PE Planning Template

**Unit: 1-** Locomotors/Manipulatives **Curriculum Focus:** Skills theme model

**Grade Levels:** K-2

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| ***Grade Level*** | ***Standard/Grade-Level Outcome***  *Locomotors* | | ***Standard/Grade-Level Outcome***  *Pathways, Shapes, & Levels* |
| *Kindergarten* | * Performs locomotor skills (hopping, galloping, jogging, sliding, skipping) while maintaining balance **(S1.E1.K)** | | * Differentiated between movement in personal (self-space) and general space. (**S2.E1.Ka)** * Travel in 3 different pathways (**S2.E2.K)** |
| *First Grade* | * Hops (on one foot), gallops, jogs, and slides using a mature pattern **(S1.E1.1)** | | * Travel demonstrating low, middle, and high levels (**S2.E2.1a)** * Travel demonstrating a variety of relationships with objects (over, under, through, around) (**S2.E2.1b)** |
| *Second Grade* | * Skips using a mature pattern (all five critical elements) **(S1.E1.2)** | | * Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2) |
| **Lesson Sequence:** 1 of 6  **Warm-up:** (5-10 minutes)  Set routine and procedure: students walk into the gymnasium and start the walk around the coned area. Once the music starts, students will start to jog around the cones. Review safety procedures with students if necessary. Lower the music down after 1 minute, students will start to walk for 30 seconds. This will continue for a total of three sequences. Before the last sequence students will stop and complete as many jumping jacks in 30 seconds.  Next choose a student who is demonstrating strong behavior and allow them to be the stretch captain. Stretch captain will also wear the captain cape.  **Stretches:**   * **Static Stretches:** *complete each stretch for 7-10 seconds* * Shoulder stretch * Triceps stretch * Torso stretch * Hamstring stretch * Quadriceps stretch * **Dynamic Stretches:** *complete each stretch for 7-10 seconds* * Arm swings * Back bends * Leg swings * Standing squats * Forward lunges | | | |
| **Clarity:** *What does this target ask students to really do?*  *Discuss the learning target specifically with students*  *(2 minutes)*  *See accommodations for GIF/Video supports for locomotors*  ***Learning Target:*** *(student-friendly language)*  -K-2: I am learning how to perform locomotor movements while maintaining balance.  -K- I am learning how to maintain my balance while performing different locomotors.  -1-I am learning how to complete different locomotors such as hopping, galloping, jogging, and sliding.  -2- I am learning how to skip. | | **Clarity:** *What does this target ask students to really do?*  *Discuss the learning target specifically with students*  *(2 minutes)*  *See accommodations for GIF/Video supports for directions, levels, and pathways*  ***Learning Target:*** *(student-friendly language)*  -K- I am learning how to travel in different pathways. I am learning the difference between personal and general space.  -1-I am learning how to travel in different levels (low, middle, and high). I am learning how to travel over, under, through, and around objects.  -2- I am learning how to combine shapes, levels, and pathways into sequences. | |
| **Instruction:** *What activities might help students do what the target demands?*  **Lesson Focus: (20-30 min)**  **Activities:**  **Movement cube(s)** (10 minutes)   * **Equipment needed**: movement cube(s) * Introduce the locomotors in a sequence form (look at success criteria table below for specific breakdown) using a movement cube: choose students who have been demonstrating strong behavior; roll the movement cube (total of 6-8 times) Students demonstrate each of the movements around the coned area in the gymnasium. * **Rock and Roll**: add 3 movement cubes with locomotor skills, directions and levels, tempos, and pathways, on the teachers signal, different people will roll the dice; and students will demonstrate the movement, direction and level, tempo, and pathway (i.e. skip – quickly – at a high level – in a zig zag pathway) * **Back to back**: partner activities; how quickly can you get back-to back with a new partner. How quickly can you get back-to-back with a new partner? One partner is the first “Leader,” the other a “Follower;” decide now. When I say, “same,” Leaders lead their partner inside our area, and Followers match their Leader’s locomotor skill (e.g., both gallop). When I say, the transition word: i.e. “switch,” Leaders still lead their partners, but Followers do a different locomotor skill. For example, one hops, one skips. We will switch roles every few rounds; then repeat with new partners   **Traffic Lights**: (10 minutes)   * **Equipment needed:** tagger or noodle * Thinking about our learning target, we are going to focus on different speeds/tempos while completing our locomotor movements. * What colors are on a traffic light? What do these colors mean to drivers? In our game Traffic Lights, you are a car and need to obey the traffic lights. I’ll choose students (4-6) to play the” traffic lights,” and each of them will hold 1 red, yellow, or green ball. They’ll try to softly touch others between shoulders and waist with their ball. This is called a “safe tag” or “2-finger tag.” When you hear, “Traffic Lights,” walk within our area at a medium tempo, trying to avoid the traffic lights (taggers). If tagged by a yellow traffic light, move slowly. If tagged by a green traffic light, move quickly. If tagged by a red traffic light, stop. If stopped, you may drive again when another driver gives you a high-five. We will change locomotor movements each transition.   **Meet me in the Middle:** (10 minutes)   * Introduce directions (i.e. low, medium, high, zig zag, straight, curved, over, under, around and through) Students get into partners; I will play music to transition the students (start and stop). Students will line up two lines across from each other, equal numbers across. I will set up poly spots to help organize students. * Stand facing partners with the middle line in the gymnasium in front; on the music signal, students will run to the wall (behind students), touch the wall and run to the middle to face their partner. Each time you meet, I will change the locomotor to meet your partner and add a simple physical task for you two both to complete (i.e. 1st round- 5 jumping jacks, 2nd round- start with jumping jacks and add 5 torso twists, 3rd round- jumping jacks, torso twists, right hand high fives, etc.) | | | |
| **Closure Activity:** I see, I see (5 minutes)  **Gym set-up/equipment:**  **Kindergarten:** use different cones and place them around in different patterns  **1st and 2nd Graders**: use different cones, objects, mats, agility ladders, small cones, large cones use these as obstacles for students to go over, around, and through for direction purposes  Students are in all around the gymnasium facing the teacher. The teacher says, "I see." The students answer in chorus, "What do you see?" Teacher responds, "I see all students moving in any direction without touching anyone." Students then demonstrate the movement that was discussed by the teacher until the signal and teacher again says, "I see...."  The students stop and answer, "What do you see?" The teacher responds with a new challenge- using different locomotor skills, directions, bends, and stretches, animal movements, and/or twisting actions.  **Closure Questions**: (5 minutes)  Revisiting the mature pattern for Jump, Skip, Gallop, Slide, Hop  **Question 1:** What is a locomotor skill? What are examples of a locomotor skill(s)?  **Question 2:** What are the differences between a skip and a gallop? Hop and Jump? Walk and Run?  **Question 3:** What was the success criteria for skipping? Hopping? Galloping? Jumping? Sliding?  Upcoming lesson focus’:   * [Locomotor Stations-Station Cards](http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13092041/P-03-06-LMS-StationCards.pdf)   (locomotor, manipulatives, underhand throw, pathways, self-assessment)   * [Beanie Animal Walks](https://livedmpsk12ia.sharepoint.com/sites/elementarype/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2Felementarype%2FShared%20Documents%2FLocomotor%20Movements%2FAnimal%20Walks%2Epng&parent=%2Fsites%2Felementarype%2FShared%20Documents%2FLocomotor%20Movements) * Juggling Scarfs Exploration * Hula Hoops Exploration * Bean Bags Exploration * Ball Skills * Noodles   **Curriculum Resources**:  SPARK-  <http://pehealth.schoolspecialty.com/family-member/resources-by-section?courseId=G4165302>  Open Physed-  <http://openphysed.org/curriculum_resources/locomotor-and-manipulative-skills> | | | |
| **Accommodations:**  **Scaffold Opportunities**:   * Students with wheelchairs or walking assistance devices may move in any manner which accomplishes motion. * Students will have multiple opportunities to complete the locomotor movements of their choice * Extended Time to work on the locomotor movements * [Visual supports](C://Users/SatterwhCa/OneDrive%20-%20Des%20Moines%20Public%20Schools/Email%20attachments%201/PESuperFriendsLocomotorMovementSigns.pdf) * Menu of Locomotor options for students to choose   **Extensions**:   * Increase the complexity of the locomotor movements by increasing or decreasing the tempo (slow, moderate, fast) * Changing directions (forward, backward, zig zag, curved, straight) * Changing levels (low, medium, high) | | | |
| **Movement Skills Modifications Skill Progressions:**   * Trace the specific locomotor movement patterns. * Students can use their eyes in the locomotor movement. * Verbally talk about the locomotor movement patterns and progressions (step-by-step). * (If possible) physically help individuals move legs and arms with the movement patterns. | | | |
| **Success Criteria:** *What will I need to see in evidence, so I know students have reached the target?*  **Coaching cues-**  ***Kindergarten and First Grade:***  **Hopping:**   1. Take off on one foot and land on the same foot 2. Upward push and absorption of landing shock is accomplished by the ankle. 3. Arms push up and down (to life and for balance) 4. Knee seldom straightens fully   **Galloping:**   1. Trunk faces in forward direction 2. Lead leg lefts and moves forward to support weight 3. Rear foot closes quickly to supporting foot 4. Lead leg lifts to repeat action 5. Arms are in front, bent slightly   **Jogging/Running:**   1. Arm-leg opposition throughout action 2. Toes point forward 3. Foot lands heel to toe 4. Arms swing forward and backward—no crossing of midline 5. Trunk leans slightly forward   **Sliding:**   1. Trunk faces in forward direction; head is turned sideways in direction of travel 2. Lead leg lifts and moves sideways to support weight 3. Rear foot closes quickly to supporting foot 4. Body is momentarily airborne 5. Arms are lifted, extended to the sides   **Skipping:**   1. Step and hop on one foot and then on the other foot 2. Arms move in opposition to feet 3. Arm and leg lift on hopping action 4. Feet alternate lead   **Leaping:**   1. Takeoff is on one foot, and landing is on opposition foot 2. Legs extend for height and distance 3. Arms extend and lift for airborne time 4. Knee bends to absorb force on landing   ***2nd Grade: Skipping***   1. Step hop pattern is smooth and coordinated 2. Arms are used in the hopping action and are coordinated throughout the action 3. The student lands on their toes 4. The non-support knee is lifted sharply upward 5. Action is then repeated on the opposite leg | | **Success Criteria:** *What will I need to see in evidence, so I know students have reached the target?*  **Coaching Cues-**  ***Kindergarten:***  Student will be able travel in different pathways:  -Zig Zag  -Straight  -Curved  -Students will determine which space is their personal space and general space while moving throughout the activity. Verbally/Physically  ***First Grade:***  Travel in different levels:  -Low to the ground  -Middle ground  -High above ground  -over, under, through, and around objects.  ***Second Grade:***  **Combine different levels**: (examples: Low to the ground, Middle ground, High above ground, over, under, through, and around objects), **pathways** (examples: Zig Zag, Straight, Curved) **shapes** (examples: balances on different bases of support to create wide, narrow, curled, and twisted shapes), into **a dance or gymnastic sequence (lesson 6).** | |
| **Monitoring Plan:** *What specific monitoring techniques with you use throughout the lesson to check for student learning?*  -**Lesson 1**: Pre-assessment- using a check off sheet for teacher to gather visual data of students demonstrating the specific identified skills  **Pre-assessment\*** [**Use clipboard with student rosters**](file:///C:\Users\SatterwhCa\OneDrive%20-%20Des%20Moines%20Public%20Schools\Simpson%20College\K2%20Locomotors,%20Pathways,%20Directions,%20Levels.xls)  -Gallop (K-2)  -Slide (K-2)  -Hop (1st and 2nd)  -Jump (1st and 2nd)  -Skip (2nd)  -**Lesson 2:** [station cards](file:///C:\Users\SatterwhCa\OneDrive%20-%20Des%20Moines%20Public%20Schools\Simpson%20College\P-03-06-LMS-StationCards.pdf)  -**Lesson 3:** [station cards with video station](file:///C:\Users\SatterwhCa\OneDrive%20-%20Des%20Moines%20Public%20Schools\Simpson%20College\P-03-06-LMS-StationCards%20with%20videotape.docx)  -**Lesson 4:** Peer-assessment/checklist ([skipping](https://livedmpsk12ia-my.sharepoint.com/personal/carlye_satterwhite_dmschools_org/Documents/Elementary%20PE%20PLC/Skipping%20Peer%20Assessment.pub)) ([gallop](https://livedmpsk12ia-my.sharepoint.com/personal/carlye_satterwhite_dmschools_org/Documents/Elementary%20PE%20PLC/gallop%20Peer%20Assessment.pub)) ([slide](https://livedmpsk12ia-my.sharepoint.com/personal/carlye_satterwhite_dmschools_org/Documents/Elementary%20PE%20PLC/slide%20Peer%20Assessment.pub)) ([hop](https://livedmpsk12ia-my.sharepoint.com/personal/carlye_satterwhite_dmschools_org/Documents/Elementary%20PE%20PLC/Hop%20Peer%20Assessment.pub)) ([jump](https://livedmpsk12ia-my.sharepoint.com/personal/carlye_satterwhite_dmschools_org/Documents/Elementary%20PE%20PLC/jump%20Peer%20Assessment.pub))  -**Lesson 5:** [Self-reflection](file:///C:\Users\SatterwhCa\Downloads\P-03-07-LMS-StudentSelfAssessment.docx) (use coversheets, expo markers) [Formative Assessment (color the movement)](file:///C:\Users\SatterwhCa\Downloads\Locomotor%20Skills%20Coloring%20Assesment.docx)  -**Lesson 6:** [Post-assessment](file:///C:\Users\SatterwhCa\Downloads\Locomotor%20Assessment.jpg); (summative) [clipboard (final score and evidence)](file:///C:\Users\SatterwhCa\OneDrive%20-%20Des%20Moines%20Public%20Schools\Simpson%20College\K2%20Locomotors,%20Pathways,%20Directions,%20Levels.xls) | | | |
| **Evidence:** *What type of evidence might students produce?*  - Teacher visually observing with check list  - Videotaping (lesson 3)  -Peer-observation (checklist)  -[Self reflection](http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13120207/P-03-07-LMS-StudentSelfAssessment.pdf)  -Summative assessment (see link above) | | | |
| **Teacher Reflection:** *What could improve throughout the instruction? What will you change throughout your instruction?*  -**Question 1:** *Looking over your pre-assessment data, did 60% or more of the students demonstrate the locomotor? If so, what will be the next step? If not, what will be the next step/intervention?*  -**Question 2:** *How was the overall student engagement?*  -**Question 3:** *What differentiated instruction will need to be established for upcoming classes? Extensions? Scaffolding? Accommodations?* | | | |

**Locomotor Station Cards**







 

