

## Interdisciplinary Resources

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The lifelong benefit of having physical education instruction in the elementary curriculum is that it teaches students how to be healthy and fit at a young age. Teaching students to be fit and healthy at a young age will hopefully guide students to be fit and healthy when they are older. Physical education allows students to leave the ordinary classroom where they sit in their desks for most of the day and do physical activities.

Physical education is a good way to get students moving around, and teachers can do activities where students actually are learning information, but they do not see the activity as school work.

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# Standards/Objectives

## **Kindergarten-Standard 1:**

**Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Students observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) movements. In Kindergarten a foundation is established to facilitate continued motor skill acquisition which gives students the capacity for successful levels of performance as they develop.

### **K.1.1 Perform basic (fundamental) locomotor skills.**

Example: Demonstrate walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities (e.g., run when you hear the color of your eyes; jump over a line on the floor; leap over a pillow).

### **K.1.2 Perform basic nonlocomotor skills.**

Example: Demonstrate balance on stable and unstable objects (e.g., walk on a rope on the floor, a balance board, on top of tires) and/or demonstrate weight transfer/tumbling skills (e.g., log roll, egg roll, forward roll).

### **K.1.3 Perform basic manipulative skills.**

Example: Demonstrate eye-hand and eye-foot coordination skills (e.g., throw a ball above head, hit a balloon with hands, strike a balloon with a racquet, bounce a ball, and kick a stationary ball).

### **K.1.4 Perform basic movements in a rhythmic manner.**

Example: Perform locomotor skills to a specific rhythm (e.g., walk to the rhythm as the teacher gives/calls directions for a simple circle dance; walk to drum beat; jump over a stationary rope on the floor while counting in a rhythm).

## **Standard 2:**

**Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.** Students learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhances independent learning and effective participation in physical activity.

### **K.2.1 Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills.**

Example: Recognize movements and cues (e.g., gallop cue: leader leg; forward roll cue: be small and roll like a ball; kick a ball cue: toe down).

**K.2.2 Demonstrate variations in moving with spatial, directional, and temporal awareness.**

Example: Move in various directions (forward, backward, sideward), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in skill development activities (e.g., walk on a curved rope on the floor; stretch high, low level for a crab walk; run fast in a tag game).

**K.2.3 Identify and demonstrate basic principles for learning basic movement skills.**

Example: Verbally identify and practice the basic principles for balance (e.g., arms extended for walking on a balance board), basic footwork skills (e.g., soccer ball dribble with soft taps of feet), and catching a ball (e.g., reach out with hands).

**Standard 3**

**Physical Activity: Students participate regularly in physical activity.**

Regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to quality of life. Students have more opportunities to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them develop movement competence.

**K.3.1 Show skills and knowledge acquired in physical education class during after school physical activities.**

Example: Demonstrate willing participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues (e.g., teacher initiates conversation with students for informal assessment of after school physical activity participation).

**Indiana Standards 2008 - Physical Education**

**K.3.2 Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time.**

Example: Express enthusiasm and enjoyment while being physically active (e.g., choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess).

**Standard 4**

**Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.**

Young children engage in a variety of physical activities that serve to promote an active lifestyle. The development of students' health knowledge and movement skills begin in kindergarten. Improvement of students' physical fitness abilities will continue to develop.

**K.4.1 Demonstrate improved cardio respiratory endurance.**

Example: Engage in vigorous activity, progressing from short periods to longer periods of time (e.g., chasing and fleeing physical fitness activity/game, skill development

activity, walk/run at one's individual pace at an outdoor fitness trail; playground fitness stations).

**K.4.2 Demonstrate improved muscular strength and endurance.**

Example: Improve upper body and abdominal strength by engaging in specific exercises throughout the school year (e.g., shoulder touches, modified push-ups, v-sit, and modified crunch).

**K.4.3 Demonstrate improved flexibility in three different joints.**

Example: Demonstrate engagement in specific stretches to improve lower back flexion (e.g., seated and standing straddle stretches, seal stretch).

**K.4.4 Identify the basic effects of physical activity on heart and lung function.**

Example: Observe and feel fast heart and breathing rates when engaged in skill development and physical fitness activities (e.g., feel a slow heart rate and observe a slow breathing rate before skill and fitness stations begin, after ten or more minutes feel and observe fast heart and breathing rates).

**Standard 5**

**Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Students develop respect for individual similarities and differences (i.e., motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status) through positive interaction among participants in physical activity. Students understand that cooperation promotes success in activity settings.

**K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities.**

Example: Exhibit successful participation in activities/games with boundary lines (e.g. cones and lines indicate activity parameters) and understand rules for safe active play (e.g., awareness of personal space).

**K.5.2 Exhibit a willingness to follow basic directions for an active class.**

Example: Respond to teacher's signals for start and stop, verbal cues, directions, and visual demonstrations.

**K.5.3 Show a positive attitude toward self and others during physical activity.**

Example: Exercise alone and exercise with other children in which differences exist (e.g., ability, race, gender, and socioeconomic status).

**K.5.4 Demonstrate respect for other children in physical education class.**

Example: Practice a skill with the person or group to which one is assigned.

## **Standard 6**

### **Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. The intrinsic benefit of participation is for students to enjoy being physically active.

#### **K.6.1 Express enjoyment and self-confidence when participating in movement experiences.**

Example: Demonstrate active participation in a child-centered lesson for learning new skills (e.g., teacher plans developmentally appropriate lessons to minimize the effect of initial failures: physical fitness activities/games that do not eliminate students, use of balloons for striking with a racquet or paddle, use lightweight balls for bouncing).

#### **K.6.2 Discuss personal opinions about participation in physical activity.**

Example: Express verbal feedback of an activity to the teacher (e.g., teacher evaluates a lesson by informally asking students their opinion of a game/activity and observes if participation was active or passive).

#### **K.6.3 Acquire new skills and demonstrate a determination to develop those skills.**

Example: Demonstrate active engagement in the physical education lesson; student actively participates with little or no prompting from the teacher.

## **Grade 1**

### **Standard 1**

#### **Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Students observe, learn, practice, and develop fundamental movements. In first grade, this foundation continues to be established and reinforced to facilitate motor skill acquisition which gives students the capacity for successful levels of performance as they mature. Locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills are being combined at a fundamental level to challenge the students.

##### **1.1.1 Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.**

Example: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk or run on an outdoor fitness trail; walk, skip to the words in a poem).

##### **1.1.2 Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements.**

Example: Demonstrate static balances (e.g., one leg balance, two hands and one foot balance) and dynamic balance on stable and unstable objects (e.g., walk backwards on a

balance board, walk forward on a balance board and step over objects, walk on a pattern of stepping stones, jump on a pattern of poly spots).

### **1.1.3 Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements.**

Example: Demonstrate eye-hand and eye-foot coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch self-tossed beach ball; kick a ball with power; bounce or dribble a ball while kneeling; jump a stationary rope on the floor and progress to a self turned rope).

### **1.1.4 Perform fundamental rhythmic skills alone, with a partner, or in a group.**

Example: Perform a simple dance (e.g., walk, march, slide, and use a partner elbow swing in circle and line dances); demonstrate jumping rope, progressing to a consistent rhythm (e.g., stationary rope on the floor and progress to a self- turned rope); or demonstrate consistent bouncing (dribbling) of a ball.

## **Standard 2**

### **Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

Students learn to utilize cognitive information to reinforce the fundamental motor skills they acquired in kindergarten. Knowledge and application of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and strategies enhance independent learning and effective participation in physical activity.

#### **1.2.1 Demonstrate fundamental movement vocabulary and cue words for learning skills.**

Example: Recognize movements and cues (e.g., step forward on the opposite foot throwing cue: step with the other foot).

#### **1.2.2 Identify and demonstrate the basic principles of age appropriate locomotor, nonlocomotor and manipulative skills.**

Example: Verbally identify and practice the basic elements for bouncing (dribbling) a ball (e.g., keep ball below the waist, pads of fingers push the ball, dribble ball to the side).

#### **1.2.3 Demonstrate variations in moving with directional, spatial and temporal awareness.**

Example: Move in various directions (e.g., forward, backward, sideward, left, right, up, down) at various levels (high, medium, low), in various patterns (straight, curved, zigzag), and at various speeds (fast, medium, slow) in skill development activities (e.g., walk sideward as bouncing the ball, crab walk backwards at a low level, or jump a zigzag poly spot pattern).

#### **1.2.4 Identify major body parts, muscles and bones used to move and support the body.**

Example: Verbally and visually identify body parts, muscles and bones (e.g., head, arm, chest, lungs; heart, biceps, triceps; skull, ribs).

### **Standard 3**

#### **Physical Activity: Students participate regularly in physical activity.**

Students begin to understand how being physically active contributes to their health. Regular participation in physical activity enhances the physical and psychological health of the body, provides for social opportunities, and contributes to quality of life. Students learn to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them improve movement competence.

#### **1.3.1 Engage in health-related physical fitness activities or games during physical education class, recess, and/or or leisure time with one's family and friends.**

Example: Participate in physical fitness activities/games, playground activities, swimming, walking, riding a bicycle, playing in the snow, and/or tennis.

#### **1.3.2 Record participation in physical activities by type of activity and time.**

Example: Write and draw periodically in a student activity portfolio about the physical fitness activities/games and/or sport skills that one enjoys playing to be healthy.

### **Standard 4**

#### **Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.**

Young children engage in a variety of physical activities that serve to promote an active lifestyle. In first grade, students begin to understand the effects of physical activity on the body: increased heart rate, increased rate of respiration and an increase in perspiration during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies. Improvement of students' physical fitness is expected.

#### **1.4.1 Demonstrate how increasing the intensity of an activity will increase the heart rate.**

Example: Describe and monitor the difference in the heart rate during a five minute warm-up walk, run or stretching as compared to 20 minutes of motor skill development and physical fitness stations.

#### **1.4.2 Describe the basic effect of regular exercise on muscles.**

Example: Compare the scores from three exercise trials and draw conclusions (e.g., at the beginning of the school year, record the score achieved for a specific muscle group exercise; complete mid-year and final year-end trials).

#### **1.4.3 Perform exercises for muscle groups that are strengthened by specific exercises.**

Example: Identify and perform the exercises which strengthen the abdominal muscles and those which strengthen the arm muscles (e.g., v-sit, modified crunch, shoulder touches, modified push-ups, crab walk, partner over and under push-ups).

#### **1.4.4 Participate in activities that increase cardio respiratory endurance.**

Example: Demonstrate engagement in physical fitness activities and describe the effects of exercise on the heart and lungs (e.g., increased heart and breathing rates, increase in perspiration).

#### **1.4.5 Demonstrate stretches that will improve flexibility.**

Example: Demonstrate standing straddle toe touch, splits, lunge, and seal stretches.

#### **1.4.6 Participate in an active physical education class to maintain age appropriate intensity and duration for improved physical fitness.**

Example: Participate in skill development activities and/or games for 20 minutes or more in each physical education class to maintain or improve cardio respiratory endurance, muscle strength and endurance, and flexibility (e.g., partners take turns to run/walk a lap, with the non-runner choosing a skill development practice station, combined with 20 second periodic breaks for upper body and abdominal exercises and stretching; obstacle course designed with a variety of movement and physical fitness challenges).

### **Standard 5**

#### **Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students learn and apply safety practices.

#### **1.5.1 Identify and demonstrate safety practices and personal responsibility during physical education class, recess and after school physical activities.**

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving, and activities/games that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes).

#### **1.5.2 Demonstrate and apply an understanding of rules and directions for an active class.**

Example: Practice skills and follow rules and directions when participating in activities/games (e.g., tell what consequences will occur for continued disregard of the rules and directions: 1st- a warning, 2nd- a time out from the practice or game).

**1.5.3 Demonstrate cooperative play with children of varying abilities.**

Example: Participate with a child of different ability (e.g., less fit, more skilled) in class activities (e.g., student and classmate cooperatively play together in an indoor soccer lead up game).

**1.5.4 Demonstrate respect and compassion for children with individual differences.**

Example: Dance with an assigned classmate; support the participation of a student with a disability in a skill development or physical fitness activity/game.

**Standard 6**

**Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Enjoyable and challenging physical activities will develop self-confidence and promote a positive self-image. In first grade, children begin to recognize their own abilities and choose activities/sports to improve their skills.

**1.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.**

Example: Identify goals, with teacher guidance, and practice to improve and achieve goals (e.g., land on feet for cartwheel improvement and success; overhand throw to hit the target from a 10 foot distance for overhand throw success; reach or exceed a personal goal one can walk/run laps in 10 minutes for cardio respiratory improvement and success).

**1.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.**

Example: Demonstrate skill acquisition and/or improvement when striking with a racquet (e.g., keep wrist firm on the racquet handle, put two hands on the handle, watch the balloon/ball, move feet).

**1.6.3 Demonstrate self-expression in a physical activity setting.**

Example: Show creativity in a partner Follow the Leader game with bouncing (dribbling) a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).

**1.6.4 Express enthusiasm for participating in physical activity.**

Example: Express excitement for physical education class with verbal and nonverbal communication about skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson).

## **Grade 2**

### **Standard 1**

#### **Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Students are practicing, developing, and refining fundamental movement skills to achieve maturity. In second grade, students are able to combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Students practice and develop these combinations of fundamental skills.

##### **2.1.1 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges.**

Example: Demonstrate locomotor moving in basic combinations in skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles, hop and jump a pattern on a floor ladder, walk and skip in a dance).

##### **2.1.2 Perform stability skills proficiently and in combinations, with developmentally appropriate challenges.**

Example: Demonstrate static balance and dynamic balance in combinations on stable and unstable objects (e.g., walk on a balance board on an incline, travel over tires and carry an object extended above head, skip on a balance board, perform a one leg pose on a stepping stone); weight transfer/tumbling skills (e.g., tumbling routine with four skills).

##### **2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.**

Example: Demonstrate eye-hand and eye-foot coordination skills in physical fitness activities/games (e.g., develop coordination and accuracy in the overhand throw to a target with increasing distances; pass a beach ball over a 5 - 6 foot high net with the overhand technique; develop new footwork and skills for jumping rope: skier, one foot, turn the rope backwards).

##### **2.1.4 Perform fundamental rhythmic skills proficiently alone, with a partner or in a group.**

Example: Perform a dance with challenging steps (e.g., dos-a-dos and sashay with a partner in circle and line dances); demonstrate a consistent rhythm while jumping rope, (e.g., achieve 15 or more consecutive jumps while jumping to music).

##### **2.1.5 Perform locomotor and manipulative combined skills with developmentally appropriate challenges.**

Example: Demonstrate motor skill combinations in skill development practice/activities and physical fitness activities/games (e.g., while bouncing a ball, walk/run to pick up items from the floor and take to a collection box; dribble and pass the ball to a teammate in an indoor soccer lead up game; while walking, toss and catch a beanbag on a racquet or paddle).

## **Standard 2**

**Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

Students learn to utilize cognitive information to achieve mature (proficient) fundamental motor skills. Knowledge and application of movement concepts (body, spatial, directional, and temporal awareness), relationships, and strategies enhance independent learning and effective participation in physical activity.

### **2.2.1 Identify and demonstrate efficient movement with objects that present balance, change of direction and spatial awareness challenges.**

Example: Successfully navigate through an obstacle course (e.g., over and under hurdles, stepping stones, travel over tires, crawl through a tunnel, travel through a mat maze, jump down from a height, and walk on a balance board carrying an object).

### **2.2.2 Identify and begin to demonstrate techniques for efficient and safe movement.**

Example: Demonstrate straight arms with a cartwheel; a landing with soft knees/slight flex when jumping down from a height; jumping on balls of the feet and keeping arms and hands at sides when jumping rope.

### **2.2.3 Identify and apply the basic elements for efficient locomotor, nonlocomotor, stability, and manipulative skills.**

Example: Verbally identify and practice the basic elements for gallop (e.g., moving forward: step, together, step, together); cartwheel (e.g., straight arms and hand, hand, foot, foot); overhand throw to a target (e.g., opposite shoulder points to the target, elbow back, ball back, step and turn to face target, throw); jumping rope (e.g., jump softly on balls of feet, keep arms and hands at sides when turning the rope); jumping from a 1 to 3 foot height (e.g., balanced landing with soft knees/slight bend and arms extend out).

### **2.2.4 Understand and demonstrate strategies for active games.**

Example: Recognize and apply basic strategies in playing games (e.g., small-sided defense and offense skills in an indoor soccer lead up game played with four high density foam balls; fast running, dodging and agility skills in a tag game).

### **2.2.5 Develop selected academic concepts to integrate in fitness workouts and/or games.**

Example: Apply interdisciplinary connections while jumping rope by solving math problems or spelling words (e.g., jump the answer to a math problem:  $5 + 8$ ; spell words with warm-up exercises: day of the week, words from spelling lists, names of muscles; body, muscles, and bones quiz station in a physical fitness activity).

## **Standard 3**

**Physical Activity: Students participate regularly in physical activity.**

Second grade students enjoy learning new skills and they recognize their developing competence in movement abilities. Enjoyable and challenging physical activity will

develop self-confidence and promote a positive self-image. They observe positive attitudes of athletes and family members engaged in physical activity.

**2.3.1 Participate actively in all physical education classes and in unorganized or organized physical fitness and play opportunities during after school time.**

Example: Enter a game situation, skills practice, and/or family physical activity voluntarily (e.g., competition is minimal to encourage participation).

**2.3.2 Participates in and keeps a record of activities outside of physical education class that provide opportunities to demonstrate a healthy lifestyle.**

Example: Record participation time from a gymnastics, swimming, martial arts class, or other physical activities in a student activity portfolio (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

**Standard 4**

**Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.**

The development of students' health knowledge and movement skills continue in second grade. Students participate in physical activity for a longer time and at a higher intensity. Their physical fitness is expected to improve and be maintained. The relationship between physical fitness and an active lifestyle is emphasized.

**2.4.1 Participate in an active physical education class to maintain the intensity and duration for improved physical fitness.**

Example: Participate in skill development activities/games and physical fitness activities for 20 minutes or more to maintain or improve cardio respiratory endurance, muscle strength and endurance, and flexibility (e.g., skill and fitness activities stations: eye-hand coordination skill development practice stations, rope jump station, flexibility station, muscle strength and endurance stations).

**2.4.2 Describe what can happen to the body of a person who does not exercise and who consumes too much food.**

Example: Verbally describe how body composition is affected by sedentary activity and food consumption (e.g., class discussion of too much screen time, video games, overeating and how these affect a healthy level of body fat and muscle).

**2.4.3 Develop and describe the components of health-related physical fitness.**

Example: Participate in a circuit training activity and follow with discussion to identify the components of health-related physical fitness (e.g., strong muscles, basic heart and lung function, flexibility, and body fat).

**2.4.4 Perform and recognize the difference between high, medium, and low intensity activities for developing cardio respiratory endurance.**

Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and running as a high intensity activity for developing cardio respiratory

endurance (e.g., students feel their heart beats and observe their breathing rate after trying each of these levels of activity).

## **Standard 5**

### **Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students continue to learn and apply safety practices in an active class.

#### **2.5.1 Identify and demonstrate safety practices and personal responsibility for an active class and games.**

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines), activities/games in which everyone is moving and that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes); notify the teacher if a student has an injury so activity can be suspended and care provided to the student.

#### **2.5.2 Demonstrate and apply rules and directions for an active class.**

Example: Recall rules before participating in an activity/game and describe positive and negative consequences (e.g., sticker reward for following rules and directions; 1st – a warning, 2nd – a time out from class activity for disregarding rules and directions).

#### **2.5.3 Demonstrate cooperative play with a partner and small or large groups regardless of personal differences.**

Example: Demonstrate a positive attitude for all classmates in skill development and physical fitness activities and practice positive sportsmanship (e.g., resolve conflict with honesty and respect).

#### **2.5.4 Demonstrate respect and compassion for students with individual differences.**

Example: Demonstrate assistance and encouragement to a peer who is struggling with a skill (e.g., verbal and nonverbal language is used respectfully with peers).

## **Standard 6**

### **Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Students continue to understand how being physically active contributes to their health and ability to learn. Regular participation in physical activity enhances the physical and psychological health of the body, social opportunities, and quality of life. Students also begin to observe the negative consequences of physical inactivity. Social interaction is enhanced with their ability to work cooperatively in a group.

#### **2.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.**

Example: Identify goals to achieve, self determined and/or teacher determined, and practice to improve skills (e.g., jump rope skills for improvement and success: turning the rope backwards, skier jump, side straddle jump; 15 or more bump-ups with a racquet or a paddle for eye-hand coordination improvement and success; reach or exceed the personal goal one can walk/run laps in 10 minutes for cardio respiratory improvement and success).

### **2.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.**

Example: Demonstrate skill improvement and/or acquisition when striking a beach ball and progressing to a trainer volleyball (e.g., various sizes: medium and large; light weight and oversized) with forearms/bumping (e.g., hands together, arms straight, watch the ball, move feet, arms meet the ball gently).

### **2.6.3 Express enthusiasm as a result of participation in physical activity.**

Example: Express excitement for physical education class with verbal and nonverbal communication after participation in skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson); willingly self evaluates specific motor skill or physical fitness improvement (e.g., the teacher designs an age appropriate checklist for student self evaluation).

## **Grade 3**

### **Standard 1**

#### **Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

By third grade, most students have developed mature (proficient) fundamental locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. They begin to practice these skills to adapt and refine them to be used in a variety of games.

#### **3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations.**

Example: Demonstrate variations of jumping (e.g., vertical, horizontal) and throwing a ball (e.g., two hands, underhand, and sidearm).

#### **3.1.2 Demonstrate different fundamental movement skills to form increasingly complex skills.**

Example: Combine bouncing (dribbling) a ball while running at different speeds, using the inside and outside of the feet, and passing accurately to a teammate.

#### **3.1.3 Utilize manipulative equipment combined with movement skills to perform specific sport skills.**

Example: Use an appropriate size bat and demonstrate striking a ball that is tossed by a partner; use a short handled paddle or racquet to strike a moving object (e.g., ball, shuttlecock/birdie, etc.); manipulate tin inkling sticks in a rhythmic manner in a dance.

#### **3.1.4 Demonstrate movement skills and patterns following specific rhythms.**

Example: Perform a ball routine consisting of a bounce, pass and catch with a partner in rhythm to the music.

### **Standard 2**

#### **Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

Students explore movement concepts (body awareness, spatial awareness, qualities of movement, relationships) that allow them to adapt to changes in their environment. As they gain more motor control, students begin to adapt their skills in order to produce efficient movement.

#### **3.2.1 Describe various balance forms utilizing base of support concepts.**

Example: Demonstrate stability awareness (e.g., lower center of gravity, wide base of support, number of balance points for more stability) as applied to stable bases of support (e.g., arabesque or scale, wrestler's bridge, tripod, bear walk, football stance).

#### **3.2.2 Describe movement principles and apply mature movement patterns in various manipulative challenges.**

Example: Identify striking a ball (batting), juggling, and alternating toe touches as being skills that cross the midline; observe the performance of others (in class, on videotape) to detect performance errors in efficient movement.

#### **3.2.3 Describe and demonstrate the use of force to move objects various distances.**

Example: Practice kicking a ball with ankle flexion, knee extension, and hip flexion producing light, medium, and hard force (power) to observe the distance the ball travels at each level of force.

### **Standard 3**

#### **Physical Activity: Students participate regularly in physical activity.**

Students are actively involved in activities that produce higher levels of physical fitness. Most are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.

#### **3.3.1 Select and participate in moderate to vigorous physical activity in physical education class and during after school time.**

Example: Record participation in healthy lifestyle activities/sports while playing with friends and family, and attempt to learn challenging sport skills.

#### **3.3.2 Identify healthy behaviors that represent a physically active lifestyle.**

Example: Discuss quality nutrition and rest for one's body and how it compliments a physically active lifestyle (e.g., junk food versus fruits and vegetables; cola drinks versus water; lack of rest versus a minimum of 9-10 hours of sleep per night).

#### **Standard 4**

##### **Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.**

Students identify cause and effect in relationship to a healthy lifestyle. They are able to demonstrate the components of health-related physical fitness in activities that will produce a training effect.

##### **3.4.1 Participate in self assessments and formal fitness assessments.**

Example: Evaluate personal fitness using the results of weekly fitness workouts and a standardized fitness test (e.g., refer to age/grade scores on a chart, determine levels of self improvement).

##### **3.4.2 Identify strengths and areas needing improvement in personal fitness.**

Example: Utilize a performance chart from a criterion-referenced assessment to determine if individual fitness level is within the healthy fitness zone (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

##### **3.4.3 Establish personal goals based upon results of fitness assessments.**

Example: Establish a goal to do daily flexibility (range of motion of a joint) exercises with the hamstring muscles (back of thigh) and lower back to improve test results; create a list of physical activities to participate in after school and/or weekends with goals for frequency and duration.

##### **3.4.4 Define and develop the five components of health-related physical fitness.**

Example: Describe cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition and develop skills through a gymnastics circuit (e.g., tumbling skills stations, balance board skills stations, low parallel bars basic skills station, rings basic skills station, vault and take-off board basic skills station, flexibility stations, muscle strength and endurance stations).

##### **3.4.5 Describe and demonstrate examples of the five components of health-related physical fitness.**

Example: Identify and demonstrate an exercise to increase muscular strength of the upper arms (e.g., biceps curl, triceps extension) and/or an awareness of continuous movement in caloric expenditure to achieve healthy level of body composition.

##### **3.4.6 Participate in activities that enhance health-related physical fitness on a regular basis.**

Example: Participate in daily aerobic workouts or active games/sports, in physical education class and/or at home, to develop cardio respiratory endurance.

#### **Standard 5**

**Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Students begin to experience more activity-based social situations and become more accepting of others. They can describe rules and policies although during play will need guidance and direction. Students are aware of right and wrong behaviors as well as safe and unsafe practices in physical activity environments.

**3.5.1 Work cooperatively with others to obtain common goals in a game situation.**

Example: Practice the instep soccer pass with a partner while applying concepts of movement (e.g., power, direction, time) to make the passes more accurate.

**3.5.2 Recognize and avoid unsafe practices and situations.**

Example: Adhere to recommended safety rules and use of safety equipment while skating in physical education class, home and/or the community (e.g., wear wrist guards and elbow pads, skate under control).

**3.5.3 Demonstrate respect and compassion for the individual differences of others while participating in physical activities.**

Example: Share equipment with classmates of varying ability (lower fitness, more skill) during physical activities; choose to participate in a game or dance activity with a classmate of another gender, race, culture, or country.

**3.5.4 Encourage classmates who demonstrate difficulty with skill performance.**

Example: Express encouragement to a classmate attempting to finish the one mile walk/run at a comfortable pace; help a classmate learn and practice a new skill.

**Standard 6**

**Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Students develop an increased awareness of the importance of health-related physical fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. Students accept challenges in activities that involve new or recently attained skills.

**3.6.1 Demonstrate feelings through a pattern of locomotor and nonlocomotor movements.**

Example: Create a dance that expresses a variety of emotions (e.g., happiness, sadness, excitement, calmness).

**3.6.2 Express enjoyment when applying new skills while participating in partner and group physical activities.**

Example: Choose to do an activity at recess with a friend rather than by self; move with a partner over, under, and through an obstacle course while helping each other as needed.

**3.6.3 Participate in cooperative problem-solving physical activity challenges.**

Example: Participate in a cooperative education initiative, with a small group of students, in an attempt to move from one side of the activity area to the other using a variety of equipment (e.g., long boards, scooters, carpet squares).

## **Grade 4**

### **Standard 1**

**Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Students begin fourth grade with refined movement skills and work toward demonstrating correct form in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Variations of motor skills are combined to form more complex patterns (combinations) of movement. These combinations are then applied in specialized skills for individual, dual, and/or team sport activities.

#### **4.1.1 Demonstrate mature movement patterns in locomotor, nonlocomotor, and manipulative skills.**

Example: Demonstrate a mature (proficient) hop (e.g., nonsupport leg flexed 90°, nonsupport thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of nonsupport leg, arms move together in rhythmical lifting as support foot leaves ground).

#### **4.1.2 Practice combinations of movement skills for specific sports.**

Example: Perform a catch, dribble, and pass with a ball to a moving partner.

#### **4.1.3 Demonstrate complex patterns of movement.**

Example: Design and demonstrate a movement routine using a series of related movements (e.g., tumbling routine, aerobic dance).

#### **4.1.4 Demonstrate movement skills and patterns following specific rhythms.**

Example: Perform a jump rope routine with a partner consisting of a variety of skills in rhythm to music (e.g., skier, criss-cross, side and front straddle); execute an aerobic dance routine in rhythm to music.

### **Standard 2**

**Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

Students strengthen their ability to apply basic concepts of movement (body awareness, spatial awareness, qualities of movement, relationships) to improve their individual performances. They observe, analyze, and critique their own and other students' performance. Students demonstrate an understanding of these movement concepts in their movement performances.

**4.2.1 Describe critical elements of correct movement pattern for fundamental movement skills.**

Example: Describe and demonstrate body positions for each of the parts of bouncing (dribbling) a ball (e.g., feet placed in narrow stride, slight forward trunk lean, ball held waist high, ball pushed toward ground with fingertips).

**4.2.2 Apply the concept of practice to improve movement skills.**

Example: Work toward accurately passing a ball to a target using a chest pass.

**4.2.3 Observe the performance of others to provide feedback to help improve motor skills.**

Example: Carefully observe another student (in class, on videotape) kicking a ball and complete a peer evaluation with a checklist or rubric.

**4.2.4 Recognize and describe critical elements of complex movement patterns.**

Example: Describe the use of specific body parts and summation of forces (e.g., arms back, knees bent, lower level) for increasing distance in the standing long jump.

**Standard 3**

**Physical Activity: Students participate regularly in physical activity.**

Students begin to develop an understanding of the benefits of participation in health-related physical fitness activities. They develop awareness about the kinds of activities that are part of a healthy lifestyle and begin to choose more of these activities to participate in during their leisure time outside of class.

**4.3.1 Identify and demonstrate the physical, mental, social, and emotional benefits of participation in health-related physical fitness activities.**

Example: List the benefits that result from participation in physical fitness activities (e.g., decreases heart disease, strengthens sport performance, increases mental alertness, improves attention and memory, improves self-esteem, decreases stress); and/or contrast excessive sedentary activities to a physically active lifestyle (e.g., TV, video games, screen time versus ice skating, swimming, hiking).

**4.3.2 Demonstrate regular participation in health-related physical fitness activities outside of class.**

Example: Participate in family fitness activities or practice independently for a youth sport league two to three afternoons per week.

**4.3.3 Identify and participate in lifetime physical activities.**

Example: Discuss why tennis, softball, swimming, golfing, hiking, and jogging learned in physical education class are considered lifetime physical activities that can be enjoyed in the community.

## **Standard 4**

### **Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.**

Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze criterion-referenced assessment data and develop personal fitness goals. Students can identify many physical activities that influence health-related physical fitness.

#### **4.4.1 Participate in self-assessments for physical fitness and meet the criterion for specific age groups.**

Example: Strive to achieve the healthy fitness zone standard for a criterion-referenced assessment of health-related physical fitness; use results of heart rate monitor or computer generated reports to reinforce fitness understanding.

#### **4.4.2 Establish personal goals based upon results of fitness assessments.**

Example: To improve pushup test result, establish a goal to do upper body strength exercises (e.g., partner tug of war, pushup hockey, pushup style Tic-Tac-Toe).

#### **4.4.3 Describe exercises/activities that will improve each component of health-related physical fitness.**

Example: List specific stretches and activities that will improve flexibility of specific muscle groups (e.g., lower back, hamstrings, and quadriceps).

#### **4.4.4 Participate in an activity program that is designed to improve health-related physical fitness.**

Example: Participate in an after school exercise program (e.g., fitness, yoga, walking) several days per week; join family and friends to walk/jog at a neighborhood park at least three times per week.

## **Standard 5**

### **Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Students continue to strengthen cooperation skills that were begun in earlier grades. They can follow rules and procedures with few reminders. Students observe differences between themselves and classmates and start to develop an appreciation for these differences.

#### **4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.**

Example: Participate in cooperative and challenge activities (student designed game); participate cooperatively with friends in a self-officiated game.

#### **4.5.2 Follow rules and safe practices in all class activities without being reminded.**

Example: Stop activity immediately upon signal from a student referee.

#### **4.5.3 Describe the similarities and differences between games of different countries.**

Example: Compare and contrast baseball in the United States with cricket in England.

#### **4.5.4 Recognize the various abilities and limitations of classmates and understand the adaptations they make when participating in different physical activities.**

Example: While participating blindfolded, students work with a partner to maneuver through an obstacle course.

### **Standard 6**

#### **Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Students in the fourth grade can list the physical activities they enjoy and understand that satisfaction is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. However, at this level, students typically participate in activities that offer them the least amount of failure.

#### **4.6.1 Participate in physical activities that are enjoyable.**

Example: Participate on the schools demonstration/after school team for jumping rope; record physical activity participation during recess and after school in student activity portfolio.

#### **4.6.2 Interact positively with classmates and friends in physical activities.**

Example: Cooperatively participate in physical activity with friends during physical education class and after school play sessions.

#### **4.6.3 Participate in new and challenging physical activities.**

Example: Traverse the low elements on an adventure education initiative (e.g., balance beam, spider web) in physical education class; learn a new physical activity or sport.

### **Grade 5**

#### **Standard 1**

#### **Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Students continue to achieve maturity with locomotor (traveling actions), nonlocomotor (movement in place) and manipulative (object handling) skills. They begin the process of integrating (putting together) these skills into a variety of individual and small sided team sports and activities that have been adapted to their developmental level.

#### **5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills.**

Example: Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts and tumbling routine).

**5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead up activities.**

Example: Engage in lead up activities (mini-game applying several skills) requiring manipulative skills (e.g., small-sided soccer game with no goalies; three versus three floor hockey or basketball).

**5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.**

Example: Perform rhythmic movement sequences with music (e.g., cooperative jump rope routine with a partner, basketball dribbling routine, line dance).

**Standard 2**

**Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

Students demonstrate an understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms. They self assess their skills and those of classmates and discuss methods for improving performance.

**5.2.1 Identify movement concepts used to refine movement skills.**

Example: Describe how timing and power improves performance of propelling a gymnasium-type bowling ball at the pins.

**5.2.2 Describe and demonstrate critical elements of mature movement patterns.**

Example: Describe the movement of the arm and trunk in accurately throwing a ball overhand at a target.

**5.2.3 Critique the performance of a partner by providing feedback to help improve skill.**

Example: Observe a classmate (in class, on videotape) kicking a ball at a target and complete a peer evaluation with checklist or rubric.

**Standard 3**

**Physical Activity: Students participate regularly in physical activity.**

Students develop a more thorough understanding of the relationship between lifestyle and health. Through observation and analysis, students are able to critique others as they begin to develop an awareness of the physical, mental, social, and emotional importance of physical activity. Students choose to participate in activities during leisure time that will maintain or enhance health-related physical fitness.

**5.3.1 Participate in health-enhancing physical activity.**

Example: Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.

### **5.3.2 Recognize the positive effects of participation in leisure time physical activity.**

Example: Awareness of mental benefits (e.g., alertness, focus) of physical activity participation; discuss emotional benefits (e.g., joy, acceptance, satisfaction) of being physically active in a game that is personally enjoyable.

## **Standard 4**

### **Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.**

As their fitness level improves, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how improved fitness is achieved and identify what their age appropriate physical fitness goals should be. Students participate in self- and group assessment activities.

### **5.4.1 Establish personal goals to achieve an age appropriate fitness level in all components of health-related physical fitness.**

Example: Using the results of a fitness pretest, demonstrate how to set personal fitness goals; using posttest results, determine if goals were achieved.

### **5.4.2 Demonstrate a healthy level of cardio respiratory endurance.**

Example: Participate in an active game for 30 minutes or more while wearing a pedometer and identify the number of steps range to achieve a healthy level for age/grade.

### **5.4.3 Demonstrate age appropriate levels of muscular strength and muscular endurance for major muscle groups.**

Example: Participate in a developmentally appropriate exercise circuit designed to improve muscular strength and endurance.

### **5.4.4 Demonstrate a healthy level of flexibility.**

Example: Create a warm-up routine to target areas of the body on which the student needs to improve flexibility; practice slow martial arts movements.

### **5.4.5 Demonstrate a healthy level of body composition.**

Example: Measure body fat and calculate body mass index (BMI) to determine if within healthy fitness zone of criterion-referenced fitness assessment.

## **Standard 5**

### **Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Students begin to show competence for working independently and cooperatively, in pairs and small groups, as they observe, explore, and apply the principles of physical activity in both physical education class and after school. They are willing to work with classmates of varying abilities and interests and are able to apply conflict management skills when needed.

**5.5.1 Demonstrate the qualities of a competent and enthusiastic physical activity participant.**

Example: Accept loss with a respectful attitude; win gracefully in game situations.

**5.5.2 Perform activities safely and follow rules.**

Example: Describe appropriate conduct including social behaviors (e.g., wear provided safety equipment, share by moving the ball around to others, and take turns when there is limited equipment).

**5.5.3 Demonstrate positive attitude towards self and others during physical activity.**

Example: Demonstrate a respect for peers of varying skill levels; encourage others, including those on the opposing team, by recognizing their good play.

**5.5.4 Resolve conflict in socially acceptable ways.**

Example: Discuss rule infraction with a classmate who does not feel he/she was fouled in the game.

**5.5.5 Accept partners and teammates regardless of personal differences.**

Example: Demonstrate acceptance of other's limitations with positive verbal and nonverbal behavior.

**Standard 6**

**Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Students are able to better identify activities they enjoy, as well as those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. Although students can work cooperatively, they identify those classmates with whom they prefer playing or engaging in physical activity. They participate in challenging activities with less intimidation.

**5.6.1 Exhibit positive feelings about participation in physical activity.**

Example: Celebrate individual success and group accomplishment following the completion of a challenging jump rope routine to music.

**5.6.2 Engage in the challenge of new activities.**

Example: Develop skills to participate in new games, sports, or rhythmic activities.

**5.6.3 Engage in and enjoy independent and interactive physical activity.**

Example: Incorporate physical activities with friends and family during leisure time; use fitness-based video games at home; record activity, time, intensity, and social experience in a chart and/or notebook.

**5.6.4 Use physical activity as a means of self-expression.**

Example: Create and perform a movement sequence with a small group that dramatizes a chapter from a book read in language arts class.

## **Grade 6**

### **Standard 1**

#### **Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

Most sixth grade students have mastered the fundamental movement skills for locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) activities. Motor skills become more complex and are combined to be used in more specific game and performance situations. Students participate in modified and unstructured games and use the fundamental motor skills in these activities while developing more specialized movement skills.

##### **6.1.1 Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills.**

Example: Dribble a basketball around objects using both left and right hands with greater accuracy and control.

##### **6.1.2 Demonstrate basic competency in more specialized movement skills related to specific physical activities.**

Example: Design and perform a 60 second dance sequence using combinations of locomotor and nonlocomotor skills with changes of direction, force, and level.

### **Standard 2**

#### **Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

The student applies and generalizes movement to apply and generalize movement concepts (body awareness, spatial awareness, qualities of movement, relationships) to build greater levels of fitness. Movement skills are now more strategic and students use learned strategies in performance of physical activities.

##### **6.2.1 Identify basic concepts that apply to the movement and sport skills being practiced.**

Example: Observe a student throwing a softball different distances using varied trajectories (angles) and amounts of force.

##### **6.2.2 Explain how practicing movement skills improve performance.**

Example: Maintain a log of practice attempts for throwing a disc at a target, comparing differences in successful throws from first attempts to last attempts.

##### **6.2.3 Describe basic strategies for offense and defense in simple lead up games.**

Example: Mark (guard) another player who is dribbling a soccer ball and attempt to prevent a pass or shot; throw a pass to an open teammate who has eluded the defense in a small-sided football game (e.g., game played on a smaller field with fewer players to allow for more student participation).

### **Standard 3**

**Physical Activity: Students participate regularly in physical activity.**

**Grade six students explore and identify activities they enjoy, meet their interests and needs, and which are within their level of competency.** This information is utilized when participating in new activities, choosing movement activities, and setting goals for participation.

#### **6.3.1 Identify and participate in activities that, when done consistently, can contribute to an active lifestyle.**

Example: List activities that can increase cardio respiratory endurance and/or muscular strength and endurance, as well as other components of health-related physical fitness, and participate in a chosen activity at least 5 days per week.

#### **6.3.2 Participate in activities, outside of school, that are health-enhancing and can be continued throughout a lifetime.**

Example: Report in a student activity portfolio the participation level in golfing, cycling, or walking with a parent during the weekend (e.g., played nine holes of golf while walking the course, cycling five miles, walking 20 blocks).

#### **6.3.3 Describe the elements of a healthy lifestyle.**

Example: Use the FITT (frequency, intensity, type, and time) principle to describe activities that would lead to an active lifestyle.

### **Standard 4**

**Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.**

Students comprehend the important relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related physical fitness levels (muscular strength and endurance, flexibility, body composition, and cardio respiratory endurance). Students assess their individual levels of fitness and use the results to develop personal goals.

#### **6.4.1 Increase the intensity and duration of an activity while performing locomotor skills.**

Example: Keep a record of the heart rate after participation in a physical activity and evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate

#### **6.4.2 Develop personal goals for each of the health-related physical fitness components.**

Example: Set a goal to achieve a healthy fitness level for upper body strength (e.g., pull ups, push ups) or for cardio respiratory endurance (e.g., 10,000 steps daily using a pedometer).

**6.4.3 Measure personal fitness levels in each of the health-related physical fitness components in relation to age.**

Example: Participate in a fitness test; record and review the results.

**Standard 5**

**Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.**

Sixth grade students demonstrate cooperative skills in group activities and identify examples where teamwork is critical to success. They analyze and compare the contributions of different cultures in the development of sport and recreational activities popular today. Students continue to develop an appreciation for individuals who are different and willingly display inclusive behavior in most activities.

**6.5.1 Participate in cooperative activities in a leadership or followership role.**

Example: Work efficiently and successfully with classmates in a cooperative activity to reach a group goal.

**6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.**

Example: Refrain from using a tackling maneuver when playing flag football.

**6.5.3 Participate in dances and games from various world cultures.**

Example: Participate in a German Polka, Tinkling (Philippine dance), Troika (Russian dance), or Takraw (kick volleyball).

**6.5.4 Illustrate an appreciation of the accomplishments of all group members in group or team physical activities.**

Example: Participate in a follow-up discussion after a cooperative game and express positive contributions of each group member.

**Standard 6**

**Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

Adolescents seek physical activity experiences for group membership and positive social interaction. They pursue opportunities for continued personal growth in physical skills. As their self-esteem and physical skill levels increase, students choose activities that provide excitement, challenge, and healthy competition.

**6.6.1 Engage in physical activities as an opportunity to socialize with friends and family.**

Example: Participate in an impromptu game of touch football with neighborhood friends.

**6.6.2 Participate in challenging activities requiring the utilization of newly acquired skills.**

Example: Join a family member or friend in tennis, orienteering, or canoeing.

**6.6.3 Identify the social, emotional, and physical benefits of participation in physical activities.**

Example: Write a paragraph, create a power point, or videotape a testimonial about how it feels to successfully master a new physical skill; identify the skills learned from participating in a new physical activity; and/or describe games or sports that can provide opportunities for individuals of all skill levels to participate.

# Objectives

- 1. Cognitive-Standard 2**
  - a. The student will be able to identify the locomotor skill I demonstrate to the class 100%.
- 2. Affective-Standard 5 and 6**
  - a. The student will start and stop activities when I blow my whistle three out of four times.
- 3. Psychomotor-Standard 1,3,and 4**
  - a. The student will jump by taking off and landing on two feet two out of three times.

## Skill Analysis for Fundamental Locomotor Movements

1. **Walk-** When walking, each foot moves alternately, with one foot always are touching the ground or floor.

### Instructional Cues-

1. Head up, eyes forward.
2. Point toes straight ahead.
3. Nice, easy, relaxed arm swing.
4. Walk quietly.
5. Hold tummy in, chest up.
6. Push off from the floor with the toes.

2. **Run-** Running is moving fast so that both feet briefly leave the ground. Running varies from trotting to sprinting.

### Instructional Cues-

1. Run on the balls of the feet when sprinting.
2. Head up, eyes forward.
3. Bend your knees.
4. Relax your upper body and swing the arms forward and backward, not sideways.
5. Breathe naturally.

3. **Leap-** Leaping is an elongated step used to cover distance or move over low obstacles. It is usually combined with running, since a series of leaps is difficult to do alone.

### Instructional Cues-

1. Push off and reach.
2. Up and over, landing lightly.
3. Use your arms to help you gain height.

4. **Jump-** Jumping requires taking off with both feet and landing on both feet. The arms move forward with an upswing, and body movement combined with force of the feet helps lift the weight.

### Instructional Cues-

1. Swing your arms forward as fast as possible.
2. Bend your knees.
3. On your toes.
4. Land lightly with bent knees.
5. Jump up and try to touch the ceiling.

5. **Hop-** Hopping involves propelling the body up and down on the same foot. The body lean, the other foot, and the arms help balance the movement.

**Instructional Cues-**

1. Hop with good forward motion.
2. Stay on your toes.
3. Use your arms for balance.
4. Reach for the sky when you hop.
5. Land lightly.
  
6. **Gallop-** Galloping is similar to sliding, but the body faces forward. One foot leads and the other moves rapidly forward to it. The body has more upward motion than it does in sliding.

**Instructional Cues-**

1. Keep one foot in front of the other.
2. Now lead with the other foot.
3. Make high gallops.
  
7. **Slide-** Sliding is similar to a gallop, but it is done with the body moving sideways in a 1-count movement; the leading foot steps to the side, and the other foot follows quickly. Slide on the balls of the feet while shifting weight from the leading to the trailing foot.

**Instructional Cues-**

1. Move sideways.
2. Do not bounce.
3. Slide your feet.
  
8. **Skip-** Skipping is a series of step-hops done with alternate feet. Skipping is done on the balls of the feet with arms swinging to shoulder height alternately with feet.

**Instructional Cues-**

1. Step-hop.
2. Swing your arms.
3. Skip smoothly.
4. On your toes.

## Skill Analysis for Fundamental Manipulative Movements

1. **Throwing-** In throwing, an object is thrust into space and accelerated using arm movement and total body coordination to generate force.

### Stress Points-

1. Stand with the nonthrowing side of the body facing the target. The throwing arm side of the body is away from the target.
  2. Step toward the target with the leg opposite the throwing arm.
  3. Rotate the hips as the throwing arm moves forward.
  4. Bend the arm at the elbow. The elbow leads the forward movement of the arm.
  5. Body weight remains on the rear foot (away from the target) during early phases of the throw. Just before moving the arm forward, shift weight from the rear leg to the forward leg (nearer the target).
2. **Catching-** Catching uses the hands to stop and control a moving object. Catching is harder to learn than throwing, because children must track the object while moving into its path.

### Stress Points-

1. Maintain visual contact with the projectile.
2. Reach for the projectile and absorb its force by bringing the hands into the body. This “giving” makes catching easier by reducing the chance for the object to bounce out of the hands.
3. Place the feet in a stride position rather than a straddle position. A fast-moving object can cause a loss of balance if feet are in the straddle position.
4. Align the body with the object rather than reaching to the side of the body to make the catch.

3. **Kicking-** Kicking is a striking action made with the feet. Types of kicking include punting and placekicking.

### Stress Points-

1. Students need to step forward with the nonkicking leg. Have them stand behind and slightly to the side of the ball. Keep the eyes on the ball (head down) throughout the kick.
2. Practice kicking with both feet.
3. Use objects that will not hurt children. For example, regulation soccer balls, which are heavy and hard, hurt young children’s feet. Foam balls and beach balls are excellent objects for kicking practice.
4. Encourage kickers to move their leg backward in preparing for the kick. Beginners often fail to move the leg backward, making it difficult for them to generate kicking force.
5. Arms move in opposition to the legs during the kick.
6. After children develop kick speed and velocity, focus on altering the force of the kick. Many children learn to kick only with velocity; activities like soccer demand both soft “touch” kicks and kicks of maximum velocity.

- 4. Striking-** Striking is hitting an object with an implement. (Common forms of striking are hitting a softball with a bat, using a racket for striking in tennis and racquetball, and striking a ball with the hand as in volleyball.)

**Stress Points-**

1. Track the ball as soon as possible, and keep tracking until it is hit. (It is impossible to see the racket hit the ball, but this is an excellent teaching hint.)
2. Grip the bat with the hands together. For right-handed hitters, the left hand is on the bottom (near the small end of the bat).
3. Keep the elbows away from the body. Emphasis is on making a large swing and extending the elbows as the ball is hit.
4. Swing the bat in a horizontal (parallel to the ground) plane. Beginners tend to strike downward in a chopping motion.

## **Fundamental Movement Lesson Plan**

Name of Activity: 100 Balls

Purpose of Activity: Many elementary schools celebrate the 100th day of school with various classroom activities. Physical education classes get involved by using locomotor skills and ball skills, and have students count to 100 using 100 balls. This includes a game called Hungry, Hungry Hippos to practice the throwing technique.

Prerequisites: Students should be able to: 1) count to 100, 2) move safely around objects on the floor without touching them or other students, 3) know the underhand tossing technique, and 4) shoot with two-hand imprinted basketballs.

Suggested Grade Level: K-2

Materials Needed: 100 Balls (50 small plastic balls from a ball pit), 25 playgrounds/bumpy balls/imprinted basketballs, 25 soccer balls (This should total 16-17 balls of 6 different colors to equal 100.), 6 large plastic tubs or trash cans for targets

### Description of Idea

100 balls are scattered around the gym before students enter the gym. To begin, a locomotor movement is called out and the students move around the balls to music. The challenge is to move without touching any ball. When the music stops, students are given an activity to do. For example: touch 10 different balls with your hand as you count to 10. The teacher directs another locomotor movement and the music begins. A second activity is given when the music stops. This could be toss and catch a ball as you count from 11-20.

Here are other possible activities:

21-30: Jump 10 times beside a ball

31-40: Dribble a ball 10 times with your non-dominant hand. Decide which ball bounces the best.

41-50: Toss and catch 10 times with a partner.

51-60: Toss, clap and catch.

61-70: Hop beside a ball.

71-80: Touch 10 different balls with your foot.

81-90: Dribble 10 times with your dominant hand.

91-100: Bounce and catch with a different partner.

When finished, students high-10 their partner and say "Happy 100th Day!" Continue to change locomotor movements: gallop, jump, walk, jog, and crab walk, bear walk, etc.

Kindergarten students can count out loud during the locomotor movements to help them learn the numbers. Learning is enhanced when the numbers are repeated during the activity with the ball. For example, students count from 11-20 doing the locomotor movement and again as they toss the ball in the air.

## Fundamental Movement Lesson Plan

**Name of Activity:** Oodles of Noodles

**Purpose of Activity:** To encourage creative movement and practice various locomotor skills.

**Prerequisites:** Students have a solid understanding of self/general space and a variety of locomotor skills.

**Suggested Grade Level:** K-2

**Materials Needed:** One wacky noodle for each student, music

### Description of Idea

Here are some examples of noodle activities and challenges:  
(The sky is the limit, use your noodle to come up with tons more.)

Noodles are scattered on the gym floor as students enter the physical education classroom.

Students move through the gym using various locomotor skills. Each time they approach a noodle they may:

- 1) jump over it
- 2) do a fancy jump over it (add a turn, tuck, etc.)
- 3) hop over it
- 4) leap over it
- 5) place the weight of the hands over it or any other weight transfer taught

Students move through the gym using locomotor skills to the music. When the music stops they may:

- 1) freeze straddling it
- 2) freeze making a bridge over it (feet on one side and hands on the other)
- 3) freeze posing as a funny statue using the noodle (i.e. a guitar player, baseball player or giant smiley face)

Students find their self space with a noodle and follow the teacher's lead. The teacher creates stories to go along with the activities and asks students to use their imagination. i.e. "We are going to travel around the school/town/world with our noodle...

- 1) moving through the jungle like an elephant." (Students make a trunk with the noodle.)
- 2) moving like a dinosaur with a big tail."
- 3) moving like a snake." (Students hold one end of the noodle and slide the other end along the floor.)
- 4) Moving like a unicorn." (Place the noodle on top of your forehead.)

Find a safe space and shoot your rocket into the air. Students hold one end of the noodle and toss it into the air attempting to catch the "falling star."

March in a parade and fancy spin your noodle around the body and neck and perform figure eights through the legs.

Fly an airplane. Spin the noodle in front like a propeller.

Fly a helicopter. Spin the noodle over the head.

Pretend to be a motor boat. Spin the noodle behind the back.

Circus stars -- Balance the noodle on your flat hand, finger and head (making the letter T).

Move through the science lab with your magnet -- Wrap the noodle around the waist with the ends of the noodle to the front. Move to attract other noodles, touching ends.

Ride your horse through the pasture -- Place the noodle through the legs and gallop. Ye ha!

Put on your protective fire gear -- Use your hose to fight the fire!

Use the noodles as tinkling poles. No pain!

Be Creative!

### **Assessment Ideas:**

Use the noodles to assess concepts like over and under, front and behind, etc.

Use the noodles to assess locomotor skills (i.e. skip around your noodle).

Use the noodles in creative movement activities and assess how students are able connect three movements together in a sequence and repeat.

### **Teaching Suggestions:**

Many of these ideas came from watching the students. Ask them if they have a cool trick or way to use the noodle. Let them share with the class and everyone try it!

### **Adaptations for Students with Disabilities:**

Noodles are light, which helps with manipulation.

Ask students to pair up and work together on challenges.

# Subject Area Lesson Plans

## Art: Lesson Plans

### Apple Dolls

An Educator's Reference Desk Lesson Plan

**Date:** 1994

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5, 6

**Description:** Students will learn about a toy created by pioneer children.

### Subject(s):

- Interdisciplinary
- Arts/Visual Arts
- Science/Botany
- Social Studies/US History

**Objective:** Each student will be able to create an apple doll.

### Materials:

- plastic knives
- apples
- felt-tip pens
- cloves
- beads
- cotton
- cornsilk
- wire
- fabric
- needle and thread
- glue
- dowels or popsicle sticks

### Procedure:

1. Each student will peel a large, hard apple. Leaving a little skin at the top and bottom so it will dry in a round shape.
2. Features (slits for eyes) will be carved, not very deep but wide apart.
3. The apples need to be cored and placed on a dowel or popsicle stick and let dry for 3-4 weeks.
4. The face can be decorated with beads for the eyes, teeth or the like.

5. The body can be formed by wire with cloth strips wrapped around it. Then clothes and extras can be added for character.

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## Art Lesson Plan

Coral Reef 3D Art

An Educator's Reference Desk Lesson Plan

**Submitted by:** Rachel Jamison  
**Endorsed by:** Dr. Don E. Descy  
Mankato State University

**Date:** May 15, 1998

**Grade Level(s):** 1, 2, 3, 4, 5

**Description:**

Students will learn about the animals and plants found in a coral reef by class discussion, pictures, short films and other visual materials. They will then be asked to create their own 3D model of a coral reef.

**Subject(s):**

- Interdisciplinary
- Science
- Arts/Visual Arts

**Goal:** Students will learn about coral reefs.

**Objectives:**

1. Students will participate in classroom discussion by describing at least two things that they observe about coral reefs seen in the visual material provided by the teacher.
2. Students will construct one 3D art project that is a model of a coral reef. Each project will have student made art that resembles at least 2 animals and 2 plants that could be found in a coral reef.

## **Background Information:**

This project can be used with any coral reef, oceans, and endangered animal unit.

## **Concepts:**

Students will be able to:

- describe in detail, at least, 2 plants and animals found in coral reefs.
- tell the difference between plants and animals found in coral reef and plants and animals found in lakes.

## **Materials:**

- Shoe boxes
- Glue
- Construction Paper
- String
- Shells
- Sand
- Tape
- Markers
- Crayons

## **Procedures:**

1. Engage in classroom discussion about coral reefs. Show students pictures and other visual aids of coral reefs and have the students discuss what they observe about them.
2. Explain to the students what they will be expected to do. Make their own model of a coral reef.
3. Each student should receive a shoe box they will make their coral reef in.
4. Students should set their boxes on its side, length way, so that the opening of the box faces them. This will allow them to get the 3D affect.
5. Allow the students to pick and choose any materials they would like to use in making their project. You could show them that dangling a paper fish from the top of the box will a string will give it a swimming effect, or you can let them discover this on there own.
6. Explain to the students that they need to make pieces for their project to resemble at least 2 plants and 2 animals they observed during class discussion (it may be helpful to keep visual aids used during discussion in a place when students can look at them if they wish).

**Assessment:**

1. Look at each student project and make sure that it has at least 2 plants and 2 animals in it that would be found in a coral reef.
2. Ask the students to show their project to you and have them explain their design to you, discussion what it consists of and why.

# Geography/Social Studies Lesson Plans:

**1. Name of Activity:** Geography Twister

**Academic content:** Social Studies

**Purpose of Activity:** To help reinforce states and cardinal directions.

**Prerequisites:** Knowledge of names and locations of the 50 United States.

**Suggested Grade Level:** 3-5

**Materials Needed:** Giant US map on playground, bag/cards with names of all 50 states

**Physical activity:** Locomotor (running, skipping, etc) & Non-locomotor (Bending, leaning, etc.)

## Description of Idea

Each student will be given the name of a state to stand on using the giant US map outside. This will give an idea of how familiar the students are with state locations. All students should be instructed to stand facing North in the map to begin the activity. Once students are at their designated spots, cardinal directions will be given and the students must touch the state that corresponds with the direction. (i.e. “Put both hands on the state that is to the east of you or touch your left leg to the state that is to the south of you”). In between each new move, the teacher will draw a state name from the bag. If a student is standing on that state, they will come up and draw another state name and will travel to their new spot using a different locomotor movement each time. The game continues as the teacher calls more cardinal directions for children to use with non-locomotor movements to reach each state.

## Variations:

If students are having trouble remembering the names of states, you can incorporate the “Fifty Nifty United States” song into the lesson by having students run to the states as they are called.

## Assessment Ideas:

Have students fill out a blank map of the US map. To assess their skill acquisition, ask them questions such as:

1. Do you think it is easier to lean forward, to the side, or backwards? Why?
2. Is it easier to balance when your feet are together, shoulder width apart, or spread really far apart?

3. When using both hands and feet to balance on the ground, is it harder to move your arm somewhere else or is it harder to move your leg somewhere else?

**Teaching Suggestions:**

If you do not have a blacktop map to use, you can print out states and tape them down to the gym floor to use.

**Adaptations for Students with Disabilities:**

Students with disabilities can verbally say the names of states or use other body parts to show cardinal directions.

## **Geography/Social Studies Lesson Plan**

**2. Name of Activity:** The Amazing Race

**Academic content:** Social Studies, Science and Health

**Purpose of Activity:** 1. The students will improve their directional awareness by locating sites and symbols on a map. 2. The students will increase their heart rates while traveling to each site and performing the specified task/exercise at each site. 3. The students will work cooperatively with their partners throughout the challenge.

**Prerequisites:** Students should have prior experience with map drawing and reading, and using a variety of locomotor skills and fitness activities.

**Suggested Grade Level:** 3-5

**Materials Needed:** Map of school grounds being used and/or Orienteering Booklets (1 for every 2-3 students), Answer Sheets, Controls for each site and 1 pen hanging from each control.

**Physical activity:** Locomotor skills & fitness activities

**Description of Idea**

Students are placed into groups of 2-3. They are given either a map quest (with a white answer sheet), blue booklet (blue answer sheet) or green booklet (green answer sheet). Each map/booklet has a different course of travel. When orienteering, students are working to travel from each location to the next as quickly as possible using a different locomotor skill each time.

The map should be of the school grounds being used for the course (with landmarks, symbols, etc.). The students are to use the map to find the sites marked with an X. They will use landmarks and symbols on the map to help them find each location. Each site

marked with an X has a number next to it (X1-X6 if you have 6 sites). Before traveling to X1 the students will flip their map over and will read question 1. When they find the correct location of X1 the answer will be found on a "control" hanging at the site. They use the pen hanging from the control to write their answer down on their answer sheet (Answer: heart rate increases). At each station have a physical activity that relates to the stations question (e. g., run in place for 45 seconds as fast as you can and see what happens to your heart rate). They read the question for X2 and travel to that site, and so on.

The blue and green booklets are similar to one another, but have different sites to locate and questions to answer (6 in each booklet). Each page of the booklet has a picture of a site on your school grounds (e.g. soccer goal, tree, bench, etc.). Under that picture will be a numbered question, related to any subject and a related physical activity (e.g. What is the state tree of New York? Do 20 jumping jacks and be as wide as possible like a tree). When they find the correct site, a "control" will be there with the answer on it (sugar maple) and a pen hanging to write it down on their answer sheet.

After students have finished locating all sites and answering all questions, they should return to the teacher and if time permits, try a new orienteering map or booklet.

Controls - each control should have a pen hanging from it (so students don't have to carry it with them). I type the answers on white paper with a red background (so they are easy to see) and laminate them. Write an exercise/task on the control for the students to perform when they arrive at each location (e.g. jumping jacks, kick a ball into the soccer goal, etc.). The same locations may be used on the map and in the booklets if you choose, but the students must know the correct answer to write down on their answer sheet when looking at the control. I type the blue booklet answers in blue, green booklet answers in green and map quest answers in black. Make sure to place the correct question number next to each answer.

### **Variations:**

The booklet (with pictures) is an easier form of orienteering. To increase the level of difficulty, zoom in when taking your pictures so you cannot tell exactly what the site is when looking at the picture.

The map provides more of a challenge for students. To make the map more difficult, place fewer symbols and landmarks on it.

You may also have the students perform challenges at each site before moving onto the next.

**Assessment Ideas:**

After students have finished their orienteering course (booklet or map), check the answers they have written down for each question asked. If they answers are correct, they successfully located each site on their booklet or map.

**Teaching Suggestions:**

I like to explain to the students how to use the booklets and maps during the previous class lesson so the day of The Amazing Race they can have the full class period to engage in orienteering.

# Health Lesson Plan

## 1. Name of Activity: Food Pyramid Tag

**Academic content:** Health

**Purpose of Activity:** The purpose of this activity is to reinforce what children have learned in the classroom about healthy eating habits and physical activity.

**Prerequisites:** Prior knowledge of the food pyramid, including the different food groups and suggested servings per day.

**Suggested Grade Level:** 3-5

**Materials Needed:** • 4 blank food pyramid charts • laminated pictures of food that represent each food group • poly spots • two colored pennies

**Physical activity:** Dodging, Fleeing, Locomotor Skills

### Description of Idea

Divide the class into four equal groups and assign each group to a separate food pyramid. In the center of the gym create a large circle with poly spots. Place pictures of the different foods for the pyramid in the circle. Place each of the food pyramid charts on the outside edge of the gym from the center circle.

Choose two students to be taggers, who will wear pennies. On the signal, students from each team will move to the center of the gym and attempt to retrieve an item of food to take back to their food pyramid chart - without being tagged. If they are tagged during their attempt, they must hand over the food item to the tagger who places the food back in the pyramid circle. During the activity, when the whistle/drum sounds everyone must freeze and the teacher will instruct the students on a different locomotor movement to perform when the whistle/drum is sounded again to restart the activity. The game is over when one team has completely filled the food pyramid chart.

### Variations:

To make the game more difficult you could increase the number of taggers.

### Assessment Ideas:

After one team has completed their pyramid chart, bring the class together to review the foods that were selected to see if they are in the correct sections. Quiz the students on additional foods that can be placed in the pyramid.

### Teaching Suggestions:

To make the activity easier to complete, one can shorten the distance from the center to each pyramid.

## **Health Lesson Plan**

### **2. Name of Activity:** Fire Safety (Stop, Drop & Roll)

**Academic content:** Health

**Purpose of Activity:** Sometimes youngsters don't know what to do in case they are faced with a fire in their homes or school. This is a tip that should help them know what to do if they are faced with moving safely within a structure that is on fire.

**Suggested Grade Level:** 3rd and Up

**Physical activity:** Locomotor Skills

### **Description of Idea**

#### **Activity 1: Moving in General Space**

Students are spread out in general space in a safe manner (arms distance apart). On teachers command, students walk in general space until they hear the signal "**STOP.**" The students immediately stop.

The students continue to walk in general space again. This time the teacher calls out "Drop and Roll." The students then practice falling safely to the floor and then roll like a log 3 or 4 times on the floor until the teacher gives the signal to continue with a traveling movement (i.e., skipping, galloping, etc.). The teacher can ask the children to call out the words "stop", "drop", and "roll", immediately after the teacher says each word.

#### **Activity 2: Tag Game**

Three or four students are chosen as taggers. Give those students a red sock stuffed with tissue paper. When the taggers tag the runners with the socks and say "**FIRE**", the tagged runner must shout "Stop, Drop, and Roll", and then perform the movements (stop, drop, and roll) before continuing to play the game. After a few minutes, new taggers are selected and the game continues.

# History Lesson Plan:

**1. Name of Activity:** Civil War Rhyme Time

**Academic content:** History

**Purpose of Activity:** To learn basic facts of the United States Civil War and to improve upon long rope jumping skills.

**Prerequisites:**

The students should be familiar with the Civil War and various terms associated with the war.

The students should have long jump roping skills including turning, jumping, entering, and exiting.

The students should recite this poem in the regular classroom and be familiar with the words before taking it into the physical activity environment.

**Suggested Grade Level:** 3-5

**Materials Needed:** One 16 foot jump rope per group, posters of the rhyme for each group.

**Physical activity:** Jumping Rope

**Description of Idea**

Place the students into groups of four students. Be sure to have a poster with the words of the rhyme displayed at each group.

Activity:

- \* Two students turn the rope and two students jump.
- \* The students will enter the jump rope and recite the poem while jumping. Additionally, they will perform the necessary actions.
- \* The two students continue jumping until the completion of the poem and then switch places with the turners. If a student misses a jump, they continue in the activity.
- \* The ultimate goal is to complete the jumping rhyme, saying all the words, with no misses.

## **Jump Rope Rhyme:**

Studying the civil war of the United States (place hands into the shape of a book)  
And working on remembering the dates  
It all began with the battle of Bull Run (run in place while jumping)  
Way back in 1861

President Lincoln was on a mission  
The southern states wouldn't listen (put a hand up to your ear)  
One nation we needed to be ( put up one index finger to represent 1)  
Without rebels and slavery

Ulysses S. Grant led the north  
And with his troops he set forth (march while saluting your forehead)  
The union was their name  
And Infamous they became (take a bow in between jumping)

Then there was General Robert E Lee  
Leading the south, the confederacy (march while saluting your forehead)  
He led his troops with great pride  
Fighting for a great divide ( jump with legs and arms spread apart)

Both sides set out strong and tall (flex muscles while jumping)  
But Gettysburg changed it all  
The Confederacy took a dive (put hands into a dive position while jumping)  
They could no longer survive

In the spring of 1865  
The south surrendered inevitably (student waves a white flag that they brought in while jumping)  
The worst U.S. war was at an end  
And both sides were left to mend (after leaving tie the white scarf around arm so that it can 'mend')

## **Assessment Ideas:**

Provide a checklist for peer-assessment. A suggested checklist, includes:

- \_\_\_\_\_ 1. Keeps eyes on the rope while jumping.
- \_\_\_\_\_ 2. When entering, waits until the jump rope hits the floor, and then runs to the center and starts jumping.
- \_\_\_\_\_ 3. When serving as a turner, watches the jumper's feet.
- \_\_\_\_\_ 4. Able to recite the poem while jumping.

- + You are a whiz at this!
- O You can perform this skill sometimes, but you still need some practice.
- You have a hard time performing this skill. Practice will help!

### **Teaching Suggestions:**

Teaching Cues to help teach Jump Rope:

1. Keep your eyes on the rope while jumping.
2. When entering, wait until the jump rope hits the floor, and then run to the center and start jumping.
3. Turners should watch the jumper's feet.

## **History Lesson Plan**

**Name of Activity:** Black History Month

Play 20 questions during PE. Students select an African-American athlete to research. Students imitate the professional athlete in front of class. Then, other classmates guess which athlete the student is imitating.

Select a sport. Highlight African-American athletes from the sport. Display images and show videos of the African-American athletes. Have the students discuss the contribution and significance the athletes bring to the sport.

Discuss the progression of the African-American in a particular sport. For example place subsequent baseball players in chronological order: Larry Doby, Barry Bonds, Jackie Robinson and Sam Jethroe. Explain how each player helped in the advancements of African-American athletes in baseball. Students may also perform the same activities for other professional's athletes, such as these golf players Lee Elder, Calvin Peete, Charles Sifford, Tiger Woods and Althea Gibson.

Study the Harlem Globetrotters during physical education class. Have the student's research articles and watch videos of the Globetrotters early performances. Encourage the students to analyze the team's skills, humor and dexterity. Then, have the class form groups to mimic the Globetrotters basketball style.

Explore the African-American role in the Olympics. View clips of Olympic Games, showing African-American accomplishments. Have the students select an African-American Olympian and briefly explain how the athlete contributed to the Olympics. Focus your research on Olympians Jesse Owens, Dominique Dawes, Marc Henry, Jackie Joyner-Kersey and Carl Lewis.

Students can learn Black History Month in any class. By encouraging the students' participation, learning Black History Month in PE may be motivating and inspiring.

## Language Arts Lesson Plan:

**1. Name of Activity:** ABC Jacks

**Academic content:** spelling/vocabulary

**Purpose of Activity:** To practice tossing and catching skills while reinforcing spelling and vocabulary skills.

**Prerequisites:** Teacher should review catching/tossing technique before beginning activity.

**Suggested Grade Level:** 3-5

**Materials Needed:** Playground balls (or any other balls that bounce well) for each student, 6-8 sets of index cards (white ones for consonants, colored for vowels), dry erase board or chalk board (for spelling words).

**Physical activity:** tossing/catching skills, hand-eye coordination

### Description of Idea

The activity is played like JACKS. Divide the class into groups of 3-4 students each with boundaries set up for each group. Each group has a set of index cards that are spread around the gym floor near the group. Students begin outside their boundaries.

Prior to class the teacher has selected a sentence with the number of words that corresponds to the number of groups in the class (6 groups=6 words in the sentence). The teacher assigns each group a word from the sentence that they will try to create. On teacher's signal, students will search for a letter in the spelling/vocabulary word written on the board. When found, the student will toss the ball in the air, reach down and pick up the letter, then try to catch the ball before it bounces the second time. If they drop it, or fail to get the letter, they go to the outside of the boundaries and practice the task before returning either after a few practices or at the next turn. Just make sure they practice during the time they are on the outside. If they are successful, they take the letter to the boundaries and put it on the floor in the correct order to spell the word.

Students can pick up multiple letters, if quick enough. The group that collects all the letters and spells it correctly on the floor yells "JACKPOT" and sits down until all groups have completed the task. At the end of the activity, the teacher takes all of the words and puts them together into a sentence. The teacher can then discuss context, grammar, comprehension or other academic aspects of the sentence.

### Variations:

To make it easier allow students to let the ball bounce twice before they have to catch it.

To make it harder for some students must catch the ball before it bounces at all or use smaller balls.

**Assessment Ideas:**

Are the students displaying correct catching/tossing technique?

Are they finishing with the correct spellings of the words?

## Language Art Lesson Plan

**2. Name of Activity:** Passing the “Write” Way

**Academic content:** Language Arts - Writing

**Purpose of Activity:** This activity is designed to: 1. Give students practice with chest passes using proper form. 2. To have students work cooperatively to discuss and write a procedural paragraph using transition words. 3. To have students reflect upon their paragraph and edit as necessary.

**Prerequisites:** Students should have prior instruction and practice with chest passing in basketball. Students should have already been introduced to procedural writing and transitional words (i.e., first, second, next, then, last, etc.)

**Suggested Grade Level:** 3-5

**Materials Needed:** Each group of 2-4 students will need: Large pieces of chart paper or butcher paper, markers, 1 basketball

**Physical activity:** Chest Passing

**Description of Idea**

Place students into groups of 2-4 students - depending on class size. Tell the class that now that they know how to perform a chest pass, you would like them to create clear instructions so that they could teach someone how to do the skill, if needed. Explain that it must be in paragraph form and that it must use transition words. Allow a few minutes for students to brainstorm ideas, and even practice in their small groups. They can use one piece of the paper to brainstorm and another for the paragraph. Upon completion of the writing task, students should present their finished paper to the class. As one student reads it aloud, students from another group should perform it just as it is said. This allows for the authors to see if their writing is out of sequence, or if they left out an important step. After they have seen their paragraph “in action,” they may go back and edit it, as needed.

**Assessment Ideas:**

Walk around and listen as students are discussing to be sure that everyone is listening/ contributing. The student presentations will allow each group of students to assess their procedural writing skill.

**Adaptations for Students with Disabilities:**

For students that have hard time with writing, designate another student to be the writer as ideas are dictated to him or her. Students with special needs could also use a smaller or lighter ball.

# Mathematics Lesson Plans

**1. Name of Activity:** Jumping Frenzy

**Academic content:** Math

**Purpose of Activity:** To improve counting skills as well as jumping skills.

**Prerequisites:** Prior practice of jumping rope forwards, backwards & crossing in both directions. Also, ability to complete addition up to 50.

**Suggested Grade Level:** 1-2

**Materials Needed:** Deck of playing cards, a poster with rules (see details below), jump ropes, paper, and pencils.

**Physical activity:** Jumping rope

## Description of Idea

Students are divided into partners and each set of partners is given a small stack of playing cards and two jump ropes. Players take turn drawing cards. For each card they are to jump the number of times listed on the card and depending on the suit, they are to jump a certain way, which will be listed on a poster for all students to see.

Hearts: Forwards

Clubs: Cross Forwards

Diamonds: Backwards

Spades: Cross Backwards

Each student in the group will record the total number of jumps on a piece of paper and will add up their total score as they go, until they reach 50.

## Variations:

Start with the number 50 and subtract the jumps instead of adding them.

Have more advanced students use long jump ropes and/or double.

Use multiplication and division facts.

## Assessment Ideas:

Ask students questions about jump roping skills, including a reflection regarding their ability to jump forwards, backwards & crossing in both directions. Also engage their minds in word problems about addition and subtraction in the context of jump roping.

**Teaching Suggestions:**

This lesson can easily be modified to incorporate locomotor skills by having the students move while they jump rope forwards or backwards, making it more challenging.

**Adaptations for Students with Disabilities:**

Students with physical disabilities can juggle scarves instead of jumping rope—Juggle 1 scarf for Hearts, 2 scarves for Diamonds, 3 scarves for Clubs, etc.

## Mathematics Lesson Plan

**2. Name of Activity:** Math-sketball**Academic content:** Math**Purpose of Activity:** Students will dribble a basketball in order to demonstrate their ability to establish control and rhythm. Students will also exhibit their understanding of multiplication involving single-digit numbers.**Prerequisites:** Students are engaged in a unit involving dribbling related skills. Students are actively participating in a variety of activities that focus on the basic fundamentals of dribbling, ball control and ball manipulation. The unit also involves interdisciplinary activities that include mathematic concepts and problem-solving techniques from the classroom.**Suggested Grade Level:** 3-5**Materials Needed:** Multiplication flashcards, paper and pencil for each group, team basket, basketballs, tennis balls, scrimmage vests, bean bags, jacks, green foam balls, one tennis shoe (wild card), and poly spots**Physical activity:** Dribbling**Description of Idea**

Students will be divided into small groups of 3-4 and positioned at different locations in the gym. Each group will be given two basketballs, paper and pencil for problem solving and a team basket.

Scattered throughout the "playing area" will be a number of different objects. Each object will have a different point value:

Tennis ball = 1

Scrimmage Vests = 3

Bean Bag = 5

Jacks = 10

Nerf balls = 20

Tennis Shoe = (wild card) any number needed

Poly spots = 25

The teacher will give each group/team a multiplication flash card problem to solve. When the group figures out the correct answer, one team member will dribble into the "play area" and begin to collect the correct number of objects that will equal the answer of the multiplication problem. (If the group's problem is  $4 \times 3$ , the correct answer is 12. A correct assortment of objects would be 2 bean bags and 2 tennis balls or the wild card.) Each student can only collect one object at a time. The first student must dribble the basketball out into the "play area" and collect the first object. They may stop their dribble when picking up the object. Once the object is in hand, they will dribble the basketball back, place the object in their team basket and pass the basketball to another team member who then dribbles out to collect the next object. While one student is collecting an object, the remaining members of the group are bounce passing the other basketball to each other. Once the group is finished, they will get their item basket checked for the correct amount of items. If they are correct, they will be given a different multiplication flash card problem to solve.

At various times the teacher will instruct the students on the type of dribbling that will need to be used: dribble backwards, dribble with the non-dominant hand, dribble at a low level, etc.

**Assessment Ideas:**

While students are dribbling, a teacher-assessment of their dribbling and ball controlling abilities will be taking place.

**Teaching Suggestions:**

Initially, the entire class will complete a math problem together by practicing the process of dribbling into the "play area" and selecting the correct items.

## Music Lesson Plans:

### 1. Name of Activity: Note Bowling

**Academic content:** Music

**Purpose of Activity:** For students to practice recognition of different music notes and their values. To work on throwing cues, scoring, and addition.

**Prerequisites:** Introduction to musical notes and their values.

**Suggested Grade Level:** 3-5

**Materials Needed:** Bowling pins (Pringles cans can be used if you do not have bowling pins) with whole note, half note, dotted half note, quarter note or a pair of eighth notes written on the sides or the bottoms of the pins with a marker; bowling balls.

**Physical activity:** Underhand Throwing

### Description of Idea

Rules of note bowling are the same as regular bowling; the only difference is the scoring. Each pin will have a note value marked on it and it is worth the number of beats that that note gets. For example, if the pin with the whole note on it is knocked down the bowler gets 4 points. What notes you use are up to you, it just depends on what the students know and are working on.

### Variations:

You can start with the notes and their values posted somewhere that the students can see to assist them in scoring and can be taken away as they get better. You can also add single eighth notes and sixteenth notes so that the students have to begin to add fractions.

As each player completes his/her turn they write the notes in order on the score card and clap out the rhythm. At the end of the game clap out the rhythm for the entire set or use other motions (have a particular motion for each note value and create a whole dance).

Work with the music teacher to create a rhythm sequence that the students try to create with the pins that they earn.

### Assessment Ideas:

Have students keep a score card and write each note that they get on the card with its value.

# Music Lesson Plan

## 2. **Name of Activity:** Shoot the Whole Notes

**Academic content:** Music

**Purpose of Activity:** Students will practice underhand throwing skills, identify values of musical notes, and add values of notes (adding fractions)

**Prerequisites:** Students should be familiar with the names of notes and their values in 4/4 time. i.e.: whole note =4 beats, half note =2 beats, dotted half note =3 beats, quarter note =1 beat.

**Suggested Grade Level:** 3-5

**Materials Needed:** (for every three students): 8 hula hoops, 2 cards with a picture of a quarter note on each card, same for whole, half, and dotted half notes (8 cards total). Balls (4-6) or other throwing items that are light enough not to move hula hoops when thrown at them. Pencil/paper to report score.

**Physical activity:** Underhand throwing

### **Description of Idea**

Students are placed in groups of three with eight hula hoops per group. Hoops can be arranged in various ways depending on the throwing ability of the students. This activity is played and scored similarly to the arcade game of skee ball. Possible arrangements for the hoops include from top to bottom, in a straight line with the quarter notes placed in the closest hoop (bottom) to throw to, while whole notes are placed in the hardest hoops (top) to throw to. Other hoop arrangements include left to right, diagonals, varying distances between the hoops and varying note combinations (mix up the note values). All teams should have a boundary or line that they have to stand behind and throw.

Teammates take turns throwing the balls into the hoops until all of the balls have been thrown. One person from each team must collect his/her team balls while another person from the same team keeps track of each ball in each hoop and what kind of note value (score) they receive. Students then add up the values of all of the notes and this is their total for that round. Usually several rounds can be played in one class period. Students will eventually learn to shoot for the whole note in order to gain a higher score for their team.

### **Variations:**

Hoops can be placed in a circle formation in the center of the room with whole notes in the middle of the circle; students will still need a distinct boundary from which to throw.

Use different items for throwing such as yarn balls, bean bags, tennis balls, soft balls, and have teams switch throwing items between rounds so that students have to re-adjust aim and throwing technique.

Reduce the number of hoops from 8 to 4 for more difficult aim but easier scoring.

Add hoops with the four corresponding rests, and make each one of those rests -1, -2, -3, or -4 points.

For K-2: has each hoop be called a "beat" and write lines instead of notes, for example -, --, ---, ----. Students will then be aiming for one sound to the beat, two sounds to the beat, three sounds to the beat, etc. Instead of scoring, the instructor will use some sort of instrument to play between 1 and 4 sounds, and that is the hoop that the students will aim for.

Use boxes instead of hoops for easier visual (note marked on the box) and more difficult aim.

Game can also be readjusted for long and short sounds, visuals would be \_ or \_\_\_\_\_, long sounds could be worth two points and short sounds worth one, or students can throw towards whichever sound the teacher plays.

### **Assessment Ideas:**

Give students a music worksheet where they have a variety of notes and have to identify the value of each note in the music.

Have students clap out the rhythm of a simple tune such as "Farmer in the Dell" to determine if they understand the note values learned in the throwing activity.

# Science Lesson Plans:

## 1. Name of Activity: Hoop Trip to the Planets

**Academic content:** Science

**Purpose of Activity:** To practice locomotor patterns already introduced while reinforcing facts about each planet.

**Prerequisites:** Children need to know how to execute various locomotor patterns by name.

**Suggested Grade Level:** 1-2

**Materials Needed:** A hoop for each child, children's books about planets (i.e. MY PICTURE BOOK OF THE PLANETS by Nancy E. Krulik and/or POSTCARDS FROM PLUTO-A TOUR OF THE SOLAR SYSTEM by Loreen Leedy).

**Physical activity:** Locomotor Skills

**Recommended music:** Use Gustav Holst's "The Planets" music while they are flying and fade it out when they are going to land.

### Description of Idea

To begin this activity, each child needs a hoop. Have children stand in hoop holding it at medium level. Explain that we are going to take a spaceship trip to the planets. Children can move their body and hoop to low level for "blast off". Count backward from 5 to 0 and "blast off". Designate the specific locomotor pattern (Walk, run, skip, hop gallop, leap) the child should execute while flying his craft in outer (general) space. Children can leave the hoops on the floor after blast off to make executing the locomotor pattern easier.

Have students land by placing hoop and body on the floor. The teacher will decide on a planet that they have landed on. When they do, use the books and pictures to tell them 2 or 3 facts about that planet. "Blast off" again.

Change the locomotor pattern, land on another planet and talk about it, etc. After visiting 4 or 5 planets, return to earth. Have children discuss how earth is different than other planets.

### Variations:

Have children do locomotor pattern while spinning (imitating a meteor shower). Any imaginative variation could be included in your trip.

**Assessment Ideas:**

Observe those students who cannot do locomotor patterns and record.  
At the end of activity, ask students to recall facts about a visited planet.

**Teaching Suggestions:**

If you cannot find a child's book on the planets, record some facts on index cards.

**Adaptations for Students with Disabilities:**

Students who cannot do a certain locomotor pattern can repeat a successful one.  
Physically disabled students could move in any way that accomplishes motion.

## Science Lesson Plan

**2. Name of Activity: The Caterpillar Song**

**Academic content:** science

**Purpose of Activity:** To help students remember the orderly changes of a butterfly by performing physical motions to a song. (Covers Va SOL 2.4)

**Suggested Grade Level:** K-2

**Materials Needed:** none

**Physical activity:** Nonmanipulative Skill

**Description of Idea**

Step 1: Sing verse one. Sing it again and have the class sing verse one with you. Sing verse two. Have the class sing verse two with you. Sing verse three. Have the class sing verse three with you.

Step 2: Demonstrate the motions for verse one. Have the class do the same. Demonstrate the motions for verse two. Have the class do the same. Demonstrate the motions for verse three. Have the class do the same.

Step 3: Sing the entire song with motions a few times through. Have the students do it once by themselves.

Song: three verses to the tune of "Mary Had a Little Lamb"

First Verse: "I'm a fuzzy caterpillar, caterpillar, caterpillar. I'm a fuzzy caterpillar about to make a cocoon."

Second Verse: “I’m wrapped in a cocoon, a cocoon, a cocoon. I’m wrapped in a cocoon about to spread my wings.”

Third Verse: “I’m a pretty butterfly, butterfly, butterfly. I’m a pretty butterfly about to fly away.”

Motions:

First Verse: Hold out your left arm, bending your elbow so your forearm is parallel to your chest. Use your right hand to imitate a caterpillar crawling along the ground (your left forearm).

Second Verse: Wrap your arms around yourself as if you were giving yourself a hug. Twist your torso right and left just to add more motion.

Third Verse: Spread your arms out to your sides and “flap” them up and down as if you are flying.

**Assessment Ideas:**

Create three sets of flash cards with pictures on them, which includes: one card with a picture of a caterpillar, one with a picture of a cocoon and one with a picture of a butterfly. Give each student a set of flashcards and have them sequence the flashcards.

Name London  
 School/Agency Watch  
 Sex: Male  Female  Grade K

# TGMD

TEST OF  
GROSS  
MOTOR  
DEVELOPMENT

Dale A. Ulrich

## TESTING INFORMATION

| 1ST TESTING  |             |           |           | 2ND TESTING        |      |       |     |
|--|-------------|-----------|-----------|--------------------|------|-------|-----|
|  | Year        | Month     | Day       |                    | Year | Month | Day |
| Date Tested  | <u>2009</u> | <u>11</u> | <u>13</u> | Date Tested        |      |       |     |
| Date of Birth  | <u>2004</u> | <u>10</u> | <u>19</u> | Date of Birth      |      |       |     |
| Chronological Age  | <u>5</u>    | <u>0</u>  | <u>25</u> | Chronological Age  |      |       |     |
| Examiner's Name<br><u>Laura Egan</u>                       |             |           |           | Examiner's Name    |      |       |     |
| Examiner's Title<br><u>Elementary Teacher</u>              |             |           |           | Examiner's Title   |      |       |     |
| Purpose of Testing<br><u>Evaluate Fine Motor Movements</u> |             |           |           | Purpose of Testing |      |       |     |

## RECORD OF SCORES

| 1ST TESTING                                     |            |       |             | 2ND TESTING                                     |            |       |             |
|---|------------|-------|-------------|---|------------|-------|-------------|
| Subtests  | Raw Scores | %iles | Std. Scores | Subtests  | Raw Scores | %iles | Std. Scores |
| Locomotor Skills                                |            |       |             | Locomotor Skills                                |            |       |             |
| Object Control Skills                           |            |       |             | Object Control Skills                           |            |       |             |
| Sum of Standard Scores = _____                  |            |       |             | Sum of Standard Scores = _____                  |            |       |             |
| Gross Motor Development Quotient (GMDQ) = _____ |            |       |             | Gross Motor Development Quotient (GMDQ) = _____ |            |       |             |

## COMMENTS/RECOMMENDATIONS

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## LOCOMOTOR SKILLS

| Skill           | Equipment   | Directions   | Performance Criteria   | 1st | 2nd |
|-----------------|---|--|--|-----|-----|
| RUN             | 50 feet of clear space, colored tape, chalk or other marking device | Mark off two lines 50 feet apart<br><br>Instruct student to "run fast" from one line to the other  | 1. Brief period where both feet are off the ground   |     |     |
|                 |   |  | 2. Arms in opposition to legs, elbows bent   |     |     |
|                 |   |  | 3. Foot placement near or on a line (not flat footed)  |     |     |
|                 |   |  | 4. Nonsupport leg bent approximately 90 degrees (close to buttocks)  |     |     |
| GALLOP          | A minimum of 30 feet of clear space                                 | Mark off two lines 30 feet apart<br><br>Tell student to gallop from one line to the other three times<br><br>Tell student to gallop leading with one foot and then the other | 1. A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot |     |     |
|                 |   |  | 2. Brief period where both feet are off the ground   |     |     |
|                 |   |  | 3. Arms bent and lifted to waist level   |     |     |
|                 |   |  | 4. Able to lead with the right and left foot   |     |     |
| HOP             | A minimum of 15 feet of clear space                                 | Ask student to hop 3 times, first on one foot and then on the other  | 1. Foot of nonsupport leg is bent and carried in back of the body  |     |     |
|                 |   |  | 2. Nonsupport leg swings in pendular fashion to produce force  |     |     |
|                 |   |  | 3. Arms bent at elbows and swing forward on take off   |     |     |
|                 |   |  | 4. Able to hop on the right and left foot  |     |     |
| LEAP            | A minimum of 30 feet of clear space                                 | Ask student to leap<br><br>Tell him/her to take large steps leaping from one foot to the other   | 1. Take off on one foot and land on the opposite foot  |     |     |
|                 |   |  | 2. A period where both feet are off the ground (longer than running)   |     |     |
|                 |   |  | 3. Forward reach with arm opposite the lead foot   | 0   |     |
| HORIZONTAL JUMP | 10 feet of clear space, tape or other marking devices               | Mark off a starting line on the floor, mat, or carpet<br><br>Have the student start behind the line<br><br>Tell the student to "jump far"                                    | 1. Preparatory movement includes flexion of both knees with arms extended behind the body  |     |     |
|                 |   |  | 2. Arms extend forcefully forward and upward, reaching full extension above head   |     |     |
|                 |   |  | 3. Take off and land on both feet simultaneously   |     |     |
|                 |   |  | 4. Arms are brought downward during landing  |     |     |

### LOCOMOTOR SKILLS

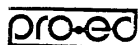
| Skill                                 | Equipment   | Directions   | Performance Criteria   | 1st | 2nd |
|---------------------------------------|---|--|--|-----|-----|
| SKIP                                  | A minimum of 30 feet of clear space, marking device                       | Mark off two lines 30 feet apart<br>Tell the student to skip from one line to the other three times                            | 1. A rhythmical repetition of the step-hop on alternate feet <i>begin to go up</i>           | 0   |     |
|                                       |   |  | 2. Foot of nonsupport leg carried near surface during hop                                    |     |     |
|                                       |   |  | 3. Arms alternately moving in opposition to legs at about waist level                        |     |     |
| SLIDE                                 | A minimum of 30 feet of clear space, colored tape or other marking device | Mark off two lines 30 feet apart<br>Tell the student to slide from one line to the other three times facing the same direction | 1. Body turned sideways to desired direction of travel                                       |     |     |
|                                       |   |  | 2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot |     |     |
|                                       |   |  | 3. A short period where both feet are off the floor  |     |     |
|                                       |   |  | 4. Able to slide to the right and to the left side   |     |     |
| <b>LOCOMOTOR SKILLS SUBTEST SCORE</b> |   |  |  |     |     |

### OBJECT CONTROL SKILLS

| Skill             | Equipment   | Directions  | Performance Criteria  | 1st | 2nd |
|-------------------|---|---|---|-----|-----|
| TWO-HAND STRIKE   | 4-6 inch light-weight ball, plastic bat                         | Toss the ball softly to the student at about waist level<br>Tell the student to hit the ball hard<br>Only count those tosses that are between the student's waist and shoulders | 1. Dominate hand grips bat above nondominant hand   |     |     |
|                   |   |   | 2. Nondominant side of body faces the tosser (feet parallel) <i>not parallel</i>                  | 0   |     |
|                   |   |   | 3. Hip and spine rotation   |     |     |
|                   |   |   | 4. Weight is transferred by stepping with front foot  |     |     |
| STATIONARY BOUNCE | 8-10 inch playground ball, hard, flat surface (floor, pavement) | Tell the student to bounce the ball three times using one hand<br>Make sure the ball is not underinflated<br>Repeat 3 separate trials   | 1. Contact ball with one <i>slaps</i> hand at about hip height                                    |     |     |
|                   |   |   | 2. Pushes ball with fingers (not a slap)  | 0   |     |
|                   |   |   | 3. Ball contacts floor in front of (or to the outside of) foot on the side of the hand being used |     |     |

### OBJECT CONTROL SKILLS

| Skill                                      | Equipment  | Directions  | Performance Criteria  | 1st | 2nd |
|--|--|---|---|-----|-----|
| CATCH                                      | 6-8 inch sponge ball, 15 feet of clear space, tape or other marking device                                   | Mark off 2 lines 15 feet apart. Student stands on one line and the tosser on the other. Toss the ball underhand directly to student with a slight arc and tell him/her to "catch it with your hands." Only count those tosses that are between student's shoulders and waist. | 1. Preparation phase where elbows are flexed and hands are in front of body                       |     |     |
|  |  |   | 2. Arms extend in preparation for ball contact  |     |     |
|  |  |   | 3. Ball is caught and controlled by hands only  |     |     |
|  |  |   | 4. Elbows bend to absorb force  |     |     |
| KICK                                       | 8-10 inch plastic or slightly deflated playground ball, 30 feet of clear space, tape or other marking device | Mark off one line 30 feet away from a wall and one that is 20 feet from the wall. Place the ball on the line nearest the wall and tell the student to stand on the other line. Tell the student to kick the ball "hard" toward the wall.                                      | 1. Rapid continuous approach to the ball  |     |     |
|  |  |   | 2. The trunk is inclined backward during ball contact   |     |     |
|  |  |   | 3. Forward swing of the arm opposite kicking leg  |     |     |
|  |  |   | 4. Following-through by hopping on nonkicking foot  |     |     |
| OVERHAND THROW                             | 3 tennis balls, a wall, 25 feet of clear space   | Tell student to throw the ball "hard" at the wall   | 1. A downward arc of the throwing arm initiates the windup  |     |     |
|  |  |   | 2. Rotation of hip and shoulder to a point where the nondominant side faces an imaginary target   |     |     |
|  |  |   | 3. Weight is transferred by stepping with the foot opposite the throwing hand                     |     |     |
|  |  |   | 4. Following-through beyond ball release diagonally across body toward side opposite throwing arm |     |     |
| <b>OBJECT CONTROL SKILLS SUBTEST SCORE</b> |  |   |   | 40  |     |



## TGMD Testing on Landon

1. The locomotor skills that Landon could demonstrate correctly:
  - a. Walking
  - b. Running
  - c. Galloping
  - d. Hopping
  - e. Horizontal Jumping
  - f. Sliding
2. The locomotor skills that Landon did not perform to criteria:
  - a. Leaping- Landon did not meet the third performance criteria; forward reach with arm opposite the lead foot. He did a forward reach with the same arm as the foot. Landon met the two other performance criteria for leaping; taking off on one foot and landing on the opposite foot and both of his feet were off of the ground.
  - b. Skipping- Landon did not meet the first performance criteria; a rhythmical repetition of the step-hop on alternate feet. He would skip for maybe two steps and then he would begin to gallop. Landon met the other two performance criteria for skipping: His foot of the nonsupport leg carried near surface during hop and his arms were alternately moving in opposition to his legs at about waist level. According to the Sequence of Emergence of Selected Locomotor Abilities, skillful skipping for most children does not happen until the age of six. The mature age for skillful skipping is age seven. Landon is five years old, and it is acceptable that he has not mastered skipping yet.
3. The manipulative skills that Landon could demonstrate correctly:
  - a. Catching
  - b. Kicking
  - c. Overhand Throw
4. The manipulative skills that Landon did not perform to criteria:
  - a. Two-Hand Strike- Landon did not meet the second performance criteria; nondominant side of body faces the tosser (feet parallel). His feet were not parallel, and it seemed as if his body was slightly turned facing the tosser instead of to the side. According to the Sequence of Emergence of Selected Manipulative Abilities, at the ages of four and five, children should be able to swing in a horizontal plane and stand to the side of the object.
  - b. Stationary Bounce- Landon did not meet the second performance criteria; Pushes ball with fingers (not a slap). Landon tended to slap more at the ball while he was bouncing it.
5. Developmentally appropriate physical activities that Landon could become involved with to strengthen his fundamental movement development: Landon would be considered to be in the I Developmental level. This level focuses on movement concepts; and the activities need to be individual.
  - a. Activity for leaping-Forward reach with arm opposite the lead foot: Landon's caregiver could have Landon try and leap from one line to another. The lines can start off close together, but they can gradually get moved back. Landon will

notice that the closer the lines are, the less effort he has to make to leap to the other line. However, when the lines get further apart, Landon will notice that he needs to put a lot more effort in his leap to make it to the other line. His caregiver can demonstrate that when you use your arms, you get more power.

- b. Activity for skipping-A rhythmical repetition of the step-hop on alternate feet: Landon can practice his skipping by first starting off with hopping alternately with his feet in place. Once he feels comfortable with hopping alternately, he can add the hopping alternately with his feet, but move around.
- c. Two-Hand Strike-Nondominant side of body faces the tosser (feet parallel): Landon's caregiver can toss a ball to him and let him bat. His caregiver can demonstrate to him the correct way to stand at the plate, and how batters face their bodies to the side and only turn their heads to look at the tosser. Landon was already capable of hitting the ball during the actual TGMD test, but this would help him become an even better batter.
- d. Stationary Bounce-Pushes ball with fingers (not a slap): Landon can practice the form of bouncing a ball without actually using a ball at first. Then he can get a ball to bounce and he will realize that he has more control when he bounces using his fingers, he will have better control. He can play a game and try and see how many "good" bounces he can do in a row.

# Assessment

## Written Test:

### Fundamental Movement Test for 4<sup>th</sup> Grade

**Directions:** Listed below are **5 Multiple Choice** questions. You need to **circle** the correct answer **and** write the letter to the correct answer on the line given. If you have read these directions, draw a square in the top right corner of your test.

- \_\_\_\_\_ 1. Which locomotor skill has each foot moving alternately, with one foot always touching the ground?
- A. Running
  - B. Jumping
  - C. Walking
  - D. Skipping
- \_\_\_\_\_ 2. Which manipulative skill uses the hands to stop and control a moving object?
- A. Throwing
  - B. Catching
  - C. Kicking
  - D. Striking
- \_\_\_\_\_ 3. Which manipulative skill uses a striking action made with the feet?
- A. Throwing
  - B. Catching
  - C. Kicking
  - D. Skipping
- \_\_\_\_\_ 4. Which locomotor skill has one foot that leads and the other moves rapidly forward to it?
- A. Running
  - B. Walking
  - C. Hopping
  - D. Galloping
- \_\_\_\_\_ 5. Which manipulative skill uses a racquet to hit a ball?
- A. Striking
  - B. Catching
  - C. Throwing
  - D. Kicking

**Directions:** Listed below are 5 **True/False** questions. You need to read through the questions carefully, and choose whether you think the sentence is **true or false**. You need to write your answer out on the line given, (For example, if you think a sentence is true, you need to write **true** on the line.) If you have read these directions, please put your favorite color on the bottom left corner of your test.

\_\_\_\_\_6. True or False, running is moving fast so that both feet briefly leave the ground.

\_\_\_\_\_7. True or False, skipping is taking off with both feet and landing on both feet.

\_\_\_\_\_8. True or False, Hopping involves propelling the body up and down on the same foot.

\_\_\_\_\_9. True or False, Leaping is used to cover distance and move over low obstacles.

\_\_\_\_\_10. True or False, Galloping is done by the body moving sideways.

#### Answer Key for Multiple Choice

1. C. Walking
2. B. Catching
3. C. Kicking
4. D. Galloping
5. A. Striking

#### Answer Key for True/False

6. True
7. False, Jumping
8. True
9. True
10. False, Sliding

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