

## FOCUS►

### Subfocus►

## REVIEW OF LOCOMOTORS

### Movement Concepts

#### *Grades 1, 2*

#### Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

#### Grade-Level Outcomes

- Performs locomotor skills while maintaining balance (S1.E1.k)
- Hops, gallops, jogs, and slides using a mature pattern (S1.E1.1)
- Skips using a mature pattern (S1.E1.2)

#### Lesson Objectives

The learner will:

- Travel in general space with mature patterns of hopping, galloping, sliding, and jogging (grade 1)
- Travel in general space with a mature pattern of skipping (grade 2)
- Identify the basic locomotor movements when they are correctly demonstrated by the teacher or another student
- Combine locomotors into a sequence

Note: A mature pattern of skill execution is the expectation at the end of the year—grade 1, grade 2. Lessons of practice before the summative assessment should focus on progress and demonstration of critical elements.

#### Materials and Equipment

- Drum
- Music (optional)
- Whiteboard for recording movement sequences, pencil and paper for student recordings

#### Introduction

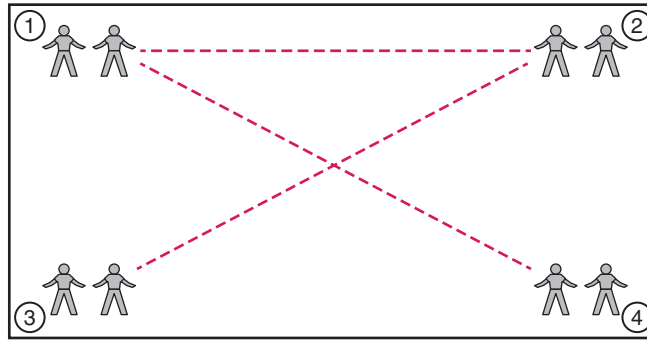
*Earlier in the year, we focused on moving without bumping into others and stopping on signal without falling down. You have traveled in general space by walking, hopping, jumping, galloping, sliding, jogging, and skipping. What is the name for these movements? Today, we will review the locomotor movements as we travel in general space.*

#### LEARNING EXPERIENCE: LOCOMOTORS IN GENERAL SPACE

- Traveling in general space with the various locomotors, teacher directed
- Traveling in general space, changing to a different locomotor on signal
- Traveling with a favorite locomotor
- Traveling in a new way, creating a new locomotor action, with pathways, directions, levels added for the new locomotor

#### LEARNING EXPERIENCE: CORNER-TO-CORNER LOCOMOTORS

- Divide the class into four groups, positioning each group in one corner of the work area. Number the groups 1, 2, 3, and 4.



- Call two numbers and the name of a locomotor movement, such as 1 and 4, jogging. In response, groups 1 and 4 exchange places, traveling corner to corner by jogging.
  - Practice with different combinations of numbers and different locomotors
  - Free travel, traveling with personal choice of locomotor movement
  - All groups, everyone exchanging corners (offers an excellent opportunity for observation of travel without collisions)

Note: Include skipping in the corner-to-corner exchange only after sufficient practice and after observing that the children are comfortable with the skill; first graders may skip or gallop.

### **LEARNING EXPERIENCE: COMBINING LOCOMOTOR MOVEMENTS INTO SEQUENCES: MOVEMENT SENTENCES**

*Let's put together some of the locomotor movements we have practiced by making a movement sentence. I will write the first one, and then we will write one together. Walk, hop, gallop. What does a comma mean when you are reading? Right, it means to pause. The drum will be our signal to pause. Ready? Walk . . . hop . . . gallop.*

- Exploration of various body shapes for sentence endings: question mark, exclamation mark, period
- Group sentences composed by students
- Individual sentences composed by each person in class, recorded on paper, and shown to a partner, you, or the class

### **Assessment**

Observe locomotors during practice, during sequences, and during corner-to-corner exchanges. These formative assessments provide valuable information regarding individual performances as well as total class performance of the benchmark skill.

On a checklist (electronic or paper and pencil) list the basic locomotor movements, as well as the critical elements for each skill. Observe students periodically as they perform the locomotor movements, coding the checklist when they demonstrate mastery of the critical elements as well as mastery of a mature pattern of overall skill execution. Checklists can be rather simple, using a "+" for mastery, or they can be more complex, including the date of mastery. You should assess skills more than once. Remember that young children often can perform skills correctly but not consistently.

### **Closure**

List on the whiteboard the locomotors as students name them. For each locomotor listed, have students describe a game, gymnastics, or dance action in which the locomotor is used.

### **Reflection**

- Are the students ready for summative evaluation of each of the locomotors?
- Which students, which classes, need concentrated practice on specific locomotors?