**Unit: Locomotor Grade: K - 2 Length: 2-4 weeks**

|  |  |
| --- | --- |
| **Stage 1: Desired Results** | |
| **Transfer** | |
| *Students will be able to independently use their learning to…*  T1: apply mature movement skills in order to maintain a safe and active lifestyle.  T2: play a chosen game with good sportsmanship.  T3: analyze their own movements in order to increase personal enjoyment in physical activity. | |
| **Meaning** | |
| **Understandings:**  *Students will understand that…*   * Locomotor skills are the foundation to all game and sport skills. Discovering something new is an important part of life. * That general and personal space are important to locomotor skills in order to maintain personal and group safety. * Playing by the rules helps everyone be safe and have fun. Following the rules is essential to good sportsmanship | **Essential Questions:**  *Students will keep considering…*   * Why am I doing this? * Why is space important while moving? * Why do I have to follow the rules when others do not? * **(2)** What adjustments do I need to make? |
| **Acquisition** | |
| *Students will know…*   * How to respond to cues from the teacher * The difference between general and personal space * The difference between locomotor and non locomotor * **(2)** Critical elements of locomotor skills | *Students will be skilled at…*   * **(KL010,1.1B)** Various locomotor skills (*i.e. walk, run, gallop, side-slide, hop, skip, leaping)* * **(KL011)** Jump over an object. * **(K.L012, 1.G)** Jumping a long rope * **(K.1A, 1.1A)** Maintaining their personal space during movement * **(2.1D)** Demonstrating mature form of walking, hopping, and skipping. * **(2.1M)** Single rope turns * Self correcting movement |
| **Stage 2: Evidence/Assessing Learning** | |
| **Performance Task(s):**  *Students will show that they really understand by evidence of…*   * **(K,1)** The completion of “Look What I Can Do” cards (card display locomotor skills taught and checked off when the skill is mastered) * Student demonstrations * **(2)** Peer observation and assessment | **Other Evidence:**  *Students will show they have achieved Stage 1 goals by…*   * Oral response to teacher's questions (*informal Q&A, plickers, exit tickets, etc*) * Proper correction of skills based on teacher cues * Physical response/adjustment to teacher cues |
| **Stage 3: Learning Plan** | |
| **Activities:** [*Scavenger Hunt*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132926#.WWJedIjyuUk)*,*[*Follow The Leader*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133113#.WWJeOYjyuUk)*,*[*Toy Titan*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12267#.WWJeVojyuUk)*,* [*Frog Pond*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133159#.WWJd-YjyuUk)*,* [*Crazy Taxi*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133134#.WWJd04jyuUk)*, Tag Lesson, Stability Lessons,*  [Warm Up Activities](https://drive.google.com/open?id=1VV3dPe6rLCV9ZbxFoUhP4XdoVAph_JDo)  [Balance and Stability Lessons](https://drive.google.com/open?id=1BHMU0PtmtUmaOCdslthKiLn0-swIIxzB)  [Gymnastics Unit](https://drive.google.com/open?id=169l630_ryqhd0Wq4JR7lOHKtyBl_fsNl)  [Jump Rope Lessons and Rhymes](https://drive.google.com/open?id=1dfSp12s2KzL5ZYrL8BBjB-nGBSKe1pvQ)  [Jump Rope Skills and Demonstrations](https://www.buyjumpropes.net/resources/jump-rope-tricks-and-tips/)  Cup Stacking  Fitnessgram Test  **Health:***Correlation between movement and heartbeat. Circulatory and resperatory systems.*  **Technology:** *Coach’s Eye app, Heart Rate Monitors, pedometers* | |
|  | |