

LAUSD- Kindergarten Physical Education Matrix Chart
Instructional Component 1- Manipulative Skills
Suggested Length of Unit: Three to Four Weeks (15-21 lessons)

Kindergarten: Manipulative Skills

It is important for students to learn manipulative skills at an early age. There are many fundamental skills that are developed, that can lay a strong foundation for success in many future physical activities. Object manipulation includes opportunities to manipulate and play with a wide variety of objects: Lightweight balls, soft objects, beanbags, ribbons, hoops with the hands, feet or body. Using these objects students will be introduced to a variety of manipulative skills including: striking, kicking, bouncing, tossing, and catching. Skills learned now will enable students to embrace an active lifestyle throughout their lives.

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:

- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 1.14 Kick a stationary object, using a simple kicking pattern.
- 1.15 Bounce a ball continuously, using two hands.

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.

- 2.6 Explain the roll of the eyes when striking objects with the hands, arms and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight line.
- 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

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

- 3.1 Participate in physical activities that are enjoyable and challenging.

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.

- 4.1 Identify physical activities that are enjoyable and challenging.

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.

5.2 Participate willingly in physical activities.

Kindergarten Instructional Component 1

Key Concept for Content Standard Group: Striking-with an implement

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
1.12	Students demonstrate how to strike a stationary ball or balloon with the hands, arms, and feet.	In a large circle, students will hold a balloon with arm straight and underhand strike the balloon with the other hand and then the arms. To demonstrate striking the balloon with the feet, students will place the balloon on the poly spot (plastic circle) and strike the balloon towards the middle of the circle.	Student's demonstration of striking the balloon should include making contact with the balloon with the correct body part in the center of mass consistently.
1.13	Students toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.	Student will toss a soft spongy ball to oneself using the underhand throw pattern and catch it before it bounces twice.	Student will successfully toss a ball to oneself using the underhand throw and catch it four out of six times.
1.14	Students kick a stationary object, using a simple kicking pattern	In a large circle (30 Ft. diameter), students will kick a stationary spongy ball placed on a poly spot, towards several plastic	Student's successful kick should include making contact with the spongy ball preferably contacting the spongy ball in the center of mass

		cones located in the center of the circle, with the non-kicking leg planted next to the spongy ball.	consistently.
1.15	Students bounce a ball continuously, using two hands	In a large group, students will bounce a ball using two hands continuously, while moving in a large square area marked off by cones, and will stop bouncing it when the music stops.	Student's successful demonstration of how to bounce a ball should include bouncing the ball continuously at every bounce, without letting the ball bounce more than once and in control.

Kindergarten Instructional Component 1

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
2.6	Students explain the roll of the eyes when striking objects with the hands, arms and feet	After balloon tossing activities, students will verbally explain what the eyes do when striking the balloon with the hands, arms, and feet when the teacher asks.	Student explanation must include: watching the ball continuously, at all times, and watching the balloon's point of contact with the hands, arms, and feet.
2.7	Students identify the point of contact for kicking a ball in a straight line.	Students will identify the point of contact on the ball for kicking the ball in a straight line into a plastic cone about 5- 10 feet in from, selecting from three spots marked on the ball (left, center, and right).	Students will correctly identify the center mark on the ball.
2.8	Students describe the position of the fingers in the follow-through phase of bouncing a ball continuously.	Students will bounce a ball in a squared off area outlined with plastic cones, as they repeat the cue words: "spread out and pointed to the ground." Students	Student description should include the fingers pointing down to the ground or pointing down to the ball and fingers spread out.

		will describe the position of the fingers when asked by the teacher at the end of the lesson.	
3.1	Students participate in physical activities that are enjoyable and challenging.	Students will participate in activities that are enjoyable and challenging based on their favorites as described in their picture collage. (See standard 4.1 below)	Student will participate in physical activities that are enjoyable and challenging three times per week.
4.1	Students identify physical activities that are enjoyable and challenging.	Students will select and identify physical activities that are enjoyable and challenging. Students will select from a variety of pictures that display activities and will select the 2-2 favorite activities and 2-3 challenging activities.	Student will identify are at least 2 activities that are enjoyable and challenging in their activity collage.

Kindergarten Instructional Component 1

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
5.2	Students participate willingly in physical activities.	Students will willingly participate in partner relay activities as they skip, gallop, walk, and slow jog around the cone 25 feet in front.	Students are not forced to participate, or are given consequences for participating. Students who willingly participate start and stop on assigned signals in all activities designed by the teacher.

Equipment and Instructional Materials

- Open Space (indoor or outdoor)
- Poly Spots – plastic circle markers
- Throw lines
- Yellow cones
- Chalk
- Various balls of different sizes
- Foam balls (Tuff skin/shark skin)
- Frisbees
- Beanbags- different sizes
- Balloons
- Scarves
- Beach Balls
- Foam Noodles

Sample Scaffolding Strategies

- Use larger, softer balls (foam ball)
- Set simple, easily achievable goals
- Provide ample practice opportunities.
- Provide plenty space between students when practicing skills.
- Start with still activities before adding movement to the skill.

Learning Experiences

1. Break down of the skills and progression.

- A. Using the whole part whole method of instruction, demonstrate the two-hand toss.
 - B. Explain the basic parts of the two-hand toss:
 - Two hands hold the object.
 - Knees are bent.
 - Feet can be even or staggered (one in front of the other)
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- Application of force: squat and shift weight transfer forward.
- Finish: arm position near chest level.

C. Explain the basic parts of a catch:

- Tracking of the object.
- Hands position for catching on object at or below the waist.
- Hands position for catching an object at or above chest level.
- Absorption of the force

D. Explain the basic parts of kicking:

- Planting foot is balanced next to the ball or object.
- Contact point of the object.
- Contact point on the foot (in-step)
- Application of force: weight transfer from planting foot to kicking foot.
- Follow through.

E. Explain and demonstrate the basic parts of the two-hand bounce:

- Absorbing the force of the bounce
- Finger position on the object.
- Finger flexion and follow through of the arms
- Bounce should not exceed the waist level.
- Tracking the ball or object during the bounce.

2. **Employing Specific Methods**

- Teach students a variety of stopping and starting signals and activities (Freeze, music, whistle, or clap)
- Teach students boundaries and limits of activity area.
- Teach students optimum spacing distance for each activity.
- Determine the appropriate protocol for distributing equipment prior to class (place the number of rackets and balls needed on the court at the net)
- Teach the students how to properly put equipment away.

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. A suggested activity is having students toss and catch scarves before they can move to catching beanbags. Moving from one scarf to two scarves can be a strategy used to move those who are proficient in using one scarf.
- B. Enrichment – Teachers can often give instruction that broadens and extends student's level of understanding. Expanding the size of the practice area for the more skilled player will provide a greater challenge and enrichment.

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.

Accommodating Students with Special Needs

1. Safety
 - 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.
2. Students in Wheelchairs
 - Tossing and catching scarves in an activity that students in which students in wheelchairs can achieve success provided the teacher helps to retrieve the scarves when they are out of reach.
 - Teach the importance of a correct toss and the release point so that the scarves land on the student's lap.
 - Two hand toss can be performed by students in a wheelchair by tossing from the side.

Equipment Tips

- Substitute bean bags, beach balls, foam balls, or balloons for tennis balls in catching and hitting drills to develop hand-eye coordination
- Use big size balls that are soft and will not hurt if student does not catch the ball or gets hit by the ball.
- Use cones to mark lesson boundaries
- Use stationary teaching aids to lessen the skill requirement.

Instructional Tips

- Plan lessons with realistic expectations.
- Encourage early success with appropriate lessons and drills

- Use target games and drills to maintain student interest.
- Start with stationary drills before adding movement when tossing, catching and kicking.
- Teach two-handed dribbling and make sure it is successful before moving to one hand bounce and before adding movement.
- Use demonstration techniques to simulate play (e.g., shadow and footwork drills, Simon Says)
- Use posters with commonly used simple words such as stop, start, freeze, toss, catch, kick and use phonetics to help student pronounce the word. The words can eventually be used as signals since students will associate the word with the activity.
- In warm up activities use tag games that require students to add one digit numbers

Communication Tips

- Praise even small steps of success
- Communicate using movement terms (with activities such as Simon Says)
- 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
- Locomotive skills
- Non-locomotive skills
- Obstacle courses
- Body parts

Teaching Aids

1. Warm-up activities-
 - Specific to moving within the general space without bumping into other students, at slow than faster simple locomotive movements. Slow progressive non-locomotive movements that are used in the skill such as squats that can be used when tossing an object. "Simon Says" activity using body parts (head, shoulders, hands, fingers, wrists, knees, ankles, etc.).
2. Stretches-

It is important to teach no more than one stretch per day to emphasize the importance and the benefits. At an early age, and with the skills they are learning, stretching is not so critical, but teaching the concept is important.

3. Cool Down-

Stretching while cooling down and reviewing the day's lesson is important, repeat stretches that were specific to the day's lesson.

4. Skill tests-

- Students will start and stop in designated signal.
- Students will self bounce the ball while stationary for three or more times without losing control of the ball.
- Students will toss the bean bag into a hula hoop successfully three times out of five.
- In groups of 5 students will toss and catch an implement (beach ball, spongy ball) following the pattern without letting it drop to the ground.
- Students will correctly plant the non-kicking foot next to the ball to kick the ball (contact the ball in the middle) straight.

Interdisciplinary Learning

Language Arts

- Identify and produce rhyming words related to oral physical activity prompts (e.g., ball, rope, run, jump, skip, etc.).
- Maintain a pictorial physical education journal (students may write daily site words related to physical activity).
- Read grade level appropriate picture books related to physical activity.

Mathematics

- Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular physical activity (e.g., these items belong to baseball (ball, bat, etc.), those items belong to swimming (goggles, pool, swim cap, etc.).
- Count the number of heartbeats (up to thirty) after a running activity.

History/Social Science

- Learn the triumphs in American legends and historical accounts through the stories of such athletes as Wilma Rudolph, Arthur Ashe, Babe Ruth, Nancy Lopez, and Lee Trevino.
- Develop a pictorial sports timeline (using an activity sheet with pre-designated dates)

- Identify physical activities that can be done on land and water and distinguish between land and water on maps or globes.

Art

- Paint pictures expressing ideas about physical activities related to the family and neighborhood.
- Create a collage of favorite physical activities that can be done at home or at school.

Music

- Sing age-appropriate songs from memory related to specific physical activity or sports.
- Use the singing voice to echo short melodic patterns while engaged in physical activity such as hopping, galloping, etc.

Science

- Learn how being physically active helps the body.
- Identify major body parts used in exercising.
- Draw pictures of healthy foods.

Technology

- Use pedometers to compare a day with physical education instruction with a day without.
- Use a pedometer to determine how many steps they take each day in school and record on a daily log.

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:

- Catching and tossing with scarves
- Strike a stationary ball or balloon with the hands or feet
- Aerobic movements to the beat of music
- Stretching and strengthening exercises with stretch bands and music.

Suggested Homework

- Draw four different types of balls: soccer ball, tossing ball, tennis ball, basketball.
- Identify and draw 4 fruits and 4 vegetables.
- Walk with parents for 10 minutes.

Resources

- Sport For All
- Sportime

- EPIC 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

Kindergarten Manipulative Skills

Description:

It is important for first grade students to continue building a strong foundation in manipulative skills. The focus of this lesson is on tossing and catching skills. Students will participate in instruction that will foster manipulative skill development.

Objectives:

- Student will learn how to toss and catch a ball using an underhand throw pattern.
- Participate in physical activities that are enjoyable and challenging.
- Identify physical activities that are enjoyable and challenging.

Standards Addressed:

- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 3.1 Participate in physical activities that are enjoyable and challenging.
- 4.1 Identify physical activities that are enjoyable and challenging.
- 5.2 Participate willingly in physical activities.

Materials:

- Sound system (including Tape/CD) with a remote control
- Open Space (indoor or outdoor)
- Poly Spots – plastic circle markers
- Various balls of different sizes: beach, basket, soft, tennis for each student.
- Foam balls (Tuff skin/shark skin)
- Laminated posters or charts illustrating the toss and catch patterns.

Set-up:

Have the tape/CD sound cued and sound system ready. Use poly dots or chalk to mark designated areas for each student. Select students who demonstrate proficiency with tossing and catching assist their peers. Display the toss/catch posters in each area.

Attendance & Warm Up:

Accurate attendance recording will be conducted by the teacher while students are doing warm-up activities.

Fitness Activity:

Teacher leads the class in "mirror exercises" to the beat of the music. Students perform locomotor and nonlocomotor movements to a steady beat as a warm-up.

Learning Experiences:

- Using the whole part whole method of instruction, demonstrate the two-hand toss
- Explain the basic parts of the two-hand toss:
 - Two hands hold the object
 - Knees are bent
 - Feet can be even or staggered (one in front of the other)
 - Application of force: squat and shift weight transfer upward
 - Finish: arm position near chest level at the release
- Explain the basic parts of a catch:
 - Tracking an object
 - Position of hands for catching an object at or below the waist
 - Position of hands for catching an object at or above chest level
 - Absorption of the force
- Begin with the groups in lines all facing the same direction, call this starting point, "North." Teacher may rotate the type of ball to be used as desired moving from largest to smallest over a period of several days.
- Students will play "*Simon Says*" without balls. On command students will follow the teacher's demonstration of the correct form of tossing an imaginary beach ball upward toward the ceiling or sky and grasping it with a "cushioning" catch.
- Students will play "*Simon Says*" with a beach ball. On command students will follow the teacher's demonstration of the correct form of tossing a beach ball upward toward the ceiling or sky and grasping it with a "cushioning" catch.
- Students will play "*Simon Says*" with a basketball. On command students will follow the teacher's demonstration of the correct form of tossing a basketball upward toward the ceiling or sky and grasping it with a "cushioning" catch.
- Students will use a softball to mirror the teacher's use of correct form of tossing a softball upward toward the ceiling or sky and grasping it with a "cushioning" catch.
- Students will use a tennis ball to mirror the teacher's use of correct form of tossing a tennis ball upward toward the ceiling or sky and grasping it with a "cushioning" catch.

Assessment:

- Teacher observations and feedback
- Peer observations and feedback

Closure:

Have students return to the line-up area with the poly dots placing them in front of their pod lines. Have students stretch to cool down while informing the class of any improvements in their skills that were accomplished during the lesson. Remind students that their task was to try and improve their tossing and catching skills.

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 any written assignments, handouts, visual aids and any other instructional aids that could enhance instruction and student learning.

Scaffolding Strategies:

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

- Use larger and softer balls (e.g.: foam balls)
- Set simple and easily achievable goals
- Provide additional practice opportunities after teacher demonstrations
- Provide plenty space between students when practicing skills
- Start with still activities before adding movement to the skill

Enrichment:

Teachers can provide instruction that broadens and extends student's level of understanding and ability by:

- Decreasing the size of the ball
- Adding movement to the activity for the more skilled player

Extending the Lesson:

- Interview parents/guardians to find out which ball games they enjoyed as a child
- Make a collage of various sports that use a ball.