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Individual



Pairs



Group



Academic



Home



Wellness

# Building a Foundation

## Introduction

This introductory unit establishes class environment, behavioral expectations of students, and management and organization protocols. It teaches principles that provide the foundation of physical development for the elementary age child.

Some of the motor development concepts addressed include: body and spatial awareness, locomotor and non-locomotor skills, directionality, pathways, levels, and tempos. To enhance their social and personal development, children learn to share, cooperate, take turns, and experience personal success through movement.

SPARK recommends teaching *Building a Foundation* before the other units and presenting its lessons in order. *Building a Foundation* is the only unit in the *SPARK K-2 Manual* that incorporates a warm up. Therefore, *Building a Foundation* does not require an *ASAP* to prepare students for more rigorous activity.

## What You Have

### SPARK Manual

- **Lesson Plans**
  - Fifteen activities sequenced by instructional units they reinforce.
- **Inclusive Strategies**
  - Tips to help meet the needs of all students.
- **Supplemental Lesson Content**
  - **Reflection Questions:** discussion questions are provided to reflect on what students have learned.
  - **Teaching Suggestions:** instructional hints from SPARK PE specialists who have instructed the activity before. Read prior to teaching for the "inside scoop."
  - **SPARK it Up:** variations provide extensions to address the developmental needs of students.
  - **Integrations:** ideas to connect PE to academic content, wellness concepts and promotion of physical activity outside of school. Can be read to students during warm-up, transitions, or cooldown.
  - **Standards:** indicates which National PE Standards and grade level outcomes are addressed.
  - **SEL Competencies:** shows the lesson's alignment with CASEL's SEL competencies and related skills.
  - **Vocabulary:** a list of words used to highlight academic content during the lesson.

### SPARK Instructional Media

- **Skill Cards**
  - Half-sheets graphically depicting various skills and movement concepts for use as visuals in several lessons.
- **Movement Cube Cards**
  - Sized to fit in Movement Cubes, these cards include the basic locomotor skills, pathways, tempos, directions, levels, and relationships. Slide into Movement Cubes and use to practice movement concepts.
- **Assessment Sample**
  - A sample performance rubric to document and guide learning.
- **Limited Equipment/Large Class Ideas**
  - Ideas for modifying activities to respond to these challenges.

# Building a Foundation

## How to Use It

- Before beginning instruction, refer to “Movement Basics” starting on page v in this unit. While teaching, it is helpful to keep them with you for quick reference.
- Progress through lessons at an appropriate pace. Do not move ahead until children are ready.
- If outdoors, conduct lessons on grass (if free of potholes and obstacles).
- Decide before your first class which signal(s) you will use to get children’s attention and to start and stop activity (e.g.: music on or off; words such as “Go” and “Freeze;” hand clapping patterns; raising a hand in the air; striking a drum or tambourine, etc.).
- To speed organization and reduce management time, consider incorporating a color/group system. Create 4 groups; assign each a leader for a 2-week period. Match the group and equipment color (e.g., blue group uses blue equipment or equipment with a blue mark on it). In addition to helping manage equipment, students learn to identify with their color group and mobilize quickly, maximizing time on task.
- Because Building a Foundation is the first unit instructed, it teaches and/or reinforces many basic movement concepts. Be sure to review these key concepts throughout the unit.
- Teacher-oriented instructions are provided in italicized text with parenthesis. Read these to yourself, not out loud to your students.
- Skill Cards (on SPARKfamily.org) accompany several lessons in this unit and are referenced in the Prep section when needed.
- Music brings life to a lesson! Stimulate and motivate students with lively music. Use softer or classical music for warm-up and/ or cool-down.
- SPARK strongly recommends not using a whistle to start or stop activities.
- Read the Teaching Suggestions before teaching each lesson. Teaching Suggestions are instructional hints from SPARK PE specialists who have instructed the activity before.
- The Reflection Questions at the end of each lesson provide an opportunity for closure, cool-down, and to reflect on what students have learned. Remember to allocate 2-3 minutes for this during each PE class. SPARK recommends light stretching during this time when muscles are warm, not at the beginning of class.

# Building a Foundation

## Inclusive Strategies

Integrating students with special needs in this Building a Foundation Unit benefits all students in class. Assessing ability determines what adaptations, if any, are needed. Some students need few adaptations while others may require extensive adult assistance. Create an environment that allows students to participate at their level and experience success each day.

## General Modifications

### Instructions

- Keep instructions clear and concise.
- Start with activities that have few rules to remember and introduce additional rules one at a time when students have grasped the flow of the activity.
- Emphasize that movement, improvement, and having fun are the goals, not scoring more points or “winning” a game. This helps keep the focus on skills and fun instead of the final outcome or score.
- Use proximity for students who benefit from being closer to you.
- Minimize the time between giving instructions and starting the activity.
- Allow a partner to assist a student.
- Provide verbal, physical, or hand-over-hand prompts to those who need them.
- Make rule changes that increase success for students such as allowing multiple turns, allowing students to choose the type of throw, or extra seconds to complete the task.
- Encourage students to help develop rule modifications that will be fair and inclusive for everyone.
- Provide a demonstration and talk through the rules as the demo group is playing at a slower pace.
- Avoid elimination games.
- Be clearly visible to all students and minimize background noise during instruction.

### Boundaries

- Decrease the distance the student needs to travel.
- Create smaller playing areas.
- Use well-defined boundaries.
- Add physical boundaries (e.g. a rope taped to the floor for a boundary that can be felt if not seen).
- Remove any obstacles and keep playing area clear and safe.

### Time

- Allow more or less time when needed or disregard time limits.
- Slow the pace of the activity.
- Provide frequent rest periods when needed.
- Vary the tempo in rhythmic activities.

### Actions

- Reduce the number of actions in completing a task.
- Modify the grasp for racquets, paddles, clubs, sticks, and/or bats.
- Allow modified body positions such as sitting, kneeling, or lying down.
- Allow the use of different body parts to be used in a skill.
- Change the locomotor skill used.

# Building a Foundation

## Equipment

- Use larger, lighter striking implements such as paddles, racquets, sticks, and bats.
- Create larger goals or targets.
- Use hoops or spot markers to mark positions on the field or court.
- Vary the tossable to provide more choices and optimize success:
  - **Size:** ball, disc, beanbag, etc.
  - **Weight:** provide a lighter object
  - **Density:** allow more choices by providing inflated items, foam items, bean-filled, etc.
  - **Texture:** options like smooth, slippery, rough, sticky, and balls with holes for easier catching.
  - **Color:** offering color choices is good for students who have very strong likes and dislikes and some colors may be easier to see for students with visual impairments.

## Specific Modifications by Disability

### Students with limited mobility

- Have adults or peer helpers provide physical assistance with movements as safe and appropriate.
- Substitute arm for leg movements.
- Play on a level surface.
- Use scooters.
- Instruct peers about wheelchair safety.
- Have adult assistants push wheelchairs as appropriate.
- Remove leg rests on wheelchairs.
- Maintain eye contact with students who may sit at a lower height (e.g., in a wheelchair).

### Students with visual impairments

- Use verbal cues to help student move in intended direction.
- Use brightly-colored spot markers on floor.
- Use tactile boundaries.

### Students with hearing impairments

- Make sure that students who speech read are not looking into the sun during instruction.
- Provide additional visual cues.

### Students with cognitive delays or learning disabilities

- Provide peer assistance as appropriate.
- Start and stop with music.

# Building a Foundation

## Locomotor Skills

There are 8 basic locomotor skills used to move the body from place to place, or to project the body upwards (as in jumping or hopping). They form the foundation of gross motor coordination and involve large muscle movement.

<b>Walk</b>	Toes point straight ahead, arms swing freely from the shoulders in opposition to the feet. Body is erect, eyes look ahead slightly below eye level. Marching is a rhythmic walk accompanied by lifted knees and swinging arms.
<b>JUMP</b>	Jumping is taking off from 2 feet and landing on 2 feet. Swinging the arms helps with the upswing, and the movement of the body combined with the force of the feet helps lift the weight. Jumpers should land lightly on the balls of the feet with knees bent. Jumping may be done in place (up and down), forward, backward, or sideways.
<b>GALLOP</b>	Children face forward, lead with one foot, and bring the other foot up to it (step-together-step). The same foot always leads, so the movement should be practiced with children changing the lead foot.
<b>HOP</b>	Hopping is done on 1 foot at a time. The angle of the body, the other foot, and the arms serve to balance the movement. Hopping may be performed in 1 place or while moving. Children having difficulty hopping should practice balancing on 1 foot.
<b>SIDE-SLIDE</b>	Similar to galloping, but the direction is sideways with a step-together-step movement. The same foot always leads, so the side-slide must be practiced in both directions.
<b>RUN</b>	In contrast to walking, running involves a brief time when both feet are off the ground. Running varies from a slow jog, to a trot, to a sprint. The head should be up with eyes looking in the direction of travel. Arms should not swing across the mid-line of the body.
<b>LEAP</b>	Leaping uses an elongated step that takes off on 1 foot but lands on the opposite. It is used to cover distance or to go over a low obstacle. Leaping should emphasize graceful flight through space.
<b>SKIP</b>	Skipping is a series of step-hops done with alternating feet. To teach skipping, have children take a step followed by a small hop on the same foot. Mature skipping is done on the balls of the feet with the arms swinging to shoulder height in opposition to the feet.

# Building a Foundation

## Movement Concepts

<b>LEVELS</b>	Children will begin to understand the various levels in space in which movement may occur and learn to place and move their bodies at the appropriate level. Levels may be low, medium, or high.
<b>PATHWAYS</b>	Pathways are specific movement patterns. Once children are taught locomotor skills, they can be introduced to changing directions and moving within established patterns. Sample pathways include: straight, curved, and zigzag. It is suggested that Kindergarten teachers draw visual pathways (chalk or tape on a play area) for children to follow.
<b>TEMPO</b>	Controlling the rate of movement (tempo) is important for demonstrating body control and transferring movement into games and activities that demand variations in speed and/or intensity. A few examples of words which describe the rate of movement include: quickly, medium-paced, and slowly. Children will interpret terminology individually. Encourage and accept safe variations.
<b>DIRECTIONS</b>	When moving in general space, children need to develop the ability to avoid others and/or re-orient their bodies. Directions include: sideways, right, left, forward, backward, up, and down. Young children may not know the difference between right and left, but saying the terms helps build recognition. For those struggling with the right and left concept, place a sticker on their right hands. Safety note: Avoid asking children to move backward, even on soft surfaces. Head injuries may occur!
<b>RELATIONSHIPS</b>	Children move in relationship to others as well as to objects in general space. They may move over, under, on, off, in, around, or through objects such as spot markers, hoops, tunnels, and more. Moving in relationship to other children or the teacher includes mirroring and matching, leading and following, and moving with partners and in groups.

## Non-locomotor Movements

Non-locomotor skills are performed without moving from place to place. Non-locomotor skills include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, among others.

# Building a Foundation

## Cue Chart

The chart below may be used as a reference to cue children to practice movement skills. To provide challenges, select a basic locomotor skill and a prompt from 1 or more columns. For example, "Can you walk - in a low level - slowly - in a curved pathway?"

LOCOMOTOR SKILLS				
Walk Jump Hop Run Gallop Side-Slide Skip Leap				
LEVEL	PATHWAY	TEMPO	DIRECTIONS	RELATIONSHIPS
Low Medium High	Straight Curved Zigzag	Slow Medium Fast	Backward Forward Sideways Upward Downward To the Right To the Left	Over Under On Off In Around Through Mirror



# Building a Foundation

## What You Need

<b>EQUIPMENT</b>	<b>Quantity</b>	<b>Inventory</b>	<b>Need</b>
<b>Spot Markers</b>	1 per student		
<b>Hoops</b>	1 per student		
<b>Ropes</b>	1 per 4 students		
<b>Movement Cubes</b>	3		
<b>Soft Tossables</b>	6 (2 of ea color: Red, Yellow, Green)		
<b>Beanbags</b>	7		
<b>Scarves</b>	1		
<b>Cones</b>	10		
<b>Music Player</b>	1		
<b>Mats (optional)</b>	30 x 30 area		
<b>SPARK K-2 Music</b>			
<b>MATERIALS</b>	<b>Quantity</b>	<b>Inventory</b>	<b>Need</b>
<b>Parent Letter</b>	1 per student		
<b>Paper Plates</b>	2 per student		
<b>Sticks (optional)</b>	2		
<b>Candy Wrappers</b>	1 per 4 students		
<b>SPARK INSTRUCTIONAL MEDIA (SPARKfamily.org and/or SPARKfolio)</b>			
<ul style="list-style-type: none"> <li>• Unit Plan</li> <li>• Skill Cards</li> <li>• Movement Cube Cards</li> <li>• SPARK Expectation Cards</li> <li>• Assessment Sample</li> <li>• Limited Equipment/Large Class Ideas</li> </ul>			
<b>FACILITIES</b>			
<ul style="list-style-type: none"> <li>• An indoor area with a smooth surface is ideal. If outdoors, conduct lessons on grass (if free of potholes and obstacles).</li> </ul>			