



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# PHYSICAL EDUCATION

## Georgia Standards of Excellence (GSE) Grade Kindergarten **EXAMPLE** Instructional Framework

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## Physical Education

Kindergarten Map The following curriculum map is part of a GaDOE collection of Unit Frameworks for: Kindergarten

Unit #/Title	Unit 1: Let's Get Started	Unit 2: Mastering Movement
GSE for Physical Education	<b>PE.K.1 (a, c, d, e)</b> <b>PE.K.2 (a)</b> <b>PE.K.3 (b)</b> <b>PE.K.4 (a, d)</b>	<b>PE.K.1 (a, b, g, h)</b> <b>PE.K.2 (b)</b> <b>PE.K.3 (b)</b> <b>PE.K.4 (b, c)</b>
Key Concepts	<p>Performs basic locomotor and non-locomotor skills. (Locomotor: walk, run, hop, jump, skip slide, and gallop. Non-locomotor: bend, straighten, twist, stretch, swing, sway, and turn)</p> <p>Maintains balance. (Jumping and landing and on different bases of support)</p> <p>Demonstrates an understanding of general space and personal space.</p> <p>Follows directions and classroom procedures individually and in a group.</p>	<p>Performs basic locomotor skills. (Locomotor: walk, run, hop, jump, skip, slide, gallop)</p> <p>Uses locomotor skills in response to a teacher-led creative dance.</p> <p>Catches a self-tossed object (ball, scarf, or bean bag).</p> <p>Drops a ball and catches it after a single bounce.</p> <p>Performs rhythmic activities in personal space.</p> <p>Acknowledges responsibility for behavior when prompted.</p> <p>Shares equipment and space with others.</p>

Georgia Department of Education

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## Physical Education

Unit #/Title	Unit 3: Skilled Play	Unit 4: Fitness Fun
<b>GSE for Physical Education</b>	<b>PE.K.1 (f, k, l, m)</b> <b>PE.K.2 (c)</b> <b>PE.K.3 (a)</b> <b>PE.K.5 (a, b, c)</b>	<b>PE.K.1 (i, j, n, o)</b> <b>PE.K.2 (d, e)</b> <b>PE.K.3 (c)</b> <b>PE.K.5 (d, e)</b>
<b>Key Concepts</b>	<p>Underhand throwing.</p> <p>Stationary Kicking.</p> <p>Volleying.</p> <p>Striking using a short-handled implement.</p> <p>Travels in different pathways.</p> <p>Identifies active play opportunities outside the physical education setting.</p> <p>Recognizes that physical activity is important for good health.</p> <p>Acknowledges that some physical activities are challenging/difficult and identifies activities that are enjoyable.</p>	<p>Demonstrates basic dribbling skills with hands and feet.</p> <p>Executes a single jump using a self-turned rope and a single jump using a long rope with teacher assisted turning.</p> <p>Travels in general space with different speeds and on different levels.</p> <p>Recognizes that moving at a fast pace increases heart rate and breathing.</p> <p>Recognizes the enjoyment of playing with others.</p> <p>Accepts and respects differences and similarities of physical abilities in self and others.</p>

**Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 1**  
**Physical Education (Kindergarten Physical Education): Unit #1: Let's Get Started**

UNIT #1: Let's Get Started

<b>Course:</b> Kindergarten <b>UNIT #1: Let's Get Started</b> <b>PACING:</b> 9 Weeks Physical Education		
<b>UNIT FOCUS:</b> Procedures, Safety, non-locomotor, beginning locomotor, balance		
<b>STANDARDS AND ELEMENTS</b>		
<b>MOTOR SKILLS – K.1</b>		
<ul style="list-style-type: none"> <li>a. Performs basic locomotor skills (walk, run, hop, jump, skip, slide, gallop) while maintaining balance.</li> <li>c. Performs jumping/landing with balance.</li> <li>d. Performs basic non-locomotor skills (bend, straiten, twist, stretch, swing, sway, and turn) while maintaining balance.</li> <li>e. Maintains balance on different bases of support (wide, narrow, curled, and twisted body shapes).</li> </ul>		
<b>STRATEGIES – K.2</b>		
<ul style="list-style-type: none"> <li>a. Demonstrates an understanding of general space and personal space by traveling without bumping into another student.</li> </ul>		
<b>FITNESS – K.3</b>		
<ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<b>RULES – K.4</b>		
<ul style="list-style-type: none"> <li>a. Follows directions individually and in a group setting (follows rules and takes turns).</li> <li>d. Recognizes the established classroom procedures.</li> </ul>		
<b>VALUE AND JOY – K.5</b>		
<ul style="list-style-type: none"> <li>c. Identifies enjoyable physical activities.</li> </ul>		
<b>EXAMPLE LESSON PLANS</b>		
Tree Tag Three Two One Freeze Farm Animal Bingo Alphabet Balance Space Walk		
<b>EXAMPLE ASSESSMENTS</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning before beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Observation	Teacher checklist Thumbs Up/Down	Formal skills checklist that aligns with the standards.
<b>SUPPLEMENTAL RESOURCES</b>		
<a href="http://www.openphvsed.org">www.openphvsed.org</a> <a href="http://www.thepespecialist.com">www.thepespecialist.com</a> <a href="http://www.pcentral.org">www.pcentral.org</a> <a href="http://www.shapeamerica.org">www.shapeamerica.org</a> <a href="http://www.gonoodle.com">www.gonoodle.com</a>		

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 1

### Unit 1 Lesson Plan 1

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Tree Tag</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform locomotor skills while traveling in general space, maintain proper personal spacing, and respond to teacher given signals.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ol style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>c. Performs jumping/landing with balance.</li> <li>d. Performs basic non-locomotor skills (bend, straiten, twist, stretch, swing, sway, and turn) while maintaining balance.</li> <li>e. Maintains balance on different bases of support (wide, narrow, curled, and twisted body shapes).</li> </ol>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ol style="list-style-type: none"> <li>a. Demonstrates an understanding of general space and personal space by traveling without bumping into another student.</li> </ol>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ol style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ol>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ol style="list-style-type: none"> <li>a. Follows directions individually and in a group setting (follows rules and takes turns).</li> <li>d. Recognizes the established classroom procedures.</li> </ol>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ol style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ol>		
<b>ASSESSMENTS:</b>		
<p style="text-align: center;"><b>DIAGNOSTIC</b></p> <p style="text-align: center;">Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p style="text-align: center;"><b>FORMATIVE</b></p> <p style="text-align: center;">Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<p style="text-align: center;"><b>SUMMATIVE</b></p> <p style="text-align: center;">Gauge student mastery of standards.</p> <ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Perform basic non-locomotor skills.</li> <li>• Maintain balance on different bases of support.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Understand general space and personal space concepts.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 1

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- Walk
- Run
- Hop
- Jump
- Skip
- Slide
- Gallop
- Balance
- Bend
- Straits
- Twist
- Stretch
- Swing
- Sway
- Turn
- Bases of support
- Wide
- Narrow
- Curled
- Twisted
- General space
- Personal space

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pcentral.org](http://www.pcentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### TIME:

Students can be given longer rounds to perform locomotor skills they need more practice time on.

#### TASK:

The teacher can call out each locomotor skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students are given a round or two of each game where they work on their thumbs down skill.

### MATERIALS

#### STUDENT EQUIPMENT:

- 8 – 10 Wrist bands or jerseys in 1 or 2 colors

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 1

<b>OPENING</b> <b>Getting students ready to learn</b>	<p><b>ESSENTIAL QUESTIONS:</b> Why is personal space important? Why is general space important? What are locomotor skills and why are they important? What are non-locomotor skills and how do they help me?</p> <hr/> <p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</b></p> <p><b>Activity Name: Freeze Frame</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will spread out in general space using as much personal space as possible.</li><li>• The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.</li><li>• Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.</li></ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"><li>• Today we will be working on locomotor skills. Locomotor skills are ways we can use our bodies to travel from one place to another. We will also be working on balancing in different positions on different bases of support.</li><li>• For our first activity today we will be playing Freeze Frame. When the music begins, you will perform the specified locomotor skill. When the music stops, you will stop quickly and balance on the specified base of support.</li><li>• Your goal is to remain frozen like a popsicle without wiggling or falling and stay frozen until the music starts again.</li><li>• Since the game is called “Freeze Frame” pretend someone has taken your picture and you are frozen as you would be in a photograph. (You can also have the kids pretend to take their own picture when they hold their freeze)</li></ul> <p>The teacher should take the opportunity to go over the locomotor skills of a walk, run, hop, jump, skip, slide, and gallop. Other movements such as marching and various animal walks can be included for variety. The teacher will also take the opportunity to talk about bases of support and to define wide, narrow, curled, and twisted body shapes to the student. The teacher will announce the locomotor movement students will perform before each round. The teacher starts the music (or blows the whistle) and students begin moving. The music plays for about 30 seconds then the teacher stops the music. The teacher then calls out the base of support for the freeze during that round. Students attempt to hold the frozen position for 10 seconds. The teacher will then start the music again and call out a different locomotor skill or animal walk to perform. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student.</p>
<b>FOCUS ACTIVITY</b>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Tree Tag</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will spread out in general space using as much personal space as possible.</li><li>• The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.</li></ul>



## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 1

	<ul style="list-style-type: none"> <li>• Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.</li> <li>• Students should also be told the proper way to tag someone during the game is to use 2 fingers and tag the other person on the shoulder. Allow students the opportunity to practice proper tagging on themselves before beginning the game.</li> <li>• Select a few students to have a wrist band or jersey to identify them as a “tagger” before the game begins.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• The next game we will be playing today is called Tree Tag.</li> <li>• Ask the students “Can trees walk around or do they stand still?” “What happens to a tree when the wind blows?” – Take the opportunity to practice with the students the non-locomotor skills of bend, straiten, twist, stretch, swing, sway, and turn. Compare these to how a tree moves in the wind.</li> <li>• On the start signal, students will use a specified locomotor skill to move around the room. Students selected as “taggers” will try to tag other students on the shoulder with 2 fingers. Once a student is tagged, they become a tree. While they are a tree, they must perform a non-locomotor movement like a tree with the wind blowing. The student performs the “tree motion” while they count to 10, then they can begin the locomotor movement again.</li> </ul> <p>The teacher should stop the game every 2-3 minutes and select new taggers. The locomotor skill used should change with each round as well. -- The teacher should remind students of the importance of staying in the assigned general space, tagging other students properly, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student.</p> <p>Another variation of the game: Instead of students counting to 10 and unfreezing themselves, 2 or 3 students can be selected as “UNFreezers”. These students will have a different color wrist band or jersey and cannot be frozen. Their job is to go around and unfreeze the students who are performing the tree motion.</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?          Why is it important that we maintain personal space?          Name some locomotor skills or ways our bodies can travel from one place to another?          Name or demonstrate some non-locomotor skills.          Why is it important for our bodies to be able to balance in one position?</p>

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 2

Unit #: 1 Lesson Plan: 2

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Three, Two, One, Freeze</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform locomotor skills while traveling in general space, maintain proper personal spacing, and respond to teacher given signals.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>c. Performs jumping/landing with balance.</li> <li>d. Performs basic non-locomotor skills (bend, straiten, twist, stretch, swing, sway, and turn) while maintaining balance.</li> <li>e. Maintains balance on different bases of support (wide, narrow, curled, and twisted body shapes).</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates an understanding of general space and personal space by traveling without bumping into another student.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>a. Follows directions individually and in a group setting (follows rules and takes turns).</li> <li>d. Recognizes the established classroom procedures.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
• Teacher Observation	• Thumbs Up/Down/Sideways	• Formal Skills Checklist
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Perform basic non-locomotor skills.</li> <li>• Maintain balance on different bases of support.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Understand general space and personal space concepts.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 2

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- Walk
- Run
- Hop
- Jump
- Skip
- Slide
- Gallop
- Balance
- Bend
- Straits
- Twist
- Stretch
- Swing
- Sway
- Turn
- Bases of support
- Wide
- Narrow
- Curled
- Twisted
- General space
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[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### TIME:

Students can be given longer rounds to perform locomotor skills they need more practice time on.

#### TASK:

The teacher can call out each locomotor skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students are given a round or two of each game where they work on their thumbs down skill.

### MATERIALS

#### STUDENT EQUIPMENT:

- None

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 2

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

- Why is personal space important?
- Why is general space important?
- What are locomotor skills and why are they important?
- What are non-locomotor skills and how do they help me?

#### HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

##### Activity Name: Toe Partner Tango

##### Set Up:

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.

##### Activity Procedure:

- In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working on balancing in different positions on different bases of support and also doing some balancing skills with a partner.
- The first activity is called Toe Partner Tango. When the music begins, students will perform the specified locomotor skill. When the music stops, students will find the person standing closest to them and allow their feet to touch. (Toe touching toe, or heel touching heel)
- When students find their toe partner, the two should quickly have a seat. Tell students not to sit down until they have a toe partner. Students who sit before finding a partner may get left out. Once everyone has a partner and is seated, students will be told a base of support to use. Together the two students decide on a position to balance in using that base of support. (Example: Balance on a wide base.)
- Students should be encouraged to get into a mirror image position matching their partner on the specified base of support and hold that position without wiggling or falling. Students should try to hold the position for 10 seconds before moving.
- Once the students have the opportunity to balance for a few seconds, the music will restart and students perform a different locomotor skill and find a new partner. - Encourage students to find a different partner every round.

The teacher should take the opportunity to go over the locomotor skills of a walk, run, hop, jump, skip, slide, and gallop. Other movements such as marching and various animal walks can be included for variety. The teacher will also take the opportunity to talk about bases of support and define wide, narrow, curled twisted body shapes to the student. The teacher will announce the locomotor movement students will perform before each round. The teacher starts the music (or blows the whistle) and students begin moving. The music plays for about 30 seconds then the teacher stops the music. After each student finds a partner and is seated, the teacher then calls out the base of support the partners should use. Students attempt to hold matching frozen positions for 10 seconds. The teacher will then start the music again and call out a different locomotor skill or animal walk to perform. -- The teacher should remind students of the

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 2

	<p>importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student.</p>
<b>FOCUS ACTIVITY</b>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Three Two One Freeze</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will spread out in general space using as much personal space as possible.</li><li>• The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.</li><li>• Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.</li><li>• Students should also be told the proper way to tag someone during the game is to use 2 fingers and tag the other person on the shoulder. Allow students the opportunity to practice proper tagging on themselves before beginning the game.</li></ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"><li>• This game is called Three Two One Freeze. It is a tag game where everyone is a tagger and everyone can be tagged.</li><li>• Before the game begins, students will hold up three fingers. Students should practice counting down with their fingers three, two, one, zero. Tell students that each time they are tagged during the game, they put one finger down. The student should be tagged three times before they have to freeze.</li><li>• As long as a student is not frozen, they are a tagger and they can be tagged.</li><li>• Once a student has been tagged three times, they become a tree.</li><li>• Ask the students “Can trees walk around or do they stand still?” “What happens to a tree when the wind blows?” – Take the opportunity to practice with the students the non-locomotor skills of bend, straiten, twist, stretch, swing, sway, and turn. Compare these to how a tree moves in the wind.</li><li>• On the start signal, students will use a specified locomotor skill to move around the room. All students will try to tag other students on the shoulder with 2 fingers, while they are counting down the number of times getting tagged with the other hand. Once a student is tagged three times, they become a tree. While they are a tree, they must perform a non-locomotor movement like a tree with the wind blowing. The student performs the “tree motion” until all students have been tagged and the room is a forest.</li><li>• The teacher should change the “tree motion” (non-locomotor skill being preformed) every 30 seconds or so to keep students who are frozen engaged.</li></ul> <p>The locomotor skill used should change every 1 – 2 minutes. The gameplay does not have to stop for the locomotor skill to change. -- The teacher should remind students of the importance of staying in the assigned general space, tagging other students properly, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student.</p>

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 2

### CLOSING

#### REVIEW: (approx. 10 minutes)

Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:

Why is it important that we use a certain general space?

Why is it important that we maintain personal space?

Name some locomotor skills or ways our bodies can travel from one place to another?

Name or demonstrate some non-locomotor skills.

Why is it important for our bodies to be able to balance in one position?

How is balancing by yourself different from balancing mirroring a partner? Which is more difficult?

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 3

Unit #: 1 Lesson Plan: 3

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Farm Animal Bingo</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform locomotor skills while traveling in general space, maintain proper personal spacing, and respond to teacher given signals.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>c. Performs jumping/landing with balance.</li> <li>d. Performs basic non-locomotor skills (bend, straiten, twist, stretch, swing, sway, and turn) while maintaining balance.</li> <li>e. Maintains balance on different bases of support (wide, narrow, curled, and twisted body shapes).</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates an understanding of general space and personal space by traveling without bumping into another student.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>a. Follows directions individually and in a group setting (follows rules and takes turns).</li> <li>d. Recognizes the established classroom procedures.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Understand general space and personal space concepts.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 3

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- Walk
- Run
- Hop
- Jump
- Skip
- Slide
- Gallop
- General space
- Personal space

### LINKS:

- [www.openphysed.org](http://www.openphysed.org)
- [www.thepespecialist.com](http://www.thepespecialist.com)
- [www.pecentral.org](http://www.pecentral.org)
- [www.shapeamerica.org](http://www.shapeamerica.org)
- [www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The distance between the end line and centerline can be increased or decreased. The start distance between partners can be increased or decreased.

#### TIME:

Students can be given longer rounds to perform locomotor skills they need more practice time on. Students can count to 3 to give partners a head start before trying to tag them.

#### TASK:

The teacher can call out each locomotor skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students are given a round or two of each game where they work on their thumbs down skill.

#### GROUPING:

Students with similar running speeds can be partnered/grouped together.

### MATERIALS

#### STUDENT EQUIPMENT:

- None

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

- Why is personal space important?
- Why is general space important?
- What are locomotor skills and why are they important?



## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 3

### **HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)**

#### **Activity Name: Count and Clump**

#### **Set Up:**

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game. The whistle will also indicate group numbers.
- Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.

#### **Activity Procedure:**

- In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working getting into groups of designated numbers with minimal teacher assistance.
- The first activity is called Count and Clump. When the music begins, students will perform the specified locomotor skill. When the music stops, the students will freeze and listen for the teacher to blow a whistle.
- The teacher will blow a whistle a certain number of times. The students count the number of whistle blows and get into groups with a matching number of students. For Kindergarten, blowing the whistle 5 or fewer times tends to work better. Older students can be challenged with finding larger groups.
- For example: If the teacher blows the whistle 3 times, students find groups of 3. Once the students are in a group of 3, they will sit down to show their group is complete. Once the group is seated, no one can enter the group or leave the group. If the class is not divisible by 3 there will be some leftover and they will remain standing. – Encourage students to know that if they are “leftover” they are not in trouble; it just means their job is to stand that round.
- Once most students have located a group with the correct number and any remaining students are still standing, the music will restart and students perform a different locomotor skill. - Encourage students to find different partners in their group every round.

The teacher should take the opportunity to go over the locomotor skills of a walk, run, hop, jump, skip, slide, and gallop. Other movements such as marching and various animal walks can be included for variety. The teacher will announce the locomotor movement students will perform before each round. The teacher starts the music (or blows the whistle) and students begin moving. The music plays for about 30 seconds then the teacher stops the music. After the teacher blows the whistle and the students find groups with the appropriate number of partners those students will remain seated and the “left over” students will remain standing. The teacher will walk around the room to check groups and assist when necessary, The teacher will then start the music again and call out a different locomotor skill or animal walk to perform. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student.

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 3

### FOCUS ACTIVITY

#### STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)

##### Activity Name: Farm Animal Bingo

##### Set Up:

- Students will spread out in two parallel rows with about 4 or 5 feet between the two lines. There should be a centerline in the middle. Students are lined up directly across from their partner on opposite sides of the centerline.
- A “goal line” will be designated at each end of the playing area.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of each round.
- Students will be told the general space area boundaries that will be used during the activity and shown where the goal lines and center start lines are located. Students will also be told to use as much personal space as possible and to avoid bumping into others or interfering with other groups.
- Students should also be told the proper way to tag someone during the game is to use 2 fingers and tag the other person on the shoulder. Allow students the opportunity to practice proper tagging on themselves before beginning the game.

##### Activity Procedure:

- This game is called Farm Animal Frenzy. It is a tag game where students work with a partner. Each student takes turns being a tagger and being the animal of their choice.
- Before the start of the game, the teacher should take a few minutes to talk to the students about different animals that live on a farm. The game can also be expanded to animals that live in other places too, such as in the ocean or the forest.
- Before the first round, the teacher will designate which side of the centerline are taggers and which are animals.
- Students who are animals will be given a few seconds of “think time” to decide what farm animal they will imitate. Emphasize to students that they do not tell their partner what animal they have chosen. Each partner group is playing individually, so there will be many animal movements each round.
- On the teacher's signal, one student will begin imitating an animal. The other student, the tagger, begins to guess what animal is being imitated. If the tagger guesses incorrectly, the partner continues doing the imitation and the tagger continues to guess.
- Once the tagger guesses correctly, the animal yells “BINGO” and turns to run toward their goal line. The tagger chases.
- If the animal is tagged before reaching the goal line, it is a point for the tagger. If the animal crosses the goal line without being tagged, it is a point for the animal.
- After each partner group has finished, all students return to the middle and set up for the next round. When the next round begins, the two lines swap roles.
- All taggers need to be on the same side of the line so students are not sprinting in opposite directions.

The teacher should remind students of the importance of staying in the assigned general space, tagging other students properly, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student.

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 3

### CLOSING

#### REVIEW: (approx. 10 minutes)

Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:

Why is it important that we use a certain general space?

Why is it important that we maintain personal space?

Name some locomotor skills or ways our bodies can travel from one place to another?

Why is it important to be able to work together and form a group without teacher assistance?

What is it important to follow teacher cues?

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 4

Unit #: 1 Lesson Plan: 4

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Alphabet Balance</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform locomotor skills while traveling in general space, maintain proper personal spacing, and respond to teacher given signals.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>c. Performs jumping/landing with balance.</li> <li>d. Performs basic non-locomotor skills (bend, straiten, twist, stretch, swing, sway, and turn) while maintaining balance.</li> <li>e. Maintains balance on different bases of support (wide, narrow, curled, and twisted body shapes).</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates an understanding of general space and personal space by traveling without bumping into another student.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>a. Follows directions individually and in a group setting (follows rules and takes turns).</li> <li>d. Recognizes the established classroom procedures.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understanding and maintaining personal space.</li> <li>• Understand and maintaining general space.</li> <li>• Following teacher directions and responding to a cue.</li> <li>• Understand general space and personal space concepts.</li> <li>• Working together with a small group of students.</li> <li>• Maintaining balance at different levels and on different bases of support.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 4

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- Walk
- Run
- Hop
- Jump
- Skip
- Slide
- Gallop
- Balance
- Bend
- Straighten
- Twist
- Stretch
- Swing
- Sway
- Turn
- General space
- Personal space

### LINKS:

[www.openphysed.org](http://www.openphysed.org)

[www.thepespecialist.com](http://www.thepespecialist.com)

[www.pcentral.org](http://www.pcentral.org)

[www.shapeamerica.org](http://www.shapeamerica.org)

[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

Students can be given more space to create words or letters.

#### TIME:

Students can be given longer rounds to perform locomotor skills they need more practice time on. Students or groups of students can be given a longer time to create a letter or word while other students move on.

#### TASK:

The teacher can call out each locomotor skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice.

**EQUIPMENT:** Students can have a letter written on the board or on cards to copy when creating a letter or word shapes with their bodies.

#### GROUPING:

Students can be put into smaller (or larger) groups so they are creating shorter (or longer) words.

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 4

<b>MATERIALS</b>	
<b>STUDENT EQUIPMENT:</b>	<b>TEACHER EQUIPMENT:</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Sound system</li> <li>• Start/stop signal (music off/on)</li> <li>• Whiteboard, Smart Board, Posters, or large cards to write letters and words</li> </ul>
<p><b>OPENING</b> <b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>Why is personal space important?</p> <p>Why is general space important?</p> <p>What are locomotor skills and why are they important?</p> <p>Why is balance important?</p> <p>Why is it important that we control our bodies and our movements?</p> <hr/> <p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</b></p> <p><b>Activity Name: Lead and Follow</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will be grouped into groups of 4 or 5. They will then spread out in general space using as much personal space as possible.</li> <li>• The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.</li> <li>• Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working on following other students, taking turns, and being a leader for their group.</li> <li>• The first activity is called Lead and Follow. Students are grouped into groups of 4 or 5. Students are in a single file line within their group.</li> <li>• This game is like follow the leader, but each small group is playing their own game.</li> <li>• When the music begins, the leader for each group will begin doing a locomotor skill. The group follows along. The leader should be encouraged to be responsible for where they have their group follow. Groups should not pass through other group's lines. Leaders should also be encouraged to be mindful of their speed. This is not a race and the leader should maintain a speed where all group members can keep up.</li> <li>• After the music plays for 20 – 30 seconds, the teacher will blow a whistle. On the whistle sound, the student at the end of the line speeds up, moves to the front of the line, and becomes the new leader. The new leader will then choose a new locomotor skill.</li> </ul>

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 4

- Play should continue until all students have had 2 or 3 turns to be the leader. At that point, play can be paused so the teacher can ask students “what locomotor skills they have been used and are there any that have not been practiced”, ask “how does the direction of travel affects other groups”, and ask “how does the leader's speed affects the group, particularly the person becoming the new leader”.
- Another round can be played with students keeping in mind the answers to the feedback given.

The teacher should take the opportunity to go over the locomotor skills of a walk, run, hop, jump, skip, slide, and gallop before the beginning of the game. Other movements such as marching and various animal walks can be included for variety. The teacher starts the music (or blows the whistle) and students begin moving. The music continues to play for the duration of the game. The teacher will blow the whistle every 20 – 30 seconds so a new leader can take over. When the new leader takes over, that student chooses the next locomotor skill for the group to perform. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student or crossing through other groups' lines.

### FOCUS ACTIVITY

#### **STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)**

#### **Activity Name: Alphabet Balance**

#### **Set Up:**

- Students will spread out in general space with as much personal space as possible.
- The teacher will have a whiteboard, smartboard, posters, or large cards to write letters or words for the student to view. (Older students who are familiar with all letters and can spell words on their own can skip this step.)
- Students start the activity on their own, but later in the activity will be put into small groups.

#### **Activity Procedure:**

- In this lesson, students will be working primarily on balance and body control. Students will also be working on working with a group and cooperating within those groups to have a successful end result. (Creating a word with a group)
- The teacher will begin by showing students a letter. (Writing the letter on the board, or typing in on a smart board slide works well.) The student must then create that letter with their body. The letter can be created at a high, medium, or low level, and on any base of support, the student chooses.
- Even though they are creating the same letter, each student will likely look a little different. The teacher will then take the time to walk around the room and point out different levels and bases being used.
- After all, students have attempted the letter, the teacher will then show a different letter for students to create. -- In some cases, capital letters are easier to create and in some cases, lower case is easier. Use teacher discretion to determine which you choose. Let the students begin with letters that are simple such as L, T, K, I, or C then add more difficult letters after they have learned the process and gotten creative juices flowing.
- Once the teacher has given the students the chance to practice the majority of the letters, students can be grouped into groups of 3.
- The teacher will then write a word on the board for the group to spell. For example, if the teacher writes the word “run” on the board, one student will create the R, another the U, and another the N.

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 4

	<ul style="list-style-type: none"><li>• Groups are encouraged to hold their balance in their word or letter pose without wiggling or falling. The teacher will then walk the room and point out the different levels and bases of support the groups are using.</li><li>• The process can be repeated with different size groups to make longer words. With Kindergarten students, 3 or 4 letter words work best. Older grade levels can be challenged by making larger words, multiple students making a single letter, or combining groups to make sentences.</li></ul> <p>The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, working well with a group and cooperating, and not bumping into another student.</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>Why is it important that we maintain personal space?</p> <p>Why is it important for us to watch out for other groups or students as we travel around the room?</p> <p>Why is it important to be able to work together in a small group?</p> <p>What is balance important and how does our level or base of support affect our balance?</p>



## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 5

Unit #: 1 Lesson Plan: 5

<b>Course: Physical Education</b>	<b>1. Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Space Walk</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform locomotor skills while traveling in general space, maintain proper personal spacing, and respond to teacher given signals.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>c. Performs jumping/landing with balance.</li> <li>d. Performs basic non-locomotor skills (bend, straiten, twist, stretch, swing, sway, and turn) while maintaining balance.</li> <li>e. Maintains balance on different bases of support (wide, narrow, curled, and twisted body shapes).</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates an understanding of general space and personal space by traveling without bumping into another student.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>a. Follows directions individually and in a group setting (follows rules and takes turns).</li> <li>d. Recognizes the established classroom procedures.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Understand general space and personal space concepts.</li> <li>• Maintain balance at different levels and on different bases of support.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 5

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- Walk
- Run
- Hop
- Jump
- Skip
- Slide
- Gallop
- Balance
- Bend
- Straighten
- Twist
- Stretch
- Swing
- Sway
- Turn
- General space
- Personal space

### LINKS:

[www.openphvsed.org](http://www.openphvsed.org)

[www.thepespecialist.com](http://www.thepespecialist.com)

[www.pcentral.org](http://www.pcentral.org)

[www.shapeamerica.org](http://www.shapeamerica.org)

[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can reduce the amount of general space used at a slower rate for some classes.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each locomotor skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice.

#### GROUPING:

Students can be put into smaller (or larger) groups so they are working on moving around different numbers.

### MATERIALS

#### STUDENT EQUIPMENT:

- None

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)
- Whiteboard, Smart Board, Posters, or large cards to write letters and words

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 5

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

Why is personal space important?

Why is general space important?

What are locomotor skills and why are they important?

Why is balance important?

Why is it important that we control our bodies and their movements?

#### HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

##### Activity Name: Letter Freeze

##### Set Up:

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.
- The teacher will review locomotor skills with the students and review the importance of holding a balanced position without wiggling or falling.

##### Activity Procedure:

- In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working on creating a letter with their bodies and holding that balanced position.
- The first activity is called Letter Freeze. In this activity, students will be working on performing locomotor skills in general space using as much personal space as possible.
- The teacher will start the music or blow the whistle to indicate the start of the round. Once the music starts, the teacher calls out a locomotor skill for the students to perform.
- Students begin performing the locomotor skill that has been called and continues moving until the music stops or whistle blows to indicate that it is time to freeze.
- On the freeze signal, the teacher will call out a letter. With kindergartners, the letter will need to be written on the whiteboard, smartboard, or shown on a poster board.
- Students will then create that letter with their body and hold it for the duration of the freeze. Students are encouraged to maintain good balance and not wiggle or fall while holding their letter pose.
- The teacher will then walk around the room for a few seconds pointing out different levels and bases of support being used.
- The teacher will then start the music again, call out a different locomotor skill for the students to perform, and call a different letter on the next freeze time.

The teacher should take the opportunity to go over the locomotor skills of the walk, run, hop, jump, skip, slide, and gallop before the beginning of the game. Other movements such as marching and various animal walks can be included for variety. The teacher starts the music (or blows the whistle) and students begin moving. The music continues to play for 20 – 30 seconds. The teacher will call a different letter for the students to create during each freeze. --

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 5

	<p>The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student or wiggling and falling while balancing.</p>
<b>FOCUS ACTIVITY</b>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Space Walk</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will spread out in general space with as much personal space as possible.</li><li>• The general space will continue to change during this activity, but students must always maintain as much personal space as possible.</li></ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students will be working primarily on general space and personal space. Students will explore what happens to their personal space and movement abilities as general space decreases or increases.</li><li>• This activity is called Space Walk. Students will move around in different set sizes of general space while maintaining as much personal space as possible.</li><li>• Before the game begins, the teacher will designate the general space to be used. It is best, to begin with, the largest area possible such as the 4 walls of the gym, or fenced around the playing area as the designated general space.</li><li>• On the start signal, students will perform any locomotor skill in that area, but must stay as far away from all other students as possible. As students move, the teacher will point out any areas of the designated general space not being occupied and encouraged students to spread out more.</li><li>• After 1 – 2 minutes of movement, the teacher will blow the whistle or stop the music to indicate students to freeze.</li><li>• The teacher will then give new general space boundaries that are a little smaller than before. Students will choose a new locomotor skill and move around the area. The teacher will continue to encourage the students to use all of the general space while maintaining a large amount of personal space.</li><li>• This process continues with the general space being used getting smaller and smaller each round. With the final rounds, the student group should barely be able to fit into the assigned general space. The students will actually be shoulder to shoulder or touching in the final rounds.</li><li>• Then the teacher will allow the designated general space to slowly grow again giving the students more room to move in. The process will continue until the general space is back to being the 4 walls of the gym (or whatever the first area that was designated).</li><li>• During each round, the students choose their locomotor skills to perform as well as their speed and direction of travel. However, students are reminded to move safely in the allotted area.</li></ul> <p>The teacher will stop the group periodically during the activity and discuss the following questions (with a more detailed class discussion at the end of the activity): “What happened to our personal space as the general space got smaller?” “What happened to our movement abilities as our general space and personal space got smaller?” “What happened to our movement speed as our personal space got smaller?” --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, working well with a group and cooperating, and not bumping into another student.</p>

## Physical Education (Course: Kindergarten) Unit 1 Lesson Plan 5

### CLOSING

#### REVIEW: (approx. 10 minutes)

Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:

Why is it important that we use a certain general space?

Why is it important that we maintain personal space?

Why is it important for us to watch out for other students as we travel around the room?

What happens to our personal space as our general space gets smaller?

What happens to our movement speed and direction as our general space gets smaller?

# Assessment Checklist Unit 1 - Locomotor

Kindergarten	Hop			Jump			Skip			Slide			Gallop		
Student Name	Leaves floor with 1 foot	Lands on 1 foot	Both feet momentarily off the ground	Leaves floor with 2 feet	Lands on 2 feet	Both feet momentarily off the ground	Steps forward with 1 foot	Bring opposite knee upward	Both feet momentarily off the ground	Side of body faces direction of travel	Feet stay parallel / feet do not cross	Both feet momentarily leave the ground	Body faces the direction of travel	One foot stays in front of the other / feet do not cross	Both feet momentarily leave the ground
Last, First															
Last, First															
Last, First															
Last, First															
Last, First															
Last, First															
SCORING	Observe each students' progress and mark each column with a "Y" for Yes or "N" for No														

## Physical Education (Kindergarten Physical Education): Unit #2: Mastering Movement

### UNIT #2: Mastering Movement

**Course:** Kindergarten      **UNIT #2: Mastering Movement**      **PACING: 9 Weeks**  
**Physical Education**

**UNIT FOCUS:** Locomotor movements, rhythms, sharing, beginning manipulatives

### STANDARDS AND ELEMENTS

#### MOTOR SKILLS – K.1

- a. Performs basic locomotor skills (walk, run, hop, jump, skip, slide, gallop) while maintaining balance.
- b. Performs locomotor skills in response to a teacher-led, creative dance.
- g. Catches a self tossed object (ball, scarf, or bean bag).
- h. Drops a ball and catches it after a single bounce.

#### STRATEGIES – K.2

- b. Performs a rhythmic activity in personal space.

#### FITNESS – K.3

- b. Actively participates in Physical Education class.

#### RULES – K.4

- b. Acknowledges responsibility for behavior when prompted.
- c. Shares equipment and space with others.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

#### VALUE AND JOY – K.5

- c. Identifies physical activities that are enjoyable.

### EXAMPLE LESSON PLANS

Scarf Skills  
 Ball Bounce Skills  
 Hula Hoop Skills  
 Creative Dance

### EXAMPLE ASSESSMENTS

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning before beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Observation	Teacher checklist Thumbs Up/Down	Formal skills checklist that aligns with the standards.

### SUPPLEMENTAL RESOURCES

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 1

Unit #: 2 Lesson Plan: 1

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Scarf Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>b. Performs basic locomotor skills in response to a teacher-led, creative dance.</li> <li>g. Catches a self tossed object (ball, scarf, or bean bag).</li> <li>h. Drops a ball and catches it after a single bounce.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>b. Performs a rhythmic activity in personal space.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>b. Acknowledges responsibility for behavior when prompted.</li> <li>c. Shares equipment and space with others.</li> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Catches a self tossed object.</li> <li>• Performs rhythmic activities in personal space.</li> </ul>		



## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 1

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Rhythm
- Balance

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time to thumbs down skills.

Students can work in a sitting position or from their knees when tossing scarves if needed.

#### EQUIPMENT:

Teachers can use items that are heavier or lighter for varying levels of challenge (balloons, beanbags). Using 2 different color scarves makes teaching certain skills easier.

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.

### MATERIALS

#### STUDENT EQUIPMENT:

- Scarves

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

Why is personal space important?  
 Why is general space important?  
 How is it different to use our dominant hand vs. our non-dominant hand?

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 1

Why does it matter how we hold our scarf?

Why does it matter how we release our scarf when we toss it?

### **HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)**

#### **Activity Name: Exercise Tag**

#### **Set Up:**

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.
- The teacher will review locomotor skills with the students and review the proper tagging technique. (Tag with 2 fingers on the shoulder only.)
- The teacher will review some basic exercises with students such as jumping jacks, squats, curl-ups, push up or shoulder touches, or mountain climbers to name a few.

#### **Activity Procedure:**

- In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working on basic exercises.
- The first activity is called Exercise Freeze. In this activity, all students are taggers and all students can be tagged.
- Students will be working on performing locomotor skills in general space using as much personal space as possible.
- The teacher will start the music or blow the whistle to indicate the start of the round. Before the start of the music, the teacher calls out a locomotor skill for the students to perform.
- Students begin performing the locomotor skill that has been called. Students are trying to tag other students while they avoid being tagged.
- When a student is tagged, they must freeze in place and perform 10 of any exercise. Once they perform their exercise, they can continue playing.
- Students cannot be tagged while they are exercising and must be given at least 5 seconds after completing an exercise before they can be tagged again. This allows the student time to resume play.
- The teacher will stop the music approximately every 2 – 3 minutes to call out a different locomotor skill for the students to perform.
- Students should also be encouraged to perform a different exercise each time they are frozen.

The teacher should take the opportunity to go over the locomotor skills of the walk, run, hop, jump, skip, slide, and gallop before the beginning of the game. Other movements such as marching and various animal walks can be included for variety. The teacher should also take the opportunity to go over basic exercises before the beginning of the game. The teacher starts the music (or blows the whistle) and students begin moving. The music continues to play for 2 – 3 minutes then the teacher will stop the music and have the students perform a different locomotor skill. –

**Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 1**

	<p>The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student. They must also be reminded of the proper tagging technique of tagging using 2 fingers only and tagging on the shoulder only.</p>
<p align="center"><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Scarf Skills</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will spread out in general space with as much personal space as possible.</li> <li>• The student will be given 2 scarves to work with during the activity.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson students will be working on using a manipulative (scarf), catching a self tossed object, and performing rhythmic clapping activities with their scarf.</li> <li>• After scarves are distributed, students will be instructed to tuck the corner of one scarf in their belt loop, waistband, or pocket so that it is off the floor and not a slipping hazard while they work with the other scarf first. The second scarf will be used later.</li> <li>• The teacher should then go over the vocabulary of “dominant” and “non-dominant”. Teacher explanation: Your dominant hand is your easy hand; things are easier for you with your dominant hand. You probably hold a pencil or crayon with that hand and you probably eat with that hand as well. Your non-dominant hand is your hard hand. Things are harder to do with your non-dominant hand. Your witting is probably messier, your food may fall off your fork or spoon, and it feels a little more awkward to use that hand.</li> <li>• Students should be told to spread on a scarf out on the floor in front of them, while the other scarf is tucked away.</li> <li>• Students should be told to hold out their dominant hand like they are giving a high five.</li> <li>• They will then make the letter L with their thumb and index fingers. They will practice pinching those 2 fingers together.</li> <li>• Students will use these 2 fingers to pinch the middle of the scarf that is spread on the ground. When they pick up the scarf it becomes their “jellyfish”. When the teacher instructs students to “make a jellyfish” with their scarf, this ensures they are holding the center properly. (Note: Holding the center of the scarf helps the scarf to go higher in the air and fall slower than just holding it by the corner. It also helps decrease the size of the scarf so when a student begins working with 2 and 3 scarves it is easier to keep them separated in the air.)</li> <li>• Students can begin practicing skills sitting down at first then move to their knees before finally standing up. This helps them to be more in control of their movements and learn to toss and catch the scarf with more efficiency.</li> <li>• Students will then be instructed to practice the following 1 scarf skills.             <ol style="list-style-type: none"> <li>1) Toss and Catch Dominant Hand</li> <li>2) Toss and Catch Non-Dominant Hand</li> <li>3) Toss Switch Catch (Toss and catch with the other hand)</li> <li>4) Toss Clap Catch</li> <li>5) Toss Clap Multiple Times Catch (Increasing by one clap each time, then clap as many times as you can before the scarf touches the floor)</li> <li>6) Toss Clap and Spell Your Name</li> <li>7) Toss Clap to the beat of the music until the scarf is close to the ground, then catch before it touches the ground.</li> </ol> </li> </ul>

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 1

- 8) Toss and Catch with specific body parts using a balance (Catch with the elbow, shoulder, back, knee, foot, tummy) Emphasize balancing and holding the scarf without wiggling or falling.
- The teacher will then introduce the second scarf to students and the students will be instructed to practice the following 2 scarf skills. – Students will practice making 2 jellyfish and holding one in each hand.
    - 1) Toss Catch (Both hands doing the same thing at the same time)
    - 2) Toss Catch, Toss Catch (One hand completes the action before the other hand tosses)
    - 3) Toss, Toss, Catch, Catch (Catching with the same hand-tossed with. Instruct student so look for the brief second that both scarves are in the air at the same time.)
    - 4) Toss, Toss, Cross Catch, Cross Catch (Catching with the opposite hand. Students can also say “criss-cross apple sauce”) ----Teaching tip: Using 2 different color scarves is very beneficial to see if scarves have changed sides.
    - 5) Toss, Toss, Catch each scarf with a different body part using a balance (Examples: Catch one with the elbow, the other with the foot – One with the shoulder, the other with the knee.) Emphasize balancing and holding the scarf without wiggling or falling.
    - 6) Toss, Toss, Then try to keep scarves in the air using only ONE hand. (Place the other hand behind the back. This is 2 scarf one hand juggling.) – Teaching tip: Instruct students to pretend they are playing with balloons and trying to keep them from hitting the floor. This is a difficult skill that students will enjoy trying.

The teacher will demonstrate each skill and introduce the second scarf when the students are ready to move on. ---- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings

### CLOSING

#### **REVIEW: (approx. 10 minutes)**

Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:

Why is it important that we use a certain general space?

Why is it important that we maintain personal space?

What is the difference in our dominant hand (easy hand) and our non-dominant hand (hard hand)?

Why should we practice activities with both hands?

Why do we toss a scarf differently than we throw a ball?

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 2

Unit #: 2 Lesson Plan: 2

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Ball Bounce Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>b. Performs basic locomotor skills in response to a teacher-led, creative dance.</li> <li>g. Catches a self tossed object (ball, scarf, or bean bag).</li> <li>h. Drops a ball and catches it after a single bounce.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>b. Performs a rhythmic activity in personal space.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>b. Acknowledges responsibility for behavior when prompted.</li> <li>c. Shares equipment and space with others.</li> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic non- locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Maintain balance on different bases of support.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Catch a self tossed object after one bounce.</li> <li>• Performs rhythmic activities in personal space.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 2

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Rhythm
- Balance
- Bounce
- Catch
- Levels

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pcentral.org](http://www.pcentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

Teachers can use different types and sizes of balls depending on students' needs. (Examples of balls that can be used depending on student needs: beach ball, trainer volleyball, playground ball, gator skin ball)

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.  
Students can be partnered with students of similar abilities.

### MATERIALS

#### STUDENT EQUIPMENT:

- Balls – 1 per student (Examples of balls that can be used depending on student needs: beach ball, trainer volleyball, playground ball, gator skin ball)

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 2

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

Why is personal space important?

Why is general space important?

How is it different to use our dominant hand vs. our non-dominant hand?

How does the height the ball bounces affect the way we catch the ball?

How does how hard we bounce the ball affect how the ball bounces?

#### HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

##### Activity Name: Rock Paper Scissors Balance

##### Set Up:

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- Each student will be assigned a partner to work with for the duration of the activity.
- The teacher will go over the rules of “Rock Paper Scissors” and show the students how hand motions should be done.
- Ask Students “What beats Rock? (Paper) – What beats Paper? (Scissors) – What beats Scissors? (Rock)”
- Students can be allowed time to practice with each hand signal and practice the proper timing of playing the game to prevent one student from going faster than another.
- Students should also be reminded of the importance of balancing without wiggling or falling.

##### Activity Procedure:

- In this lesson, students will be working on cooperating with a partner and as well as balancing on different bases of support.
- The first activity is called Rock Paper Scissors Balance. In this activity, students are working with a partner to play Rock Paper Scissors while practicing their balancing skills.
- The teacher will review how to play Rock Paper Scissors and emphasize the importance of working together with timing so one student does not go faster than the other. The teacher will also review the importance of making clear hand signals so both partners can recognize if rock, paper, or scissors was chosen.
- The teacher will begin the music or blow the whistle to indicate the start of the activity.
- The two partners will play 1 round of Rock Paper Scissors. The student that wins the round will pick a position for the other student to balance in. The student who did not win continues to play while holding the balance position the winner chose.
- Play continues until the student balancing wins around. That student will then get the chance to pick a position for their partner.
- If a student plays while balancing for 3 rounds and still has not won a round, both students go back to a normal standing position.

The teacher starts the music (or blows the whistle) and students begin playing. The music continues to play for 2 – 3 minutes then the teacher will stop the music and have the students

**Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 2**

	<p>chose a new partner. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, working with their partner to match rhythm/timing, and holding their balance without wiggling or falling.</p>
<p align="center"><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Ball Bounce Skills</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will spread out in general space with as much personal space as possible.</li> <li>• Students will be given 1 ball to work with during the activity.</li> <li>• Examples of balls that can be used depending on student needs: beach ball, trainer volleyball, playground ball, gator skin ball.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson students will be working on using a manipulative (ball), dropping and catching the ball after one bounce, and performing rhythmic clapping activities.</li> <li>• After balls are distributed, students will be instructed to leave the ball in front of them during instructions. Students can place their hands on their heads to refrain from touching or bouncing the ball while the teacher is instructing. This is a great time to discuss self-control with students.</li> <li>• The teacher should then go over the vocabulary of “dominant” and “non-dominant”. Teacher explanation: Your dominant hand is your easy hand; things are easier for you with your dominant hand. You probably hold a pencil or crayon with that hand and you probably eat with that hand as well. Your non-dominant hand is your hard hand. Things are harder to do with your non-dominant hand. Your witting is probably messier, your food may fall off your fork or spoon, and it feels a little more awkward to use that hand.</li> <li>• Students will use both hands during the activity.</li> <li>• Students will then be instructed to practice the following ball skills.             <ol style="list-style-type: none"> <li>1) Toss the ball in the air to eye level and catch</li> <li>2) Toss the ball in the air a little above head level and catch</li> <li>3) Toss the ball to other heights and catch – Discuss levels with students and how the level of the toss affects their ability to catch the ball with ease.</li> <li>4) Drop the ball from waist high and catch after 1 bounce</li> <li>5) Toss the ball to eye level, let it hit the ground and bounce 1 time, catch</li> <li>6) Toss the ball to different heights, let it bounce 1 time, the catch after 1 bounce – Again, discuss levels with students and how the level of the toss affects the height the ball bounces.</li> <li>7) Bounce the ball, Clap 1 time, Catch</li> <li>8) Bounce the ball, Clap Multiple times, Catch (add one clap each time)</li> <li>9) Bounce the ball, Turn around 1 time, Catch</li> <li>10) Bounce the ball, Touch the floor, Catch</li> <li>11) Bounce the ball, Do 1 exercise, Catch (Example: 1 jumping jack, 1 squat)</li> <li>12) Toss the ball to the wall, Let the ball come off the wall and bounce 1 time, Catch</li> </ol> </li> </ul> <p>The teacher will demonstrate each skill and introduce new skills when the students are ready to move on. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings.</p>



## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 2

### CLOSING

#### REVIEW: (approx. 10 minutes)

Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:

Why is it important that we use a certain general space?

Why is it important that we maintain personal space?

What is the difference in our dominant hand (easy hand) and our non-dominant hand (hard hand)?

Why should we practice activities with both hands?

How does the height the ball bounces affect the way we catch the ball?

How does how hard we bounce the ball affect how the ball bounces?

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 3

Unit #: 2 Lesson Plan: 3

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Hula Hoop Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>b. Performs basic locomotor skills in response to a teacher-led, creative dance.</li> <li>g. Catches a self tossed object (ball, scarf, or bean bag).</li> <li>h. Drops a ball and catches it after a single bounce.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>b. Performs a rhythmic activity in personal space.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>b. Acknowledges responsibility for behavior when prompted.</li> <li>c. Shares equipment and space with others.</li> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Performs rhythmic activities in personal space.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 3

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Rhythm
- Balance

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pcentral.org](http://www.pcentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

Teachers can give hula hoops of different sizes or weights to benefit student needs.

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.

### MATERIALS

#### STUDENT EQUIPMENT:

- Hula Hoops – 1 per student

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

- Why is personal space important?
- Why is general space important?
- Why is rhythm important when we hula hoop?
- Why is timing important when we hula hoop?

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 3

### **HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)**

#### **Activity Name: Toilet Tag**

#### **Set Up:**

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.
- The teacher will review locomotor skills with the students and review the proper tagging technique. (Tag with 2 fingers on the shoulder only.)
- The teacher will show the students how to hold a squat position with one arm out to the side.

#### **Activity Procedure:**

- In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working on the lower body strength by holding a squat position and balancing in that position.
- The first activity is called Toilet Tag. In this activity, certain students are selected as taggers, all students can be tagged, and all students can UNFreeze another student.
- Students will be working on performing locomotor skills in general space using as much personal space as possible.
- The teacher will start the music or blow the whistle to indicate the start of the round. Before the start of the music starts, the teacher calls out a locomotor skill for the students to perform.
- Students begin performing the locomotor skill that has been called. Students selected as taggers are trying to tag other students. All students who are not taggers are trying to avoid being tagged while they UNFreeze students who are frozen.
- When a student is tagged, they must hold a squat position like they are sitting on a toilet and hold one arm straight out to the side like a handle.
- Any student can come by, press their handle down, both students make a “swoosh” sound like the toilet is being flushed. Once the student is flushed, they are unfrozen and can continue playing.
- Students must be given at least 5 seconds after rejoining play before they can be tagged again.
- The teacher will stop the music approximately every 2 – 3 minutes to call out a different locomotor skill for the students to perform.

The teacher should take the opportunity to go over the locomotor skills of a walk, run, hop, jump, skip, slide, and gallop before the beginning of the game. Other movements such as marching and various animal walks can be included for variety. The teacher should also take the opportunity to go over how to properly hold a squat position before the beginning of the game. The teacher starts the music (or blows the whistle) and students begin moving. The music continues to play for 2 – 3 minutes then the teacher will stop the music and have the students perform a different locomotor skill. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student. They must also be reminded of the proper tagging technique of tagging using 2 fingers only and tagging on the shoulder only.

**Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 3**

<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Hula Hoop Skills</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will spread out in general space with as much personal space as possible.</li> <li>• The student will be given 1 hula hoop to work with during the activity.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson, students will be working on using a manipulative (hula hoop), rhythm, timing, and coordination with their hula hoop.</li> <li>• After hula hoops are distributed, students will be instructed to leave the hoop laying on the floor while instructions are being given.</li> <li>• Students will then be instructed to practice the following hula hoop skills.             <ol style="list-style-type: none"> <li>1) Hoop Laying on the floor – Bell Jump (Jump forward and backward out and in of the hoop)</li> <li>2) Hoop Laying on the floor – Skier Jump (Jump side to side out and in of the hoop)</li> <li>3) Hold hoop overhead like a halo – Make body narrow and drop hoop to the floor without it touching any part of your body.</li> <li>4) Hold the hoop overhead like a halo – How wide can you make your body and still drop the hoop to the floor without it touching any part of your body.</li> <li>5) Stand hoop up on the ground in front of you – Spin the hoop in a circle using fingers to work the hoop around (do not spin and let go – working on finger dexterity) Practice with the dominant and non-dominant hand.</li> <li>6) Stand hoop up on the ground in front of you like a tunnel. Let go then crawl through before the hoop fall or touches your body.</li> <li>7) Stand hoop up on the ground and use hands to roll hoop in a circle around your body not letting go of the hoop. Slide hands around the hoop as it rolls to keep it moving. This can be done while the student walks in a small circle turning around with the hoop. For more of a challenge, have the students see if they can face the same direction and pass the hoop all the way around their bodies without turning around.</li> <li>8) Roll hoop letting go and see how far it will travel before it falls</li> <li>9) Roll hoop letting go, then run to the hoop and try to crawl through before it falls and without it touching your body.</li> <li>10) Hula Hoop around knees standing with feet together.</li> <li>11) Hula Hoop around the neck.</li> <li>12) Hula hoop around the waist – Some students place feet shoulder-width apart and rock hips side to side. – Some students place one foot in front of the other and rock hips front and back. – Encourage students to find what technique works for them because everyone is a little different. – Also encourage students to find what rhythm works for them.</li> </ol> </li> </ul> <p>The teacher will demonstrate each skill and introduce new skills when the students are ready to move on. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings</p>
<p><b>CLOSING</b></p>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>Why is rhythm important when we hula hoop? Why is timing important when we hula hoop?</p>

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 4

Unit #: 2 Lesson Plan: 4

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Creative Dance</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>a. Perform basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.</li> <li>b. Performs basic locomotor skills in response to a teacher-led, creative dance.</li> <li>g. Catches a self tossed object (ball, scarf, or bean bag).</li> <li>h. Drops a ball and catches it after a single bounce.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>b. Performs a rhythmic activity in personal space.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>b. Actively participates in Physical Education class.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>b. Acknowledges responsibility for behavior when prompted.</li> <li>c. Shares equipment and space with others.</li> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Performs rhythmic activities in personal space.</li> <li>• Performs a teacher-led creative dance</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 4

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Rhythm
- Balance

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.

### MATERIALS

#### STUDENT EQUIPMENT:

- None

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

- Why is personal space important?
- Why is general space important?
- Why is rhythm important when doing physical activities?
- Why is timing important when doing physical activities?

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 4

### **HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)**

#### **Activity Name: Tunnel Tag**

#### **Set Up:**

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.
- The teacher will review locomotor skills with the students and review the proper tagging technique. (Tag with 2 fingers on the shoulder only.)
- The teacher will show the students how to hold a tunnel position. Two options are to remain standing with feet wide apart. Another is to place hands and feet on the floor with hips high. Students can decide what level to make their tunnel.

#### **Activity Procedure:**

- In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working on lower body strength by holding a squat position and balancing in that position.
- The first activity is called Tunnel Tag. In this activity, certain students are selected as taggers, all students can be tagged, and all students can UNFreeze another student.
- Students will be working on performing locomotor skills in general space using as much personal space as possible.
- The teacher will start the music or blow the whistle to indicate the start of the round. Before the start of the music starts, the teacher calls out a locomotor skill for the students to perform.
- Students begin performing the locomotor skill that has been called. Students selected as taggers are trying to tag other students. All students who are not taggers are trying to avoid being tagged while they UNFreeze students who are frozen.
- When a student is tagged, they must hold a tunnel at a high or low level. The high-level option is to remain standing with feet wide apart. The low-level option is to place hands and feet on the floor with hips high. Students can decide what level to make their tunnel.
- Any student can come by and crawl through the frozen student's tunnel to unfreeze them. Once the student is unfrozen and can continue playing.
- Students must be given at least 5 seconds after rejoining play before they can be tagged again.
- The teacher will stop the music approximately every 2 – 3 minutes to call out a different locomotor skill for the students to perform.

The teacher should take the opportunity to go over the locomotor skills of a walk, run, hop, jump, skip, slide, and gallop before the beginning of the game. Other movements such as marching and various animal walks can be included for variety. The teacher should also take the opportunity to go over how to properly hold a squat position before the beginning of the game. The teacher starts the music (or blows the whistle) and students begin moving. The music continues to play for 2 – 3 minutes then the teacher will stop the music and have the students perform a different locomotor skill. -- The teacher should remind students of the



**Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 4**

	<p>importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student. They must also be reminded of the proper tagging technique of tagging using 2 fingers only and tagging on the shoulder only.</p>
<p align="center"><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Creative Dance</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will spread out in general space with as much personal space as possible.</li> <li>• The student will not need equipment to work with during the activity.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson, students will be working on rhythm, timing, and coordination through the use of teacher-led dances.</li> <li>• Students can take part in the following commonly known dances. (All songs can be found on Amazon or YouTube)             <ol style="list-style-type: none"> <li>1) Hokey Pokey</li> <li>2) Cha Cha Slide</li> <li>3) The Bunny Hop</li> <li>4) The Hand Jive</li> <li>5) The Chicken Dance</li> <li>6) The Cupid Shuffle</li> <li>7) The Macarena</li> </ol> </li> <li>• Students can also take part in the following line dance or partner dance. Teachers can use any appropriate song for the dances. This is beneficial for the use of a repeating pattern and for ease of use with any song.             <ol style="list-style-type: none"> <li>1) Line Dance:                  Grapevine to the Right (4 counts) – Grapevine to the Left (4 counts): Touch Head 2x (2 counts) – Touch Shoulders 2x (2 counts) – Touch knees 2x (2 counts) – Touch Toes 2x (2 counts): Walk Front 3x and Clap (4 counts) – Walk Back 3x and Clap (4 counts): Clap 2x High to the Right (2 Counts) - Clap 2x High to the Left (2 Counts) - Clap 2x Low to the Right (2 Counts) - Clap 2x Low to the Left (2 Counts) : 3 Step Turn Right Clap (4 counts) – 3 Step Turn Left Clap (4 counts): Step Right Foot, Pick up and Hit Left Knee (2 counts) – Step Left Foot, Pick up and Hit Right Knee (2 counts) – March 3 times and hold (4 counts)             </li> <li>• <b>OPTION:</b> The last 8 counts students may just march for 8 counts instead of the step hit knee version. <b>NOTE 1:</b> Grapevine can be replaced with step apart together apart together. <b>NOTE 2:</b> On the last 8 counts, students are moving in a circle. They can do a quarter turn to face a different direction, or they can move in a whole circle and repeat facing the same way. The goal is to eventually allow students to repeat the combination 4 times, once facing each wall, before completing a circle.</li> </ol> </li> <li>1) Partner Dance:                  (Students Stand Facing Each Other)                  Right foot heel, toe, heel, toe                  Step Slide to the Right                  Left foot heel, toe, heel, toe                  Step Slide to the Left                  Slap hands with partner Right, Right, Right             </li> </ul>

## Physical Education (Course: Kindergarten) Unit 2 Lesson Plan 4

	<p>Slap hands with partner Left, Left, Left Slap both hands together with partner 3 times Slap own knees 3 times Hold hands or hook elbows with a partner and skip in a circle REPEAT</p> <p>The teacher will demonstrate each dance and allow students to follow their cues. As students learn movements, the teacher can allow students to perform without the teacher leading. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>Why is rhythm important when doing physical activities?</p> <p>Why is timing important when doing physical activities?</p>

## Physical Education (Kindergarten Physical Education): Unit #3: Skilled Play

### UNIT #3: Skilled Play

<b>Course:</b> Kindergarten Physical Education	<b>UNIT #3: Skilled Play</b>	<b>PACING: 9 Weeks</b>
<b>UNIT FOCUS:</b> Manipulatives, Gameplay, Basic Sports Skills		
<b>STANDARDS AND ELEMENTS</b>		
<b>MOTOR SKILLS – K.1</b>		
<ul style="list-style-type: none"> <li><b>f. Throws underhand with the opposite foot forward.</b></li> <li><b>k. Kicks a stationary ball from a stationary position (keeping eyes on the ball, stepping with the opposite foot next to the ball, contacting the ball with the dominant foot, and following through).</b></li> <li><b>l. Volleys a light weight object (beach ball or balloon) upward using a variety of body parts.</b></li> <li><b>m. Strikes a lightweight object (beach ball or balloon) using a short-handled implement.</b></li> </ul>		
<b>STRATEGIES – K.2</b>		
<ul style="list-style-type: none"> <li><b>c. Travels in three different pathways (straight, curved, and zigzag).</b></li> </ul>		
<b>FITNESS – K.3</b>		
<ul style="list-style-type: none"> <li><b>a. Identifies active play opportunities outside the physical education setting.</b></li> </ul>		
<b>RULES – K.4</b>		
<ul style="list-style-type: none"> <li><b>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</b></li> </ul>		
<b>VALUE AND JOY – K.5</b>		
<ul style="list-style-type: none"> <li><b>a. Recognizes that physical activity is important for good health.</b></li> <li><b>b. Acknowledges that some physical activities are challenging/difficult.</b></li> <li><b>c. Identifies physical activities that are enjoyable.</b></li> </ul>		
<b>EXAMPLE LESSON PLANS</b>		
Back Yard Clean Up Team Bowling Volleying Skills Striking Skills		
<b>EXAMPLE ASSESSMENTS</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning before beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Observation	Teacher checklist Thumbs Up/Down	Formal skills checklist that aligns with the standards.
<b>SUPPLEMENTAL RESOURCES</b>		
<a href="http://www.openphysed.org">www.openphysed.org</a> <a href="http://www.thepespecialist.com">www.thepespecialist.com</a> <a href="http://www.pcentral.org">www.pcentral.org</a> <a href="http://www.shapeamerica.org">www.shapeamerica.org</a> <a href="http://www.gonoodle.com">www.gonoodle.com</a>		

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 1

Unit #: 3 Lesson Plan: 1

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Back Yard Clean Up</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>f. Throws underhand with the opposite foot forward.</li> <li>k. Kicks a stationary ball from a stationary position (keeping eyes on the ball, step with the opposite foot next to the ball, contacting the ball with the dominant foot, and following through).</li> <li>l. Volleys a light weight object (beach ball or balloon) upward using a variety of body parts.</li> <li>m. Strikes a lightweight object (beach ball or balloon) using a short-handled implement.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>c. Travels in three different pathways (straight, curved, and zig-zag).</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>a. Identifies active play opportunities outside the physical education setting.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes that physical activity is important for good health.</li> <li>b. Acknowledges that some physical activities are challenging/difficult.</li> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Throw a ball with an underhand motion.</li> <li>• Kick a stationary ball.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 1

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Throw
- Kick
- Throwing Side
- Non-Throwing Side
- Contact
- Follow Through

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

The ball size can vary depending on student needs. (Use smaller or larger balls when appropriate.)

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.

### MATERIALS

#### STUDENT EQUIPMENT:

- A large number of balls (minimum of 1 per student) – Varying sizes if possible (Balls small enough to fit in students hands are appropriate for throwing rounds of the game while larger balls are more appropriate for kicking)

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)
- Cones

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 1

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

Why is personal space important?

Why is general space important?

What are the proper techniques for throwing a ball using an underhand throw?

What are the proper techniques for kicking a stationary ball?

#### HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

##### Activity Name: Turtle Tag

##### Set Up:

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.
- The teacher will review locomotor skills with the students and review the proper tagging technique. (Tag with 2 fingers on the shoulder only.)
- The teacher will show the students how to hold a turtle position. This can be done in two ways. First is where students get on their knees, tuck in a ball, and place hands on the back of the head (good for inside play). The second is where students stay on their feet, squat down as low as possible, and tuck into a ball (good for outside play).

##### Activity Procedure:

- In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working on lower body strength by holding a squat position and balancing in that position.
- The first activity is called Turtle Tag. In this activity, certain students are selected as taggers, all students can be tagged, and all students can UNFreeze another student.
- Students will be working on performing locomotor skills in general space using as much personal space as possible.
- The teacher will start the music or blow the whistle to indicate the start of the round. Before the start of the music, the teacher calls out a locomotor skill for the students to perform.
- Students begin performing the locomotor skill that has been called. Students selected as taggers are trying to tag other students. All students who are not taggers are trying to avoid being tagged while they UNFreeze students who are frozen.
- When a student is tagged, they must hold a turtle position. This can be done in two ways. First is where students get on their knees, tuck in a ball, and place hands on the back of the head (good for inside play). The second is where students stay on their feet, squat down as low as possible, and tuck into a ball (good for outside play).
- Any student can come to a frozen student, grab their hand, help them stand up, hook elbows with that student, and the two complete 1 elbow circle. Once the two go in a circle with elbows linked, the student is unfrozen and can continue playing.
- Students must be given at least 5 seconds after rejoining play before they can be tagged again.

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 1

	<ul style="list-style-type: none"> <li>• The teacher will stop the music approximately every 2 – 3 minutes to call out a different locomotor skill for the students to perform.</li> </ul> <p>The teacher should take the opportunity to go over the locomotor skills of a walk, run, hop, jump, skip, slide, and gallop before the beginning of the game. Other movements such as marching and various animal walks can be included for variety. The teacher should also take the opportunity to go over how to properly hold a squat position to the beginning of the game. The teacher starts the music (or blows the whistle) and students begin moving. The music continues to play for 2 – 3 minutes then the teacher will stop the music and have the students perform a different locomotor skill. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student. They must also be reminded of the proper tagging technique of tagging using 2 fingers only and tagging on the shoulder only.</p>
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Back Yard Clean Up</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will spread out in general space with as much personal space as possible.</li> <li>• The class should be divided into two groups.</li> <li>• The playing area should be divided into half with a row of cones creating a centerline or fence between the two playing areas.</li> <li>• Balls of varying sizes should be scattered randomly between the two playing areas.</li> <li>• Each team will be told that the general space on their side of the fence is their back yard.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson, students will be working on underhand throwing skills as well as kicking a stationary ball using proper technique.</li> <li>• This game is called Back Yard Clean Up. Each team has a side of the room marked off as their back yard. A row of cones should divide the room or playing area in half representing a fence.</li> <li>• Students do not want trash in their back yard. The balls scattered randomly throughout the playing area represent pieces of trash that needs to be cleaned up.</li> <li>• On the start signal, (whistle blow or music beginning) students begin throwing/kicking the balls to the other side of the fence cleaning their yard and making their neighbors' yard messy.</li> <li>• The round continues for 2 – 3 minutes, then the teacher will stop the music or blow the whistle to indicate the end of the round.</li> <li>• The teacher will then count (randomly scan) each yard and see how many balls are on each side. The cleaner side gets a point for winning the round.</li> <li>• Students should be instructed that the fence is really high and the ball has to be thrown over the fence during throwing only rounds.</li> <li>• Students should be instructed that the fence has a gap under it and has to be kicked where it stays on the ground and rolls under the fence during kicking rounds.</li> <li>• Rolling rounds can be done as well where the ball is rolled under the fence.</li> <li>• Students should be instructed to allow balls to stop rolling before they pick them up or kick them.</li> <li>• Balls are counted (randomly scanned) each round and a cleaner side winner is declared each round of play.</li> </ul>

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 1

	<p>The teacher will demonstrate each skill and monitor student performance. New skills will be introduced when the teacher feels it is appropriate to move on. Before the start of each round, the teacher will announce if the round will be for underhand throwing, rolling, or kicking. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings. The teacher should also remind students of proper throwing and kicking techniques.</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>What are the proper techniques for throwing a ball using an underhand throw?</p> <p>What are the proper techniques for kicking a stationary ball?</p>



## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 2

Unit #: 3 Lesson Plan: 2

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Team Bowling</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>f. Throws underhand with the opposite foot forward.</li> <li>k. Kicks a stationary ball from a stationary position (keeping eyes on the ball, stepping with the opposite foot next to the ball, contacting the ball with the dominant foot, and following through).</li> <li>l. Volleys a light weight object (beach ball or balloon) upward using a variety of body parts.</li> <li>m. Strikes a lightweight object (beach ball or balloon) using a short-handled implement.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>c. Travels in three different pathways (straight, curved, and zig-zag).</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>a. Identifies active play opportunities outside the physical education setting.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes that physical activity is important for good health.</li> <li>b. Acknowledges that some physical activities are challenging/difficult.</li> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Throw a ball using an underhand motion.</li> <li>• Kick a stationary ball.</li> <li>• Perform locomotor skills in different pathways at different speeds.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 2

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Throw
- Kick
- Throwing Side
- Non-Throwing Side
- Contact
- Follow Through
- Pathways
- Zigzag
- Straight
- Curved

### LINKS:

[www.openphvsed.org](http://www.openphvsed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

The ball size can vary depending on student needs. (Use smaller or larger balls when appropriate.)

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 2

<b>MATERIALS</b>	
<p><b>STUDENT EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• A large number of balls (minimum of 1 per student) – Varying sizes if possible (Balls small enough to fit in students hands are appropriate for throwing rounds of the game while larger balls are more appropriate for kicking)</li> <li>• Bowling Pins (plastic works best so they can easily be knocked down)</li> </ul>	<p><b>TEACHER EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Sound system</li> <li>• Start/stop signal (music off/on)</li> <li>• Cones</li> </ul>
<p><b>OPENING</b> <b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>Why is personal space important?</p> <p>Why is general space important?</p> <p>What are the proper techniques for throwing a ball using an underhand throw?</p> <p>What are the proper techniques for kicking a stationary ball?</p>
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</b></p> <p><b>Activity Name: Rock Paper Scissors Tag</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will stand facing a partner. Each partner group will be spaced out and lined up along a centerline with one partner on each side of the line. (This allows each partner group to run and chase in either direction without colliding with individuals in other groups.)</li> <li>• A goal-line will be indicated at each end of the playing area.</li> <li>• The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.</li> <li>• The teacher will go over the rules of “Rock Paper Scissors” and show the students how hand motions should be done.</li> <li>• Ask Students “What beats Rock? (Paper) – What beats Paper? (Scissors) – What beats Scissors? (Rock)”</li> <li>• Students can be allowed time to practice with each hand signal and practice the proper timing of playing the game to prevent one student from going faster than another.</li> <li>• Students should also be reminded of the importance of watching out for their surroundings when they run and chase.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson students will be working on cooperating with a partner and as well as traveling in different pathways at different speeds.</li> <li>• The first activity is called Rock Paper Scissors Tag. In this activity, students are working with a partner to play Rock Paper Scissors and incorporating it into a tag game where they practice locomotor skills in different pathways at different speeds.</li> <li>• The teacher will review how to play Rock Paper Scissors and emphasize the importance of working together with timing so one student does not go faster than the other. The teacher will also review the importance of making clear hand signals so both partners can recognize if rock, paper, or scissors was chosen.</li> </ul>

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 2

	<ul style="list-style-type: none"> <li>• The teacher will begin the music or blow the whistle to indicate the start of the activity.</li> <li>• The two partners will play 1 round of Rock Paper Scissors. The student that wins the round will become the tagger and the student who did not win will be “it”.</li> <li>• The student who is “it” turns around and runs away from the tagger.</li> <li>• If the student being chased makes it past the goal line without being tagged, that student gets a point. If the student gets tagged, no points are awarded.</li> <li>• After the round, both students return to the center line and play again.</li> </ul> <p>The teacher starts the music (or blows the whistle) and students begin playing. The music continues to play for 2 – 3 minutes then the teacher will stop the music and have the students chose a new partner. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, working with their partner to match rhythm/timing, and using varying pathways while being chased.</p>
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Team Bowling</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will spread out in general space with as much personal space as possible.</li> <li>• The class should be divided into two groups.</li> <li>• The playing area should be divided into half with a row of cones creating a centerline between the two playing areas.</li> <li>• 10 bowling pins should be randomly scattered around each playing area.</li> <li>• Balls of varying sizes should be scattered randomly between the two playing areas.</li> <li>• Each team will be told that the general space on their side of the cones is their throwing/kicking area and they the bowling pins in the other team’s area are their targets.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson, students will be working underhand throwing skills as well as kicking a stationary ball using proper technique.</li> <li>• This game is called Team Bowling. Each team has a side of the room marked off as their throwing/kicking area. A row of cones should divide the room or playing area in half and the bowling pins on the opposite side are the targets.</li> <li>• On the start signal (whistle blow or music beginning) students begin throwing/kicking the balls past the cones trying to knock down the bowling pins on the other side of the cones.</li> <li>• The round continues until all pins are down on one side. The side that still has pins standing gets a point.</li> <li>• All pins are stood back up and another round is played.</li> <li>• Rolling rounds can be done as well where the ball is rolled past the cones.</li> <li>• Students should be instructed to allow balls to stop rolling before they pick them up or kick them.</li> <li>• Students should be instructed they are not allowed to guard bowling pins and prevent balls from hitting them.</li> <li>• Students should be instructed that if they accidentally knock over a bowling pin, it is still down and cannot be stood up until the next round.</li> </ul>

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 2

	<p>The teacher will demonstrate each skill and monitor student performance. New skills will be introduced when the teacher feels it is appropriate to move on. Before the start of each round, the teacher will announce if the round will be for underhand throwing, rolling, or kicking. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings. The teacher should also remind students of proper throwing and kicking techniques.</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>What are the proper techniques for throwing a ball using an underhand throw?</p> <p>What are the proper techniques for kicking a stationary ball?</p>

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 3

Unit #: 3 Lesson Plan: 3

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Volleying Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>f. Throws underhand with the opposite foot forward.</li> <li>k. Kicks a stationary ball from a stationary position (keeping eyes on the ball, stepping with the opposite foot next to the ball, contacting the ball with the dominant foot, and following through).</li> <li>l. Volleys a light weight object (beach ball or balloon) upward using a variety of body parts.</li> <li>m. Strikes a lightweight object (beach ball or balloon) using a short-handled implement.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>c. Travels in three different pathways (straight, curved, and zig-zag).</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>a. Identifies active play opportunities outside the physical education setting.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes that physical activity is important for good health.</li> <li>b. Acknowledges that some physical activities are challenging/difficult.</li> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Volleys a lightweight object</li> <li>• Performs rhythmic activities in personal space</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 3

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Volley
- Contact

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

The ball size and weight can vary depending on student needs. (Use balloons, beach balls, trainer volleyballs)

#### GROUPING:

The teacher can pull small groups for individual assistance when needed. Students can be grouped with partners of similar skill level.

### MATERIALS

#### STUDENT EQUIPMENT:

- 1 beach ball or balloon per student

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

- Why is personal space important?
- Why is general space important?
- How does learning to volley an object help us?
- What are some tips to remember when volleying an object?
- What is hand-eye coordination and why is it important?

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 3

	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</b></p> <p><b>Activity Name: Freeze Dance</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will be spread out in general space with as much personal space as possible.</li><li>• The teacher will have some sort of music to play with a good dance beat that encourages students to move.</li></ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students will be working on rhythmic activities, moving to music, creating dance moves or exercises, and responding to teacher cues.</li><li>• This activity is called Freeze Dance. The teacher can use any appropriate music with a good dance beat that encourages students to want to move.</li><li>• The teacher begins the music and the students begin free dancing. Students can perform any appropriate dance moves they create. When the music stops, the student should freeze in a balancing position and hold that balance. They should not wiggle or fall down.</li><li>• The teacher can tell the students they are having a contest to see who can stay frozen completely until the music begins.</li><li>• When the music starts again, students begin dancing.</li><li>• <b>OPTION:</b> Instead of freezing in a balanced position, students can be given an exercise to do on their spot while waiting on the music to restart.</li></ul> <p>The teacher starts the music and students begin dancing. When the music stops, the students pick a balance position to freeze in, or they perform the teacher designated exercise.-- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, and balancing without wiggling or falling.</p>
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Volleying Skills</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will spread out in general space with as much personal space as possible.</li><li>• The students will be given 1 balloon or beach ball to use during the activity.</li></ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students will be on volleying a lightweight object upward attempting multiple contacts. Use a balloon or beach ball for the best results. Use caution with balloons because popped balloon pieces can be hazardous.</li><li>• The teacher should take the opportunity to talk about hand-eye coordination.</li><li>• The teacher will then demonstrate the following skills and allow students time to practice each skill.<ol style="list-style-type: none"><li>1) Keep the ball in the air using upward volleys with both hands</li><li>2) Keep the ball in the air using upward volleys with one hand (dominant, non-dominant)</li><li>3) Keep the ball in the air using upward volleys with various body parts (elbow, head, knee, foot)</li></ol></li></ul>



### Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 3

	<ol style="list-style-type: none"><li>4) Keep the ball in the air using upward volleys with hands clapping between volleys (start with 1 clap and add additional claps for more of a challenge)</li><li>5) Keep the ball in the air using upward volleys with hands performing one complete turn after every 2 or 3 volleys (doing a turn after every volley will make students dizzy)</li><li>6) Keep the ball in the air using upward volleys with hands and touch the floor between strikes</li><li>7) CHALLENGE: Add a second ball or balloon</li></ol> <ul style="list-style-type: none"><li>• Once students have had the opportunity to practice volleying on their own, the following skills can be done with partners.<ol style="list-style-type: none"><li>1) Partners can keep the ball in the air taking turns making contact</li><li>2) Partners can pass the ball over a net or other low barrier taking turns making contact</li><li>3) CHALLENGE: Add a second ball or balloon</li></ol></li></ul> <p>The teacher will demonstrate each skill and introduce new skills when the students are ready to move on. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings.</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>How does learning to volley an object help us?</p> <p>What are some tips to remember when volleying an object?</p> <p>What is hand-eye coordination and why is it important?</p>

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 4

Unit #: 3 Lesson Plan: 4

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Striking Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>f. Throws underhand with the opposite foot forward.</li> <li>k. Kicks a stationary ball from a stationary position (keeping eyes on the ball, stepping with the opposite foot next to the ball, contacting the ball with dominant foot, and following through).</li> <li>l. Volleys a light weight object (beach ball or balloon) upward using a variety of body parts.</li> <li>m. Strikes a lightweight object (beach ball or balloon) using a short-handled implement.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>c. Travels in three different pathways (straight, curved, and zig-zag).</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>a. Identifies active play opportunities outside the physical education setting.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes that physical activity is important for good health.</li> <li>b. Acknowledges that some physical activities are challenging/difficult.</li> <li>c. Identifies physical activities that are enjoyable.</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Strike a lightweight object using a short-handled implement</li> <li>• Performs rhythmic activities in personal space</li> <li>• Cooperates with a partner on a specific task</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 4

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Strike
- Racquet
- Contact

### LINKS:

[www.openphvsed.org](http://www.openphvsed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pcentral.org](http://www.pcentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

The ball size and weight can vary depending on student needs. (Use balloons, beach balls, trainer volleyballs)  
The racquet size can vary depending on student needs (a larger surface area or smaller surface area)

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.  
Students can be grouped with partners of similar skill level.

### MATERIALS

#### STUDENT EQUIPMENT:

- 1 beach ball or balloon per student
- 1 racquet per student (badminton racquet, ping pong paddle, hose covered hanger, tennis racquet)

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 4

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

- Why is personal space important?
- Why is general space important?
- How does learning to strike an object help us?
- What are some tips to remember when striking an object?
- What is hand-eye coordination and why is it important?

#### HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)

##### Activity Name: Rock Paper Scissors Exercise

##### Set Up:

- Students will stand facing a partner. Each partner group will be spaced out with plenty of personal space.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- The teacher will go over the rules of “Rock Paper Scissors” and show the students how hand motions should be done.
- Ask Students “What beats Rock? (Paper) – What beats Paper? (Scissors) – What beats Scissors? (Rock)”
- Students can be allowed time to practice with each hand signal and practice the proper timing of playing the game to prevent one student from going faster than another.
- Students should also be reminded of the basic exercises to perform when needed.

##### Activity Procedure:

- In this lesson, students will be working on cooperating with a partner and as well as matching their partners' rhythm and timing. They will also be working on performing basic exercises.
- The first activity is called Rock Paper Scissors Exercise. In this activity, students are working with a partner to play Rock Paper Scissors and incorporating basic exercises of their choosing.
- The teacher will review how to play Rock Paper Scissors and emphasize the importance of working together with timing so one student does not go faster than the other. The teacher will also review the importance of making clear hand signals so both partners can recognize if rock, paper, or scissors was chosen.
- The teacher will begin the music or blow the whistle to indicate the start of the activity.
- The two partners will play 1 round of Rock Paper Scissors. The student that wins chooses an exercise for the other student to perform.
- The student who did not win performs 5 of the chosen exercise.
- The students play another round.
- If the same student is the exerciser 3 times in a row, both students perform the exercise.

The teacher starts the music (or blows the whistle) and students begin playing. The music continues to play for 2 – 3 minutes then the teacher will stop the music and have the students chose a new partner. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, working with their partner to match rhythm/timing, and using varying exercises.

## Physical Education (Course: Kindergarten) Unit 3 Lesson Plan 4

<b>FOCUS ACTIVITY</b>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Striking Skills</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will spread out in general space with as much personal space as possible.</li><li>• The students will be given 1 balloon or beach ball to use during the activity.</li><li>• Students will be given 1 short-handled implement to use during the activity. This can be a badminton racquet, tennis racquet, ping pong paddle, or hose covered hanger to name a few.</li></ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students will be on striking a lightweight object upward using a short-handled implement attempting multiple contacts. Use a balloon or beach ball for the best results. Use caution with balloons because popped balloon pieces can be hazardous.</li><li>• The teacher should take the opportunity to talk about hand-eye coordination.</li><li>• The teacher will then demonstrate the following skills and allow students time to practice each skill.<ol style="list-style-type: none"><li>1) Strike upward with a paddle at waist level not letting balloon touch the floor (dominant hand, non-dominant hand)</li><li>2) Strike upward with a paddle at head level not letting balloon touch the floor (dominant hand, non-dominant hand)</li><li>3) Strike upward with a paddle (paddle at varying levels) swapping hands between strikes (Start with swapping every three strikes, then swap every two, finally swapping between every one strike)</li><li>4) Strike downward with paddle bouncing balloon on the floor</li><li>5) Strike forward with paddle bouncing balloon against the wall (holding paddle overhand, holding paddle underhand)</li><li>6) CHALLENGE: Add a second ball or balloon</li></ol></li><li>• Once students have had the opportunity to practice striking on their own, the following skills can be done with partners.<ol style="list-style-type: none"><li>1) Partners can keep the ball in the air taking turns making contact</li><li>2) Partners can pass the ball over a net or other low barrier taking turns making contact</li><li>3) CHALLENGE: Add a second ball or balloon</li></ol></li></ul> <p>The teacher will demonstrate each skill and introduce new skills when the students are ready to move on. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings.</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <ul style="list-style-type: none"><li>• Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</li><li>• Why is it important that we use a certain general space?</li><li>• How does learning to strike an object help us?</li><li>• What are some tips to remember when striking an object?</li><li>• What is hand-eye coordination and why is it important?</li></ul>

# Assessment Checklist Unit 3

Kindergarten	Underhand Throwing			Kicking (Stationary Ball)			Volleying			Striking		
Student Name	Holds ball with dominant hand	Steps with opposite foot forward	Releases ball toward target and follows through	Plants non-kicking foot near ball	Contacts ball with side of foot	Kicks ball toward target and follows through	Makes contact with object	Sends object upward	Maintains control of object	Hold implement by handle	Implement makes contact with object	Maintains control of object
Last, First												
Last, First												
Last, First												
Last, First												
Last, First												
Last, First												

## Physical Education (Kindergarten Physical Education): Unit #4: Fitness Fun

### UNIT #4: Fitness Fun

<b>Course:</b> Kindergarten Physical Education	<b>UNIT #4: Fitness Fun</b>	<b>PACING: 9 Weeks</b>
<b>UNIT FOCUS:</b> Field Day, Jump Rope, Basic Sports Skills		
<b>STANDARDS AND ELEMENTS</b>		
<b>MOTOR SKILLS – K.1</b>		
<ul style="list-style-type: none"> <li><b>i. Demonstrates basic dribbling skills with hands attempting multiple contacts.</b></li> <li><b>j. Demonstrates basic dribbling skills with feet attempting multiple contacts.</b></li> <li><b>n. Executes a single jump using a self-turned rope.</b></li> <li><b>o. Executes a single jump of a long rope with teacher assisted turning.</b></li> </ul>		
<b>STRATEGIES – K.2</b>		
<ul style="list-style-type: none"> <li><b>d. Travels in general space at different speeds.</b></li> <li><b>e. Travels in general space on different levels.</b></li> </ul>		
<b>FITNESS – K.3</b>		
<ul style="list-style-type: none"> <li><b>c. Recognizes that moving at a fast pace increases heart rate and breathing.</b></li> </ul>		
<b>RULES – K.4</b>		
<ul style="list-style-type: none"> <li><b>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</b></li> </ul>		
<b>VALUE AND JOY – K.5</b>		
<ul style="list-style-type: none"> <li><b>d. Recognizes the enjoyment of playing with others.</b></li> <li><b>e. Accepts and respects differences and similarities of physical abilities in self and others.</b></li> </ul>		
<b>EXAMPLE LESSON PLANS</b>		
Hand Dribbling Skills Feet Dribbling Skills Jump Rope Skills Using Short Ropes Jump Rope Skills Using Long Ropes		
<b>EXAMPLE ASSESSMENTS</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Observation	Teacher checklist Thumbs Up/Down	Formal skills checklist that aligns with the standards.
<b>SUPPLEMENTAL RESOURCES</b>		
<a href="http://www.openphysed.org">www.openphysed.org</a> <a href="http://www.thepespecialist.com">www.thepespecialist.com</a> <a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.shapeamerica.org">www.shapeamerica.org</a> <a href="http://www.gonoodle.com">www.gonoodle.com</a>		

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 1

Unit #: 4 Lesson Plan: 1

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Hand Dribbling Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>i. Demonstrates basic dribbling skills with hands attempting multiple contacts.</li> <li>j. Demonstrates basic dribbling skills with feet attempting multiple contacts.</li> <li>n. Executes a single jump using a self-turned rope.</li> <li>o. Executes a single jump of a long rope with teacher assisted turning.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>d. Travels in general space with different speeds.</li> <li>e. Travels in general space on different levels.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>c. Recognizes that moving at a fast pace increases heart rate and breathing.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>d. Recognizes the enjoyment of playing with others.</li> <li>e. Accepts and respects differences and similarities of physical abilities in self and others</li> </ul>		
<b>ASSESSMENTS:</b>		
<p style="text-align: center;"><b>DIAGNOSTIC</b></p> <p>Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p style="text-align: center;"><b>FORMATIVE</b></p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<p style="text-align: center;"><b>SUMMATIVE</b></p> <p>Gauge student mastery of standards.</p> <ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Dribble a ball with hands attempting multiple contacts</li> <li>• Perform rhythmic activities in personal space</li> <li>• Cooperate with a partner or small group on a specific task</li> </ul>		



## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 1

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Dribble
- Finger Pads
- Contact
- Relay

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pcentral.org](http://www.pcentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

The ball size and weight can vary depending on student needs. (Use balloons, beach balls, trainer volleyballs)

#### GROUPING:

The teacher can pull small groups for individual assistance when needed. Students can be grouped with partners of similar skill level.

### MATERIALS

#### STUDENT EQUIPMENT:

- 1 ball per person (beach ball, basketball, playground, trainer volleyball)

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

**OPENING**  
**Getting students**  
**ready to learn**

#### ESSENTIAL QUESTIONS:

Why is personal space important?  
 Why is general space important?

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 1

How does learning to dribble a ball help us?

What are some tips to remember when dribbling a ball?

What is hand-eye coordination and why is it important?

What other types of activities can hand-eye coordination help us with?

### **HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)**

**Activity Name: Animal Walk Relays** (Field Day Relay Samples)

#### **Set Up:**

- Students will be placed into small groups of 5 – 6 students.
- Each group will have a cone or line marking the start of their lane, and a matching cone or line marking the end of their lane.
- Each line will be spread out so that the students have plenty of space to participate in a relay race without running into someone from another lane.
- Students will be instructed about the importance of staying in their lane, taking turns, and waiting until the person ahead of them in line is finished and touches their hand before they begin.

#### **Activity Procedure:**

- In this lesson students will be working on cooperating with a group and as well as taking turns to perform various animal walks.
- The first activity is called Animal Walk Relays. In this activity, students are working with a group and performing relay races that can be used as part of field day.
- The teacher will review how to perform various animal walks, how to say in the assigned lane, how to take turns, and how to appropriately touch the hand of the next person in line after completing their turn in the relay.
- The teacher will begin the music or blow the whistle to indicate the start of the relay.
- The group will take part in the following relays. Animal walk down the lane, touch the cone at the end, stand up and run back touching the hand of the next person in line.
  - 1) Bunny Hop
  - 2) Crab walk
  - 3) Kangaroo jump (can put a small ball between the knees or ankles if desired)
  - 4) Elephant Walk (swinging arms like an elephant trunk)
  - 5) Puppy Dog (Bear) Walk
  - 6) Puppy Dog (Bear) Walk With a hurt foot (Using 2 hands and 1 foot on the ground holding the other foot up like it is hurt)
  - 7) Frog Hop
- When everyone has had one turn in the relay, the team will raise both hands to indicate they are finished.
- The teacher can alternate the person who is first in line if desired.
- The teacher can have some people take 2 turns if necessary to ensure all lanes have an even number of students participating.

The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, working with their partner to match rhythm/timing, and using varying exercises.

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 1

<b>FOCUS ACTIVITY</b>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Hand Dribbling Skills</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will spread out in general space with as much personal space as possible.</li><li>• The students will be given 1 beach ball, basketball, playground ball, or another appropriate ball to use during the activity.</li></ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students will be on dribbling a ball with hands attempting multiple contacts.</li><li>• The teacher should take the opportunity to talk about hand-eye coordination.</li><li>• The teacher will take the opportunity to talk about using the finger pads to connect with the ball and keeping your foot out of the way so the ball is not bounced on the toe.</li><li>• The teacher will demonstrate the following skills and allow students time to practice each skill.<ol style="list-style-type: none"><li>1) Bounce the ball and catch with two hands</li><li>2) Toss the ball and catch with two hands</li><li>3) Toss Catch Bounce Catch pattern catching with two hands</li><li>4) Bounce ball, dribble with fingers 2x then catch with 2 hands (dribble 3x, 4x, 5x) – Dominant hand, non-dominant hand</li><li>5) Have a contest to see who can dribble the ball the most times without the ball rolling away.</li></ol></li><li>• Once students have had the opportunity to practice dribbling on their own, the following skills can be done with partners.<ol style="list-style-type: none"><li>1) Dribble 5x then rolls the ball to partner, partner dribbles, and rolls back</li><li>2) Dribble 5x then pass the ball to partner with the ball bouncing 1 time between partners, partner dribbles, and 1 bounce pass back</li><li>3) Dribble as many times as you can while partner holds a balance position, bounce (or roll) ball to partner</li><li>4) Dribble as many times as you can while partner does any exercise, bounce (or roll) ball to partner</li></ol></li></ul> <p>The teacher will demonstrate each skill and introduce new skills when the students are ready to move on. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings.</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>How does learning to dribble a ball help us?</p> <p>What are some tips to remember when dribbling a ball?</p> <p>What is hand-eye coordination and why is it important?</p> <p>What other types of activities can hand-eye coordination help us with?</p>

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 2

Unit #: 4 Lesson Plan: 2

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Feet Dribbling Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>i. Demonstrates basic dribbling skills with hands attempting multiple contacts.</li> <li>j. Demonstrates basic dribbling skills with feet attempting multiple contacts.</li> <li>n. Executes a single jump using a self-turned rope.</li> <li>o. Executes a single jump of a long rope with teacher assisted turning.</li> </ul> <p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>d. Travels in general space with different speeds.</li> <li>e. Travels in general space on different levels.</li> </ul> <p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>c. Recognizes that moving at a fast pace increases heart rate and breathing.</li> </ul> <p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul> <p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>d. Recognizes the enjoyment of playing with others.</li> <li>e. Accepts and respects differences and similarities of physical abilities in self and others</li> </ul>		
<b>ASSESSMENTS:</b>		
<p style="text-align: center;"><b>DIAGNOSTIC</b></p> <p>Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p style="text-align: center;"><b>FORMATIVE</b></p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<p style="text-align: center;"><b>SUMMATIVE</b></p> <p>Gauge student mastery of standards.</p> <ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Dribble a ball with feet attempting multiple contacts.</li> <li>• Perform rhythmic activities in personal space.</li> <li>• Cooperate with a partner or small group on a specific task.</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 2

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Dribble
- Contact

### LINKS:

[www.openphysed.org](http://www.openphysed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

The ball size can vary depending on student needs. (Use beach balls, trainer volleyballs, soccer balls, gator skin balls)

#### GROUPING:

The teacher can pull small groups for individual assistance when needed. Students can be grouped with partners of similar skill level.

### MATERIALS

#### STUDENT EQUIPMENT:

- 1 ball per person (beach ball, playground, trainer volleyball, soccer ball, gator skin ball)
- Several hula hoops or poly spots (for the warm-up game)
- Several Pool Noodles (for the warm-up game)
- Several cones

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

**OPENING**  
Getting students  
ready to learn

#### ESSENTIAL QUESTIONS:

Why is personal space important?  
  
Why is general space important?

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How does learning to dribble a ball with our feet help us?

What are some tips to remember when dribbling a ball with our feet?

What is it important to be able to dribble with our feet and still keep our eyes up looking where we are moving?

### **HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)**

#### **Activity Name: Island Tag**

#### **Set Up:**

- Students will spread out in general space using as much personal space as possible.
- The teacher will have the music set to start/stop or a whistle to blow to indicate the start of the game.
- Students will be told the general space area boundaries that will be used during the activity. Students will also be told to use as much personal space as possible and to avoid bumping into others.
- The teacher will review locomotor skills with the students and review the proper tagging technique. (Tag with 2 fingers on the shoulder only.)
- There will be several hula hoops (or poly spots) scattered around the playing area.

#### **Activity Procedure:**

- In this lesson, students will be working on locomotor skills. Locomotor skills are ways students can use their bodies to travel from one place to another. Students will also be working on lower body strength by holding a squat position and balancing in that position.
- The first activity is called Island Tag. In this activity, certain students are selected as taggers (or sharks), certain students are selected as unfreezers (or lifeguards), and all other students (swimmers) can be tagged.
- Students will be working on performing locomotor skills in general space using as much personal space as possible.
- The teacher will start the music or blow the whistle to indicate the start of the round. Before the start of the music, the teacher calls out a locomotor skill for the students to perform.
- Students begin performing the locomotor skill that has been called. Students selected as taggers (sharks) are trying to tag other students.
- When a student is tagged, they freeze in their spot and wave their arms over their head like a distressed swimmer.
- Unfreezers (lifeguards) come to the frozen swimmers, let them grab their pool noodle (or just take them by the hand if pool noodles are unavailable), pull them outside the playing area (take them to land).
- Once a student has stayed outside the playing area (on land) 15 seconds, they can rejoin the game.
- The teacher will stop the music approximately every 2 – 3 minutes to call out a different locomotor skill for the students to perform.

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	<p>The teacher should take the opportunity to go over the locomotor skills of a walk, run, hop, jump, skip, slide, and gallop before the beginning of the game. Other movements such as marching and various animal walks can be included for variety. The teacher should also take the opportunity to go over the duties of each job (swimmer, shark, lifeguard) prior to the beginning of the game. The teacher starts the music (or blows the whistle) and students begin moving. The music continues to play for 2 – 3 minutes then the teacher will stop the music and have the students perform a different locomotor skill. -- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, controlling their speed and direction of movement, and not bumping into another student. They must also be reminded of the proper tagging technique of tagging using 2 fingers only and tagging on the shoulder only.</p>
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Feet Dribbling Skills</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"> <li>• Students will spread out in general space with as much personal space as possible.</li> <li>• The students will be given 1 beach ball, trainer volleyball, gator skin ball, soccer ball, or another appropriate ball to use during the activity.</li> </ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"> <li>• In this lesson, students will be on dribbling a ball with feet attempting multiple contacts.</li> <li>• The teacher will take the opportunity to talk about the different parts of the foot (inside, outside, toe, heel).</li> <li>• The teacher will then demonstrate the following skills and allow students time to practice each skill.             <ol style="list-style-type: none"> <li>1) Tell students: Show me how to move the ball with your feet in a small general space</li> <li>2) Tell students: Show me how to move the ball with your feet in a large general space</li> <li>3) Tell students: Show me how to move the ball with different parts of your feet (inside of the foot, outside of the foot, toes, heel, top of the foot where your shoelaces are) NOTE: Specify each part of the foot separately allowing practice time with each part of the foot.</li> <li>4) Tell students: How many different directions can you move with the ball using your feet (Straight, Curves, Zig Zag) NOTE: Specify each pathway separately allowing time to practice each.</li> <li>5) Tell students: How many different speeds can you move with the ball using your feet (Walk, Run) NOTE: Specify each speed separately allowing time to practice each.</li> <li>6) Tell students: Dribble in any direction in general space. Pretend your ball is a bubble and your bubble will pop if it touches another player or another bubble. Move the ball with your feet without touching anyone else's bubble.</li> <li>7) Dribble in general space around any obstacle (Cones can be spread in general space representing obstacles)</li> </ol> </li> </ul> <p>The teacher will demonstrate each skill and introduce new skills when the students are ready to move on. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings.</p>

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 2

### CLOSING

#### REVIEW: (approx. 10 minutes)

Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:

Why is it important that we use a certain general space?

How does learning to dribble a ball with our feet help us?

What are some tips to remember when dribbling a ball with our feet?

What is it important to be able to dribble with our feet and still keep our eyes up looking where we are moving?



## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 3

Unit #: 4 Lesson Plan: 3

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Short Jump Rope Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>i. Demonstrates basic dribbling skills with hands attempting multiple contacts.</li> <li>j. Demonstrates basic dribbling skills with feet attempting multiple contacts.</li> <li>n. Executes a single jump using a self-turned rope.</li> <li>o. Executes a single jump of a long rope with teacher assisted turning.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>d. Travels in general space with different speeds.</li> <li>e. Travels in general space on different levels.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>c. Recognizes that moving at a fast pace increases heart rate and breathing.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>d. Recognizes the enjoyment of playing with others.</li> <li>e. Accepts and respects differences and similarities of physical abilities in self and others</li> </ul>		
<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Executes a single jump using a self turned rope</li> <li>• Performs rhythmic activities in personal space</li> <li>• Cooperates with a partner or small group on a specific task</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 3

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Cardiovascular
- Heart
- Lungs
- Jumping Skills
- Non-jumping Skills
- Figure 8
- Helicopter
- Propeller
- Bell Jump
- Skier Jump
- Hop Scotch

### LINKS:

[www.openphvsed.org](http://www.openphvsed.org)  
[www.thepespecialist.com](http://www.thepespecialist.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.shapeamerica.org](http://www.shapeamerica.org)  
[www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

The rope length can vary depending on student needs.

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.  
Students can be grouped with partners of similar skill level.

**Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 3**

<b>MATERIALS</b>	
<b>STUDENT EQUIPMENT:</b> <ul style="list-style-type: none"> <li>• 1 jump rope per person</li> </ul>	<b>TEACHER EQUIPMENT:</b> <ul style="list-style-type: none"> <li>• Music</li> <li>• Sound system</li> <li>• Start/stop signal (music off/on)</li> </ul>
<b>OPENING</b> <b>Getting students ready to learn</b>	<b>ESSENTIAL QUESTIONS:</b> Why is personal space important?  Why is general space important?  What are cardiovascular exercises and how do our bodies respond when we do them?  What is the difference between jumping and non-jumping skills?  What is the proper technique for jumping rope?
	<b>HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)</b>  <b>Activity Name: Mirror Image</b>  <b>Set Up:</b> <ul style="list-style-type: none"> <li>• Students will spread out in general space with as much personal space as possible.</li> <li>• Students will have a partner for the activity. The two partners will stand or sit facing each other.</li> </ul> <b>Activity Procedure:</b> <ul style="list-style-type: none"> <li>• In this lesson, students will be working on cooperating with a partner and developing their own creative movements.</li> <li>• The first activity is called Mirror Image. In this activity, students are working with a group and performing creative movements of varying speeds and having a partner copy their movements like they are standing in a mirror.</li> <li>• The teacher will review some simple movements with the arms or legs to give the students ideas. The students can then be creative and move their bodies in any way they wish as long as they are not traveling from their spot.</li> <li>• The teacher will begin the music or blow the whistle to indicate the start of the activity.</li> <li>• One partner is the person and the other person is the mirror image.</li> <li>• After 2 – 3 minutes, the teacher will blow the whistle or stop the music and the students will swap roles.</li> <li>• After both students have had the opportunity to be the leader or mirror image, the teacher will have a round where the students get to choose which person leads and which follows.</li> <li>• The teacher will walk around the room and try to guess which student is the mirror image and which is leading.</li> </ul> <p>The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, working with their partner to match rhythm/timing, and using varying movements.</p>

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 3

### FOCUS ACTIVITY

#### STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)

##### Activity Name: Short Jump Rope Skills

##### Set Up:

- Students will spread out in general space with as much personal space as possible.
- The students will be given 1 jump rope to use during the activity.

##### Activity Procedure:

- In this lesson, students will be working on jumping and non-jumping skills with a short jump rope.
- The teacher should take the opportunity to talk about cardiovascular exercises, how these exercises make the body feel when performing them, and the importance of cardiovascular exercise.
- The teacher should then go over the vocabulary of “dominant” and “non-dominant”.  
Teacher explanation: Your dominant hand is your easy hand; things are easier for you with your dominant hand. You probably hold a pencil or crayon with that hand and you probably eat with that hand as well. Your non-dominant hand is your hard hand. Things are harder to do with your non-dominant hand. Your witting is probably messier, your food may fall off your fork or spoon, and it feels a little more awkward to use that hand.
- The teacher will then demonstrate the following non-jumping skills and allow students time to practice each skill.
  - 1) Forward Turning (Dominant, Non-Dominant hands) – Practice keeping elbow in by the waist and turning with the wrist.
  - 2) Backward Turning (Dominant, Non-Dominant hands) – Practice keeping elbow in by the waist and turning with the wrist.
  - 3) Figure 8 (Dominant, Non-Dominant hands) – Rope circles on the right side, then left side of the body
  - 4) Helicopter (Dominant, Non-Dominant hands) – Rope circles above the head
  - 5) Propeller (Dominant, Non-Dominant hands) – Rope circles directly in front of the body
- The teacher will then demonstrate the following jumping skills and allow students time to practice each skill.
- The majority of the skills will be done with the rope laying on the floor and the student jumping over the rope. Students can do the arm motions and pretend they are turning the rope while practicing each skill.
  - 1) Regular jumping facing the rope – Focus on jumping on the balls of the feet, quiet jumps, not stomping – Rope is laying on the floor
  - 2) Regular jumping on 1 foot – (Dominant side, Non-Dominant side) – Rope is laying on the floor
  - 3) Apart and Together – (like the lower body part of a jumping jack) – Rope is laying on the floor
  - 4) Hop Scotch – (jump feet apart, jump on the right foot, jump feet apart, jump on the left foot) – Rope is laying on the floor
  - 5) Bell Jump – (forward and backward over the rope that is laying on the floor)
  - 6) Skier Jump – (side to side right and left over the rope that is laying on the floor)
  - 7) Basic Forward Jumping – Holding rope with both hands
  - 8) Basic Backward Jumping – Holding rope with both hands

### Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 3

	<p><b>NOTE:</b> If a student is struggling with jumping a self turned rope, they can practice holding two handles with one hand and turning the rope while jumping so that the rope is not actually going under their feet. This will build confidence then they can move to hold the handles separately.</p> <p>The teacher will demonstrate each skill and introduce new skills when the students are ready to move on. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings.</p>
<b>CLOSING</b>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>What are cardiovascular exercises and how do our bodies respond when we do them?</p> <p>What is the difference between jumping and non-jumping skills?</p> <p>What is the proper technique for jumping rope?</p>

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 4

Unit #: 4 Lesson Plan: 4

<b>Course: Physical Education</b>	<b>Grade: Kindergarten Pacing: 1 - 45 min. class</b>	
<b>LESSON TITLE: Long Jump Rope Skills</b>		
<b>ENDURING UNDERSTANDING: Students will work to perform basic sports skills, locomotor movements, rhythmic activities, and share equipment and space with others while using basic manipulatives.</b>		
<b>GSE TO ADDRESS IN UNIT</b>		
<p><b>MOTOR SKILLS: PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</b></p> <ul style="list-style-type: none"> <li>i. Demonstrates basic dribbling skills with hands attempting multiple contacts.</li> <li>j. Demonstrates basic dribbling skills with feet attempting multiple contacts.</li> <li>n. Executes a single jump using a self-turned rope.</li> <li>o. Executes a single jump of a long rope with teacher assisted turning.</li> </ul>		
<p><b>STRATEGIES: PEK.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b></p> <ul style="list-style-type: none"> <li>d. Travels in general space with different speeds.</li> <li>e. Travels in general space on different levels.</li> </ul>		
<p><b>FITNESS: PEK.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b></p> <ul style="list-style-type: none"> <li>c. Recognizes that moving at a fast pace increases heart rate and breathing.</li> </ul>		
<p><b>RULES: PEK.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b></p> <ul style="list-style-type: none"> <li>e. Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</li> </ul>		
<p><b>VALUE AND JOY: PEK.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b></p> <ul style="list-style-type: none"> <li>d. Recognizes the enjoyment of playing with others.</li> <li>e. Accepts and respects differences and similarities of physical abilities in self and others</li> </ul>		
<b>ASSESSMENTS:</b>		
<p style="text-align: center;"><b>DIAGNOSTIC</b></p> <p>Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p style="text-align: center;"><b>FORMATIVE</b></p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> <li>• Thumbs Up/Down/Sideways</li> </ul>	<p style="text-align: center;"><b>SUMMATIVE</b></p> <p>Gauge student mastery of standards.</p> <ul style="list-style-type: none"> <li>• Formal Skills Checklist</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b></p> <ul style="list-style-type: none"> <li>• Perform basic locomotor skills.</li> <li>• Understand and maintain personal space.</li> <li>• Understand and maintain general space.</li> <li>• Follow teacher directions and respond to a cue.</li> <li>• Executes a single jump using a teacher turned long rope</li> <li>• Performs rhythmic activities in personal space</li> <li>• Cooperates with a partner or small group on a specific task</li> </ul>		

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 4

### VOCABULARY:

- Locomotor skill
- Non-locomotor skill
- General space
- Personal space
- Dominant
- Non-Dominant
- Cardiovascular
- Heart
- Lungs
- Jumping Skills
- Non-jumping Skills

### LINKS:

- [www.openphysed.org](http://www.openphysed.org)
- [www.thepespecialist.com](http://www.thepespecialist.com)
- [www.pcentral.org](http://www.pcentral.org)
- [www.shapeamerica.org](http://www.shapeamerica.org)
- [www.gonoodle.com](http://www.gonoodle.com)

### DIFFERENTIATED LEARNING

#### SPACE:

The teacher can allow a larger personal space area for some students when needed.

#### TIME:

Students can be given longer to practice the skills needed.

#### TASK:

The teacher can call out each skill and the student ranks the skill on their comfort level performing the skill. Thumbs up = I'm great at it, Thumbs Sideways = I'm OK at it but I need practice, Thumbs Down = I need more practice. Students can be allotted more time on thumbs down skills.

#### EQUIPMENT:

The teacher can turn the rope at various speeds depending on student needs.

#### GROUPING:

The teacher can pull small groups for individual assistance when needed.  
Students can be grouped with partners of similar skill level.

### MATERIALS

#### STUDENT EQUIPMENT:

- Long jump ropes

#### TEACHER EQUIPMENT:

- Music
- Sound system
- Start/stop signal (music off/on)

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

Why is personal space important?

Why is general space important?

What are cardiovascular exercises and how do our bodies respond when we do them?

## Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 4

What is the difference between jumping and non-jumping skills?

What is the proper technique for jumping rope?

### **HOOK/INTRODUCTION ACTIVITY: (approx. 10 mins)**

**Activity Name: No Equipment Relays** (Field Day Relay Samples)

#### **Set Up:**

- Students will be placed into small groups of 5 – 6 students.
- Each group will have a cone or line marking the start of their lane, and a matching cone or line marking the end of their lane.
- Each line will be spread out so that the students have plenty of space to participate in a relay race without running into someone from another lane.
- Students will be instructed about the importance of staying in their lane, taking turns, and waiting until the person ahead of them in line is finished and touches their hand before they begin.

#### **Activity Procedure:**

- In this lesson students will be working on cooperating with a group and as well as taking turns to perform various locomotor skills.
- The first activity is called No Equipment Relays. In this activity, students are working with a group and performing relay races that can be used as part of field day.
- The teacher will review how to perform various locomotor skills, how to stay in the assigned lane, how to take turns, and how to appropriately touch the hand of the next person in line after completing their turn in the relay.
- The teacher will begin the music or blow the whistle to indicate the start of the relay.
- The group will take part in the following relays. Move down the lane, touch the cone at the end, stand up and run back touching the hand of the next person in line.
  - 1) Walking Relay (Walk down, Run back) – Can be done backward or forward
  - 2) Running Relay (Run down, Run back) – Can be done backward or forward
  - 3) Skipping Relay (Skip down, Run back) – Can be done backward or forward
  - 4) Marching Relay (March down, Run back) – Can be done backward or forward
  - 5) Galloping Relay (Gallop down, Run back) – Can be done with right foot leading and with left foot leading
  - 6) Sliding Relay (Slide down, Run back) – Can be done with right foot leading and with left foot leading
  - 7) Exercise Relay – Run halfway, do 10 jumping jacks, Run to the end, do 10 squats, Run back)
- When everyone has had one turn in the relay, the team will raise both hands to indicate they are finished.
- The teacher can alternate the person who is first in line if desired.
- The teacher can have some people take 2 turns if necessary, to ensure all lanes have an even number of students participating.

The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, being aware of their surroundings, working with their partner to match rhythm/timing, and using varying exercises.



Physical Education (Course: Kindergarten) Unit 4 Lesson Plan 4

<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES: (approx. 25 minutes)</b></p> <p><b>Activity Name: Long Jump Rope Skills</b></p> <p><b>Set Up:</b></p> <ul style="list-style-type: none"><li>• Students will be in a single file line facing a long rope.</li><li>• Students should maintain personal space while in line.</li></ul> <p><b>Activity Procedure:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students will be working on jumping and non-jumping skills with a long jump rope.</li><li>• The teacher should take the opportunity to talk about cardiovascular exercises, how these exercises make the body feel when performing them, and the importance of cardiovascular exercise.</li><li>• The teacher will then demonstrate the following non-jumping skills and allow students time to practice each skill.<ol style="list-style-type: none"><li>1) High to Low – (Hold long jump rope at a diagonal with rope slanted. Students will walk under the rope at the high point, circle around, and walk under a little lower each time like they are playing limbo. See how low they can pass under the rope without touching the rope.)</li><li>2) Through the Tunnel – (While the teacher is turning the rope, students must run through the rope while it is being turned without the rope touching them)</li></ol></li><li>• The teacher will then demonstrate the following jumping skills and allow students time to practice each skill.<ol style="list-style-type: none"><li>1) Low to High – (Hold long jump rope at a diagonal with rope slanted. Students will jump over the rope at the lowest point, circle around, and jump over a little higher each time. See how high they can jump without touching the rope.)</li><li>2) Tic Toc – (Teacher swings the rope back and forth and students jump over the rope each time it passes under their feet)</li><li>3) Long Rope Jumping – Students can start standing next to the rope and must jump the rope as it passes under the feet with the teacher turning.)</li></ol></li></ul> <p><b>NOTE:</b> Rope handles can be taped to the wall or floor when there are not enough adults available to assist with holding the ropes in a stationary position (When creating the diagonal, one handle taped to the floor, one handle taped to the wall).</p> <p>The teacher will demonstrate each skill and introduce new skills when the students are ready to move on. --- The teacher should remind students of the importance of staying in the assigned general space, maintaining personal space, and being aware of their surroundings.</p>
<p><b>CLOSING</b></p>	<p><b>REVIEW: (approx. 10 minutes)</b></p> <p>Allow students some time to rest and cool down after the game while the teacher asks the students feedback on the following questions:</p> <p>Why is it important that we use a certain general space?</p> <p>What are cardiovascular exercises and how do our bodies respond when we do them?</p> <p>What is the difference between jumping and non-jumping skills?</p> <p>What is the proper technique for jumping rope?</p>

# Assessment Checklist Unit 4

Kindergarten	Dribbling (Hands)			Dribbling (Feet)			Jump Rope (Short)			Jump Rope (Long)		
Student Name	Hand stays on top of ball	Head stays up	Uses finger pads to make contact	Uses inside or outside of foot to make contact	Keeps ball close to body	Maintains control of ball	Keeps elbows in and uses wrist to turn rope	Jumps on the ball of feet using soft jumps	Rope successfully passes under the feet	Student is aware of the location of the rope	Jumps on the ball of feet using soft jumps	Rope successfully passes under the feet
Last, First												
Last, First												
Last, First												
Last, First												
Last, First												
Last, First												
SCORING	Observe each students' progress and mark each column with a "Y" for Yes or "N" for No											