**PHYSICAL EDUCATION**

**BLOCK PLAN**

**GRADE LEVEL: Kindergarten**

**TOPIC: Locomotor Movements**

**STANDARD(S):**

**Standard 1: Motor Skills and Movement Patterns- The physically literate individual demonstrates competency within a full scope and sequence of motor skills and movement patterns.**

**Standard 2: Movement Concepts and Performance- The physically literate individual applies concepts, biomechanics and game strategies associated with movement skills and performance.**

**Standard 3: Level of Fitness- The physically literate individual demonstrates the principles of exercise, training, and skill related fitness to safely maintain a healthy level of physical activity and fitness.**

**Standard 4: Cooperative skills and positive behavior- The physically literate individual utilizes cooperative skills, safety practices, positive behavior and communication that values respect for self and others.**

**Standard 5: Value of Physical Activity- The physically literate individual recognizes the value of physical activity as a tool for wellness, challenge, enjoyment, self-expression and socially appropriate interaction with others.**

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| Lesson #1 Locomotor Pre-test | |
| Lesson Title: | Introduction to Movement |
| Outcome(s): | Statement 1: Performs locomotor skills (hopping, galloping, jogging, running, sliding, skipping) in a stable environment.  Statement 4: Follows teacher directions for safe participation and use of equipment with minimal reminders. |
| Content: | Teacher Discussion:  -Provides safety rules for activities  -Demonstrate different locomotor movements  -Perform diagnostic assessment through teacher checklist |
| Strategies/Activities: | **Back-to-Back**: Move to music using locomotor movements when music stops students must find a new partner.  **Side-to-Side:** Move to music using different locomotor movements when music stops students must find a new partner.  **Front-to-Front:** Move to music using different locomotor movements when music stops students must find a new partner.  **Front-to-Back:** Move to music using different locomotor movements when music stops students must find a new partner. |
| Diagnostic Assessments: | Teacher will utilize a locomotor checklist and evaluate students while they perform each locomotor movement. |

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| Lesson #2 Spatial Awareness, Galloping and Sliding | |
| Lesson Title: | Old Town Road Gallop |
| Outcome(s): | Statement 1: Performs locomotor skills (hopping, galloping, jogging, running, sliding, skipping) in a stable environment.  Statement 2: Differentiates between movement in personal (self-space) and general space.  Statement 2: Travels in three different pathways.  Statement 4: Follows teacher directions for safe participation and use of equipment with minimal reminders. |
| Content: | Teacher Discussion:  -Review safety rules for activities  -Discuss/demonstrate difference between personal and general space  -Introduce galloping and sliding to students provide proper cues |
| Strategies/Activities: | -Students will practice walking, jogging, and running in personal space.  -Students will practice walking, jogging, and running in general space.  -Students practice galloping throughout the activity area.  -Lead up game including galloping (Old Town Road) |
| Formative Assessments: | Checklist for locomotor movement progression.  Checklist for finding personal and general space.  Checklist for students following directions. |

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| Lesson #3 Jumping and Hopping | |
| Lesson Title: | Jumping and Hopping |
| Outcome(s): | Statement 1: Performs locomotor skills (hopping, galloping, jogging, running, sliding, skipping) in a stable environment.  Statement 1: Performs jumping and landing actions with balance. |
| Content: | Teacher Discussion:  -Review safety rules for activities.  -Review the difference between personal and general space.  -Review walking, jogging, running, and galloping.  -Introduce hopping and jumping to students provide proper cues. |
| Strategies/Activities: | Students will practice walking, jogging, and running in personal space.  -Students will practice walking, jogging, and running in general space.  -Students practice galloping throughout the activity area.  -Lead up game including jumping and hopping. (Floor is Lava) |
| Formative Assessments: | Checklist for locomotor movement progression.  Checklist for finding personal and general space.  Checklist for students following directions. |

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| Lesson #4 Skipping | |
| Lesson Title: | Skipping |
| Outcome(s): | Statement 1: Performs locomotor skills (hopping, galloping, jogging, running, sliding, skipping) in a stable environment.  Statement 2: Differentiates between movement in personal (self-space) and general space.  Statement 2: Travels in three different pathways.  Statement 4: Follows teacher directions for safe participation and use of equipment with minimal reminders. |
| Content: | Teacher Discussion:  -Review safety rules for activities.  -Review the difference between personal and general space.  -Review walking, jogging, running, jumping, hoping, and galloping.  -Introduce skipping to students provide proper cues. |
| Strategies/Activities: | -Students will practice all previously learned locomotor movements.  -Students will demonstrate how to skip during activities.  -Lead up game including skipping. (Musical hoops) |
| Formative Assessments: | Checklist for locomotor movement progression.  Checklist for finding personal and general space.  Checklist for students following directions. |

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| Lesson #5 Varying Speed | |
| Lesson Title: | Varying Speed |
| Outcome(s): | Statement 1: Performs locomotor skills (hopping, galloping, jogging, running, sliding, skipping) in a stable environment.  Statement 2: Travels in three different pathways.  Statement 3: Recognizes that when you move fast, your heart beats faster and you breathe faster.  Statement 4: Acknowledges responsibility for behavior when prompted.  Statement 5: Recognizes that physical activity is important for good health. |
| Content: | Teacher Discussion:  -Review safety rules for activities.  -Review all locomotor movements  -Introduce how to vary speed using the different locomotor movements.  -Explain how changing speed and effort of movement can result in a faster heartbeat and promote better health. |
| Strategies/Activities: | -Students will practice all previously learned locomotor movements.  -Students will demonstrate varying different speeds  -Lead up game including all locomotor movements.  Snail/Cat/Cheetah/  Red/Yellow/Green  Olaf/Kristoph/Sven  Rush Hour Traffic with Hula Hoops |
| Formative Assessments: | Checklist for locomotor movement progression.  Checklist for students following directions. |

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| Lesson #6 Summative Assessment | |
| Lesson Title: | Locomotor Post-test |
| Outcome(s): | Statement 1: Performs locomotor skills (hopping, galloping, jogging, running, sliding, skipping) in a stable environment.  Statement 4: Follows teacher directions for safe participation and use of equipment with minimal reminders. |
| Content: | Teacher Discussion:  -Review safety rules for activities.  -Students will demonstrate different locomotor movements.  -Perform diagnostic assessment teacher checklist. |
| Strategies/Activities: | Locomotor Post-Test (hopping, galloping, jogging, running, sliding, skipping).  Use the diagnostic assessment teacher checklist. |