

Unit 2: Fundamental Motor Skills Assessments
Lesson 1: Locomotor Skills Assessments

Physical Objectives:

To develop effort and levels of movement
To develop speed and agility movements with personal space
To develop fundamental motor skills

Social Objectives:

Respect for each other
Follow instructions

Equipment:

Poly spots, Disney Lilo & Stitch music, CD player,
Balloons, assessment checklist for each skill, clipboard

Testing:

Fundamental Motor Skills Assessment

I. Warm-up Activities

Enter gym - walk in line to circle spots and sit down criss-cross applesauce.
Get ready to move your bodies with different shapes and with different muscles. The students will be learning about staying in safe zones today.

Sheep Dogs

Choose 3-5 students to be sheep dogs. These students will try to catch the balloons being hit across the area. The remaining students should be paired and given a balloon. These students try to tap their sheep (balloons) across the area without being captured by the sheep dogs. If a sheep is captured, that student takes the balloon back to the starting point and attempts to once again cross the field.

II. Hawaiian Roller Coaster

(Music: Hawaiian Roller Coaster Ride from Disney Lilo and Stich)

Formation: Partners facing. After they learn the pattern, perform it in a group of four.

Part One: Slap partner's hands together twice; Hit partner's fists twice. Brush the hands across the thighs twice; Hit own fists twice.

Part Two: Brush both hands to the side of the body; Hit partner's fist once

III. Locomotor Assessments (see checksheets for assessments)

Pull 4-6 students out of the main group at a time to assess their locomotor skills each day. Try to assess 1-2 skills daily.

Switcheroo

Place 12-20 cones in a circular arrangement on one half of the gym at midcourt. The students will start at each cone with some extra students in the center. On the signal "Blast off" they have to exchange to a new cone but there can be no more than two at a cone. For a variation, add locomotor skills to perform as they switch to the new cones.

IV. Closure Activities

Walk around the gym for 2-3 minutes; emphasize swing arms & heel to toe).

Have them sit on their individual spots.

What is the role of a safe zone? What does it take to work together with a partner?

Line up at door by designated leaders.

Grade 1: Fall Overview

No. of Units	No. of Days	Unit Focus
1	5	Management Activities
2	5	Assessments of Fundamental Motor Skills
3	5	Manipulative Skills - Hoops
4	5	Locomotor Skills – Walking, Body ID, skipping, galloping, sliding
5	5	Parachute Activities
6	5	Manipulative Skills – Tossing a beanbag
7	5	Movement Skills - Jump Ropes
8	5	Gymnastics Skills: Transferring weight, rolling
9	5	Locomotor Skills - Travelling
10	5	Manipulative Skills - Kick/Strike
11	5	Movement Skills – Dodging/fleeing
12	5	Manipulative Skills – Cup stacking
13	5	Locomotor Skills: Long jump ropes
14	5	Manipulative Skills: Dribbling with hands
15	5	Gymnastics Skills
16	5	Holiday Games

80 days –Grade 1: Fall