

Title: Teaching the Standards: A Literacy Approach to Elementary Physical Education

Learning Outcomes:

1. Apply National Standards-Student Outcomes to literacy-based elementary physical activities
2. Gain additional lesson/activity ideas that are grounded in movement education theory and developmentally appropriate focus.
3. Apply locomotor, nonlocomotor, and manipulative skills in games focusing on differentiated instruction and critical elements in the development of motor efficiency.

Warm up/Intro Activity	Equipment	Literacy	Standards	Unit Focus
Rock/paper/scissors	Card with fitness activities	Push up /lunges– hard (tension); slide – sideward; jump rope – soft/over; squats – low; math	“engages in physical activity” S3.E2.K-5 Actively engages in physical education class.(K-1) Actively engages in activities of physical education class without teacher prompting (3)	
Communication blindfold	Blindfolds/ scarves; beanbags	Cooperation	“working with others” S4E4.K-5 Works independently with others in variety of class environments. (1) Works cooperatively with others. (3)	
Indy 500	Cones	Locomotor step & spring-like actions (walk, run, skip, gallop, slide); balance/levels	“movement concepts” & “engages in physical activity” S2.E4.4-5 S3.E2.K-5 Combines movement concepts in small –sided practice tasks.	

Lesson Activity	Equipment	Literacy	Standards	Unit Focus
Up/down game (includes all progressions)	Cones (varying sizes)	Self-space, general space/directions/ Levels/pathways	“movement concepts” & “manipulative” S2.E1.K-5 S2.E2E3.K-5 S1.E20 Differentiates between movements in self-space and general space. Moves in self-space and general space. Applies concepts of open spaces to combining skills involving traveling. Travels demonstrating pathways, shapes, levels; combining movement concepts with skills in small –sided games. Dribbles with hands in combination with other skills.	Space, Levels, Directions, Pathways
Crazy Driver (includes all progressions)	Hula hoops; pinnies	Self-space, general space; pathways; levels; force (strong, light); speed (fast, slow); locomotor skills	“locomotor” & “movement concepts” S1.E1.2-5 S1.E2.2-5 S2.E1.K-3 S2.E2.K-3 S2.E3.K-3 Performs locomotor skills (skip, jog, run, jump, slide, gallop) while maintaining balance with mature pattern. Uses various locomotor skills in small-sided practice tasks. Differentiates between movement in self and general space. Recognizes the concepts of open spaces. Applies concept of open spaces while traveling. Combines concepts of open spaces with locomotor skills. Varies time and force. Applies movement concepts of force, time as directed by a teacher.	Space, Levels, Pathways, Locomotor skills, Force, Speed

Lesson Activity	Equipment	Literacy	Standards	Unit Focus
Striking with balloons & paddles	Balloons -1 per child Paddles (1 per child)– short and long handled, yarn balls, soft tennis balls (give options)	Striking; force (strong, light); levels (high, medium, low); partner	“movement concepts” & “personal responsibility” S2.E2.K-5 S2.E3.K-5 S4.E4.2 Demonstrates low, middle, and high levels. Combines movement concepts in small-sided practice tasks. Works independently with others in partner environment.	Striking
Panelchutes	Panelchutes or towels (1 per 2 children)	Levels (high, medium); force (soft, hard); partner/small group; act/react, Unison; movement sequence	“movement concepts” & “personal responsibility” S2.E2.3-5 S2.E3.3-5 S4.E4.2-5 Combines shapes, levels, pathways into simple sequences and gymnastic environments. Combines movement concepts and varies time and force. Works cooperatively, independently with others.	Partners, Levels Force
Scooter Tag (includes progressions)	Scooters (1 per team); pinnies to identify teams; cones	Push, forward, backward; force (strong, light); focus (direct); group to group; cooperative	“movement concepts” S2.E3.4-5a S4.3a,b, 4b, 5b Applies movement concepts of speed, endurance and pacing. Applies movement concepts for strategy in game situations. Works cooperatively with others and praises others for success in movement performance. Accepts players of all skill levels. Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities.	

Lesson Activity	Equipment	Literacy	Standards	Unit Focus
Throwing & Catching game sequence	“Softie” balls (or other objects to throw & catch). 1 ball/object per 2 students	Throw, catch; forward (direction); straight (pathway); hard/soft (force); direct (focus); partner; in front of	“movement concepts” & “manipulative” S1.E14.3-5 S1.E15.3-5 S1.E16.3-5 S2.E3.3-5 S2.E5.5 Throws overhand demonstrating 3 of 5 critical elements of mature pattern in nondynamic environment, (closed skills) for distance and force. Throws overhand to a partner with accuracy at reasonable distance. Throws to a moving partner. Throws with accuracy – both partners moving, small-sided practice tasks.	Throwing and Catching
Quadrant Ball	“Softie” balls; pinnies, hula hoops, cones	Throw, catch; dodge; directions; time (slow, fast, acceleration); act/react; collaborative	“movement concepts” & “manipulative” S1.15. 4-5 S1.E16.3-5 S2.E3.4-5 S2.E5.3b, 4c,5c Throws to a moving partner (nondynamic). Throws with accuracy, both partners moving. Catches a thrown ball above the head, at chest, or waist level using mature pattern in nondynamic (closed) environment. Catches with accuracy, both partners moving. Applies concepts of direction and force. Applies movement concepts and strategies in game situations.	Throwing, Catching, Dodging, Strategies

Activity Descriptions:

With all activities presented, it is important to offer students choices (differentiated instruction) and to include modifications so they can be successful. Choices might include options/modifications for the skill/game as well as choices of equipment, changes in rules, etc. The goal is to ensure all children are included and feel they can contribute and be successful in each and every lesson. Some modifications are presented, however these are samples and not fully inclusive. Present these as choices when giving instructions.

Learning cues are not included in table above. You should include these as part of your word wall and instructions to students.

A. Warm up activities

1. Rock/Paper/Scissors

- a. Students (in pairs/small groups) are given a handout with list of fitness activities to do (e.g. modified or standard push-ups, curl-ups, squat jumps, frog jumps, lunges, knee lifts, slides or others of your choice) and math component (e.g. addition, multiplication, squared). Provide modifications of fitness activities as needed.
 - i. Modifications might include holding plank position for 3-5 seconds, or hold plank with knees down, level of lunges, knee lifts with or without jumping, squat jumps without the “jump,” slides slow/fast).
- b. Students play “rock/paper/scissors” and each provides a number of fingers (zero fingers is not an option and one finger can only be used one time). Students will combine #s together and will use that # to complete one activity at a time. Each new round of “rock/paper/scissors” will produce a new # total. You can ask students to multiply their # total or square their total.

2. Communication Blindfold

- a. Students work in pairs. One has a blindfold (or keeps eyes closed). The other partner takes a bean bag (or other object) and places it in a location within the general space (safely). This partner comes back and using words only, communicates using directions and levels, where the bean bag (or object) is located. Students will take turns.
 - i. Choices - place bean bag within a close proximity or further away. If needed, allow student to open eyes and listen to partner's directions. Students may choose other piece of equipment to use.

3. Indy 500

- a. Students are divided into those within the race track or "pit area" and those on the race track. If there are large #s in your class, have several different "games" going at once. Those in the pit area will do one (out of a list) of fitness activities (e.g. skier jumps, bell jumps, line touches, burpees, squat jumps). Provide options of #s for them to do so all students can be successful. After one "round" students will then go to the track and take one lap (using walking, speed walking, or other of your choice). After one lap, they will go into the "pit" and choose a fitness activity. Students work independently. Once they complete a lap, they go to the "pit." Once they complete a fitness activity, they go to the track and complete a lap.
 - i. Modifications might include change in locomotor skill around as students take lap (choices – allow students to choose as needed); alter speed, level of each activity in "pit" area.

B. Activities related to lesson focus

1. Up/Down Games Sequence

- a. Students move in general space (staying in self-space) to a drum beat or music.
- b. Students focus on moving into open or empty spaces.
- c. May add in different ways to travel (you or students choose). *Use of locomotor skills or foot travels. Choice will depend upon students' skill or ability level.*
- d. Students change pathway or level upon drum beat, as you recommend, or when they choose.
- e. **Game:** Place numerous cones (of varying sizes) around the general space. Place some up and some in a down position. Divide students into the "up" team and the "down" team. Upon "go," students will travel around the general space, using hands only to either pick up or lay down cones.
- f. Modifications/choices

- i. Allow students to walk as needed.
- ii. Play short rounds.
- iii. Change teams often
- iv. Change size of playing area
- v. Change size of teams (for younger students, play in small groups)
- vi. For older students, you may count the # of cones at the end of each round, including an element of competition.
- vii. Additional game-like activities (grades 3-5)
 1. up/down game using various locomotor skills.
 2. up/down game including dribbling with hands or feet [*note: Students need to have prior dribbling opportunities*].
 3. Allow students to choose locomotor skill.
 4. Dribbling can be done slowly or more quickly.
 5. Allow students to use preferred hand with which to dribble.
 6. Dribbling can be done with feet.
 7. Vary size of playing area.
 8. Include “take away” for older students/higher developmental stage.
 9. Do not eliminate any students.

2. Crazy Driver

- a. Students travel self-space while moving throughout general space. Use hula hoop to denote self-space. Self-space goes with you as you travel.
- b. Add in moving in different pathways, applying force (strong, light) with focus on pushing off with legs as student travels.
- c. Add in moving at different speeds (this can be used as modification/choice). As students are ready, they can alter speed.
- d. Focus on having children move into “open spaces.”
- e. Focus on dodging. – Ask: What does it take to be a good dodger?
- f. Game:

- i. Select 2 (or more) students to be the crazy drivers. They will wear a pinnie. The crazy driver should try to lightly tag the other students. If tagged, the student will place the hoop on the floor, step out and do an activity of your or their choice (e.g. bell jumps, jumping jacks) then pick up hoop and continue playing. The crazy driver continues on.
- ii. If 2 students touch hoops, each has to place hoop on floor, step and do activity, then shake hands or do fist bump and say to the other student, “I am sorry, please drive safely.”
- g. Modifications and choices
 - i. Allow students to walk as needed; change locomotor skill (you or students choose).
 - ii. Allow for “rest” area as needed.
 - iii. Allow for choice in activity when tagged (modify activity such as jumping jacks - no jumping, perhaps use of arms only).
 - iv. add in stronger activity for challenge – 10 mountain climber or burpees.
 - v. change taggers frequently – do not wait until all children tagged.
 - vi. alter amount of space being used.
 - vii. alter size of teams –play in small groups.

3. Striking with Balloons and Paddles

- a. Strike with hands and body parts (focus on body part identification for younger students); use with students whose first language is not English
- b. Place students on carpet square or inside hoop to denote staying in self-space (younger students)
- c. Include striking with varying amounts of force/levels/stationary/moving
- d. Include striking with a partner or small group
 - e. Include striking over rope; have groups of 4-6. Two students hold ends of short rope at appropriate height. Other students are on each side of rope. Object is to strike balloon over rope and keep going.
- f. Modifications and choices
 - i. Place students in designated areas (divide into small groups).
 - ii. Use this as a station activity.
 - iii. Have students choose how to travel and amount of force to use.

- iv. Allow students to do this as seated activity if needed.

4. Striking with paddles

- a. Using soft lollipop paddles or small paddles, students will strike object and try to keep going. Objects may be soft yarn ball, spongy tennis ball. When object drops, pick up and continue.
- b. Activity can be done individually (students should understand self-space)
 - i. Stationary
 - ii. Moving
- c. Partner – strike object back and forth with a partner.
 - i. Partner catch and send
 - ii. Continuous
- d. Play game of “One Step.” After 5 continuous strikes, take one step back.
- e. Play game over low rope in small groups as noted above. (*Note: Students should be able to work in a small group in their own self/working space*).
- f. Modifications and choices
 - i. Students may continue using balloon.
 - ii. Students may remain stationary and not move.
 - iii. Students may change objects as they wish.
 - iv. Students may choose to not play One Step.
 - v. Students may choose height of rope (objective – to be successful).
 - vi. Alter size of group.

5. Panelchutes

- a. Game: Students work in partners to send object(s) to different levels, using varying amounts of force.
- b. Action: Sending object up/reaction – moving to catch object
- c. Students may work in groups of 4, sending object (such as yarn ball or bean bag), back and forth.
- d. Focus is on cooperation/working in unison/working with a partner
- e. Modifications/choices
 - i. Students may choose object; vary objects from which to choose.

- ii. Students may choose how far apart to stand.
- iii. Students who need may sit.
- iv. Students may develop movement sequence.

4. Scooter Tag

- a. Students are divided into 4, 6, or 8 teams, with approximately the same number on each team. Place cones at corners and in middle of square (as needed for the number of teams). Students will be located at each cone in a line. If four teams, each would have on different color pinnie such as blue, green, yellow, and red.

On “go,” one member from each team sits or lays on scooter and will be chasing ONE other team member. If 4 teams, blue may chase green, and yellow may chase red. If 6 teams, blue will chase blue, green chase green, etc. Game continues continuously until ONE player from any team is tagged. Each team member takes one turn around the square then hands off scooter to next member in line. When a team member is tagged, all players go back to their home spot and next round is played.

- 1. Modifications/choices
 - 1. alter size of playing area.
 - 2. keep number of team members very small.
 - 3. play multiple games at one time to keep numbers small.
 - 4. Lead up/modifications/choices
 - a. Students will work in partners:
 - i. Play leader and follower
 - ii. Have students tag partner slowly while staying on scooter. Students choose speed.
 - b. Students will travel around square playing area using different ways to travel (students may use arms only, legs only, or both arms and legs; students may also travel forward or backward). Students may not stand on scooter. Students will travel at speed with which they are comfortable.
 - c. Students may choose way to travel in game
 - d. Provide rest area; allow student to skip turn if needed
 - 5. Do not play as tag game. Play as timed activity. How long does it take for all team members to move around square

6. Do not play as timed activity.

6. Throwing and Catching Sequence

- a. Throw and catch object with partner (object can be “softie” ball, football, or Frisbee)
 - i. Stationary thrower and catcher
 - ii. Stationary thrower; moving receiver
 - iii. Moving thrower and moving receiver
- b. Modifications
 - i. Students choose object.
 - ii. Students choose distance.
 - iii. Students who need to sit may do so.
- c. Passing for points
 - i. Each catch is a point
 - ii. Set up cones at different distances
 1. Divide students into groups of 3 – 4
 - a. Offense throwing; Receivers stationary; receivers moving.
 - b. Add a defender
 - c. Add defender per student
 2. Zone points
 - a. Set up zones with cones. Groups of 5-6 (offense; defense). Points are given per zone (1 – 4)
 - b. Alternate quarterbacks
 3. Modifications/choices
 - a. Students choose equipment and distance.
 - b. Keep stationary.
 - c. Only add in one defender.
 - d. Play in small groups of 3-4.
 - e. Walk students through sequence before moving (dynamic).
 - f. Students will have multiple opportunities to catch object to score points.

d. Quadrant Ball

- i. Students divided into 2 teams. There can be multiple games at one time to reduce number of players on any given team.
- ii. Each team has 2 hula hoops (one home and one take away). Home hoop has 3 gatorskin balls.
- iii. Object of game is to take away other team's gatorskin balls while protecting your own.
 1. One person (or more) designated as defenders and will stay on their side of game.
 2. Other players are offense and may cross over to try to take away other team's gatorskin ball. Player must cross over to his/her own team area and drop ball into take away hoop. Once back into own area, player may not be tagged.
 3. If offensive player is tagged before crosses back into own team area, he/she must drop ball at that spot and return to home side before trying again. No player is eliminated.
 4. To be successful, students must have understanding of chasing, fleeing, dodging, strategy, use of self and general space, throwing and catching.
 5. Defenders may not stand in home hoop, may tag those from other team.
- iv. Modifications/choices
 1. Students may walk through game before changing to more quick travel.
 2. Alter position play.
 3. Ensure all students are participating.
 4. Alter playing area.
 5. Allow students to throw ball to home area to be placed in take away hoop.

Thank you!

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