

Englewood Public School District

Physical Education

Grade Kindergarten

Unit 3: Games

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, take turns, and begin to learn what it means to have “good sportsmanship”. Team work is emphasized as students communicate with and listen to one another. Fitness will be achieved as students participate in and practice games and physical activities.

Time Frame: One Marking Period

Enduring Understandings:

- *Knowing and understanding concepts of games and sports will improve performance.*
- *Physical activity contributes to building and maintaining a fitness level to enable one to participate in activities for a lifetime.*

Essential Questions:

- *How are the skills you learned earlier this year used in these games?*

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 activities).	Topics		Equipment:	Formative Assessments:
	Hula Hoop Race Tag Games Relay Games Lawn Games <div style="text-align: center;">Objectives</div>	Students will listen to a read aloud about exercise. Students will then talk to a peer about different types of exercise that they know about. (NJSLS RI K.1)(NJSL SL K.1)(NJSLS SL K.6) <ul style="list-style-type: none"> • Hula Hoop Race • Tag games • Recycling game 	<ul style="list-style-type: none"> • Hula hoops • Cones, • Bean bags • Scooters • Balls • Fluff balls • Cones • Batons • Horseshoes • Bocce balls • Lawn darts for children. 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Created Checklist Benchmark Assessment: Common Formative Assessment Summative Assessments: <ul style="list-style-type: none"> • Skill Performance Rubric

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.C.1
Explain what it means to demonstrate good sportsmanship.

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 apply prior learning to these activities.
- Students will practice good sportsmanship during activities.
- Students will develop competence and confidence which provides a foundation for participation in physical activities.
- Students will play appropriately and safely while participating in games and activities.
- Students will demonstrate basic activity and safety rules.

- Relay games
 - Lawn games
- Creative Hula Hoop Activities, The Inspired Tree house:
- Rabbit Hole
 - Hula Hoop Rag Rug
 - Hula Hoop Ring Toss
 - Rattlesnake Relay
 - Flaming Hoops
 - Hula Hoop Croquet
 - Rope and Hula Hoop Activity
 - Hula Hoop Obstacle Course Pool Game
 - Tire Run

- 10 Fun Ways to Play with a Hula Hoop, Catherine Holecko, Very Well:
- Hula Hoop Targets
 - Up, Down, Under, Over
 - Roll Along
 - Hoop Scotch
 - Hula Hoop Home Base
 - Human Ring Toss
 - Hula Hoop Pass
 - Hula Hoop High

- Races, Relays, Balloons & Bean Bag Games, Kids Activities:
- Human Hurdle
 - Standing Pretzel Race
 - Tunnel Relay
 - Skip and Through

Books about Exercise
<https://mommyevolution.com/childrens-books-exercise/>

Creative Hula Hoop Activities, The Inspired Tree house,
<https://theinspiredtreehouse.com/10-creative-hula-hoop-games-and-activities-for-kids/>

10 Fun Ways to Play with a Hula Hoop, Catherine Holecko, Very Well,
<https://www.verywell.com/hula-hoop-games-and-activities-1256808>

Races, Relays, Balloons & Bean Bag Games, Kids Activities,
<http://www.kidactivities.net/category/Games-RacesRelays-Balloons-Beanbags.aspx>

Fun Indoor and Outdoor Races for Your Kids, Very Well,
<https://www.verywell.com/relay-races-for-kids-1257402>

Kindergarten Physical Education Rubric, Cedarburg School District,
http://www.cedarburg.k12.wi.us/departments/cia/parent_rubrics/Kindergarten%20PE%20Parent%20Rubric%20Q4.pdf

Kindergarten – PE Skills, IRubric,
<http://www.rcampus.com/rubricshowc.cfm?code=E396B6&sp=true>

Alternative Assessment:

- Self Assessment
<https://www.englishlearninglabs.com/english-learning-articles/traffic-light-self-assessment/>

- Under Broom Relay
- Spider Race
- Wheel Barrow
- Wild Roll Relay

Relay Races, Zoom,
PBSKids.org

Fun Indoor and Outdoor
Races for Your Kids, Very
Well:

- Egg-and-Spoon Races
- Dress-Up Relay
- Hula Hoop Race
- Drop the Penny
- Water Relay Races
- Three-Legged Race
- Balloon Relay Races
- Crab Race
- Shoebox Slide
- Mix-It-Up Relay Race

Students will time their
peers by counting to 30
while peers are completing
their games. (NJSL
K.CC.A.1)

Key Vocabulary:

- **Bocce** – An Italian variety of lawn bowling played on a dirt court that is shorter and narrower than the rink of a bowling green
- **Competence** – The ability to do something successfully or efficiently
- **Safety** – The condition of being protected from or unlikely to cause danger, risk, or injury
- **Strategies** – A plan of action or policy designed to achieve a major or overall aim

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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology and movement • Look for children’s books in students native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls should also include pictures 	<ul style="list-style-type: none"> • Provide a mat to sit on to teach boundaries • Provide picture directions • Utilize modifications & accommodations delineated in the student’s IEP • 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 to complete activities • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally, in simple written format and in pictures. • 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"> • Students that can read can read the book aloud to peers • Students can count up to 60 (timing peers) • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

	<ul style="list-style-type: none"> • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

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

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.

Mathematics

K.CC.A.1 Count to 100 by ones and by tens.

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.