

Island Park Pre- K Physical Education Curriculum Guide

NYS Standards and Learning Priorities

NYS Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

Pre – K Learning Priority:

- Develops, refines and applies fundamental motor patterns.
- Actively participating during activities will be important for overall physical fitness and health.

Essential Questions:

- How many different ways can I move and can I name them?
- How many different ways can I balance my body?
- Why do we need to exercise? Why is it so important?
- Do I have to play a sport to exercise?
- Is stretching important?

To meet this standard and Pre–K Learning Priority a student will:

- Demonstrate control in traveling, weight bearing and balancing activities on a variety of body parts.

Example – Command games incorporating travel. 1- game: Teacher demonstrates a particular movement (i.e. skipping) and then yells out to students to perform/practice. Repeat with different locomotor movement. 2 – game: “Giant Jump Rope. Teacher has students lined up behind 5 different color coordinated cones with the same cones directly across

the gym at the other side. Two teachers in the middle with the giant jump rope move the jump rope different patterns as the students, one at a time on the whistle, run and jump over the rope to their colored cone on the other side. Music is playing. Once everyone is on one side we repeat to go back to original side and a new rope pattern is used. At particular times when directed the students can travel under the rope for different movements.

Example – Tag Games incorporating weight bearing concepts. 1- game: Teacher explains directions. When student gets tagged he or she has to be frozen in push up position. To get unfrozen another student must crawl underneath the push up student to be allowed back in the game.

Example – Balancing games. 1- game: Bean Bag Tricks. Every student gets a bean bag. Teacher demonstrates a balancing challenge and students practice to succeed. Challenges- Balance bag on elbow, shoulder, foot, head, etc. Balance bag on head while balancing on 1 foot, balance bag on head while walking, etc.

- Mature in their basic movement abilities.

Example – After a few/many classes of practicing basic movements through exercise and activities, observe students. Students can perform skipping in a correct manner (i.e. Back foot kicks front foot forward). Students can hold a push up position correctly for 3-5 seconds (i.e. Back and legs straight, arms locked). Students can balance an object on their body without that object falling (i.e. Balance bean bag on elbow for 5-10 seconds, balance bag on foot for 3-5 seconds while taking foot off the ground).

Example – Stretching routines. Before many classes, as students are on their colored lines, the teacher will stretch the class out as a follow the leader activity. The teacher stretches and the students follow. The teacher talks about different muscles and their location and the importance of stretching. After a few classes go students are asked, “What is the name of this stretch and what muscle am I stretching?”

Example – Using dance as developing basic movement/balancing and distinguishing right and left sides of the body. 1 – dance/game: Hokey Pokey. Students are organized in a circle and Hokey Pokey music is played. Different body parts (left and right) are asked to be put in the circle throughout the song.

- Explore and be able to demonstrate basic manipulative skills.

Example – Using a variety of different manipulative equipment/objects, the students will develop these skills. 1 – game: Low level bowling. Students will get a partner. One person will be the roller (with soft gator skin ball) and one person will be the setter to set up the bowling pin once knocked down. From a designated line about 5 to 7 feet away the roller will get 5 chances to see how many times he or she can knock the pin down. The setter will set up the pin whenever knocked down. After 5 rolls the roles are reversed, the setter becomes the roller and roller becomes the setter. 2 – game: Throwing. Teacher demonstrates proper mechanics of throwing and receiving a ground ball off a wall. Breakdown the skill. Every student gets a tennis ball, stands at a cone 10 feet away from wall and practices.

NYS Standard 2: A Safe and Healthy Environment

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Pre – K Learning Priority:

- Exhibits responsible personal and social behavior that respects self and others in physical activity setting.
- Applies safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and social interaction.

Essential Questions:

- Why is it important to follow the rules/directions?
- Am I listening to my teacher when he or she speaks?
- Is the way I am participating safe for my classmates?
- Am I respecting my classmates' personal space?
- How do I move safely?
- Why should I be nice to others?
- What does it take to be a good partner?
- What is sportsmanship?
- What is positive/good sportsmanship?
- What is negative/bad sportsmanship?

To meet this standard and Pre-K Learning Priority a student will:

- Be able to follow gymnasium/classroom routines/rules.

Example – Constantly review and play games that incorporate routines and rules. 1- game: “Who can start off following directions the best?” Teacher has students sit on colored lines when they enter the gym. Ten students to each red, white and blue line. Students sit and are to wait until teacher addresses the class by a clap command. Students know to be quiet and wait for directions for the first activity. When students are asked to “freeze” or go back to their colored lines within 5 seconds, they understand that a clap command will be given and directions for a new activity will be coming.

Example – Review safety rules and directions before every type of game that involves running, tagging, helping classmates and working together. 1 – game: “Stuck In The Mud Tag.” First review how to run safely around the gym during the game. When running forward keep eyes forward looking in front and keep head up. Do not look behind you when running forward. Review tagging – A tagger will carry a tagger ball and a safe tag is a nice light touch on the shoulder or back, it is not a push. Review helping classmates and working together – Students can help their classmates get unfrozen when they are stuck in the mud by crawling through the legs of the frozen students so they may be back in the game. After students exercise for a few minutes the taggers share and give their tagger balls to a new classmate.

- Respect classmates personal space, work cooperatively together/display teamwork and understand the difference between positive sportsmanship and negative sportsmanship.

Example – Activities that incorporate sharing space and teamwork. 1 – game: Islands. 8 – 10 Hoola hoops are spread out on the gym floor depending on class size. These are the islands and the gym is at low tide. After a few minutes the tide will come in and cover some of the islands. The teacher will give a locomotor movement (skipping, hopping, galloping, etc.) and the students are to perform this movement to music. When the music stops and the whistle blows the students have 5 seconds to go to an island (hoops) and put one foot in. Once everyone has found an island the teacher gives another type of movement, the music is turned on and the students perform. Every other round the teacher starts taking away a few hoops so the students are put in a situation where they have to share their space to reach the goal of everyone being able to fit on the islands that are left. Before and after the activity ask questions: “If a classmate cannot find an island, how can you help?” “How do you share space nicely on the island?” “If the island that you are on is full how can you help someone who wants to come on?” “What would be a mean thing (neg. sportsmanship) to tell someone on the island?” “What would be a nice thing (pos. sportsmanship) to tell someone on the island?” When there are 2 or 3 islands left, students’ help each other get onto the island by sharing the space in a positive manner. Students also let each other know where other islands are if one island is full.

Example – More Activities that incorporate working cooperatively and displaying positive sportsmanship. 1 – game: Busy Bees. The teacher tells a story about honey bees and how they are always working and buzzing around. When the teacher yells, “Busy Bees!” the students buzz around the gym like bees. The teacher will blow the whistle and yell a body part command, signaling the students to follow. For example, “right foot to right foot!” depending on the ability of the class to distinguish their right from left. The students then have to find a partner and touch foot to foot with them. Some students who cannot find a partner will combine with a pair. Working together and sharing space will be stressed. When the teacher yells “Busy Bees!” the students unfreeze and buzz around the gym. Different yells different body part commands (elbow to elbow, left hand to left hand, hip to hip, etc.)

NYS Standard 3: Resource Management

- Students will understand and be able to manage their personal and community resources.
 - The Pre-K Physical Education guide will not address NY State Standard #3. It is our belief that this standard is not cognitively or age appropriate.

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Course Description:

In Pre-K, students will be introduced to the gym environment and basic movement skills. The course will focus on low-organized play, including individual movement challenges and group games. These games will often work on safety, understanding instructional language and will include an introduction to movement concepts. Students will also be introduced to basic manipulative skills.

New York State Learning Standards For Physical Education

Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

- Students will understand and be able to manage their personal and community resources.

Island Park School District

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