

LAUSD- First Grade Physical Education Matrix Chart
Instructional Component 1- Locomotor Movement
Suggested Length of Unit: Three to Four Weeks (15-21 lessons)

Grade One

Locomotor Movement

Locomotor movement is the foundation for all movement activities. Providing daily quality physical education that includes locomotor movement is extremely important at this stage. It allows first grade students to expand their movement skills to include qualities of space, time, and effort by learning to move in various directions at different speeds. Age specific activities provide for the exploration of a variety of movements, such as high-low and fast-slow. These experiences allow students to develop an awareness of the joy that stems from the ability to explore, discover, and express themselves through movement.

Standards for Instructional Component 1

Standard Set 1: Motor Skills and Movement Patterns- Demonstrate motor skills and movement patterns needed to perform a variety of physical activities:

- 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- 1.8 Land on both feet after taking off on one foot and on both feet.
- 1.9 Jump a swinging rope held by others.

Standard Set 2: Movement Concepts, Principles, and Strategies- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

- 2.4 Distinguishing between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Standard Set 3: Assess and Maintain a Level of Physical Fitness- Assess and maintain a level of physical fitness to improve health and performance.

- 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.

- 3.6 Stretch arms, shoulders, back, and legs, without hyperflexing or hyperextending the joints.

Standard Set 4: Knowledge of Physical Fitness Concepts, Principles, and Strategies- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.11 Diagram how flexible muscles allow more range of motion in physical activity.

Standard Set 5: Knowledge of Psychological and Sociological Concepts, Principles, and Strategies- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of

physical activity.

5.5 Identify and demonstrate the attributes of an effective partner in physical activity.

First Grade Instructional Component 1

Key Concept for Content Standard Group: Locomotor Movement

| Content Standard Group | Analyzed Standard | Sample Performance Task | Sample Scoring Criteria for Performance Task |
|------------------------|---|---|--|
| 1.7 | Students roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form | In pairs, students will alternate to demonstrate a shoulder roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form, two times. | Students' demonstration should include performing a shoulder roll smoothly, with the chin tucked in and in a forward direction without stopping or hesitating. |
| 1.8 | Students land on both feet after taking off on one foot and on both feet. | In a large area, teacher will chalk circles with a one or a two drawn inside the circle. In three of four, students will demonstrate moving slowly from one circle to circle, landing on both feet if there is a two inside the circle and taking off with two feet. Students will land with one foot if there is a one inside the circle and take off with one foot. As soon as partner one reaches one end, partner two can start moving from circle to circle. | Students' landings and take offs should accurately match the number inside the circle, with bending of the knees to cushion and absorb the force, and with body balanced or in control without falling out of the circles. |
| 1.9 | Students jump a swinging rope | In groups of three, students will | Students' demonstration of jumping |

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| | held by others. | work cooperatively to jump a swinging rope held by others for at least three turns. | a swinging rope, held by others, should include proper consistent timing, bending of the knees for shock absorption and body control without stepping on the rope. |
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First Grade Instructional Component 1

| Content Standard Group | Analyzed Standard | Sample Performance Task | Sample Scoring Criteria for Performance Task |
|-------------------------------|---|---|--|
| 2.4 | Students distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements. | The class is divided into three groups: performers, coordinators, and analyzers. The performers will perform the activity described on the card the coordinator is holding. Every 20 feet will be a different student (coordinator) holding a poster card with a different movement for the performers to perform. The analyzers are a group of students that are sitting down with the teacher who is charting the name of the movement, the differences and similarities as described by the students. Students rotate until each child has had a chance to play each role. | Students' responses should include accuracy in describing the name of the exercise, at least one key difference, and one similarity between a jog and a run, a hop and a jump, and a gallop and a slide. |
| 3.4 | Students move from a sitting to a | In pairs, students will alternate | Students' successful demonstration |

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| | standing position and from a lying to a sitting position without using arms to brace oneself while on the floor. | demonstrating to their partner, how to move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor as part of their warm up activities. | should include a smooth and fast transition no more than 3 seconds, from sitting to standing and from lying to sitting without using the arms as support. |
| 3.6 | Students stretch arms, shoulders, back, and legs, without hyperflexing or hyperextending the joints. | Students will correct demonstrate proper stretching of the arms, shoulders, back and legs, without hyperflexing or hyperextending the joints during warm up activities or class stretching routines. | Students' demonstration of the arms, shoulders, back, and legs, should include correct joint alignment and body posture. |

First Grade Instructional Component 1

| Content Standard Group | Analyzed Standard | Sample Performance Task | Sample Scoring Criteria for Performance Task |
|-------------------------------|--|---|---|
| 4.11 | Students diagram how flexible muscles allow more range of motion in physical activity. | Students will create two pictures to depict how flexible muscles allow more range of motion in any physical activity of their choice (i.e. jogging, stretching, kicking,) as compared to a less flexible muscle of the same activity. | Students' two illustrations accurately depict the same activity with a difference in range of motion of the body part being used, and a different result of the action. One picture should have a greater range of motion and the other less flexible muscles with a short range of motion. |
| 5.5 | Students identify and demonstrate the attributes of an effective partner in physical activity. | The class is divided into two groups. One group is performing several types of push-up forms | Students' will correctly identify and provide 3 positive attributes of an effective partner in physical activity. |

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| | | <p>(one knee, two knee, holding position, and regular push-up) with partners providing positive comments, feedback and encouragement. The second group is with the teacher identifying those partners that are being affective by providing positive feedback and encouraging comments.</p> | |
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Equipment and Instructional Materials

- Open Space (indoor or outdoor)
- Poly Spots – plastic circle markers
- Throw lines
- Yellow cones
- Chalk
- Transition ball per student
- Flat thick mats
- Foam balls (Tuff skin/shark skin)
- Round mats
- Triangle mats
- Jump Ropes
- Stretch bands
- Poster paper
- Stopwatch
- Music
- CD player

Pre-assessment

- Students will be asked if they are familiar with balancing stunts, and log rolls. By show of hands students will indicate if they have ever learned to perform a log roll and balancing stunts.

- Students will be asked how familiar they are with bases of support. By show of hands students will indicate if they have ever learned that term before.
- In a group setting, students will be asked to demonstrate different locomotive skills as directed by the teacher.

Sample Scaffolding Strategies

- Set clear and visible boundary areas to include all students
- Establish talking rules and listening rules.
- Establish stopping and starting signals.
- Start with still activities before adding movement to the skill.
- Start with simple locomotive movements before moving on to more complex locomotive movements
- Teach parts of the whole to reinforce and emphasize important key components of the whole skill. i.e. chin tucked in when performing the forward roll.
- Use poster boards that display a sample of the required activity.
- Set simple, easily achievable goals
- Provide plenty space between students when practicing skills
- Provide ample practice opportunities.

Learning Experiences

1. Break down of the skills and progression.

A. Using the whole part whole method of instruction, demonstrate the shoulder roll. Use poster boards to demonstrate the different phases of the shoulder roll.

B. Explain the basic parts of the shoulder backward roll using the angled mats (wedged mats):

- Student starts at the top of the mat in a sitting position.
- Student lies back until back is flat on the mat.
- Student kicks feet over towards right or left shoulder.
- Student lands on knees and feet.

C. Explain the basic parts of the shoulder forward roll. The starting positions are different depending which mats are being used.

▪ From a Flat Mat:

1. Students make a three point bridge with two feet and one arm, while the free arm points down towards the opposite foot.

2. Gently rolling over the shoulder and the arm that is tucked under pointing towards the opposite foot, the student maintains a round back.
 3. The students should be encouraged to try to stand up at the end of the shoulder roll.
- From a High Flat Mat:
 1. During starting position, the student places the knees bent on the high flat mat, and arms on the floor flat mat.
 2. Student rolls over one shoulder, keeping the back rounded and legs tucked in.
 3. Student is encouraged to land on the feet in a standing position.
 - 4.
 - From an inclined Mat:
 1. The student starts with two hands on the top of the mat, one foot lifted of the ground and one foot on the ground.
 2. The student moves into a roll position by rounding the back and landing on one shoulder.
 3. The student tucks the legs for a smooth forward roll down the inclined mat.
 4. The student is encouraged to land on the feet in a standing position.
- D. Explain the bases of support in different balancing stunts and body positions:
- Tucked position
 - Lay-out position
 - Squat position
 - Pike position
 - Straddle position
 - Lunge position
2. **Employing Specific Methods**
- Teach students a variety of strengthening skills, balances, and body positions before exposing them to the shoulder or forward roll. Students should be progressed slowly from basic to more complex body positions to avoid injury or being afraid of the movements.
 - Teach students optimum spacing distance for each activity.
 - Teach the students how to properly put equipment away in groups at the end of each class.

Enrichment/Differentiated Instruction

- A. Differentiated Instruction- it is important to distinguish the current skill level of all your students to differentiate instruction and maximize learning. It is possible to have different skill levels in a single class, and to deliver different instruction and activities for all those different skill levels. In example if a student is comfortable with the shoulder roll and is ready to

move into a forward roll, provide specific assignments that will lead into the forward roll. A student that is not comfortable with the shoulder roll may practice assisted shoulder rolls down an inclined mat. Another suggestion would be to provide strengthening exercises holding the starting position on a high straight mat for the first part of the shoulder roll for example.

- B. Enrichment – Teachers can often give instruction that broadens and extends student's level of understanding. Using simple terminology that students can correlate with the movements can increase or provide depth to knowledge.

Culturally Relevant and Responsive Instruction

- Use cultural references to impart knowledge, skills, and attitudes.
- Connect the learning to students' prior knowledge and experiences using simple language they know.
- Prior knowledge should be welcomed and acknowledged.
- Use gender sensitive language to equalize gender participation. Example: Use the term modified push up position instead of girl push ups.
- Do not assume that social skills are part of their culture. Teach groups how to work with each other and provide examples of positive group interactions.

Accommodating Students with Special Needs

1. Safety

- Teacher needs to emphasize safety and not allow students to perform rolls unsupervised.
- Contact the school nurse or designee to obtain pertinent medical information.
- Be aware of the students' medical ID tags for disability
- The teaching progression and learning tasks should be differentiated (when applicable) to fit student needs.
- Provide modifications to students that are struggling to make them feel successful.

2. Students in Wheelchairs

- Depending on disability, some students on wheelchairs may be able to perform upper body strengthening exercises and upper body balancing stunts.
- Modifications can be made for students in wheelchairs such as using stretch bands for resistance.
- Students in wheelchairs should be permitted to participate if the student chooses to participate, but should not be made mandatory, especially if emotionally the students is not ready.

Equipment Tips

- Using wedged mats in an incline or decline can be an advantage to the novice learner since it adds momentum and smoothness to the any roll.
- Use a foam ball for student to squeeze between thighs and belly to maintain a tucked position.

- Use a spotter to pull the performer up from the hands at the end of the shoulder roll to help students stand up at the end of the roll.

Instructional Tips

- Teach prerequisite skills and strengthening skills to build confidence.
- Plan lessons with realistic expectations.
- Encourage early success with appropriate lessons and drills
- Demonstrate from different angles.
- Provide specific feedback using simple language that students can understand.
- Keep safety in mind at all times.
- Commonly used simple words such as stop, start, and freeze in big posters to help student associate signal with the actual word. The words can eventually be used as signals when students master associating the word with the activity.

Communication Tips

- Praise even small steps of success
- Communicate using movement terms and body part names to reinforce vocabulary.
- Encourage social interaction with activities that emphasize working cooperatively with partners like high fives, and hand shaking.
- Promote good sportsmanship and appropriate behavior during all activities.
- Use kid friendly language and have someone translate into Spanish when needed.

Suggested Lead-Up Activities

- Balancing activities
 1. Knee Scales
 2. Double Knee Scale
 3. Airplane Scale
 4. Crab Position
 5. Table Position
 - Strengthening activities:
 1. Log Roll
 2. Seal Walks
 3. Bear Walks
 4. Lame-dog walks
 5. Bunny hops
 6. Frog leaps
 7. Caterpillar walks
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- Locomotive skills
 1. Leaping
 2. Galloping
 3. Hopping
 4. Skipping
 5. Sliding
 6. Jumping
 7. Walking
- Non-locomotive skills
 1. Twisting
 2. Bending
 3. Stretching
 4. Swinging
 5. Shaking
- Obstacle courses
- Movement Pathways
- Movement Speeds
- Movement levels

Teaching Aids

1. Warm-up activities-
 - Specific to moving within the general space without bumping into other students, at slow simple locomotive movements.
 - Slow progressive non-locomotive movements that are used in the skill such as holding a modified push-up position for 5 seconds or any other strengthening exercises.
 - Group warm up activities in which each person from each group chooses a stretching or strengthening exercise.
 2. Stretches-
 - Emphasizing proper stretching techniques is important at this age.
 - Teaching to avoid hyperextending and hyperflexing to prevent injury is critical since students in first grade are expanding learning on body management concepts for further exploration into gymnastics.
 - Emphasize what keeps muscles healthy.
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3. Cool Down-

- Stretching while cooling down while reviewing the
- Keep the stretches to a minimum to increase student learning of one to two muscles or activities per day.
- Summarize key terms by asking students what they have learned.

4. Skill tests-

- Students will start and stop in designated signal.
- Students will demonstrate a shoulder forward roll without hesitating or stopping emphasizing a rounded form.
- Students will demonstrate proper stretching of the arms, shoulders, back and legs, without hyperflexing or hyperextending the joints weekly during warm up exercises.
- Students will demonstrate how to move from a sitting to a standing position and from a lying to a sitting position without using the arms to brace them selves.

Interdisciplinary Learning

English/Language arts -

- Write a brief expository description of a real object or person related to physical activity, using sensory details.
- Use descriptive words when writing the names of different exercises ("V" sit-ups, donkey kicks, squats)
- Print legibly and space letters, words, and sentences appropriately when making entries in a physical education journal.
- Read books related to physical activity to reinforce the words learned.

Mathematics -

- Use a pedometer to determine and record how many steps are taken per day in a daily log.
- Count the heart beats for one minute after an aerobic activity.

History/Social Science-

- Discuss how weather and physical environment affect the way people live, including the effects on recreation.
- Role play scenarios of the elements of fair play and good sportsmanship before, during, and after a physical activity.

Art -

- Identify and describe various reasons for making art that is related to physical activity.
- Create a collage of physical activities based on observations of actual objects and everyday scenes at home or school.

Music-

- Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).
- Name and perform folk/traditional dances from other countries.
- Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).

Science -

- Use a pedometer and record the number of steps taken in 5 minute intervals during 20 minutes of physical activity on a bar graph.
- Draw pictures that portray some features of physical activity.

Technology -

- Use pedometers to compare the number of steps taken on days with physical education and those without.
- Use video tape to see performances in slow motion to focus on key concepts to improve skill development.

Inclement Weather

Create a repertoire of instructional lessons related to this unit that can take place in sheltered areas during inclement weather. This will ensure continuation of standards-based instruction. Suggested activities include:

- Yoga positions
- Strengthening exercises
- Dance routines to non-locomotive movements

Suggested Homework

- Draw three objects and color the base of support green.
- Draw or paint a still life of identified fruits and vegetables, using secondary colors.
- Write a brief narrative (e.g., fictional, autobiographical) describing a physical activity experience.

Resources

- KIDnastics
- EPEC Curriculum
- Nike Go PE curriculum

Teacher Reflections

Good teaching should include ample time to reflect on the unit or lesson at the conclusion. Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction.

Physical Education Lesson Plan

Grade One

Locomotor Movement

Description:

The purpose of this lesson is to build upon basic locomotive skills such as jumping, hopping, and galloping to teach children how to jump a rope turned by others. This lesson provides students with the opportunity to reinforce their social and team work skills so that they are equipped to encourage others to accomplish a given task.

Objectives:

- Students will demonstrate landing on both feet after taking off on one foot and on both feet.
- Students will be introduced to jumping a swinging rope held by others.
- Students will demonstrate the difference between jog and a run, a hop and a jump, and a gallop and a slide.
- Students will identify and demonstrate the attributes of an effective partner while jumping rope activities.

Standards Addressed:

- 1.8 Land on both feet after taking off on one foot and on both feet.
- 1.9 Jump a swinging rope held by others.
- 2.4 Distinguishing between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.
- 5.5 Identify and demonstrate the attributes of an effective partner in physical activity.

Materials:

- Any size track or large open area
- Individual stackable mats, one per student
- Jump ropes enough for one jump rope for every two students
- Poly spots (plastic circles that function as spot markers)
- Chalk, to draw circles with numbers one and two inside them for jumping and hopping
- Large poster with illustrations of locomotive movements with the correct name
- Wireless microphone and speakers to project sound

Set-up:

There are several instructional elements of this lesson. The estimated length of the lesson can be as short as two days and as long as 5 days depending on student's ability level, teacher's class management skills, and the time allocation per lesson.

Have all the equipment (mats, jump ropes, and poster boards on easel) and several circles (2 ft. diameter) drawn on the ground ready for the lesson. It is helpful to place the mats in an organized way that allows students to sit on the mats and listen to teacher explanations and instructions. The lesson should start with an explanation of the locomotive movements and a teacher demonstration of each movement (students are sitting down on mats) which is followed by a student practice phase that can be used as a warm-up on the track. A debrief of the locomotive movements practiced adds depth to students' knowledge and checks for understanding. The skill activity section will take place in the area with the drawn circles, and focuses on jumping and hopping. These are two skills that are a foundation for jumping rope. The group activity focuses on revising the basic locomotive skills as students attempt to jump a rope turned by others.

Attendance:

Accurate attendance record keeping will be conducted by the elementary school teacher prior to walking out towards the physical education area.

Warm-Up:

Students will start on the track, individually spread out at least five feet away from other students, on any lane. Students will follow the teacher's demonstration and listen to the cue words as they are walking slow, walking fast, jogging, running, jumping, hopping, galloping and sliding around the track. After 15-20 seconds, the teacher will ask the students to change locomotive movement and demonstrates the proper way of performing the movements being called, as the teacher observes the students. Cue words should be emphasized as students are practicing the movements (i.e. slide- side step and slide together). This provides visual and auditory instructions to students as they are kinesthetically experiencing the movement.

As a review, assemble students in the mat area where the easel with pictures of locomotive movements (with the names spelled out) is located. Have students summarize the differences and similarities on chart paper.

Fitness Activity:

The fitness activity will take place in the large squared off open area, with the 2-ft. diameter drawn circles each with either a number 1 or a number 2 inside. Students are to practice jumping from circle to circle landing on 1 or 2 feet as designated in the circle and continue to jump in any direction into unoccupied circles until teacher says "Freeze." Teacher monitors to determine that students on a circle with the number one have one foot in the circle and are able to balance, and students on a circle with the number two have two feet in the circle. Upon start signal, students continue until teacher asks students to freeze again. Explain the difference between a hop (one foot to one foot), and a jump (two feet take off). In other words, when students are going from a circle with a one to another circle with a one, they are hopping. When they are going from a circle with a number two to another circle with a number two, they are jumping. At the end of the skill activity, have students sit on the mats and ask them to identify the skill performed when traveling from a circle with a one to another circle with a one, and the same for a circle with a number two inside to another circle with a number two.

Learning Experience:

Learning to jump a turning rope is a multifaceted task. There are several skills that need to be covered and emphasized during instruction to ensure the success of first grade students:

- How to turn the rope (using the arm motion and/or wrist motion)
- Turning the rope in rhythm with your partner
- Maintaining eye contact with the rope
- Recognizing the low points and the high points
- Entering a turning rope
- Exiting a turning rope

Standard 1.9 only addresses jumping a swinging rope held by others, therefore this lesson will focus only on the first 4 bullet points listed above.

The group activity first focuses on turning the rope correctly and in rhythm with the partner. While students are still on the mats from the debriefing of the skill activity, place the poly spots, with enough distance between partners to avoid other students getting hit by the turning jump ropes; proximately 8 to 10 feet apart. Explain to that the objective is to first focus on how to properly swing the rope and how to stay in rhythm with a partner.

Have each student stand on a poly spot. The two students facing one another will be paired. This is a good time to talk discuss the attributes of an effective partner. Encourage students to practice being an effective partner during this activity. Assign one person from each pair to pick up a jump rope, and return to their poly spot. Have students practice turning the jump rope and staying in rhythm with their partner. Circulate and provide feedback while acknowledging attributes of effective partners. Once students have met the objective have them stop, put the jump rope on top of a poly spot, and then skip to the mat area.

Add one more poly spot in between some of the two poly spots to make groups of three depending on the number of students in your classroom. Explain the objective is for students to work as a team in turning the rope and to encourage the person jumping to succeed. Partner three stands in the middle spot as partner 1 and 2 stand on the other spots. Jump rope is on the ground. Students do not start until the teacher makes sure all students have walked to the designated spots and everyone is in a group of three or four depending on the size of the class. Students practice working as a team as the teacher circulates and provides specific feedback to help students improve and/or to encourage positive group interaction.

Assessment:

- Teacher observations and feedback
- Peer observations and feedback

Closure:

At the end of the jump rope activity instruct one student from each group to put the jump rope in the appropriate place while the others put the poly spots back in the designated area. As the teacher summarizes the locomotive skills learned and practiced during the jump rope activities students stretch their hamstrings while sitting down on the mat, in order to cool-down. Demonstrating the learned skills with a visual poster with the name of the activity can help first graders associate the spelling of the words with the skill learned.

Teacher Reflection:

Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction.

Scaffolding Strategies: Suggested concepts and skills to support student success on the performance task/assessment.

- Teach students how to space themselves on the track to reduce time spent on organizing the class.
- Break down the individual locomotive movements individually.
- Teach social skills prior to this lesson so that students know their individual responsibility and their team responsibility.
- Draw the projection of the rope as it turns in the air, and locate the jumping galloping and hopping point.

Enrichment:

- Students utilize video tape of the lesson to demonstrate locomotive skills with a partner.
- Students match the names of locomotive movements to illustrations.

Extending the Lesson:

- Research which sports incorporate jumping, galloping, and hopping skills and create a collage of the sports.
- Have students record a minimum of five vocabulary words learned during physical education in their physical education journals.

Physical Education Lesson Plan

Grade One Locomotor Movement

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Objectives:

- Students will demonstrate landing on both feet after taking off on one foot and on both feet.
- Students will be introduced to jumping a swinging rope held by others.
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Standards Addressed:

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Materials:

- Any size track or large open area
- Individual stackable mats, one per student
- Jump ropes enough for one jump rope for every two students
- Poly spots (plastic circles that function as spot markers)
- Chalk, to draw circles with numbers one and two inside them for jumping and hopping
- Large poster with illustrations of locomotive movements with the correct name
- Wireless microphone and speakers to project sound

Set-up:

There are several instructional elements of this lesson. The estimated length of the lesson can be as short as two days and as long as 5 days depending on student's ability level, teacher's class management skills, and the time allocation per lesson.

Have all the equipment (mats, jump ropes, and poster boards on easel) and several circles (2 ft. diameter) drawn on the ground ready for the lesson. It is helpful to place the mats in an organized way that allows students to sit on the mats and listen to teacher explanations and instructions. The lesson should start with an explanation of the locomotive movements and a teacher demonstration of each movement (students are sitting down on mats) which is followed by a student practice phase that can be used as a warm-up on the track. A debrief of the locomotive movements practiced adds depth to students' knowledge and checks for understanding. The skill activity section will take place in the area with the drawn circles, and focuses on jumping and hopping. These are two skills that are a foundation for jumping rope. The group activity focuses on revising the basic locomotive skills as students attempt to jump a rope turned by others.

Attendance:

Accurate attendance record keeping will be conducted by the elementary school teacher prior to walking out towards the physical education area.

Warm-Up:

Students will start on the track, individually spread out at least five feet away from other students, on any lane. Students will follow the teacher's demonstration and listen to the cue words as they are walking slow, walking fast, jogging, running, jumping, hopping, galloping and sliding around the track. After 15-20 seconds, the teacher will ask the students to change locomotive movement and demonstrates the proper way of performing the movements being called, as the teacher observes the students. Cue words should be emphasized as students are practicing the movements (i.e. slide- side step and slide together). This provides visual and auditory instructions to students as they are kinesthetically experiencing the movement.

As a review, assemble students in the mat area where the easel with pictures of locomotive movements (with the names spelled out) is located. Have students summarize the differences and similarities on chart paper.

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Standard 1.9 only addresses jumping a swinging rope held by others, therefore this lesson will focus only on the first 4 bullet points listed above.

The group activity first focuses on turning the rope correctly and in rhythm with the partner. While students are still on the mats from the debriefing of the skill activity, place the poly spots, with enough distance between partners to avoid other students getting hit by the turning jump ropes; proximately 8 to 10 feet apart. Explain to that the objective is to first focus on how to properly swing the rope and how to stay in rhythm with a partner.

Have each student stand on a poly spot. The two students facing one another will be paired. This is a good time to talk discuss the attributes of an effective partner. Encourage students to practice being an effective partner during this activity. Assign one person from each pair to pick up a jump rope, and return to their poly spot. Have students practice turning the jump rope and staying in rhythm with their partner. Circulate and provide feedback while acknowledging attributes of effective partners. Once students have met the objective have them stop, put the jump rope on top of a poly spot, and then skip to the mat area.

Add one more poly spot in between some of the two poly spots to make groups of three depending on the number of students in your classroom. Explain the objective is for students to work as a team in turning the rope and to encourage the person jumping to succeed. Partner three stands in the middle spot as partner 1 and 2 stand on the other spots. Jump rope is on the ground. Students do not start until the teacher makes sure all students have walked to the designated spots and everyone is in a group of three or four depending on the size of the class. Students practice working as a team as the teacher circulates and provides specific feedback to help students improve and/or to encourage positive group interaction.

Assessment:

- Teacher observations and feedback
- Peer observations and feedback

Closure:

At the end of the jump rope activity instruct one student from each group to put the jump rope in the appropriate place while the others put the poly spots back in the designated area. As the teacher summarizes the locomotive skills learned and practiced during the jump rope activities students stretch their hamstrings while sitting down on the mat, in order to cool-down. Demonstrating the learned skills with a visual poster with the name of the activity can help first graders associate the spelling of the words with the skill learned.

Teacher Reflection:

Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction.

Scaffolding Strategies: Suggested concepts and skills to support student success on the performance task/assessment.

- Teach students how to space themselves on the track to reduce time spent on organizing the class.
- Break down the individual locomotive movements individually.
- Teach social skills prior to this lesson so that students know their individual responsibility and their team responsibility.
- Draw the projection of the rope as it turns in the air, and locate the jumping galloping and hopping point.

Enrichment:

- Students utilize video tape of the lesson to demonstrate locomotive skills with a partner.
- Students match the names of locomotive movements to illustrations.

Extending the Lesson:

- Research which sports incorporate jumping, galloping, and hopping skills and create a collage of the sports.
- Have students record a minimum of five vocabulary words learned during physical education in their physical education journals.