### STANDARD STATEMENTS:

<table>
<thead>
<tr>
<th>Grade 1 - Adventure Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> - Identify and engage in physical activities that promote physical fitness and health</td>
</tr>
<tr>
<td><strong>B</strong> - Know and recognize changes in body responses during moderate to vigorous activities</td>
</tr>
<tr>
<td><strong>C</strong> - Identify and engage in physical activities that promote physical fitness and health</td>
</tr>
<tr>
<td><strong>D</strong> - Identify likes and dislikes related to participation in physical activities</td>
</tr>
<tr>
<td><strong>E</strong> - Recognize the positive and negative interactions of small group activities</td>
</tr>
</tbody>
</table>

### OBJECTIVES/ESSENTIAL CONTENT

**OBJECTIVE A:** Identify adventure activities that promote physical fitness and health

- **Physical fitness**
- **Adventure activities**

**Health:** A state of complete physical, mental and social well-being; not merely the absence of disease and infirmity.

**Health-related fitness:** Components of physical fitness that have a relationship with good health. Components are cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition.

**OBJECTIVE C:** Identify appropriate locations to take their heart rate.

**OBJECTIVE:** Identify the difference between heart rate and breathing rate.

**Changes in your body during activity:**

- **Heart Rate:** The number of heart beats (pumps) per minute.
  - Located on their radial artery (pulse); directly under their thumb below the base of the palm.
  - Place their hand over their heart (beating faster or slower).

- **Breathing Rate:** Number of breaths you take in one minute.

- **Respiration Rate:** The number of breaths you take in one minute.

### ASSESSMENT

- **Written Test:** Circle adventure activities that promote physical fitness

### LEARNING ACTIVITIES

- **Traversing Wall**
- **Cooperative Games**
- **Orienteering**
- **New Games**
- **Parachute**

- **Matching:** Using a diagram, students will locate areas to take their pulse.

- **Signal Test:** On the teachers command demonstrate where to take their heart rate or their breathing rate.
**STANDARD STATEMENT D**

**OBJECTIVE:** Distinguish between activities you like and dislike.

- **Participation**
  - **Likes:** To enjoy (when you like a physical activity you want to do the activity)
  - **Dislikes:** To not enjoy (when you dislike a physical activity you do not want to do the activity)

**STANDARD STATEMENT F**

**OBJECTIVE:** Distinguish between positive and negative interactions.

- **Small Groups**
- **Partner**
- **Positive Interactions:** Including everyone in an activity while using caring words and actions.
- **Negative Interactions:** The opposite of positive interactions and are the bad things that happen among small groups.
- **Social Skills:** Are the behaviors that help partners and groups complete a task and build positive feelings among the participants. Staying focused on a task and being able to keep working on a task.
- **On Task:** When a student is actively engaged in the appropriate activity.

**ENRICHMENT:**
- Students will give the proper name the areas to take pulse
- Explain reasons for likes and dislikes

**REMEDIATION:**
- One on one discussion with teacher
- Student who has mastered skill will help those who have not
- Provide immediate, specific feedback
- Reinforce rules and fundamentals
- Re-teach the activity

**RESOURCES:**
- *Creating Rubrics for Physical Education,* by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
- *Physical Education Assessment Toolkit,* by Liz Giles-Brown, United Graphics (2006), Champaign, IL
- *Assessment Strategies for Elementary Physical Education,* by Suzann Schiemer, Versa Press (2000), Champaign, IL
- *Quicksilver,* by Karl Rohnke and Steve Butler, Project Adventure, Inc.
### OBJECTIVES/ESSENTIAL CONTENT

#### STANDARD STATEMENT D

**OBJECTIVE:** Distinguish between activities you like and dislike.

- **Physical Activity**
- **Participation**
- **Fitness**
- **Likes:** To enjoy (when you like a physical activity you want to do the activity)
- **Dislikes:** To not enjoy (when you dislike a physical activity you do not want to do the activity)

#### STANDARD STATEMENT F

**OBJECTIVE:** Distinguish between positive and negative interactions.

- **Participation**
- **Small Groups**
- **Partner**
- **Positive Interactions:** Including everyone in an activity while using caring words and actions.
- **Negative Interactions:** The opposite of positive interactions and are the bad things that happen among small groups.
- **Social Skills:** Are the behaviors that help partners and groups complete a task and build positive feelings among the participants.
- **On-Task:** Staying focused on a task and being able to keep working on a task.

### ASSESSMENT

- **Worksheet:** Draw a smiley face next to the picture of the activities you like, and a frown next to the activities you dislike.

### LEARNING ACTIVITIES

- **Jogging**
- **Stations**
- **Stretching**
- **Worksheet:** Draw a smiley face next to the picture of positive interactions, and a frown next to the negative interactions.
| ENRICHMENT: | 
|---|---|
| • Explain reasons for likes and dislikes |
| • Explain why a behavior is positive or negative during group activities |

| REMEDIATION: | 
|---|---|
| • Extra time with instructor |
| • Extra time participating in the activity |

| RESOURCES: | 
|---|---|
| Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD |
| Physical Education Assessment Toolkit, by Liz Giles-Brown, United Graphics (2006), Champaign, IL |
| Assessment Strategies for Elementary Physical Education, by Suzann Schiemer, Versa Press (2000), Champaign, IL |
| Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education |
UNIT OF INSTRUCTION: MANIPULATIVE

STANDARD STATEMENT A

OBJECTIVE: Identify Manipulative Activities that Promote Physical Fitness and Health.

- Physical activity
- Physical fitness
- Manipulative
- Health: A state of complete physical, mental and social well-being; not merely the absence of disease and infirmity.

- Throw
- Catch
- Kick
- Dribble
- Balance
- Strike: Hitting an object with a hand or an implement.
- Juggle: To keep several objects in motion in the air at the same time.

STANDARD STATEMENT C

OBJECTIVE: Identify appropriate locations to take their heart rate.

OBJECTIVE: Identify the difference between heart rate and breathing rate.

- Changes in your body during activity:
  - Heart Rate: The number of heart beats (pumps) per minute.
    - Located on their radial artery (pulse): Directly under their thumb below the base of the palm.
    - Place their hand over their heart (beating faster or slower).
  - Breathing Rate: Number of breaths you take in one minute.
  - Respiration Rate: The number of breaths you take in one minute.

OBJECTIVES/ESSENTIAL CONTENT

- Concept Development: Identify manipulative activities by circling them on a worksheet

ASSESSMENT

- Matching: Using a diagram, students will locate areas to take their pulse.

- Signal Test: On the teachers command demonstrate where to take their heart rate or their breathing rate.

LEARNING ACTIVITIES

- Stations implementing the following manipulative movements:
  - Throwing/Catching
  - Striking
  - Dribbling
  - Stations
  - Implement skills
  - Bouncers
  - Balance boards
  - Scooters
### STANDARD STATEMENT D

**OBJECTIVE:** Distinguish between activities you like and dislike.

- **LIKES:** To enjoy (when you like a physical activity you want to do the activity)
- **DISLIKES:** To not enjoy (when you dislike a physical activity you do not want to do the activity)

### STANDARD STATEMENT F

**OBJECTIVE:** Distinguish between positive and negative interactions.

- **PARTICIPATION**
- **SMALL GROUPS**
- **PARTNER**

- **POSITIVE INTERACTIONS:** Including everyone in an activity while using caring words and actions.

- **NEGATIVE INTERACTIONS:** The opposite of positive interactions and are the bad things that happen among small groups.

- **SOCIAL SKILLS:** Are the behaviors that help partners and groups complete a task and build positive feelings among the participants.

- **ON TASK:** Staying focused on a task and being able to keep working on a task.

### ENRICHMENT:

- Students will name the specific activity pictured (ex: baseball).
- Students will give the specific name of the area to take the pulse
- Explain reasons for likes and dislikes
- Explain why a behavior is positive or negative during group activities

### REMEDIATION:

- Students working with a peer who has mastered the skill
- Extra time participating in the activities
- Individual time with instructor

### RESOURCES:

- **Creating Rubrics for Physical Education,** by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
- **Physical Education Assessment Toolkit,** by Liz Giles-Brown, United Graphics (2006), Champaign, IL
- **Sports and Fitness Nutrition,** by Barry Miller and Robert Wildman, Thomason and Wadsworth (2004) Belmont, CA
- **Assessment Strategies for Elementary Physical Education,** by Suzann Schiemer, Versa Press (2000), Champaign, IL
- **Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education**

### WORKSHEET:

- **Worksheet:** Draw a smiley face next to the picture of the activities you like, and a frown next to the activities you dislike.

- **Worksheet:** Draw a smiley face next to the picture of positive interactions, and a frown next to the negative interactions.
<table>
<thead>
<tr>
<th>UNIT OF INSTRUCTION: MOVEMENT</th>
<th>OBJECTIVES/ESSENTIAL CONTENT</th>
<th>ASSESSMENT</th>
<th>LEARNING ACTIVITIES</th>
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<tbody>
<tr>
<td></td>
<td>STANDARD STATEMENT A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OBJECTIVE: Recognize Locomotor Skills</td>
<td>• Written Test: matching terms with pictures.</td>
<td>• Locomotor</td>
</tr>
<tr>
<td></td>
<td>OBJECTIVE: Recognize non-locomotor skills</td>
<td></td>
<td>• Non-locomotor</td>
</tr>
<tr>
<td></td>
<td>OBJECTIVE: Recognize movement within personal space</td>
<td></td>
<td>• Dance</td>
</tr>
<tr>
<td></td>
<td>Physical Activity</td>
<td></td>
<td>• Gymnastics</td>
</tr>
<tr>
<td></td>
<td>Physical Fitness</td>
<td></td>
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<tr>
<td></td>
<td>Health: A state of complete physical, mental and social well-being; not merely the absence of disease and infirmity.</td>
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<tr>
<td></td>
<td>Health-Related Fitness: Components of physical fitness that have a relationship with good health. Components are cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.</td>
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<tr>
<td></td>
<td>• Locomotor Skills</td>
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<td></td>
<td>o Walk</td>
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<td></td>
<td>o Run</td>
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<tr>
<td></td>
<td>o Jump</td>
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<td></td>
<td>o Hop</td>
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<tr>
<td></td>
<td>o Skip</td>
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<td></td>
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<tr>
<td></td>
<td>o Gallop</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>o Slide</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Leap</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>o Dodge</td>
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<td></td>
</tr>
</tbody>
</table>
- **Non-locomotor Skills**
  - Bend
  - Stretch
  - Push
  - Pull
  - Swing
  - Sway
  - Twist
  - Tumble

- **Ready Position**
  - Movement Ready Position
  - Static Ready
  - Planted

- **Relationships:** Movement that interacts with others or with an object
  - Over
  - Under
  - On
  - Off
  - Near
  - Far
  - In front
  - Behind
  - Along
  - Through
  - Around
  - Alongside

- **Space Awareness**
  - Self-space
  - Levels
  - Pathways
  - Directions

**Standard Statement C**

**Objective:** Identify appropriate locations to take their heart rate.

**Objective:** Identify the difference between heart rate and breathing rate.
Changes in your body during activity:

- **Heart Rate**: The number of heart beats (pumps) per minute.
  - Located on their radial artery (pulse); directly under their thumb below the base of the palm.
  - Place their hand over their heart (beating faster or slower).
- **Breathing Rate**: Number of breaths you take in one minute.
- **Respiration Rate**: The number of breaths you take in one minute.

**STANDARD STATEMENT D**

**OBJECTIVE**: Distinguish between activities you like and dislike.

- **Participation**
  - **Likes**: To enjoy—when you like a physical activity you want to do the activity.
  - **Dislikes**: To not enjoy—when you dislike a physical activity you do not want to do the activity.

**STANDARD STATEMENT F**

**OBJECTIVE**: Distinguish between positive and negative interactions.

- **Participation**
- **Small Groups**
- **Partner**
- **Positive Interactions**: Including everyone in an activity while using caring words and actions.
- **Negative Interactions**: The opposite of positive interactions and are the bad things that happen among small groups.
- **Social Skills**: Are the behaviors that help partners and groups complete a task and build positive feelings among the participants.
- **On-Task**: Staying focused on a task and being able to keep working on a task.
## ENRICHMENT:
- Students bring in picture of themselves performing activity and explain it to the class
- Students will give the proper name the areas to take pulse

## REMEDIATION:
- Work with a student who has mastered the skill
- The class as a whole will select the correct demonstration of a skill.
- Individual work with a teacher
- Extra practice time; individual or as a group

## RESOURCES:
- Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
- Physical Education Assessment Toolkit, by Liz Giles-Brown, United Graphics (2006), Champaign, IL
- Assessment Strategies for Elementary Physical Education, by Suzann Schiemer, Versa Press (2000), Champaign, IL
- Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education
<table>
<thead>
<tr>
<th>Unit of Instruction: Fitness</th>
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<tr>
<td><strong>Standard Statement B</strong></td>
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<tr>
<td><strong>Objective:</strong> Identify Correct Form in Fitness</td>
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<tr>
<td>• Form: Manner or style of performing a movement according to recognized standards of technique.</td>
</tr>
<tr>
<td><strong>Objective:</strong> Identify Critical Elements in Fitness</td>
</tr>
<tr>
<td>• Critical Elements: The important parts of a skill</td>
</tr>
<tr>
<td><strong>Standard Statement C</strong></td>
</tr>
<tr>
<td><strong>Objective:</strong> Review the Function of Practice</td>
</tr>
<tr>
<td>• Practice: A method of learning by repetition</td>
</tr>
<tr>
<td><strong>Standard Statement D</strong></td>
</tr>
<tr>
<td><strong>Objective:</strong> Differentiate between Movement and Fitness Activities</td>
</tr>
<tr>
<td><strong>Objective:</strong> List the Benefits of Exercise</td>
</tr>
<tr>
<td>• Exercise: A special fitness activity that improves health.</td>
</tr>
<tr>
<td>• Benefits</td>
</tr>
<tr>
<td>▸ Stronger muscles</td>
</tr>
<tr>
<td>▸ Stronger heart and lungs</td>
</tr>
<tr>
<td>▸ Stronger bones and joints</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives/Essential Content</th>
<th>Assessment</th>
<th>Learning Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Summary Worksheet:</strong> Circle the picture that shows the correct form in a fitness movement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fitness Circuits</td>
<td></td>
<td></td>
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<tr>
<td>• Tagging Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Health related fitness test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Aquatics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summary Worksheet:</strong> Circle activities that show fitness, and draw a square around activities that show movements.</td>
<td></td>
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</tr>
<tr>
<td>• Fitness Circuits</td>
<td></td>
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<tr>
<td>• Aquatics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ENRICHMENT: | • Create a fitness circuit using three different fitness activities.  
• Draw a person showing the benefits of exercise. |
| REMEDIATION: | • Flashcards of critical elements.  
• Individual instruction with teacher. |
Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL  
Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education |
**STANDARD STATEMENTS:**

A - Recognize and Use Basic Movement Skills and Concepts
B - Recognize and Describe the Concepts of Motor Skill Development Using Appropriate Vocabulary
C - Know the Function of Practice
D - Know and Describe Scientific Principles That Affect Movement and Skills Using Appropriate Vocabulary
E - Recognize and Describe Game Strategies Using Appropriate Vocabulary

**OBJECTIVES/ESSENTIAL CONTENT**

**STANDARD STATEMENT A**

**OBJECTIVE:** Engage and Identify in Manipulative Movements

- **Manipulative Movements:** Control of objects with body parts and implements. Action causes an object to move from one place to another.
  - **THROW**
  - **CATCH**
  - **KICK**
  - **DRIBBLE**
  - **STRIKE**
  - **VOLLEY**
  - **PUNT**

**OBJECTIVE:** Identify Critical Elements of a Skill

- **Critical Elements:** The important parts of a skill
  - **Throw**
    - **Point non-throwing side/shoulder to the target** (i.e., if left handed thrower, point right shoulder/side towards target)
    - **Throwing arm way back behind head**
    - **Step with your opposite foot towards target** (i.e., if throwing with left hand, step towards target with your right foot)
    - **Follow through by letting your throwing arm come across the opposite side of your body**
  - **Catch**
    - **Keep eye on the ball**
    - **Reach arms towards ball**
    - **Give with ball as ball hits hands (bring ball into body)**
    - **Pinkies together if ball is below waist**
    - **Thumbs together if ball is above waist**

**ASSESSMENT**

- **Observation Checklist**

**LEARNING ACTIVITIES**

- Stations implementing the following manipulative movements:
  - Throwing and Catching
  - Kicking
  - Dribble
  - Striking
  - Volleying
  - Punting
- Bowling
- **Kick**
  - Non-kicking foot next to the ball
  - Contact ball below the middle of the ball
  - Contact ball with shoelaces (i.e., instep of foot)
  - Follow through

- **Dribble**
  - Ready position (knees bent/shoulder width apart)
  - Use finger pads as arm extends downward
  - Eyes forward
  - Waist level dribble to the side of the body

- **Strike**
  - Eyes on ball
  - Opposite foot in front
  - Move to ball
  - Level swing
  - Segmental rotation
  - Weight shift forward
  - Follow through direction of target

- **Volley**
  - Eyes on ball
  - Move to ball
  - Push ball using hands or implement
  - Use a variety of striking patterns

- **Punt**
  - Point of ball towards target
  - Ball tilted point down
  - Hands cradle ball with thumbs on top
  - Step with punting foot first (two step approach)
  - Point toe and strike ball with instep
  - Follow through with leg high and slight hop on non punting foot.

**OBJECTIVE:** Recognize movement phases

- **Movement Phases:**
  - Ready position: The flexed, yet comfortable posture a player assumes before moving.
  - Execution phase: The act of carrying out a physical movement.
  - Follow through: To continue a stroke or motion to the end of its arc.

- **Circle Each Phase on a Worksheet**
### STANDARD STATEMENT B

**OBJECTIVE:** Identify Correct Form in Movement

- **Form:** Manner or style of performing a movement according to recognized standards of technique.

### STANDARD STATEMENT C

**OBJECTIVE:** Identify Critical Elements in Movement

- **Critical Elements:** The important parts of a skill

### STANDARD STATEMENT E

**OBJECTIVE:** Recognize Scientific Principles

- **Scientific Principles:** Laws that tell you why you should move your body in a certain way.
  - **Force:** Any external agent that causes a change in the motion of a body.
  - **Gravity:** The external force that pulls objects/people to the ground.

### Summary Worksheet:

- Students will draw or circle pictures representing force and gravity.

### Stations Implementing the Following Manipulative Movements:

- Throwing and Catching
- Kicking
- Dribble
- Striking
- Volleying
- Punting
- Bowling

---

### Stations Implementing the Following Manipulative Movements:

- Throwing and Catching
- Kicking
- Dribble
- Striking
- Volleying
- Punting
- Bowling

---

### Summary Worksheet:

- Students will draw or circle pictures representing force and gravity.

---

### Stations Implementing the Following Manipulative Movements:

- Throwing and Catching
- Kicking
- Dribble
- Striking
- Volleying
- Punting
- Bowling
### STANDARD STATEMENT F

**OBJECTIVE:** Rules of Play

- **RULES OF PLAY:** Directions that tell you how to play a game.
  - How to play safely
  - How to play fairly
  - How to play politely

- **REVIEW GAME STRATEGY**

- **Observation**

- **Stations implementing the following Manipulative Movements:**
  - Throwing and catching
  - Kicking
  - Dribble
  - Striking
  - Volleying
  - Punting

- **Bowling**

---

### ENRICHMENT:

- Create and demonstrate your own manipulative station or game.
- Assist other students.
- Draw 3 pictures of sports where a manipulative is used.
- Choose a manipulative skill and draw the three movement phases.

### REMEDIATION:

- Work with student who has mastered the skill.
- Individual work with the teacher.
- Extended practice time for individual or group.
- Flashcards of manipulative skills.

### RESOURCES:

- *Physical Education for Lifelong Fitness*, (2005) NASPE, Human Kinetics, Champaign, IL
- *Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education*
# Course: Physical Education

## Grade: Grade 1

### State Standard: 10.5.3 Concepts, Principles and Strategies of Movement

### Standard Statements:

- **A** - Recognize and use basic movement skills and concepts
- **B** - Recognize and describe the concepts of motor skill development using appropriate vocabulary
- **C** - Know the function of practice
- **E** - Know and describe scientific principles that affect movement and skills using appropriate vocabulary
- **F** - Recognize and describe game strategies using appropriate vocabulary

## Objectives/Essential Content

### Standard Statement A

**Objective:** Identify and perform locomotor movements

**Locomotor Movements:** Movements producing physical displacement of the body, usually identified by weight transference via the feet.

- Walk
- Run
- Jump
- Hop
- Skip
- Gallop
- Slide
- Leap
- Dodge

### Objective: Identify and perform non locomotor movements.

**Non-Locomotor Skills:** Movements that do not produce physical displacement of the body.

- Bend/Stretch
- Push/Pull
- Swing/Sway
- Twist/Turn

### Objective: Identify and demonstrate relationships

**Relationships:** Movement that interacts with others or with an object

- Over
- Under
- Beside

## Assessment

- Summary Worksheet

## Learning Activities

- Locomotor Stations
- Locomotor Games
- Gymnastics
- Tagging Games
- Dance
- Parachutes
- Traversing Wall
- Cooperative Games
OBJECTIVE: Identify and demonstrate space awareness.

- SPACE AWARENESS
  - SELF-SPACE
  - LEVELS
  - PATHWAYS
  - DIRECTIONS

OBJECTIVE: Recognize combination movements

- COMBINATION MOVEMENTS: A skill that requires more than one movement at a time.
  - LOCOMOTOR
  - NON-LOCOMOTOR
  - MANIPULATIVE

OBJECTIVE: Identify effort

- EFFORT: The degree to which speed, force, and flow are present in a movement.
  - SPEED: Range from slow to fast
  - FORCE: The amount of energy expended in a movement
  - FLOW: The amount of control present in a movement

STANDARD STATEMENT B

OBJECTIVE: Identify correct form in movement

- FORM: Manner or style of performing a movement according to recognized standards of technique.

OBJECTIVE: Identify critical elements in movement

- CRITICAL ELEMENTS: The important parts of a skill.

STANDARD STATEMENT C

OBJECTIVE: Review the function of practice

- PRACTICE: A method of learning by repetition

- SUMMARY WORKSHEET

- LOCOMOTOR STATIONS
- LOCOMOTOR GAMES
- GYMNASTICS
- TAGGING GAMES
- TRAVERSING WALL
- DANCE
- FITNESS
**STANDARD STATEMENT E**

**OBJECTIVE:** Recognize Scientific Principals

- **Scientific Principles:** Laws that tell you why you should move your body in a certain way.
  - **Force:** Any external agent that causes a change in the motion of a body.
  - **Gravity:** The external force that pulls objects/people to the ground.

**STANDARD STATEMENT F**

**OBJECTIVE:** Recognize Rules of Play

- **Rules of Play:** Directions that tell you how to play a game.
  - How to play safely
  - How to play fairly
  - How to play politely

- **Review Open Space**
- **Review Game Strategy**
- **Review Faking and Dodging**

- **Summary Worksheet**
  - Students will draw or circle pictures representing force and gravity.

**ENRICHMENT:**
- Create and demonstrate your own locomotor station or game.
- Assist other students.
- Draw a picture of three sports that require combination movements.

**REMEDICATION:**
- Work with student who has mastered the skill.
- Individual work with the teacher.
- Extended practice time for individual or group.
- Flashcards of locomotor/non-locomotor skills.

**RESOURCES:**

- Physical Education Methods for Elementary Teachers, by Katherine T. Thomas, Ameila M. Lee, Jerry R. Thomas (2008), Human Kinetics, Champaign, IL
- Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL
- Pennsylvania Department of Education Aligned Systems: Health and Physical Education

**LOCOMOTOR STATIONS**
- Gymnastics
- Tagging Games
- Traversing Wall
- Aquatics

**LOCOMOTOR STATIONS**
- Gymnastics
- Tagging Games
- Traversing Wall
- Cooperative Games
Name: _______________________________ Class: _______________

Match the movement name to the movement picture.

<table>
<thead>
<tr>
<th>Non-Locomotor</th>
<th>Manipulative</th>
<th>Locomotor</th>
</tr>
</thead>
</table>

____________________  ______________________  ______________

Fill in the blanks:

A. Moving and object  
B. Moving from one place to another  
C. Moving your body while staying in one place.

A locomotor skill is movement _________________________________.

A manipulative skill is _________________________________.

A non-locomotor skill is _________________________________.

By: Erin Viglione & Ralph Romspert