generating Ideas | **X** | Generating Ideas |
| **X** | Justifying Solutions |  | Justifying Solutions | **X** | Justifying Solutions |  | Justifying Solutions | **X** | Justifying Solutions |
| **X** | 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 |
| **X** | Small Group | **x** | Small Group | **X** | 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 |
|  | 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 | **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 | **X** | Flexible Grouping |  | 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: Phillip- participation in all activities not just what he wants to participate in. Keona- listening skills Devin- following directions, not rolling on floor**  **Bird: Justin- needs extra instruction, Kendrick- extra prompts on behavior**  **Renfroe: Michael- follow directions, Brennan- not trying to be teacher. Encourage him to help partner, but remain quiet when I am speaking. Jozelynn- Participate well with others and find ways to help avoid shut downs.**  **Wilson- Luis- make sure he understands directions, Isleoona- talking at appropriate times, Joshua- following direction and staying on task**  **Langley- Shayne-staying on task, talking at appropriate times, Keshun- Safety, doing the right task at right time, he needs extra instruction Camryn- on task, Antavious- participation and positive reinforcement.**  **Davis- James and Markeeveon- extra instruction,** | | | | | | | | | |