

Englewood Public School District

Physical Education

Grade Kindergarten

Unit 2: Hopping, Skipping and Jumping

Overview: Students of kindergarten will develop skills of body awareness, spatial awareness, coordination and cooperation skills. Specifically, students will practice movement activities in order to transfer those skills to sports and recreational activities. Through game play, students will learn to follow directions to complete tasks individually and in groups. Team work is emphasized as students communicate with and listen to one another. Fitness will be achieved as students participate in and practice physical activities.

Time Frame: One Marking Period

Enduring Understandings:

- *Knowing and understanding concepts of movement will improve performance in a specific skill and allow for transfer of skills in a variety of sports and activities.*
- *In order for all students to enjoy participation, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.*
- *Performing movement skills in the correct manner improves overall performance and increases likelihood of participation in lifelong physical activity.*
- *Knowing concepts of movement will improve performance and provide foundation of transfer of skills.*
- *Performing movement skills in the correct manner improves overall performance.*
- *Knowing concepts of movement will improve performance and provide the foundation for transfer of skills.*

Essential Questions:

- *How can skipping be a combination of two locomotor skills?*
- *Jumping skills are used in which sports and activities?*
- *How will these skills help you perform sports skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.2.A.1	Topics Hopping	 Students will learn about the	Equipment: <ul style="list-style-type: none">• CD player• CD's• Cones	Formative Assessments: <ul style="list-style-type: none">• Observation• Question and Answer

<p>Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Participate in activities that are based on hopping • Demonstrate ability to hop while holding a potato sack on body • Using self-control while participating in dance activities • Discuss the need for rules • Explain how hopping might be used in other activities/sports 	<p>Olympic games through picture books. Students will talk to peers about different sports that they learned about. (NJSLS RL K.1) (NJSLS RL K.4) (NJSLS RL K.7) (NJSLS SL K.1) (NJSLS SL K.6)</p> <ul style="list-style-type: none"> • Sack races • Freeze dance • Hop on one, Hop on two • Obstacle course <p>Jumping, Hopping & Skipping, Fundamental Movement Skills Plan 2, Active for Life:</p> <ul style="list-style-type: none"> • Warm Ups • Horizontal Jump • Hopping • Kipping, Jumping & Hopping <p>Hopping Activities for Primary School, Sport Wellington</p> <p>Hopping, Sports NZ</p> <ul style="list-style-type: none"> • Movement Skills/Concepts • Hopping Far and High • Long Hopping Relay • Hopping Tag 	<ul style="list-style-type: none"> • Potato sacks <p>Picture books about the Olympics: https://www.icanteachmychild.com/books-about-the-olympics/</p> <p>Jumping, Hopping & Skipping, Fundamental Movement Skills Plan 2, Active for Life, http://activeforlife.com/wp/wp-content/uploads/2013/06/ActiveForLifeActiveStartFundamentalMovementSkillsLessonPlan2jump_hop_skip.pdf.</p> <p>Hopping Activities for Primary School, Sport Wellington, http://www.sportwellington.org.nz/fms-hopping-activities-for-primary-school/</p> <p>Hopping, Sports NZ, https://www.sportnz.org.nz/assets/Uploads/.../fundamental-movement-hopping.pdf</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessment: Hopping – PE Central View, http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=17</p> <p>Alternative Assessments: Self-Assessment Peer Assessment</p>
<p><u>Comprehensive Health and Physical Education</u></p>	<p>Topics</p> <p>Skipping</p>		<p>Equipment:</p> <ul style="list-style-type: none"> • CD player and CD's, 	<p>Formative Assessments:</p>

2.5.2.A.1

Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3

Respond in movement to changes in tempo, beat, rhythm, or musical style.

Comprehensive Health and Physical Education

2.5.2.A.1

Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and

Objectives

- Students will be able to break down the parts of skipping.
- Students will be able to participate in activities using skipping.
- Students will demonstrate self-control when dancing and playing games.
- Students will participate in parachute games utilizing skipping.

- Parachute
- Freeze dance
- Relays

Skip-Hop Skipping Games, Skip-Hop Make the Jump:

- Chase the Fox
- Caught in a Nest
- Up and Down,
- Colors
- Baking Bread
- Rock the Baby
- High, Low, Dolly, Pepper
- High Low
- Stop the Clock

Skip to My Lou, PE Central

Students will skip to different locations in the room to pick up items that can be recycled and bring them to the recycle bin. Students will describe how our community will be better when we take care of our environment. **(6.1.4.B.5)(K-ESS3-3)**

- Cones
- Parachutes

Skip-Hop Skipping Games, Skip-Hop Make the Jump,
<http://www.skip-hop.co.uk/skipping-games-c52.html>

Skip to My Lou, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10093#.Wg7nUUdryX0>

- Teacher observation
- Performance based assessment

Summative Assessments:
Elementary Physical Education Skipping Rubric, Youtube, Elementary Gym Teacher, <https://youtu.be/lbK73W6jXsA>

Skip, Gallop, Hop, Run Locomotor Skills, IRubric, <http://www.rcampus.com/rubricshowc.cfm?code=NXW8234&sp=true>

Alternative Assessments:
Peer Assessment

Self-Assessment

Topics

Jumping

Objectives

- Students will be able to demonstrate correct form when jumping.

Students will learn that athletes from all over the world compete in the Olympics. Students will view a globe or world map and talk about how it helps us find locations around the world.**(6.1.4.B.1)**

Equipment:

- Cones
- Tunnel
- Hula-hoops,
- Jump ropes

Leaping, Jumping, Hopping, Learn NC,

Formative Assessments:

- Teacher observation
- Question and answer

Summative Assessments:

- Pre-lesson assessment of jumping distance
- Post-lesson assessment

applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

- Students will be able to use jumping in a variety of games and situations.
- Students will be able to demonstrate jumping while running an obstacle course.
- Students will be able to explain in which sports jumping is a useful skill.

Students will get into small groups and each group will represent a country as they complete the activities in this unit.(6.1.4.B.1)

- Jump for distance
- Obstacle course
- Vertical jump
- Horizontal jump

Leaping, Jumping, Hopping, Learn NC

10 Jumping Activities for Kids, The Realistic Mama:

- Tape Jumping Game
- Hula Hoop Jump Game
- Shape Hopscotch
- Puddle Jumping Alphabet Activity
- Alphabet Jump Game
- Lily Pad Hop

Jump the River, PE Central

Spot Jumping, PE Central

Rope Activities for School Aged Children, Sport Wellington

Jumping & Landing, The Gumbo Gang

Jump, PE Central

<http://www.learnnc.org/lp/pages/4053>

10 Jumping Activities for Kids, The Realistic Mama,
<https://www.therealisticmama.com/10-jumping-activities-for-kids/>

Jump the River, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2121#.Wg7mAkdryX0>

Spot Jumping, PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4807#.Wg7mKUdryX0>

Rope Activities for School Aged Children, Sport Wellington,
<http://www.sportwellington.org.nz/fms-rope-activities-for-school-aged-children/>

Jumping & Landing, The Gumbo Gang,
<http://gumbogang.com/lesson-jumping-landing/>

Jump, PE Central,
<http://www.pecentral.org/>

- Jumping, PE Central Rubric
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=8635#.Wg7pukdryX0>

Alternative Assessments:
Peer Assessment

Self-Assessment

Key Vocabulary:

- **Rules** – One of a set of explicit or understood regulations or principles governing conduct within a particular activity
- **Safety** – The condition of being protected from or unlikely to cause danger, risk, or injury
- **Freeze** – To become suddenly motionless or paralyzed
- **Participation** – The action of taking part in something
- **Performance** – The action or process of carrying out or accomplishing an action, task, or function
- **Jumping** – Push oneself off a surface and into the air by using the muscles in one's legs and feet
- **Leaping** – Jump or spring a long way, to a great height, or with great force
- **Vertical** – At right angles to a horizontal plane; in a direction, or having an alignment, such that the top is directly above the bottom
- **Horizontal** – Parallel to the plane of the horizon; at right angles to the vertical

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/
This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners

- Have students share popular sports in their home country or culture
- Speak and display terminology and movement

Special Education

- Provide a mat to sit on to teach boundaries
- Utilize modifications & accommodations delineated in the student’s IEP

At-Risk

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

Gifted and Talented

- Students that can read can read the book aloud to peers
- Curriculum compacting
- Inquiry-based instruction
- Independent study

<ul style="list-style-type: none"> ● Look for childrens' books in students native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RL K.1 With prompting and support, ask and answer questions about key details in a text.

NJSLS RL K.4 With prompting and support, ask and answer questions about unknown words in a text.

NJSLS RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

NJSLS SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

NJSLS SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Social Studies:

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Science:

K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Integration of Technology Standards NJSL 8:

8.2.2.E.1: List and demonstrate the steps to an everyday task.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.