Chapter 17

K-2 Learning Experiences for Manipulative Skills

# Summary

This chapter provides progressive learning experiences for the consistent mover in each manipulative skill theme. It includes the blueprint for manipulative-skill learning goals used in designing assessments; guidelines for addressing each of the physical education content standards and outcomes specific to K-2 learners; and developmentally appropriate guidelines for designing instruction, practice, feedback, and assessment.

# Key Objectives

* Designing manipulative-skill learning experiences for K-2 children based on stages of development and levels of motor skill learning
* Designing manipulative-skill learning experiences that align the following:
* K-2 national physical education standards (SHAPE America, 2014)
* Instructional practices
* Assessment and feedback

# Part 1: Planning K-2 Manipulative Movement Experiences

When planning K-2 manipulative movement experiences, you must think about aligning content and instruction, as well as management strategies for including all children in a safe movement environment.

## Activity A

Use the following format to design an instructional task for catching that involves variations in space awareness.

**National physical education standards 1 and 2**

**Skill theme:**

**Space awareness:**

**Teaching styles:** inclusion

**Task:**

**Practice:**

**Environment:**

**Skill cues:**

**Feedback:**

**Assessment (standard 1):**

## Activity B

Use the following format to design an instructional task for kicking that involves variations in effort awareness.

**National physical education standards 1 and 2**

**Skill theme:**

**Effort awareness:**

**Teaching style:** practice

**Task:**

**Practice:**

**Environment:**

**Skill cues:**

**Feedback:**

**Assessment (standard 1):**

**Assessment (standard 2):**

## Activity C

Use the following format to design an instructional task for striking with a bat that involves variations in space awareness.

**National physical education standard 1 and 2**

**Skill theme:**

**Space awareness:**

**Teaching style:** practice or inclusion

**Task:**

**Practice:**

**Environment:**

**Skill cues:**

**Feedback:**

**Assessment (standard 1):**

**Assessment (standard 2):**

# Part 2: Self-Check Questions for the Planning Activities in Part 1

Use the following questions to determine whether you addressed each part of the plan appropriately for each activity in part 1.

**National physical education standards 1 and 2**

**Skill theme:** Is the theme about performing and knowing the skill?

**Movement concept:** Does the plan designate the movement awareness variable (e.g., space—direction, level)?

**Teaching styles:**

* **Practice:** Do the learning experiences include multiple repetitions?
* **Inclusion:** Do the learning experiences include different levels of ability from which students can choose (e.g., three to five distances, direction, or heights)?

**Task:** Is the task developmentally appropriate? Does it come from the skill progression? Does the plan describe the responsibilities and placement of children?

**Practice:** Does the practice represent a block format, in which the skill is practiced repetitively in three different conditions?

**Environment:** How is the environment performer-scaled and set up for maximum participation and safety?

**Skill cues:** Do the cues represent the goal of the task? Are the cues related to the environment and how to move in order to respond (e.g., reaching hands up in line with the path of a ball coming from above the head)?

**Feedback:** Is the feedback *specific* and aligned with the skill cues?

**Assessment (standard 1):** Does the assessment involve an observation instrument of skill cues that are addressed in the plan?

**Assessment (standard 2):** Does the assessment include a way for students to recognize or identify—through telling, pointing, or drawing (e.g., circle, check mark, line)—what they know about the skill?

# Review Questions

1. Describe how manipulative skills for K-2 learners can be varied by using the movement concepts.
2. What types of assessment are used to evaluate K-2 student performance of standard 1?
3. What types of assessment are used to evaluate K-2 student performance of standard 2?
4. Give an example of prescriptive feedback and an example of descriptive feedback for a throwing task.
5. Describe when and how to structure constant practice and variable practice for a chosen manipulative skill.
6. How might one modify and assess a manipulative task to address standard 4?