

## MODULE OVERVIEW

### ABOUT THIS MODULE

This module includes activities that are designed to develop and reinforce several locomotor and manipulative skills. All of the basic locomotor skills, static and dynamic balancing, as well as underhand tossing, rolling, and catching are addressed. Other learning outcomes are also addressed within the module's activities.

### NATIONAL STANDARDS AND OUTCOMES FOCUS

- **Standard 1.** Demonstrates competency in a variety of motor skills and movement patterns.
- **Outcome E1.K-2.** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs, and slides using a mature pattern (1); Skips using a mature pattern (2).
- **Outcome E2.2.** Runs with a mature pattern (2a); Travels showing differentiation between jogging and sprinting (2b).
- **Outcome E3.K-2.** Performs jumping and landing actions with balance (K); Demonstrates two of the five critical elements for jumping & landing in a horizontal plane using two-foot take-offs and landings (1); Demonstrates four of the five critical elements for jumping & landing in a horizontal plane using a variety of one and two-foot take-offs and landings (2).
- **Outcome E4.K-2.** Performs jumping and landing actions with balance (K); Demonstrates two of the five critical elements for jumping & landing in a vertical plane (1); Demonstrates four of the five critical elements for jumping & landing in a vertical plane (2).
- **Outcome E7.K-2.** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1); Balances on different bases of support, combining levels and shapes (2a); Balances in an inverted position with stillness and supportive base (2b).
- **Outcome E8.K-2.** Transfers weight from one body part to another in self-space in dance and gymnastics environments (1); Transfers weight from feet to different body parts/bases of support for balance and/or travel (2).
- **Outcome E9.K-2.** Rolls sideways in a narrow body shape (K); Rolls with either a narrow or curled body shape (1); Rolls in different directions with either a narrow or curled body shape. (2).
- **Outcome E10.K-2.** Contrasts the actions of curling and stretching (K); Demonstrates twisting, curling, bending, and stretching actions (1); Differentiates among twisting, curling, bending, and stretching actions (2).
- **Outcome E13.K-2.** Throws underhand with opposite foot forward (K); Throws underhand demonstrating two of the five critical elements of a mature pattern (1); Throws underhand using a mature pattern (2).
- **Outcome E16.K-2.** Drops a ball and catches it before it bounces twice (Ka); Catches a large ball tossed by a skilled thrower (Kb); Catches a soft object from a self-toss before it bounces (1a); Catches various sizes of balls self-tossed or tossed by a skilled thrower (1b); Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (2).
- **Outcome E17.K-2.** Dribbles a ball with one hand, attempting the second contact (K); Dribbles continuously in self-space using the dominant hand (1); Dribbles in self-space with a preferred hand demonstrating a mature pattern (2a); Dribbles using the dominant hand while walking in general space (2b).

## MODULE OVERVIEW

# TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		<b>1</b>
Required Materials List		<b>5</b>
<b>Activity Plans</b>		
Juggling Scarf Exploration 1	Standard 1 [E1 & E2]	<b>6</b>
Juggling Scarf Exploration 2	Standard 1 [E16]	<b>8</b>
Bean Bag Exploration 1	Standard 1 [E10 & E16]	<b>10</b>
Bean Bag Exploration 2	Standard 1 [E8 & E13]	<b>12</b>
Ball Skills 1	Standard 1 [E16]	<b>14</b>
Ball Skills 2	Standard 1 [E13]	<b>16</b>
Hula Hoop 1	Standard 1 [E1, E4, & E7]	<b>18</b>
Hula Hoop 2	Standard 1 [E7 & E8]	<b>20</b>
Noodles 1	Standard 1 [E7 – E9]	<b>22</b>
Noodles 2	Standard 1 [E16 & E22]	<b>24</b>
Station Day	Standard 4 [E4]	<b>26</b>
Sample First Lesson Plan		<b>28</b>
Activity Cards		<b>4 pages</b>
Skill Cue Teach Sheets		<b>2 pages</b>
Skill Cue Posters		<b>12 pages</b>
Academic Language Posters		<b>31 pages</b>
Station Cards		<b>6 pages</b>
<b>Student Assessment Tools</b>		
Self-Assessment Worksheet		
Holistic Performance Rubric		
Teacher Self-Evaluation & Reflection Guide		

## PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

- |                                      |                      |
|--------------------------------------|----------------------|
| Instant Activity (not on block plan) | <i>5-10 minutes</i>  |
| + Skill Activity with Debrief        | <i>10-15 minutes</i> |
| + Skill Activity with Debrief        | <i>10-15 minutes</i> |
| + Check for Understanding            | <i>5 minutes</i>     |

**Important:** Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

## ASSESSMENT

Two assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

## MODULE OVERVIEW

### SELF ASSESSMENT WORKSHEET

There are 3 pages of simple self-assessments provided with this module, giving each student a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete these forms as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students explore movements using juggling scarves. At the end of this activity, students would complete the Pre and Goal columns for any or all of the basic locomotor skills. Pre-assessments for other skills would not be completed until a future lesson. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group's performance. Next, set a group goal for improvement and complete the post-assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

### USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

*NOTE: The evaluation scale suggested for the Self-Assessment Worksheet is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.*

### HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

This rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Juggling Scarf Exploration 1	Actively Engage, Clockwise, Counter-Clockwise, General Space, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk, Pathways, Safe, Self-Space
2	Review Juggling Scarf Exploration 1 + Scarf Exploration 2	Control, General Space, Manipulative Skill, Rhythm, Self-Space
3	Juggling Scarf Review + Bean Bag Exploration 1	Control, Demonstrate, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk
4	Review Bean Bag Exploration 1 + Bean Bag Exploration 2	Balance, Effort, Mature, Movement Concepts, Relationship, Transfer of Weight
5	Bean Bag Review + Ball Skills 1	Clockwise, Counter-Clockwise, Control, Demonstrate, Direction, Manipulative Skill
6	Review Ball Skills 1 + Ball Skills 2	Control, Demonstrate, Direction, Effort, Manipulative Skill, Mature, Relationship
7	Ball Skills Review + Hula Hoop 1	Balance, Horizontal, Jump, Level, Locomotor Skill, Pathways, Safety, Transfer of Weight, Vertical
8	Review Hula Hoop 1 + Hula Hoop 2	Balance, Control, Direction, Level, General Space, Self-Space
9	Hula Hoop Review + Noodle Activities 1	Balance, Control, Curved, Demonstrate, Direction, Manipulative Skill, Pathway, Straight, Transfer Weight, Zig-Zag
10	Review Noodle Activities 1 + Noodle Activities 2	Balance, Horizontal, Mirror, Relationships, Safety, Stick-Dribbling, Strike, Vertical
11	Station Day (Post Assessments)	Academic Language Review