

Englewood Public School District

Physical Education

Grade Kindergarten

Unit 1: Locomotor and Manipulative Skills

Overview: Students of kindergarten will develop skills of body awareness, spatial awareness, coordination and cooperation skills. Through game play, students will learn to follow directions to complete tasks individually and in groups. Team work is emphasized as students are introduced to sports and recreational games. Fitness will be achieved as students participate in and practice physical activities.

Time Frame: Throughout the school year

Enduring Understandings:

- *To maintain physical fitness, one must learn, practice and participate in a variety of physical activities.*
- *Some of the health benefits derived from participation in physical activities are skill development, physical fitness, self-control, and ability to cooperate with peers.*
- *To maintain physical fitness, one must learn, practice and participate in a variety of physical activities.*
- *People can participate in a variety of physical activities throughout life.*

Essential Questions:

- *Why do we need to learn skills such as throwing and catching?*
- *How will these skills help you play games/sports?*

| Standards | Topics and Objectives | Activities | Resources | Assessments |
|---|---|--|--|--|
| <u>Comprehensive Health and Physical Education</u> 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 | Topics | | Equipment: | Formative Assessments: |
| | Locomotor Skills Objectives <ul style="list-style-type: none"> Students will be able to develop spatial and coordination skills. Students will be able to explain and perform movement skills with appropriate control. | Students will hear a read aloud of a book about personal space. Students will have a class discussion asking and answering questions about it. (NJSLS SL K.1)(NJSLS RL K.1)(NJSLS SL K.) | <ul style="list-style-type: none"> Bean bags Beach balls Hula hoops Playground balls Balance beam Student Text: Personal Space Invaders By Harrison Spader Locomotor Tic-Tac-Toe | Observations Participation feedback Benchmark Assessment: Common Formative Assessment Summative Assessment: Teacher checklist of observable behavior (gross motor coordination, |

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.4

Correct movement errors in response to feedback.

2.5.2.C.2

Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

- Students will be able to explain personal space and why it is important.

- Demonstrate basic activity and safety rules and how they contributed to a safe environment.
- Explain how regular physical activity contributes to personal health.

Students will role play what it means to give someone personal space. (NJSL SL K.6)

- Tossing and catching bean bags, beach balls, and playground balls
- Twisting a hula-hoop around the waist.
- Catching a playground ball
- Walk on a balance beam

The Great Spaghetti Locomotor Mashup, PE Central

Pickup Sticks, PE Central

Frog Pond, PE Central

Through the Forest, PE Central

Busy City, PE Central

Fire Chief, PE Central

Games – Locomotor, California Department of Education

Locomotor Stations, Great Activities – PE Matters!

<https://www.pecentral.org/lessons/ViewLesson.asp?ID=10228#.W9hp4PZFw2w>

Musical Habitats

https://www.pecentral.org/lessons/ViewLesson.asp?ID=10888#.W9hqM_ZFw2w

Frog Pond, PE Central, <http://www.pecentral.org/lessons/ViewLesson.asp?ID=133159#.Wg7dckdryX0>

Through the Forest, PE Central, <http://www.pecentral.org/lessons/ViewLesson.asp?ID=11920#.Wg7drUdryX0>

Busy City, PE Central, <http://www.pecentral.org/lessons/ViewLesson.asp?ID=10893#.Wg7d6kdryX0>

Fire Chief, PE Central, <http://www.pecentral.org/lessons/ViewLesson.asp?ID=8732#.Wg7eEUdryX0>

Locomotor Obstacle Course, Great Activities – PE Matters! <https://greatactivitiesonline.com/locomotor-obstacle-course/>

Teacher Resource:

movement with appropriate control, safety and maintaining appropriate personal space)

Kindergarten -Gross Motor/ Locomotor Skill Assessment, IRubric, <http://www.rcampus.com/rubricshowc.cfm?code=G26C36&sp=true>

Alternative Assessment:
Peer Assessment

Self-Assessment

Comprehensive Health and Physical Education

2.5.2.B.4

Demonstrate strategies that enable team and group members to achieve goals

2.5.2.C.2

Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. well-being.

| | | Locomotor Games, Youtube, https://youtu.be/Z9m4cG_2n38 | |
|---------------------|--|--|--|
| Topics | Objectives | Equipment: | Formative Assessments: |
| Manipulative Skills | <ul style="list-style-type: none"> Demonstrate correct movement skills when running Explain parts of a relay – receiving baton, running, turning around cone, handoff Discuss sportsmanship – how are you a good sport, why is it important? Ability to run around cones in a zig-zag pattern Cooperate with peers while running in circle while holding a parachute Using self-control when tagging peers | <ul style="list-style-type: none"> Students will listen to and view a book about sportsmanship. Students will answer questions about the story. (NJSLS RL K.1) Students will illustrate what the word “sportsmanship” means to them by drawing it on class poster. (NJSLS RL K.4) Jogging around the gym Relays. Running around cones Parachute games | <ul style="list-style-type: none"> Observation Timing of running zig-zag |
| | | List of books about sportsmanship: https://www.verywellfamily.com/teach-sportsmanship-with-books-1257080 Bean Bag Boogie https://sparkpe.org/wp-content/uploads/2009/11/K2_Mani_Line-Boogie.pdf Relay Races with manipulative Skills https://www.verywellfamily.com/relay-races-for-kids-1257402 Fundamental Movement Skills Game Cards, www.goodforkids.nsw.gov.au www.goodforkids.nsw.gov.au/media/1071/i-move-we-move-games-cards.pdf Gratitude Pick Up Sticks https://teachbesideme.com/gratitude-game-pick-sticks/ | Summative Assessments: Kindergarten - GKID Gross Motor Skill Assessment, IRubric, http://www.rcampus.com/rubricshowc.cfm?code=R99WXB&sp=yes& Motor/Manipulative Rubric: https://sparkpe.org/wp-content/uploads/2009/11/K2_CaT_Rubric.pdf Alternative Assessments: Peer Assessment Self-Assessment |

- Soccer Skittles
- Soccer Practice

Key Vocabulary:

- **Coordination** - The ability to use different parts of the body together smoothly and efficiently
- **Muscles** - A band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body
- **Relay** - A race between teams usually of sprinters or swimmers, each team member in turn covering part of the total distance
- **Sportsmanship** - Fair and generous behavior or treatment of others, especially in a sports contest

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

- Speak and display terminology and movement
- Look for childrens’ books in students native languages
- Teacher modeling
- Peer modeling
- Develop and post routines

Special Education

- Provide a mat to sit on to teach boundaries
- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Use multi-sensory teaching

At-Risk

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time

Gifted and Talented

- Students that can read can read the book aloud to peers
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons

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|---|--|---|--|
| <ul style="list-style-type: none"> ● Label classroom materials ● Word walls | <p>approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> ● 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"> ● 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"> ● 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 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.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Integration of Technology Standards NJSLS 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.