

## FOCUS➤

### Subfocus➤

## REVIEW OF LOCOMOTORS

### Directions, Pathways

#### Grade 3

#### Standard 1

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

#### Grade-Level Outcome

Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation (S1.E6.3)

#### Lesson Objectives

The learner will:

- Travel in general space with mature patterns of hopping, galloping, sliding, jogging, skipping, and leaping\*
- Combine locomotors into a sequence with smooth transitions
- Have a clear beginning and ending for the sequence

\*A mature pattern of leaping is the expectation at the end of grade 3.

#### Materials and Equipment

- Drum
- Whiteboard
- Pencil and paper for student recordings

#### Introduction

*If I asked you to name your favorite sport, what would that be? Let's analyze the sport of \_\_\_\_\_ to see whether we can name all the ways to move, all the locomotor skills we see in that sport.*

Brainstorm with the class all the locomotor movements observed in the sport.

*When we look at the list on the board, we see the locomotors you learned in kindergarten, grade 1, and grade 2. What about dance and gymnastics? What locomotors would they add to our list?*

#### 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 your signal
- Traveling with a favorite locomotor
- Traveling in a new way, creating a new locomotor action

Allow several minutes for practice and review of all the locomotors—general space, corner to corner.

#### LEARNING EXPERIENCE: LOCOMOTOR SEQUENCES

Have students create a sequence of locomotor movements by combining locomotors, changes in direction, and pathways into three-part sequences. Each student designs a personal sequence of his or her three favorite locomotor movements.

- The sequence must have a clear beginning and ending shape.
- Your signal provides the change in locomotors.

- Students decide directions and pathways of the movements.
- The sequence should be fluid and have smooth transitions from locomotor to locomotor, from beginning shape to ending shape.

## LEARNING EXPERIENCE: DANCE OF LOCOMOTORS II

Divide the class into groups of four. The group assignment is the creation of a dance that demonstrates locomotors. The dance must include four different locomotor movements. Each person in the group chooses a locomotor for which he or she will be the leader. The group leader is the leader for only the first locomotor movement; each subsequent locomotor has a new leader. That person moves to the lead position for his or her chosen locomotor.

### Reminders for the Class

- Changes in direction and pathways create interesting floor patterns.
- The signal for changing leaders is created by the group—a sound, a count, a shape, a location.
- The sequence begins with a stillness shape before movement.
- The sequence may end with a shape or with a nonlocomotor action, such as collapse, sink, crumble, or freeze.

Each group records its dance on paper, indicating leaders, locomotors, and floor pattern. Following sufficient practice for memorization, the dances may be (1) shown to you, (2) shown to the class, or (3) kept as a digital recording.

### Assessment

You or peers can assess the dance performance using criteria established by and shared with the class.

### Closure

- What was the focus of our lesson today?
- Why is it important to be able to hop, jump, gallop, slide, skip, and leap?
- Name a sport, gymnastics event, or dance that uses each locomotor.

### Reflection

- Do the students have a mature pattern of the locomotors when they use them in practice?
- Do they demonstrate a mature pattern of the locomotors when they use them in a creative dance?
- Are certain students still struggling with a specific locomotor?
- How will I address their needs?

Children's Example: Dance of Locomotors

