

<p>Before beginning, teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the activity.</p>		
<p>Activity Name: Locomotor Skills</p>	<p>Grade Level: 3-5</p>	<p>Activity Length: 45 minutes</p>
<p>Standard(s) and Grade-Level Outcome(s) or Indicator(s):</p> <ul style="list-style-type: none"> • Standard 1 Demonstrates competency in a variety of motor skills and movement patterns. • Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. • Standard 4 Exhibits responsible personal and social behavior that respects self and others. 		<p>Materials Needed:</p> <ul style="list-style-type: none"> • 36 poly spot dots • 36 index cards with words on them (12 nouns, 12 verbs, and 12 adjectives) • A class set of clipboards and pencils • Grammar worksheet (p. 3) • Speaker and music
<p>Objective(s): <i>By the end of the activity, students will be able to...</i></p> <ol style="list-style-type: none"> 1. Move in general space applying locomotor skills 2. Define nouns, verbs and adjectives and give an example of each 3. Classify words as nouns, verbs or adjectives 4. Use the words in sentences 		
<p>Activity Progression</p>		
<ol style="list-style-type: none"> 1. Students will define and give examples of the words noun, verb, and adjective. <p>Part 1: Word Collector</p> <ol style="list-style-type: none"> 1. When the music starts, Students will move around the pavilion performing different locomotor skills (walk, power walk, side slide, gallop, skip etc.) based on educator's preference. These skills will change each time. Have students find a "home base" around the perimeter of the instructional area where they can keep their clipboard and pencil. On the clipboard is a paper with a chart with 3 columns titled noun, verb or adjective. At the bottom of the page are lines titled "Story Starter." 2. Students will move around the instructional area. When the music stops the students will stop on a dot, look under the dot for the word, travel back to their "home base" and write the word in the appropriate column either noun, verb or adjective. <ol style="list-style-type: none"> a. Students will repeat this approximately 5-6 times b. Students will then come together and they will discuss what are the nouns, verbs and adjectives that they found. <p>Part 2: Story Starter</p> <ol style="list-style-type: none"> 1. The students will take one of the words from their list and write a sentence on the first line at the bottom of their paper. After they write their sentence, they will go stand on a dot. <ol style="list-style-type: none"> a. When the music starts, the students will move using a given locomotor skill. b. When the music stops, the students will go to a different clipboard (not their own) and they will continue the story on the clipboard using another word from the list on that page. c. We will continue this for 3-4 rounds. d. Students will come back together and they will read the finished story on their clipboard, if they choose. <p>Lesson Closing: Discussion</p> <ul style="list-style-type: none"> ▪ What is the definition of locomotor skills? Identify the locomotor skills used in today's class. ▪ What skill from English Language Arts were we working on today? 		

- Which category do our locomotor skills fall under? Why?

Modifications/Differentiations

- For students that are Hard-of-Hearing, a visual can be used in tandem with or in replacement of music (Red Light/Green Light)
- For students in wheelchairs or other mobility devices, allow the student to decide how they will move to simulate locomotor movements. Examples include:
 - a. Hopping: Student raises single arm up and down
 - b. Jumping: Student moves legs up and down, or uses hands to pat legs
 - c. Skipping: Arm Circles
 - d. Gallop: Uses hands to pat leg to the rhythm of a gallop

Checks for Understanding/Assessment Strategies

- **Ask the students:**
 - o How confident are they about what they have learned?
 - o What did they do well during the class and what could they have done better?

NOUN	VERB	ADJECTIVE

Story Starter
