

Interdisciplinary Resource

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Teaching Fundamental Movement Activities

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Physical Education plays an important role in today's elementary schools because physical activity provides a variety of benefits. Getting children up and moving throughout the day makes learning easier and less monotonous. Moving and being active allows blood to travel to the brain, which keeps the brain alert and enables learners to gain knowledge. Teaching movement and positive life-long recreation habits in the early years promotes active healthy lifestyles in adulthood.

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Kindergarten

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students begin to develop fundamental movements and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects.

K.1.1 Perform locomotor (traveling actions) and non-locomotor (movement in place) skills at a beginning level.

Example: Walk, run, hop, jump, skip, leap, gallop, slide, swing, sway, bend, stretch, and twist with variation in speed, direction, force, shape, and level in general and personal space.

K.1.2 Perform stability (balance) skills alone and/or with a partner.

Example: Transfer weight so as to perform rocking, rolling, flight, and step-like actions. Balance on a beam or performs simple stunts and tumbling skills like the stork stand or log roll.

K.1.3 Manipulate objects (throw, catch, strike, swing, push, pull) at a basic level.

Example: Throws an object with an overhand/underhand motion using various speeds, levels, and directions. Jumps rope.

K.1.4 Perform basic rhythmic skills alone and with a partner.

Example: Perform exercises or simple dances to music or to teacher/student produced rhythmical sounds.

Standard 2

Applies movement concepts and principles to the learning and development of motor (movement) skills.

Students develop movement vocabulary and use terminology accurately. Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).

K.2.1 Identify and uses a variety of relationships with objects.

Example: Move over/under, behind, alongside, through, etc. as directed.

K.2.2 Identify concepts used in specific movement situations.

Example: Describe how to soften a landing by bending their knees.

K.2.3 Identify and demonstrate characteristics of developmentally appropriate locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: When playing a simple game, the child can tell why some students are faster, more accurate, or more successful.

Standard 3

Exhibits a physically active lifestyle.

Students maintain an active level of participation in physical education class and in activities outside of class.

K.3.1 Participate in moderate to vigorous physical activity during and after school.

Example: Participate fully in physical education class activities, and in unstructured play with friends, family, or through organized movement experiences for young children.

K.3.2 Experience satisfaction from regular participation in activity during and after school.

Example: Choose to play favorite games often or attempts new activities willingly.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students progress from vigorous and fun activity for short periods of time to longer

periods of time as they begin to achieve and maintain a health enhancing level of physical fitness.

K.4.1 Set goals for an age appropriate level of health-related fitness (healthy lifestyle).

Example: Students determine that one of his/her fitness goals is to be able to run 10 laps around the gymnasium without walking.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students behave appropriately, follow rules and directions, practice safety, and work cooperatively with others.

K.5.1 Demonstrate an understanding of rules, regulations, and safety practices.

Example: Follow and is able to verbalize rules in physical education class and on the playground. Use appropriate safety equipment and follow safe practices in class and on the playground. Participate in activities without intentionally colliding into other students or objects.

K.5.2 Work cooperatively with other students regardless of personal differences.

Example: Choose playmate without regard for individual differences and plays easily with other children.

K.5.3 Follow simple directions when first directed.

Example: Respond to teacher's signals or verbal instructions.

K.5.4 Follow the rules for simple games and activities.

Example: When playing a simple game, the child follows the rules and participate successfully with the group.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students use positive interpersonal skills such as cooperation, sharing, and courtesy.

K.6.1 Demonstrate positive attitudes toward self and others through physical activity.

Example: Play cooperatively with others.

K.6.2 Enjoy participation alone and with others.

Example: Play without interfering with others.

K.6.3 Treat playmates with respect.

Example: Choose a variety of partners without arguing. Offer support and/or assistance to classmates.

K.6.4 Resolve conflicts in socially accepted ways.

Example: Is able to decide who goes first during play. Recognize appropriate penalties for rules infractions.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students seek out and enjoy challenging new activities and participate in favorite games.

K.7.1 Exhibit self-confidence and enjoyment when participating in movement experiences.

Example: Attempt new activities after being introduced to the activities.

K.7.2 Express feelings about participation in physical activity when asked.

Example: Share positive and negative feelings about participation.

K.7.3 Attempt new skills and demonstrate a determination to develop skills through repetitive practice.

Example: Participate willingly in skill drills involving repetitive movements.

Grade 1

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students move using locomotor (run, walk, jump, gallop, etc.) and non-locomotor skills (bend, twist, turn, etc.). They move to rhythm, demonstrate balance, and have the ability to jump, climb, and roll. They manipulate objects in a variety of ways.

1.1.1 Demonstrate the ability to perform locomotor (walk, run, traveling actions) and nonlocomotor

(bend, swing, movement in place) skills upon teacher request.

Example: Respond to imagery, such as waves on the seashore by using various nonlocomotor movements like twisting, bending, or swaying.

1.1.2 Perform basic balance skills alone, with a partner, or on various apparatus.

Example: Perform simple stunts like the stork stand or back-to-back partner sit.

1.1.3 Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort.

Example: Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in activities like Hot Potato.

1.1.4 Perform basic rhythmic skills alone, with a partner, or within a group.

Example: Move creatively to even/uneven rhythms or to a variety of musical rhythms and styles using simple dance steps.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students are capable of distinguishing differences in tempo, force, and direction during movement.

1.2.1 Identify and uses a variety of relationships with objects such as directionality and

laterality.

Example: Move in opposition or applies the concept of left/right as in the Hokey Pokey.

1.2.2 Identify the characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: Circle pictures or state key indicators of correct form for the overhand throw.

1.2.3 Explore variations in force/effort, pathways, or level and tempo.

Example: After discussing the concepts of straight, curve, zig-zag, etc. the student uses different locomotor (traveling actions) movements to move in those pathways at different levels and speeds.

1.2.4 Identify major body parts.

Example: Catch a scarf on a designated body part or point to the location of the heart.

Standard 3

Exhibit a physically active lifestyle.

Students begin to understand how being physically active contributes to their health and makes them feel and look better. They discuss their observations about the changes that physical activity makes in their own bodies. They explore various activities and discuss how the activities affected their health.

1.3.1 Participate in lifetime activities during physical education and recess..

Example: Participate in a twenty minute fitness walk (fast walk) during physical education class.

1.3.2 Students document the kinds of activities and the length of activities in which they participate.

Example: Record the amount of time they spend in physical activity and the kinds of activities they choose to do in their portfolios.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

In the first grade, students begin to understand the effects of physical activity on the body by observing physical changes such as increased heart rate, increased rate of respiration (breathing), and an increase in sweating during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies.

1.4.1 Demonstrate how increasing the intensity of activity will increase their heart rate.

Example: Participate in loco-motor (traveling actions) activities with the teacher controlling the intensity of the activity with commands – walk, skip, jog, run, etc. They cease activity after each level and feel the beating of their hearts. They are asked to describe the difference in the heart beats between each level.

1.4.2 Demonstrate an understanding of the effect of exercise on the muscles.

Example: Keep a weekly record of the number of curl-ups or crunches they can do in 1 minute. At the end of 6 weeks they compare the differences from their final trial and the first trial. Students explain why the difference occurred.

1.4.3 Identify various parts of the body that are affected by exercise.

Example: Move a particular body part on the command of the teacher.

1.4.4 Identify activities that increase cardiovascular (heart and lungs) endurance.

Example: Bring in pictures of individuals participating in activities that would enhance their cardiovascular endurance.

1.4.5 Distinguish between activities that increase muscular strength (how much) and those that increase muscular endurance (how many times).

Example: Demonstrate an activity that requires muscular strength and another that requires muscular endurance. Students explain the difference between strength and endurance.

1.4.6 Demonstrate a stretch that will help increase the range of motion of a joint.

Example: Perform a sit and reach stretch to demonstrate how to stretch the hamstrings (muscles on the back of thigh) and low back.

1.4.7 Participate in the majority of class activities and attempts to maintain the intensity and duration necessary for improved fitness.

Example: Participate in locomotor (traveling actions) movements for a continuous period of time at an intensity that they feel is enough to cause their hearts to beat twice as fast as it does at rest.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students begin to learn and apply behaviors which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.

1.5.1 Identify personal space and maintains activities in own space without interfering with others spaces.

Example: Participate in games and activities while avoiding contact with others or with stationery (non-moving) objects.

1.5.2 Demonstrate a willingness to work with other students toward a common goal.

Example: Participate with a partner or team in a game situation requiring problem solving skills.

1.5.3 Follow rules and directions for all activities.

Example: Participate in activities such as Simon Says.

1.5.4 Identify personal goals for physical activities.

Example: Set goals for achieving a specific level of fitness, i.e. # of crunches (modified sit-ups) completed in 2 minutes.

1.5.5 Accept responsibility for own class participation.

Example: Assist teacher with setting up gymnasium for activity.

1.5.6 Accept constructive criticism from teacher and classmates.

Example: Allow a partner to critique a throwing skill in order to improve performance in distance or accuracy.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

First grade students begin to grow from a more egocentric(thinking with the view that one's self is the center) perspective to one in which relationships become more central.

Participation in activities requiring cooperative play can enhance the promotion of positive interpersonal relations such as, sharing, cooperation, and courtesy. Students identify these positive relations and can use these relations in problem solving activities.

1.6.1 Demonstrate a willingness to help a fellow student who has difficulty completing a skill.

Example: Offer to demonstrate a skill to a student who is unable to do the skill.

1.6.2 Develop an appreciation for individual physical differences.

Example: Participate in constructive peer assessment activities.

1.6.3 Choose to participate in activities with partners of varying abilities.

Example: Participate in a rhythm unit with a different partner for each activity.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students engage in activities that bring them joy and an opportunity for self expression and social interaction. They begin to understand their own abilities and seek activities that will improve their skills.

1.7.1 Select activities that are difficult to accomplish.

Example: In a cooperative team activity, the student chooses to perform the most difficult task for the team.

1.7.2 Set short term goals that will require practice and work to achieve.

Example: Participate in self-testing activities.

1.7.3 Demonstrate creativity in an activity setting.

Example: Create a unique dance, utilizing appropriate locomotor (traveling actions)

skills to match with the tempo (rate or speed) of a song.

1.7.4 Identify personal feelings when participating in physical activities.

Example: Draw a picture representing how they feel when participating in a certain physical activity. Compare these feelings to those of classmates for the same activity.

Grade 2

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students are refining fundamental movement skills to a more mature level. By the end of second grade students are able to vary and combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Students demonstrate more advanced forms of movement in their physical activities.

2.1.1 Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently.

Example: Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving from their spot.

2.1.2 Demonstrate the ability to perform stability (balance) skills alone and/or with a partner.

Example: Walk across a balance beam suspended 6 inches from the floor, without touching the floor or any other object.

2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects.

Example: Jump a self-twirled rope.

2.1.4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner.

Example: Participate in jumping rope to music, coordinating the speed of the jump with the tempo (rate or speed) of the music.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills (movement skills).

Students learn and apply basic concepts and associated movement vocabulary linked to mature movement patterns. Students will demonstrate concepts and use feedback related to space, effort, and relationships that vary the quality of movement.

2.2.1 Identify and uses a variety of relationships with objects (e.g. over/under, behind,

alongside, through).

Example: Participate in a simple obstacle course involving jumping across objects, moving under a bar, stepping through tires, etc.

2.2.2 Identify and begin to utilize the techniques that provide for efficient and safe movements.

Example: Identify and begin to utilize leg flexion employed to soften the landing of a jump.

2.2.3 Identify dimensions/characteristics of mature locomotor (traveling actions), nonlocomotor (movement in place), and manipulative skills (throw, catch, strike, swing, push, pull).

Example: Walk, run, jump, balance, bounce, kick, throw, and strike objects during a variety of movements and in games of low organization.

2.2.4 Understand and demonstrate strategies for simple games and activities.

Example: Plan strategies to use in playing a simple game of Capture the Flag.

2.2.5 Integrate and reinforce a variety of educational concepts through games, rhythmic, and fitness activities.

Example: Students pair up to form alphabet letters with their bodies, while lying on the floor and moving through space.

Standard 3

Exhibit a physically active lifestyle.

Students begin to understand not only the physiological benefits of physical activity but the social and psychological benefits as well. Students observe positive attitudes of athletes and others engaged in physical activity, and can discuss their own feelings about leading a physically active lifestyle. Students also begin to see the negative consequences of physical inactivity and can discuss ways to avoid these consequences.

2.3.1 Participate in moderate to vigorous physical activity during and after school.

Example: Participate in swimming during school physical education and over the summer.

2.3.2 Experience satisfaction from regular participation during and after school.

Example: Choose favorite game or activity when asked by the teacher.

2.3.3 Define and identify activities associated with skill and with health-related (healthy lifestyle) physical activity.

Example: Engage in activities and behaviors that demonstrate health concepts.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students begin to progress to vigorous and fun activities for longer periods of time and at higher intensity levels. Students learn about health-related (healthy lifestyle) fitness through observation, experimentation, and practice.

2.4.1 Achieve and value a reasonable level of health-related (healthy lifestyle) fitness.

Example: Run one mile without stopping in progressively shorter time durations.

2.4.2 Describe what can happen to the bodies of people who do not exercise and who eat too much.

Example: Explain reasons why some people have more body fat than others.

2.4.3 Understand the components (parts) of health-related (healthy lifestyle) fitness.

Example: Describe the components of health-related fitness as being strong hearts, strong muscles, lean bodies, and good range of motion.

2.4.4 Distinguish between high, medium, and low intensity activities for all components of fitness.

Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and sprinting as a high intensity activity for cardiovascular (heart and lung) health.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students continue to learn and apply acceptable behavior which demonstrate an

understanding of rules and directions, safety practices, and working cooperatively with others.

2.5.1 Demonstrate an understanding of rules, regulations, and safety practices.

Example: Students accept role of official in a game of low organization (few rules and low level skills) and verbalizes the rules of the game to the participants.

2.5.2 Work cooperatively with other students; Exhibit individual, partner, small, and large group socialization skills regardless of personal differences.

Example: Engage easily in low organization (few rules and low level skills) games requiring cooperative play.

2.5.3 Follow teacher directives when first directed.

Example: Respond to teachers directives, signals, and suggestions.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

As students approach the end of the second grade they are practicing etiquette on a daily basis in a variety of school settings. They observe etiquette in physical activities and are able to apply understanding and respect for individual differences when acting in a team environment.

2.6.1 Demonstrate etiquette and concern toward others.

Example: Encourage a lesser skilled player to attempt a skill a second or third time after an unsuccessful attempt.

2.6.2 Enjoy participation in physical activities with a variety of partners.

Example: Demonstrate independent and cooperative participation.

2.6.3 Demonstrate respect for others who are different from themselves.

Example: Display consideration of others without regard to personal differences.

2.6.4 Display cooperation with others when resolving conflicts.

Example: Demonstrate positive sportsmanship, encourage playmates, and do not

dispute officials calls.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Children exhibit positive feelings through the challenge of new activities and participation in old favorites. Students express their joy of participation in physical activities freely and with exuberance. Students will explore variations to learned activities so as to make them new and more stimulating.

2.7.1 Express feelings about participation in physical activity.

Example: Accept the feelings resulting from challenges, successes, and failures in physical activity.

2.7.2 Accept the challenge of participation in new activities.

Example: Attempt new activities willingly.

2.7.3 Engage in and enjoy independent and interactive (with others) physical activity.

Example: Choose to practice a new skill alone first and later with a partner.

Grade 3

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

By third grade, students have developed mature locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. They begin to practice these skills to adapt and refine them to be used in a variety of specific situations.

3.1.1 Demonstrate movement skills with many variations.

Example: Explore variations of throwing a ball (overhand, underhand, sidearm, one hand, two hands).

3.1.2 Combine different movement skills to form more complex skills.

Example: Dribble a soccer ball while running at different speeds and using the inside and outside of the feet.

3.1.3 Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills.

Example: Using a size appropriate bat, strike a ball that is thrown by a partner.

3.1.4 Demonstrate motor skill (movement skills) patterns following various rhythms.

Example: Bounce, pass, and catch a ball to the rhythm of music.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students explore movement concepts that allow them to adapt to changes in their environment. As they gain more motor (movement) control, they begin to adapt their movement forms in order to produce a desired effect.

3.2.1 Describe various balance forms utilizing base of support concepts.

Example: Use two, three and four point balance points to demonstrate most stable bases of support.

3.2.2 Describe motor (movement) skills that involve crossing the mid-line of the body.

Example: Identify batting a ball as being a skill that crosses the mid-line.

3.2.3 Identify the use of various amounts of force to propel (move) objects varying distances.

Example: Kick a ball using light force, medium force, and hard force to see what distance the ball achieves at each force level.

3.2.4 Explain and demonstrate how force can be increased, when performing a striking movement.

Example: Kick a ball with only ankle flexion. Then kick a ball with ankle flexion, knee extension, and hip flexion to produce an increase in force.

Standard 3

Exhibit a physically active lifestyle.

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

3.3.1 Participate actively in all physical education classes.

Example: Enter game situations or movement practice without prompting.

3.3.2 Report on activities conducted outside of class that provide opportunities to demonstrate a healthy lifestyle.

Example: Record a ballet class in student activity portfolio.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students identify cause and effect in relationship to health-related (healthy lifestyle) fitness. They list the components (parts) of health related fitness and describe activities that will produce a training effect (improvement) on these.

3.4.1 Participate in self assessment and formal fitness assessments.

Example: Assess self using the Fitnessgram (a fitness test) assessment.

3.4.2 Identify areas of strength and weakness.

Example: Utilize scoring chart to find fitness level based upon age.

3.4.3 Determine personal goals based upon results of fitness assessments.

Example: Recognize the need to do more developmental stretching (stretches that improve range of motion of a joint) activities with the hamstrings (back of thigh) and lower back to improve score on sit and reach (at test for flexibility).

3.4.4 Define the five components (parts) of health-related (healthy lifestyle) fitness.

Example: Describe and define cardiovascular (heart and lung) fitness.

3.4.5 Demonstrate examples of the five components (parts) of health-related (healthy lifestyle) fitness.

Example: Identify and demonstrate an exercise to increase muscular strength (how much) of the upper arms (biceps and triceps).

3.4.6 Participate in activities that enhance health related (healthy lifestyle) fitness on a regular basis.

Example: Stretch lower back and hamstrings (muscles on the back of the thigh) for 60 seconds per day.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students begin to lose the “me” attitude and become more accepting of others. They can describe rules and policies although they may need frequent reminders. They are very well aware of right and wrong and safe and unsafe practices.

3.5.1 Demonstrate good sportsmanship in and out of class activities.

Example: Accept losses in competition without whining or placing blame.

3.5.2 Recognize and avoid unsafe practices and situations.

Example: Adhere to swimming pool rules of conduct.

3.5.3 Respect the rights of others.

Example: Share equipment during physical activity with those who have not had a turn.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Third grade students begin to recognize differences that set people apart. They demonstrate a need to understand these differences and an interest to know more about people who are different from themselves.

3.6.1 Demonstrate a tolerance for individual differences.

Example: Choose to participate in an activity with someone from another country, race, or culture.

3.6.2 Accept and give constructive (helpful) criticism.

Example: Gives verbal assistance to a partner to help them successfully bat a ball.

3.6.3 Encourage classmates who demonstrate difficulty with a skill.

Example: Shout encouragement to a classmate trying to reach their goal in the one mile run.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students develop a greater attitude towards the importance of health-related fitness.

They can describe activities that enhance fitness and which are enjoyable to do with friends. They accept challenges in activities that involve new or recently attained skills.

3.7.1 Demonstrate feelings through a pattern of locomotor (traveling actions) and nonlocomotor (movement in place) movements.

Example: Create a dance that shows sadness and happiness.

3.7.2 Enjoy participation in partner and team physical activities.

Example: Move with a partner over an obstacle course, helping each other as needed.

3.7.3 Participate in cooperative problem solving activities.

Example: Participate in a parachute game of trying to toss a beach ball over the heads of those on the opposite side of the parachute.

Grade 4

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students begin fourth grade with refined motor (movement) skills and will work toward mastery in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Variations of motor skills are combined to form more complex patterns of movement. These combinations are then combined to be specialized skills for specific sports.

4.1.1 Demonstrate mature movement patterns in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: Catch, throw, kick, and run using mature form.

4.1.2 Demonstrate combinations of motor (movement) skills for specific sports.

Example: Catch, dribble, and pass a basketball to a moving partner.

4.1.3 Demonstrate complex patterns of movement in applied settings.

Example: Design and demonstrate part of a rhythmical movement program.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students begin to apply basic concepts of movement to improve their individual performance. They observe, analyze, and critique their own and other student's performance. They demonstrate an understanding of these movement concepts in their movement performance.

4.2.1 Describe critical elements of correct movement pattern for all fundamental (basic) movement skills.

Example: Describe and demonstrate body positions for each of the parts of an overhand throw.

4.2.2 Apply the concept of practice to improve skills in appropriate settings.

Example: Using chest pass with a basketball, pass ball to a target successfully 10 times.

4.2.3 Analyze the performance of others to provide positive feedback to help improve performance.

Example: Observe a partner performing a drop kick of a soccer ball, and describe to the partner what they did correctly and incorrectly, in order to improve the partner's skill.

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

Example: Describe the use of the arms, as well as the legs, in performing the running long jump for maximum distance.

Standard 3

Exhibit a physically active lifestyle.

Students begin to develop an understanding of the benefits of participation in healthrelated (healthy lifestyle) activities. They develop an awareness about the kinds of activities that are health related, and begin to choose more of these activities to participate in during their free time outside of class.

4.3.1 Describe the physical, emotional and psychological benefits of participation in healthrelated (healthy lifestyle) activities.

Example: List the benefits that result from participation in health-related activities.

4.3.2 Demonstrate regular participation in health-related (healthy lifestyle) activities outside of class.

Example: Participate in youth league soccer three afternoons a week.

4.3.3 Describe those activities that are considered to be lifetime activities..

Example: List activities such as swimming, golf, hiking and jogging.

Standard 4

Achieves and maintains 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 assessment data and develop simple fitness goals.

Students can identify many physical activities that influence health related (healthy lifestyle) fitness.

4.4.1 Participate in self-assessment for physical fitness and meets the standards for that particular test for their appropriate age group.

Example: Take and meet the age appropriate standards for the Fitnessgram (a fitness test) assessment of health-related (healthy lifestyle) fitness.

4.4.2 Participate in an activity program that is designed to improve health-related (healthy lifestyle) fitness.

Example: Participate in one mile run three days per week as part of a warm-up for physical education class activities.

4.4.3 Describe activities that will improve each component (part) of health-related (healthy lifestyle) fitness.

Example: List the activities that can be done that will improve flexibility of the hamstring muscle (muscles on the back of the thigh) group.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Students continue to develop cooperation skills that were begun in first and second grade. They can follow rules and procedures with few reminders. Periods of independent, self-guided activities are progressively increasing in duration.

4.5.1 Work cooperatively with others to obtain a common goal.

Example: Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.

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

Example: Stop activity immediately upon signal from teacher.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students begin to explore the cultural diversity that is within their own environment and

explore the diversity of the world. They observe differences between themselves and classmates and start to develop an appreciation for these differences. They recognize the role environment plays in creating cultural differences.

4.6.1 Explore the role of culture in physical activities of other countries.

Example: Describe the most popular games played in Australia.

4.6.2 Describe the differences and similarities between games of different countries.

Example: Discuss the difference between baseball in the United States and cricket in England.

4.6.3 Recognize the limitations of persons with disabilities and understand the adaptations (changes) they make when participating in physical activity.

Example: While participating blindfolded, students work with partners who lead them through an obstacle course.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students in the fourth grade can list the physical activities they enjoy, understanding that their enjoyment is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. At this level, they choose to participate in activities that offer them the least chance for failure.

4.7.1 Participate in physical activities that are enjoyable.

Example: Participate on the school's jump rope demonstration team.

4.7.2 Interact with classmates and friends in physical activities.

Example: Participate in lunch time intramural activities at the school.

4.7.3 Participate in new and challenging physical activities.

Example: Traverse the low elements on a traverse rock climbing wall in physical education class.

Grade 5

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Students are beginning to achieve maturity with most locomotor (traveling actions), nonlocomotor (movement in place) and manipulative (throw, catch, strike, swing, push, pull) skills. They begin the process of integrating (putting together) these skills into a variety of individual and team sports and activities that have been modified to their

developmental level.

5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance) movements in more complex skills.

Example: Demonstrate mature motor (movement) patterns in increasingly complex environments (e.g. obstacle courses).

5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports)

activities.

Example: Engage in simple games requiring manipulative skills.

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

Example: Perform rhythmic body movements and communicate ideas and feelings with and without music.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

Students begin to demonstrate an understanding of proper movement forms. They self analyze their own skills and that of their classmates and discuss methods for improving performance.

5.2.1 Identify ways that movement concepts can be used to refine movement skills.

Example: Understand that practice improves performance.

5.2.2 Describe and demonstrate essential elements of mature movement patterns.

Example: Describe the critical (important) elements of an overhand throw.

Standard 3

Exhibit a physically active lifestyle.

Students begin to understand the relationship between lifestyle and health. They describe the benefits of leading a healthy lifestyle. Through observation and analysis, they are able to critique others as they begin to develop an awareness of the physical, social, and emotional importance of physical activity. They choose to participate in activities out of school that are healthy and will produce a desired level of fitness.

5.3.1 Participate in health enhancing physical activity.

Example: Establish physical activity goals.

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

Example: List the possible emotional responses one feels after being physically active in an activity that is enjoyable.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

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

5.4.1 Achieve a reasonable level in all components of health-related (healthy lifestyle) fitness.

Example: Using a pre-test and post-test, demonstrate how to set personal fitness goals.

5.4.2 Demonstrate age appropriate muscular strength (how much) and muscular endurance (how many times).

Example: Participate in a calisthenics (exercises designed to improve muscle tone) circuit.

5.4.3 Demonstrate age appropriate cardiovascular (heart and lung) endurance.

Example: Participate in the one mile run for time.

5.4.5 Demonstrate age appropriate flexibility.

Example: Participate in developmental stretching (stretches that improve the range of motion of a joint) exercises as a pre-activity warm-up.

5.4.6 Demonstrate age appropriate body composition (the relationship between body fat and lean muscle mass).

Example: Describe how excessive intake of calories or lack of exercise can lead to obesity.

Standard 5

Demonstrate responsible personal and social behavior 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 the gymnasium and in out of school activities. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies. Their ability to solve problems increases with their understanding.

5.5.1 Exhibit independence and ability to succeed in groups.

Example: Participate in cooperative and challenge activities.

5.5.2. Perform activities safely and follows class rules of conduct.

Example: Describe appropriate conduct including ethical and unethical behavior.

5.5.3 Distinguish between compliance and noncompliance with game rules and fair play.

Example: Demonstrate positive sportsmanship.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students begin to analyze the differences in individuals and develop an appreciation for these differences. They observe, critique, and assist classmates to improve skill levels where needed. They seek out the company of many different people through physical

activity, and begin to apply conflict management skills when needed during these physical activities.

5.6.1 Demonstrate positive attitude toward self and others through physical activity.

Example: Demonstrate an admiration for high skill levels in others by offering congratulations when appropriate.

5.6.2 Enjoy participation alone and with others.

Example: Demonstrate self-motivated movement.

5.6.3 Choose playmates without regard to personal differences.

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

5.6.4 Resolve conflict in socially accepted ways.

Example: Demonstrate positive sportsmanship.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students begin to better identify those activities they enjoy and those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. They identify those classmates with whom they prefer playing or engaging in physical activity. They participate in more challenging activities without showing intimidation.

5.7.1 Exhibit positive feelings about participation in physical activity.

Example: Celebrates individual and group accomplishments.

5.7.2 Engage in the challenge of new activities.

Example: Receptive to new games, sports, and rhythm activities.

5.7.3 Engage in and enjoys independent and interactive physical activity.

Example: Incorporate physical skills during leisure time activities.

5.7.4 Use physical activity as a means of self-expression.

Example: Compose a dance that tells a story from a book they read in language arts class.

Grade 6

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

Sixth grade students have mastered the basic fundamental movement skills for locomotion (traveling actions), non-locomotion (movement in place), and manipulative (throw, catch, strike, swing, push, pull) activities. Movement forms become more complex and are combined to be used in more specific game and performance situations. Students participate, primarily, in more modified and unstructured games and use the basic motor movement) skills in these activities while they are developing the more complex skills necessary for sports participation.

6.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: Dribble a basketball around stationary objects using both right and left hands.

6.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

Example: Develop a 60 second dance program using combinations of locomotor (traveling actions) and non-locomotor (movement in place) skills with changes of direction, pace, and level.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

The student begins to apply concepts of conditioning and practice to improve movement skills and to build greater levels of fitness. Movement skills are now more reactive than planned. Students use internal and external stimuli to guide their movement patterns.

6.2.1 Identify basic concepts that apply to the movement and sports skills being practiced.

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

6.2.2 Explain how practicing movement skills improves performance.

Example: Maintain a log of practice attempts for throwing a softball 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: Guard another player who is dribbling a basketball, attempting to prevent a pass or shot.

Standard 3

Exhibit a physically active lifestyle.

Students develop greater interests in doing out of school activities that can lead to a healthier lifestyle. They explore and identify activities they enjoy and which are within their competency levels. They utilize this information when choosing movement activities.

6.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

Example: List activities that can increase cardiovascular (heart and lung) endurance.

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

Example: Report in portfolio that they played a round of golf with a parent on a Saturday.

6.3.3 Describe the elements of a healthy lifestyle.

Example: List the benefits of leading an active life.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Students begin to comprehend the relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase healthrelated (healthy lifestyle) fitness levels. They assess their individual levels of healthrelated fitness and use the results to develop their fitness goals.

6.4.1 Describe and monitor (keeps a record of) intensity of exercise.

Example: Record heart rate after participation in a physical activity. Calculate target heart rate in mathematics class. Evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate

6.4.2 Develop individual goals for each of the health-related (healthy lifestyle) fitness components.

Example: Set a goal to successfully perform 10 pull-ups before Thanksgiving.

6.4.3 Assess individual fitness levels in each of the health-related (healthy lifestyle) fitness components (parts) in relation to age.

Example: Participate in the Fitnessgram assessment (a fitness test) 4 times per year.

Standard 5

Demonstrate responsible personal and social behavior in physical activity settings.

Sixth grade students demonstrate cooperative skills in group activities. They identify examples where teamwork is critical to success. They participate in activities without being reminded to follow safety practices and rules. They are capable of establishing rules for safety and class procedures.

6.5.1 Participate in cooperative activities in both a leadership and a follower role.

Example: Choose partners for a cooperative activity who they feel can work efficiently and successfully together 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 equipment until instructed to do so by the teacher.

Standard 6

Demonstrate understanding and respect for differences among people in physical activity settings.

Students analyze and compare the contributions of different cultures in the development of sports activities popular today. They begin to develop a greater tolerance of individuals who are different and willingly display inclusionary behavior in most

activities.

6.6.1 Analyze, describe, and participate in simple forms of dances and games of various cultures from around the world.

Example: Participate in the German polka folk dance.

6.6.2 Display an appreciation of the accomplishments of both greater and less skilled individuals in group or team activities.

Example: Participate in a follow up discussion after a cooperative game, noting the positive contributions of each group member.

Standard 7

Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students begin to seek the company of groups, and express enjoyment for participation in physical activities with their friends. They place value on the acquisition of high levels of skills, and respect and admire those who possess these skills. As their self esteem and physical skill levels increase, students seek outlets that provide excitement, challenge, and competition.

6.7.1 Recognize and participate in physical activities as an opportunity to socialize with friends and family.

Example: Participate in a pick-up (impromptu) game of touch football with neighborhood friends.

6.7.2 Participate in challenging activities and in activities requiring the utilization of newly acquired skills.

Example: Participate in an English style equestrian (horsemanship) class for beginners.

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

Example: Write a theme about how it feels to successfully master a new physical skill.

Standards/Objectives

Cognitive

Standard 2: Applies movement concepts and principles to the learning and development of motor (movement) skills.

K.2.3 Identify and demonstrate characteristics of developmentally appropriate locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

OBJECTIVE: When given a ball, the student will explain how to catch the ball with proper form with 80% accuracy.

Affective

Standard 5: Demonstrate responsible personal and social behavior in physical activity settings.

K.5.1 Demonstrate an understanding of rules, regulations, and safety practices.

OBJECTIVE: When prompted by the teacher, the student will restate the rules for the physical education activity with 90% accuracy.

Standard 6: Demonstrate understanding and respect for differences among people in physical activity settings.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Psychomotor

Standard 1: Demonstrate competency in many movement forms and proficiency in a few movement forms.

K.1.2 Perform stability (balance) skills alone and/or with a partner.

OBJECTIVE: When given a balance beam, student will walk across using one foot at a time while keeping their balance 4 out of 5 times.

Standard 3: Exhibits a physically active lifestyle.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Fundamental Movements: Locomotor Skills

Walk: each foot moves alternately, with one foot always in contact with 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.

Run: moving rapidly so that for a brief moment, both feet are off the ground.

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.
5. Breathe naturally.
6. Swing the arms forward and backward, not sideways.

Leap: an elongated step designed to cover distance or move over a low obstacle.

Instructional Cues:

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

Jump: taking off with both feet and landing on both feet.

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.

Hop: propelling the body up and down on the same foot.

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.

Gallop: one foot leads and the other is brought rapidly forward to it, done in a forward direction.

Instructional Cues:

1. Keep one foot in front of the other.
2. Now lead with the other foot.
3. Make high gallops.

Slide: a 1-count movement with the leading foot stepping to the same side as the other foot following quickly, done in a sideways direction.

Instructional Cues:

1. Move sideways.
2. Do not bounce.
3. Slide your feet.

Skip: a series of step-hops done with alternate feet.

Instructional Cues:

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

Fundamental Movements: Manipulative Skills

Throw: an object is thrust into space and is accelerated using movement of the arm and the total coordination of the body to generate force.

Stress Points:

1. Stand with the non-throwing side of the body facing the target. The throwing arm side of the body should be away from the target.
2. Step toward the target with the foot opposite the throwing hand.
3. Rotate the hips as the throwing arm moves forward.
4. Bend the arm at the elbow. The elbow should lead 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 prior to the forward motion of the arm, the weight is shifted from the rear foot to the forward foot (nearer the target)

Catch: using the hands to stop and control a moving object.

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 rebound out of the hands.
3. Place the feet in a stride position rather than a straddle position. A fast-moving object will cause a loss of balance if the feet are in the straddle position.
4. Place the body in line with the object rather than reaching to the side of the body to make the catch.

Kick: striking action executed with the feet.

Stress Points:

1. Youngsters need to step forward with the non-kicking leg. Stand behind and slightly to the side of the ball. Eyes should be kept on the ball (head down) throughout the kick.
2. Practice kicking with both feet.
3. Use objects that will not hurt youngsters. For example, regulation soccer balls hurt young children’s feet because they are heavy and hard-covered. Foam balls and beach balls are excellent projectiles that can be used for kicking practice.
4. Encourage kickers to move their leg backward in preparation for the kick. Beginners often fail to move the leg backward, making it difficult for them to generate kicking force.
5. Arms should move in opposition to the legs during the kick.
6. After speed and velocity of the kick have been developed, focus on altering the force of the kick. Many youngsters learn to kick only with velocity;

activities like soccer demand both soft “touch” kicks and kicks of maximum velocity.

Strike: an object is hit with an implement, like a bat, or racket.

Stress Points:

1. Track the ball as soon as possible and keep tracking until it is hit. Even though it is impossible to see the racket hit the ball it is an excellent teaching hint and encourages tracking the object as long as possible.
2. Grip the bat with the hands together. If batting right handed, the left and should be on the bottom (near the small end of the bat).
3. Keep the elbows away from the body. Emphasis should be place on making a large swing with the elbows extended as the ball is hit.
4. Swing the bat in a horizontal (parallel to the ground) plane. Beginners have a tendency to strike downward in a chopping motion.

Fundamental Movements Lessons

Name of Activity: Balloon Round-Up

Purpose of Activity: To improve the skill to strike an object with a paddle.

Prerequisites: practice of striking skills - focusing on the following cue words: * Flat Paddle * Stiff Wrist (pretend it is in a cast) * Watch the Object

Suggested Grade Level: K-2

Materials Needed: one paddle for each student, 2-4 folding mats, 50+ balloons

Description of Idea

Use paddles and balloons in self-space prior to this activity. Practice the underhand hit (with the face of the paddle to the ceiling). The class is divided into six teams of "farmers" scattered around the room. Each team will have their own "barn" made of two folding mats standing upright and forming a barn-like structure. Fifty plus (50+) balloons will be scattered on the gym floor. On the "go" signal, students use their paddle to round up the farm animals (balloons) and herd them into their barn. Only one balloon can be taken at a time. Once a student has a balloon, other students are not allowed to touch that particular balloon. The game continues until all balloons are in the barn. Students then return to their starting positions and sit with their paddles at rest.

Variations:

Use koosh balls, a shuttlecock, a foam ball, a dead tennis ball

Assessment Ideas:

Teacher checklist observation of the cues:

1. Does the student keep the paddle flat as a pancake?
2. Does the student keep the wrist tight?
3. Does the student keep his/her eyes on the object at all times?

Teaching Suggestions:

To apply math skill integration, balloons can be worth various points and students can add the points at the end of each round.

Adaptations for Students with Disabilities:

larger/lighter paddle, balloon tied to chair for continuous hitting

Fundamental Movements Lessons

Name of Activity: Locomotor Go Fish

Purpose of Activity: To reinforce the 8 locomotor skills of walking, running, jumping, hopping, skipping, sliding, galloping, and leaping.

Suggested Grade Level: K-2

Materials Needed: One sign with one locomotor skill written on it, for a total of 8 signs (see notes below); one smaller card for each letter used to spell the locomotor movements (for example, one card each with an s, k, i, and p for the word "skip"), for a total of 33 cards (letters); 8 cones to mark each poster

Description of Idea

Set the eight cones, each with its own locomotor movement sign, around the gym in "station" fashion. Place all 33 letters in the middle of the gym upside down.

This game is like the card game "**go-fish**". The object is for each group to collect all the letters, which spell the locomotor movement found on the card at their station.

Before beginning the activity, quickly review all 8 locomotor movements with students (for example, have a student demonstrate a movement and see if the group can identify it.) Then divide the class into 8 **groups of 2-3**, and assign each group to a station. Have students decide who will go first, second, and third. On the signal, the first person in each group goes to the middle of the gym by performing the locomotor movement his/her group is trying to spell.

When in the middle of the gym, the student **picks a card** and takes it back to the group (students may pick up only one card when in the middle). If the letter on the card is a letter making up the word at their station, they place the letter on the sign and give the next person in line a high 5. This next person now goes to the middle of the gym (again performing their specific locomotor movement), picks a letter, and brings it back to the group. If the letter is **not** one which is found on their sign, the next student in line may take it back to the middle, place it face down on the floor, and pick up a new letter to take back to the group.

When the word is spelled, the entire group sits down. Then that group gets a point (optional). Once a team spells their word, the next person in **each** team takes their letters back to the middle and places them face down on the floor (whether they are done spelling their word or not). All groups then move clockwise to the next station. If appropriate, quickly ask each group to tell and/or show you the locomotor movement found at their station before you give the signal for students to begin spelling the movement.

Notes:

- To make the large signs, use half of a large poster board, cut out the appropriate letters using an Ellison die machine, glue each letter onto the poster board, then laminate the sign.
- Before beginning, ask each group how many points they think they can get and challenge them to reach this goal.
- This activity is a good way to assess students' ability to perform the different locomotor movements. Note students who may not be able to perform a skill on a skill checklist.

Fundamental Movements Lessons

Name of Activity: Sharks and Minnows Soccer Style

Purpose of Activity: To have students practice dribbling and shielding a ball with control while someone else is trying to steal it from them.

Prerequisites: Students should have had practice at dribbling, trapping, shielding and stealing a ball while dribbling with feet.

Suggested Grade Level: 4-5

Materials Needed: One soccer-type ball for every 2 students, cones to mark boundaries if played outside.

Description of Idea

Randomly allow students to find a partner. Hand out one soccer ball to each pair. The player who starts with the ball will be the minnow. The minnow dribbles the ball around the gym or soccer field trying to protect the ball by dribbling and shielding it, trapping it to change directions, and to keep the ball in his or her control. The other partner is the shark, they chase only their partner who is the minnow and try to steal the ball with their feet. If the shark steals the ball they become the minnow and their partner becomes the shark. After a few minutes stop play and switch roles so that everyone gets a chance to play both roles.

Remind students: When foot dribbling, keep the ball closer than the distance of your fingertips when arm is extended straight out in front.

Variations:

To extend the activity, have students find a new partner to practice the strategies they learned from the previous partner.

Assessment Ideas:

As a teacher ask yourself this question:

Which dribblers can keep ball close and whose are rolling away?

May want to revisit this skill if you notice many problems.

Subject Areas: Art Lessons

Submitted by: Breanne Soviero, Long Island

Unit: Physical Education and Art

Lesson: *Movement and Rhythm* in Modern Art

Grades: elementary K-2 (adaptable to other grades)

Overview:

In K-2 physical education, children are just learning and becoming aware of their body's movements and abilities. Many primary Phys. Ed. Programs regularly include movement and dance as a regular part of their curriculum. This activity integrates Modern Art and Physical Education by having students act out the movements and emotions depicted within the paintings, *The Starry Night*, by Vincent Van Gogh, *The Scream*, by Edvard Munch, and *Number 1 (Lavender Mist)* by Jackson Pollock. Students will be asked to "become" the shapes, the colors, or the paintbrush, and to explore the possibilities within the selected canvases.

Prior Knowledge:

Students should have been introduced to movements of different rhythms (walk, skip) and fast and slow speed/tempos (walk, jog) before doing this activity. Knowledge of and ability to use their body to make different body shapes of wide, narrow, curved, etc. would be helpful in conducting this lesson. Having some experience in talking about art would be helpful, although this lesson could be used for the introduction of such an experience.

Goals / New York State Standards:

- Students will use visual art as the inspiration in developing their creating their own body rhythms and exploring different ways to "act out" shapes and emotions within the paintings.

☞ This activity will further students understanding of their body's movements and abilities.

☞ This activity will make the connections between the visual art and movement skills inspiring the students to think creatively and connect the arts to other areas of endeavor.

Materials / Resources:

Images: Vincent Van Gogh, *The Starry Night*, 1889

Edvard Munch, *The Scream*, 1893

Jackson Pollock, *Number 1 (Lavender Mist)*, 1950

Books:

Kelly, Elizabeth, and Joanne McConville. *Art for the Very Young*, McGraw-Hill, United States of America, 1998.

Plazy, Gilles, and Jean-Marie del Moral. In the Footsteps of Van Gogh, Penguin Studio Books, Spain, 1997.

Venezia, Mike. Getting to Know the World's Greatest Artists: Jackson Pollock. Children's Press, Chicago, 1994.

Venezia, Mike. Getting to Know the World's Greatest Artists: Van Gogh. Children's Press, Chicago, 1988.

Online: <http://www.artcyclopedia.com/index.html>

<http://arthistory.about.com/>

Procedure:

1. **Looking at Art:** Students will gather around the three selected paintings. The teacher will guide the students in looking at different elements of the paintings and talking about the movement, emotions and expressive qualities of the images.

Some suggested questions and introductory activities:

DESCRIPTION / ANALYSIS / INTERPRETATION / JUDGMENT

- Describe what you see in the three paintings.
- Describe the artist's use of color in each. How many colors have been used? How do those colors make you feel when you look at the painting?
- Describe the lines in the paintings. Use your finger to trace over the lines in each painting. If you had to make those lines with your body, what could you do? Would you move fast or slow?
- What kinds of shapes do you see? Trace some of the shapes with your finger. What shapes do they make? Using your arms, try to make the shape of the cypress tree in *Starry Night*.
- Is your eye drawn to any particular area of the painting? Why?
- Does the work make you think of movement? How does the artist show movement?
- Where might the artist have been while painting this picture? Imagine for a moment that you were the artist, were you sitting or standing when you painted this picture? How do you think Jackson Pollock painted *Lavendar Mist*?
- What kind of mood or feeling do you get from looking at the paintings?
- If you could imagine yourself within each painting, how would you feel? What do you think the man in *The Scream* is so frightened about?

- What sounds would you hear if you were in one of the paintings?
- What do you like or dislike about the paintings?

2. **Guided Narrative Activity:** In the gym, or another large open space, students will spread out and find their own personal space in the room. At this point, there will be no interaction between the children; each will independently create their own interpretation of the paintings. The teacher will guide the students in exploring the elements within the paintings. Directions such as,

“Pretend your body is a paintbrush, full of paint. Are you heavy or light? Try to paint a straight line. If you were one of the drip lines in Jackson Pollock’s painting, how would your paintbrush body move over the canvas? Your body is now one of the stars in Van Gogh’s *Starry Night*. Show me what they would look like. Now, pretend you are a paintbrush making the lines and movements in the sky of *The Scream*. Show me with your body, the shape of one of the cypress trees in *Starry Night*. Pretend you are the tree growing from a seed...”

Each student will interpret and express the emotions and movement within the paintings and concentrate on really "experiencing" the painting with these guided directions.

3. **Sharing their experience:** After the students are finished "painting" with their bodies, ask them to share their experience with the class. Some possible questions:

- How did “painting” with your body feel? Describe it.
- How did you feel when you painted Van Gogh’s stars?
- What movements did you make for the sky in *The Scream*?
- Do you think the artist felt like you feel now, while they were painting the paintings?

Why? Why not?

Extensions / Other Lesson Ideas:

Jackson Pollock Painting: Take children outdoors, and have them create a drip painting in the style of Pollock, by rotating around their paper.

Vincent Van Gogh textured painting: Mix non-toxic joint compound or modeling compound with tempera paint to create a thick paint. Students will paint using Popsicle sticks to create a textured painting.

Mood Painting: Students will use the elements of line and color to create an image that creates a mood or feeling.

Suggestions

To get students to think about line you could have your students form a line and follow the leader. As they are walking, call out different kinds of lines and watch them adjust (ex: wavy, zig zag, dotted). Part two was to have students walk by leading with different body parts, which she also called out. You can also extend this out by showing an artwork and asking students to respond with action or movement.

To focus on positive and negative space, she pairs students and has one be the sculptor and one be the clay. The clay can only move into the position a sculptor choose. Another for space, was to have a student pose creating negative space. Another student enters the "sculpture" and must fill the negative space somehow. You can build and keep adding, or rotate the kids out. For older kids, she sets it to music and you must move in and out during an 8-count. For a twist you could have students choose a word from a jar to "sculpt" as students are sometimes paralyzed when given free reign.

I have tried all of the above with K-4 and they eat it up. Not sure with the older ones.

For our finale we went to "Grounds for Sculpture" while a Chihuly exhibit was inside and we had to respond to his work with an interpretive dance. We started with more formal critiques and then as a group had to interpret the work, and using a piece of music set our response to a series of 8-counts.

Subject Areas: Art Lessons

Bottle Tag

Crayola Supplies

- Sidewalk Paint Roller
- Sidewalk Paint Tray
- So Big® Brush
- Washable Sidewalk Paint

Household Supplies

- garden hose
- paper towels
- safe, paved surface
- water
- container(s) of water
- ball
- measuring tool
- recycled plastic soda bottle

Why?

Play a fast-paced game that is popular in the Spanish countryside. Paint your own action-filled fun on your playground!

Steps

1. You will really enjoy this game that is a hit with kids in Spain. The object is to knock over the bottle without letting the bottle-keeper tag you. Here's how to set up the playing area and get started.
2. Ask an adult to help find a safe, large concrete or asphalt area outdoors. Ask permission before you paint. For best results, Crayola® Sidewalk Paints are designed for use on concrete or asphalt sidewalks and driveways that are at least 6 months old. Test paint before using.
3. Use the paint roller in the Crayola Sidewalk Paint Kit to paint a long boundary line. In the center of the line use the So Big Brush to paint a 25-inch (63.5 cm) diameter circle.
4. Now use the roller and Crayola Sidewalk Paint to paint a line which is parallel to and about 10 feet (3 m) from the first line. Air dry.
5. Place an empty 2-litre plastic soda bottle inside the circle. Choose someone to be the bottle watcher who stands next to the circle. The other players stand along the parallel line.

6. 6. Players take turns tossing a ball. They try to knock the bottle over and out of the circle. If a player is successful, then that that player runs to retrieve the ball and cross the boundary line with the ball. Meanwhile, the bottle watcher resets the bottle and hurries to tag the player before that player crosses the boundary.
7. 7. If a player is tagged, that player becomes the bottle watcher. If the player escapes across the boundary line with the ball, a point is scored. The game continues until 20 points are scored. Of course, you can also make up your own rules to play this game of tag.
8. 8. Wash off paint with a garden hose or rain within 2 weeks.

Adaptations

Paint bases in the playing area and play the game as if it were baseball. Instead of batting the ball, knock the bottle over with the ball and try to score a base hit or a home run!

Have each thrower spell a word, say a word in Spanish, or recite a math fact before they get the chance to knock over the bottle.

Benefits

Children learn the rules of a Spanish tag game.

Children measure straight lines, parallel lines, and the diameter of a circle in order to create the playing area for the game.

Children aim a ball and run in order to knock over a bottle and earn points during play.

Grades

Grades 1 to 3

Grades 4 to 6

Grades 7 to 12

Time

Less than 1/2 hour

30 to 60 minutes

Safety Guidelines

Adult Assistance is required for this arts & crafts project.

Crayola Washable Paints—Not for use as body/face paint.

Outdoor Crafts—Choose safe outdoor areas, away from traffic and dangerous equipment. Close adult supervision is required.

Subject Areas: Geography/Social Studies Lessons

Name of Activity: State Geography

Academic content: Social Studies

Purpose of Activity: This activity reinforces the students' knowledge of the locations of the states.

Prerequisites: The students need to know where the states of the United States are located in relation to each other. **Example:** South Carolina is below North Carolina.

Suggested Grade Level: 3-5

Materials Needed: Strips of paper with the names of the states printed on them and an overhead with an outline of the United States for students to check with as needed during the activity.

Physical activity: Locomotor skills

Description of Idea

Have the students start at the edge of the playing area. Each one draws a slip of paper with the name of a state. (For a small number of students, focus on the regions of the states.) When the teacher says, "**Go**" the students jump, skip, or crawl to the area where their state should be. To figure out who they should stand by, the students ask the other students which states they represent until every state is in the correct spot.

Variations:

Instead of telling the names of their states, the students can give hints such as:

- The state bird is...
- The state capital is...
- This event or this landmark is here.

If the activity appears too difficult for the students then let each student start with an outline of the USA to assist in the activity.

Subject Areas: Geography/Social Studies

Name of Activity: Compass Rose Tossing

Academic content: Social Studies

Purpose of Activity: The children are encouraged to use different pieces of equipment to practice throwing and catching. The children will use cardinal directions of North, South, East and West in making a compass rose with the equipment. Children will have to use higher order thinking and decision making skills during this activity.

Activity cues: Review PEC cues for throwing and catching.

Prerequisites: Throwing and catching instruction. Teacher discussion on the cardinal directions and a compass rose. The teacher should label in advance each wall in the gym as north, south, east and west.

Suggested Grade Level: 3-5

Materials Needed: Beanbags, hackey sack balls, rings, dots, mouse pads

Physical activity: Throwing and Catching

Description of Idea

Children are instructed to pick up a ball, ring, dot and a beanbag and to put the equipment in the following order: the dot is in the center, the ball is to the east, the ring is to the north, the beanbag is to the west, and the student is to the south. The teacher will review the directions located on each wall of the gym. The teacher will call out cardinal directions and the children will practice tossing equipment up and catching it. The teacher directions will not include saying the equipment, but will use a direction: i.e., east will mean tossing the ball, north will indicate tossing the ring, west will indicate tossing the beanbag, etc. Children can be given two cardinal directions to use at the same time.

Next have the children practice tossing to a target, giving directions such as "Using the west equipment (bean bag), toss to land in the north equipment (ring)". Have children increase their distance when successful. Children will be given a mouse pad to be placed in the northeast corner that will also be used as a target. Children will use the east (ball) and west (beanbag) equipment to hit the targets. Encourage children to throw equipment to a target that is similar in shape, i.e., throwing the ball to the ring and the beanbag to the mouse pad.

Variations:

Increase the distance of the targets.

Give the children a pattern to catch like east, west, east, east, west, west.

Have the children use different locomotor patterns around the different directions.

Assessment Ideas:

Use a paper and pencil assessment to see if children understand cardinal directions.

Discuss the differences in throwing two pieces of equipment and the terms "simultaneous" and "alternating". Discuss whether throwing in a pattern would be a simultaneous or alternating throwing pattern.

Adaptations for Students with Disabilities:

Have children help each other if they have difficulty in deciding which piece of equipment to use (e.g. identifying cardinal directions).

Subject Areas: Health Lessons

Name of Activity: Vegetable Munchers

Academic content: Health

Purpose of Activity: To encourage children to eat healthy foods. In addition, this activity helps students distinguish between healthy and unhealthy foods.

Prerequisites: Review the health unit on healthy and unhealthy foods that we eat each day. Review the different pathways (i.e., zigzag, curved, straight) and levels (i.e., high, medium, low) to be used.

Suggested Grade Level: K-2

Materials Needed: Laminated cards with different foods on each card (healthy and non-healthy foods), one jump rope for each student.

Physical activity: Traveling in different pathways and levels

Description of Idea

Scatter the cards around the gym throughout the general space. Turn them upside down so the foods can't be seen. Have each child begin at any card with a jump rope in hand. Turn the card over and if the child thinks it is a "**healthy**" food, then they pick it up and move on a high level to another card.

If it is an "**unhealthy**" food, then the student needs to be "frozen" on a low level until another student tags them. Before they can be freed they must name a "**healthy**" food in the same food group as the food they picked up that was unhealthy and they must move to another food by jumping rope to make themselves healthy and to get to their new food. While the students are moving, the teacher will call out a specific pathway (straight, curved, zigzag), level (low, medium, high), or direction (forward, backwards, sideways) for the students to move in every few minutes.

Variations:

Have older students explain why the food is unhealthy and what would be a healthy replacement. Older students could also add the skill of dribbling while they move.

Subject Areas: Health Lessons

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.

Subject Areas: History Lessons

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.

Subject Areas: History Lessons

Ball and Triangle Game

Subjects

- Math
- Physical Education
- Social Studies/History

Grade

- K-2
- 3-5
- 6-8

Brief Description

Students create a modern-day version of a game that was popular among some Native American children.

Objectives

Students will

- Create a toy that was commonly used by the Penobscot Indian children of New England.

Keywords

Native American, American Indian, game, toy

Materials Needed

- picture of ball and triangle toy from the library or the Web site mentioned in the lesson plan, cardboard, scissors, thread or string, modeling clay or a similar medium

Lesson Plan

- Show students a picture of the Ball and Triangle Game the Penobscot Indian children in New England often played. Children fashioned the toy from a triangle-shaped piece of bark from a birch tree.
- Students can use cardboard in place of birch bark. Cut the cardboard into triangle shapes approximately 8 inches long on each side. Cut a hole in the center of the cardboard; the hole should be about the size of a silver dollar. Poke a small hole in one corner of the triangle and tie an 18-inch-long piece of string through the hole.
- Fashion from a piece of modeling clay a small ball about the size of a medium-size gumball. Wrap the other end of the string around the ball -- tightly, but not too tightly -- and knot. Let the clay ball harden. (Note: For young students, you may want to provide small rubber balls, Silly Putty, or other soft balls.)
- Children hold the triangle and try to swing the ball upward so that it drops through the hole in the triangle.
- Keep score by passing a bean to students each time the ball drops through the hole. The students with the most beans at the end of the game are the winners.

Assessment

Evaluate students on their ability to follow directions and on their eye-hand coordination.

Subject Areas: Language Arts Lessons

Name of Activity: 123/ABC Hopscotch

Academic content: phonemic awareness, alphabet/number knowledge

Purpose of Activity: To reinforce alphabet recognition, alphabet sounds, number readiness and assessment.

Prerequisites: understanding the difference between jumping and hopping; knowledge of the alphabet, letter sounds and simple counting

Suggested Grade Level: K-1

Materials Needed: outside area (asphalt and/or cement) for drawing several hopscotch grids with large squares; colored chalk

Physical activity: hopping, jumping, and balance

Description of Idea

After children are introduced to the activity and shown how to play hopscotch, they will be encouraged to hop or jump into a square and identify the letter or number that is stepped on.

Variations:

To make the activity more challenging for older learners, they may give a word or make the sound of a letter in the square and/or spell out words; for number recognition, the children can count fingers, toes or other children. For younger learners, children can be given choices to identify letters or numbers. For both learners, upper and lower case letters may be used if children are ready for more challenges.

Assessment Ideas: As a child hops/jumps in the square, (s)he can identify/write the alphabet or letter used.

Assess how well the children are able to hop, jump and balance for a short period of time.

Adaptations for Students with Disabilities: For children with disabilities who are not mobile, beanbags can be used to throw or another child can hop/jump as the disabled child identifies the alphabet or number. A child with a speech impairment can point and hop as the alphabet/number is called out.

Subject Areas: Language Arts Lessons

Name of Activity: Scrabble Laps

Academic content: Language Arts: Spelling

Purpose of Activity: The purpose of this activity is to integrate physical fitness with spelling of core vocabulary words used in science and social studies.

Suggested Grade Level: 3-5

Materials Needed: Depending on the size of the class, you will need at least 10-15 sets of letters of the alphabet. (Magnetic letters purchased at various dollar stores works great.); one pencil and score sheet for each team; outside area or a large gym will work for walking/running laps

Physical activity: Locomotor Skills: Run, Walk, Skip, Gallop

Description of Idea

Students are placed in teams of 4 or 5. One student from each team is appointed "secretary" and is responsible for writing "words" on the score sheet. All names of team members should be written on the form by each of the students on the team.

Students are told they can walk, skip, gallop or jog around the track. For each lap they perform, they are given a letter by the teacher. The more laps they do, the more letters they get. The students move around the track until either time is up or all the letters are gone.

When the whistle is blown, they go back to the area where their team's Scrabble Lap Score sheet is located. The students pool all their letters together and work as a team to form as many words as they can using the letters they were randomly given. Their words must be appropriate, three letters or longer and no proper nouns or abbreviations. Additionally, the words must be spelled correctly.

The team secretary writes the words as the team forms them. The letters can be used as many times as they want. Each correctly spelled word is worth one point; any words formed from their science or social studies vocabulary list (obtain words from the classroom teacher) are worth two points. At the end of approximately five minutes, collect the paper and pencils and evaluate the correctly spelled words to announce in the next class.

Variations: Allow the teams to run in tag teams where each member runs a certain portion of the lap (relay type). Vary the way the students move by going backwards, sideward, jumping rope, dribbling a ball, etc.

Assessment Ideas: The teacher will check for correct spelling. The teacher will observe the use of a variety of movement, teamwork and cooperation.

Adaptations for Students with Disabilities: For students who have difficulty moving around the track, give them two letters for each lap. Any students who are developmentally delayed are paired with another student.

Subject Areas: Mathematics Lessons

Name of Activity: Skipping Through Numbers

Academic content: Math

Purpose of Activity: The purpose of this activity is to: 1. help students learn how to identify numbers 1-10 and place them in the correct order, and 2. practice different locomotor movements.

Prerequisites: * Students need to have explored different ways to move throughout the general space. * Students need to have practiced working in small groups and taking turns. * Students should be practicing counting from one to ten in their academic classroom.

Suggested Grade Level: K-2

Materials Needed: individual cards with numbers 1-10 -- one number per card (You will need enough sets so that every two students will have a full set of ten cards.); one place card mat with 10 squares - for every two students. (The squares need to be large enough so your number card will fit neatly inside of the square.)

Physical activity: Locomotor Skills

Description of Idea

Place students in groups of two in the general space where they sit behind an empty place card mat. Throughout the room scatter all of the individual numbered cards upside down. When the teacher signals "go," the first student in each pair will move out into the general space as directed (skip, hop, gallop, slide, etc.) and return with one card. The students, working together, will place the numbered card in the correct area of the mat. There are exactly 10 squares in a row, so there is only one place each number will fit numerically. The next student moves (as directed) bringing back another card and the students continue with this activity, taking turns until all squares are filled up and numbers are in the correct order. If a student returns with a number their team already has, that student will return the numbered card back to the field. The student that is waiting at the card should do the same locomotor skill in place until the partner returns.

Variations:

- * Change the way the students travel each time to enhance locomotor development.
- * Have the students collect even/odd numbers only.
- * Have both students move into the general space together, both performing the assigned locomotor skill.

Assessment Ideas: Use a checklist to assess the locomotor skills.

Teaching Suggestions: Laminate all cards and mats for future use.

Adaptations for Students with Disabilities: Pair children with disabilities with able-bodied children.

Subject Areas: Math Lessons

Name of Activity: Number Crunching

Academic content: Math

Purpose of Activity: To strengthen abdominal and core muscles while learning multiplication tables.

Prerequisites: Students should be taught 3-5 different types of crunches as well as the correct FITNESSGRAM curl-ups.

Suggested Grade Level: 3-5

Physical activity: Crunches, curl-ups

Description of Idea

Students do sets of different types of crunches and count the total number by using multiplication skills. For example, a regular crunch and alternate side crunches could form a set of three. Students do multiple sets and count using only the sums (3, 6, 9, 12, 15, etc.). Partners can then ask additional math questions (If you did five sets of five different crunches, how many total crunches would you have done?).

Variations:

Use fewer or more crunches depending on grade levels. Use higher or lower multiples. Ask division, addition, or subtraction questions. Apply progression techniques, such as adding more sets each week.

Have the student make up a math word problem using sets of crunches. For example, "Joe does four sets of four crunches. Mary does five sets of three crunches. Who does more crunches? How many more?"

Teaching Suggestions:

Stress the importance of doing correct technique. For the curl up, use appropriate protocol. Some students might need or want mats.

Adaptations for Students with Disabilities:

Use different appropriate exercises. For example, for a wheelchair student, use dumbbells to do sets and reps.

Subject Areas: Music Lessons

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 scorecard 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 scorecard and write each note that they get on the card with its value.

Subject Areas: Music Lessons

Name of Activity: Rhythmic Multiples

Academic content: Math

Purpose of Activity: To help students learn multiples of the numbers 1-9. To help students practice different manipulative skills.

Prerequisites: Students should know their multiplication facts. Students should have minimum ability in throwing, catching, kicking and dribbling a ball.

Suggested Grade Level: 3-5

Materials Needed: Balls of different sizes, shapes and weight.

Physical activity: Clapping, Snapping, Stomping, & Manipulative Skills

Description of Idea

The teacher begins by giving an example for multiples of one and two by doing the following: Multiples of 1: one clap. The students (led by the teacher) count by ones and clap their hands together for each number up to 9. Multiples of 2: one clap and one snap. The students (led by the teacher) clap their hands and then snap their fingers. They count by twos when they snap (up to 18). Ex. "Clap", "Snap (Two)", "Clap", "Snap (Four)", "Clap", "Snap (Six)", etc. Next, the students are arranged in groups of three or four and a number is assigned to each group using the numbers 3-9. Each group must come up with a clapping/snapping/stomping pattern for the multiples of their number. Multiples of three must have three sounds (ex: stomp, clap, snap), multiples of four must have four sounds; five must have five sounds, etc. The students are given approximately fifteen minutes to get their patterns together. Once the clap, snap, stomp pattern is completed the students are challenged to apply the same process using manipulative skills. The students are to design a similar sequence using throwing, catching, kicking or dribbling. Each person in the group can do a single part of the sequence or each student can do the complete pattern. (For example, for 2 times 2 the students might bounce the ball twice and throw the ball twice) They are free to choose from a variety of balls of different sizes, shapes and weights. Finally, each group will present both of their "Rhythmic Multiples" to the class.

Variations:

Larger numbers can be used with a greater variety of manipulative and non-manipulative skills.

Assessment Ideas: Have students write out each skill sequence to determine if the multiplication facts are correct.

Subject Areas: Science Lessons

Name of Activity: Free Radicals Attack!!

Academic content: science

Purpose of Activity: To review and practice soccer dribbling/ball handling skills while learning basic concepts of how free radicals and antioxidants affect the body.

Prerequisites: basic dribbling/ball handling skills

Suggested Grade Level: 3-5

Materials Needed: soccer balls (roughly one per student), large open area (gym or coned off area outside), whiteboard with pens

Physical activity: kicking

Description of Idea

This game is similar to "Monkey in the Middle." Select 5-6 students (Free Radicals) to start without a soccer ball (electron). Everyone else (stable molecule) will have a ball (electron). As the molecules move throughout the space with their electron, the free radicals try to stabilize themselves by stealing (simply touching the ball with their feet) the electron. When they do, they become a stable molecule and the student who loses their electron becomes a free radical.

The object of the game (learning) occurs when the connection is made about too many free radicals or extra antioxidants. The students need to play each way and then have them make the determination of what is happening in the body when there are more or less of the free radicals (antioxidants.)

Elaborate on these topics, depending on your classes' level of comprehension.

Variations: You can slowly remove electrons from the game to demonstrate how the body can be greatly affected by too many free radicals, just like the game is negatively affected when few have a ball.

Assessment Ideas:

- * Observation of the game and how they follow directions.
- * Question and answer period (either informal conversation individually or as a class, or a formal quiz with paper and pencil)

Adaptations for Students with Disabilities:

- * Nerf style balls can be used to slow down the ball to make it easier to control the ball.
- * Noise-producing balls may be used for vision-impaired students.

Subject Areas: Science Lessons

Name of Activity: Nature Scavenger Hunt with Pedometers

Academic content: Science, Math

Purpose of Activity: To integrate the classroom study of plants/soil/rocks within a physical education classroom.

Prerequisites: Students have been studying plants/soil/rocks in their classroom. They are able to recognize various types of plants, rocks and soil, as well as the parts of plants. Students are also aware of the various locomotor skills that can be used for traveling.

Suggested Grade Level: 2-5

Materials Needed: scavenger hunt worksheet, clipboard and pencil for each group; pedometer for each student

Physical activity: Locomotor Skills

Description of Idea

1. Introduce/instruct the students on the value of pedometers.
2. Demonstrate how to use the pedometer and give the students some short practice time to experiment.
3. Divide the students into small groups (4-5) and give each group a scavenger hunt worksheet. Students will use their knowledge of plants/rocks/soil to find items listed on the scavenger hunt worksheet.
4. Review all of the items on the list that they are to find.
5. Students are to use a different type of locomotor skill as they travel to each site. Record the skill that was used on the scavenger hunt worksheet.
5. Discuss the boundaries for the hunt outside, if needed.
8. When the list is complete turn in the clipboard and wait for the other groups to finish.
9. Once everyone has finished move back inside and open up the pedometers. Ask students to write down the number of steps on the scavenger hunt worksheet.
10. Use this time to discuss:
 - * place value;
 - * estimation (Estimate how many steps that they think they might take during the activity and then have them subtract the actual steps and estimated steps to find out the difference. Have they over estimated or under estimated?);
 - * addition, subtraction, multiplication, and division; and
 - * the ability to categorize the objects found (How are they classified?).
11. Track or record steps taken (compare/contrast steps taken between/among activities). (Older students could compute total distance covered over the course of a unit [in miles] or even the average number of steps taken per activity.)

Variations: This activity could be modified for any age group by creating a more difficult list of things to find as well as increasing the area used in the search of the items. It can also be modified by telling the students that they must run between each item.

Designate a certain locomotor skill to perform after finding the first object - second object and so on. Infuse concepts of physical fitness [training heart rate] and technology [distance covered].

Assessment Ideas: The assessment is on the scavenger hunt worksheet. Did they find all of the objects listed and did they move around to find them?

Teaching Suggestions: Be sure to identify plants ahead of time that students should stay away from (i.e. poison ivy!).

TGMD Skills Test

Name _____ School/Agency _____ Sex: Male _____ Female _____ Grade _____	<div style="font-size: 2em; font-weight: bold; margin-bottom: 10px;">TGMD</div> <div style="display: inline-block; text-align: left;"> TEST OF GROSS MOTOR DEVELOPMENT </div> <div style="margin-top: 10px;">Dale A. Ulrich</div>
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TESTING INFORMATION

1ST TESTING	2ND TESTING
Year Month Day	Year Month Day
Date Tested _____	Date Tested _____
Date of Birth _____	Date of Birth _____
Chronological Age _____	Chronological Age _____
Examiner's Name _____	Examiner's Name _____
Examiner's Title _____	Examiner's Title _____
Purpose of Testing _____	Purpose of Testing _____

RECORD OF SCORES

1ST TESTING	2ND TESTING
Raw Scores %iles Std. Scores	Raw Scores %iles Std. Scores
Subtests	Subtests
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

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 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 Tell student to gallop from one line to the other three times 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 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		
HORIZONTAL JUMP	10 feet of clear space, tape or other marking devices	Mark off a starting line on the floor, mat, or carpet Have the student start behind the line 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 Tell the student to skip from one line to the other three times	1. A rhythmical repetition of the step-hop on alternate feet		
			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 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		
LOCOMOTOR SKILLS SUBTEST SCORE					

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	1. Dominate hand grips bat above nondominant hand		
		Tell the student to hit the ball hard	2. Nondominant side of body faces the tosser (feet parallel)		
		Only count those tosses that are between the student's waist and shoulders	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	1. Contact ball with one hand at about hip height		
		Make sure the ball is not underinflated	2. Pushes ball with fingers (not a slap)		
		Repeat 3 separate trials	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		
OBJECT CONTROL SKILLS SUBTEST SCORE					

Name _____ Date _____

Fundamental Movements Written Test

Fill in the Blank

For questions 1—4 read the sentences. Pick the best word from the word bank that fills in the blank.

jump	kick	walk	catch
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1. A _____ is taking off with both feet and landing on both feet.
2. Use your hands to _____ to stop and control a moving object like a ball.
3. You _____ a ball when you strike it with your feet.
4. When you _____ your feet are moving back and forth, and one foot is always on the ground.

Matching

For questions 5—7 draw a line from the definition to the correct word.

- | | |
|---|--------|
| 5. Moving your body up and down on one foot | leap |
| 6. A stretched out step | strike |
| 7. Hitting a ball with a racket | hop |

Multiple Choice

For questions 8—10 circle the correct letter.

8. Which of the following is **NOT** an instructional cue for galloping?
 - a. Keep one foot in front of the other.
 - b. Walk quietly.
 - c. Now lead with the other foot.

9. Which of the following is **NOT** an instructional cue for skipping?

- a. Step-hop.
- b. Swing your arms.
- c. Move sideways.

10. Which of the following is **NOT** a stress point for throwing?

- a. Bend arm at the elbow.
- b. Practice kicking with both feet.
- c. Step toward your target with the opposite foot of your throwing hand.

ANSWER KEY

Fill in the Blank

- 1. Jump
- 2. Catch
- 3. Kick
- 4. Walk

Matching

- 5. Hop
- 6. Leap
- 7. Strike

Multiple Choice

- 8. b. Walk quietly
- 9. c. Move sideways
- 10. b. Practice kicking with both feet

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