**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/GreenOlaf/Kristoph/SvenRush 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. |