



UNIT 2

AGES 2-4

WALKING AND RUNNING

.....

Walking and running are basic locomotor skills that move a student from one place to another. Beginning walkers have their hands up at shoulder height (this is called highguard) and their feet wide apart and turned out at the toes, offering them a wide base of support. As children feel more balanced and secure, they will drop their arms, narrow their base of support by bringing their feet closer together and begin to rotate their trunk as they move. Most children begin to run around six to seven months after they begin to walk. As with beginning walkers, beginning runners will use a high-guard and wide base until they feel more balanced and secure. Walking and running are basic skills found in most sports and are important parts of social development as they allow for participation in recreational games and activities.

Walking and running are basic locomotor movements. Other locomotor movements that will be taught throughout this unit are skipping, leaping, side stepping, and galloping. These skills will be reviewed throughout the year and taught again at the end of the year. These locomotor skills need to be explicitly taught and time needs to be given for students to practice these often.

Skills

MOTOR SKILLS:

- Locomotion skills and cognitive concepts such as walking or running forward, backward, sideways and in pathways, such as zig-zag, circle and straight lines
- Object manipulation

COGNITIVE SKILLS:

- Following activity directions
- Reading readiness
- Number sense

SOCIAL SKILLS:

- Peer interaction
- Confidence
- Cheering others on
- Taking turns
- Active listening

Classroom materials

- [Locomotor Skill Card printables](#)

Equipment

- Long jump ropes or string
- Floor markers
- Balls (playground ball or smaller)
- Hula hoops
- Cones, stuffed animals, or pictures of animals on cones
- Hopscotch diagram
- Bean bags

Books

- *Going Places*
by Peter and Paul Reynolds
- *The Invisible Boy*
by Trudy Ludwig
- *The Day the Crayons Quit*
by Drew Daywalt



Walking

BASIC:

- High-guard, walks with hands and arms held out
- Toes point out, wide base of support
- Flat feet
- Independent steps are taken, no truck or pelvic rotation

PROFICIENT:

- Low guard, minimal reciprocal arm swing (opposite arm to opposite leg)
- Less toeing out, decreased base of support
- More fluid motion of legs
- Increased stride length

ADVANCED:

- Reciprocal arm swing (opposite arm to opposite leg)
- Maximum stride length and fast speed
- Narrow base of support
- Pelvic rotation
- Staying on task
- Listening actively
- Being a good sport

Running

BASIC:

- High-guard
- Short, limited leg swing
- Toeing out, wide base of support

PROFICIENT:

- Increased stride and speed
- Arm swing increases
- Less toeing out
- Swinging foot crosses midline, placed near center of gravity with less base of support

ADVANCED:

- Maximum stride length and fast speed
- Arms swing in opposition, elbows at 90 degrees
- Toes contact ground on landing, followed by heel

STANDARDS FOR SEL



Head Start:

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Goal P-SE 4. Child engages in cooperative play with other children.

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others

Goal P-SE 7. Child expresses care and concern toward others.

Goal P-SE 8. Child manages emotions with increasing independence.

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

SOCIETY OF HEALTH AND PHYSICAL EDUCATORS (SHAPE) STANDARDS

1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

1.2.2 Demonstrates jumping and landing in a non-dynamic environment.

1.2.3 Demonstrates transferring weight on multiple body parts.

1.2.4 Demonstrates nonlocomotor skills with the concepts of space, effort, and relationship awareness.

1.2.5 Demonstrates balancing on different body parts in a non-dynamic environment.

1.2.6 Demonstrates the ability to manipulate small implements.

1.2.15 Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.



STANDARDS FOR ELA

Kindergarten:

Recognize and produce rhyming words. (RF.K.2a)

With prompting & support, ask & answer questions about key details in a text. (RL.K.1)

With prompting & support, retell familiar stories, including key details. (RL.K.2)

With prompting & support, identify characters, settings & major events in a story. (RL.K.3)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)

With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)

Follow agreed-upon rules for discussions such as listening to others and taking turns speaking about the topics and texts under discussion. (SL.K.1a)

Continue a conversation through multiple exchanges. (SL.K.1b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Read common high-frequency words by sight, such as the, of, to, you, she, my, is, are, do, and does. (RF.K.3c)

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. (RF.K.3a)

STANDARDS FOR MATH



Kindergarten:

Count forward beginning from a given number within the known sequence instead of having to begin at 1. (K.CC.2)

Understand that each successive number name refers to a quantity that is one larger. (K.CC.4c)

Compare two numbers between 1 and 10 presented as written numerals. (K.CC.7)

Identify shapes as two-dimensional or three-dimensional. (K.G.3)

Compose simple shapes to form larger shapes. (K.G.6)

Compose two-dimensional shapes or three-dimensional shapes. (1.G.2)

Count to 100 by ones and by tens. (K.CC.1)

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.2)

Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.4)

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. (K.CC.5)

Leadership Time

- *Going Places*, by Peter and Paul Reynolds is about a go-cart contest that inspires imagination, team-work and thinking outside the box.

Skills & Games

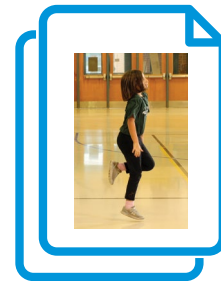
- Learn the Terms
- El Rey Pide
- I See
- River Leaping
- Lilypad Leaping
- Act It Out

Equipment

- *Going Places* by Peter and Paul Reynolds
- [Locomotor Skill Card printables](#)
- Long jump ropes, string or chalk for lines
- Floor markers
- Tape
- Markers

Alternative Material Ideas

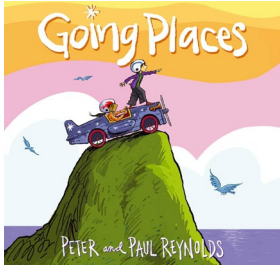
- Instead of printing out Locomotor Skill Cards, take pictures of students doing each of the terms and print them off. Students will love seeing themselves represented in class!



Things to Note

Lilypad Leaping requires a little prep, but once you have the lily pads made, laminate them and use them for brain breaks in your classroom. This activity can be modified to fit anything that you are teaching.

LEADERSHIP TIME (5 MIN.)



[Going Places by Peter and Paul Reynolds](#) (page 17 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

OR

[Gallop](#) (page 21 of link)³

1. *"Your right foot is the leader and your left foot follows behind."*
2. *"Take a big step forward with your right foot and then quickly bring your left foot next to it and repeat."*
3. *"Continue galloping and then switch to leading with your left foot."*



LOCOMOTOR SKILLS: LEARN THE TERMS (5 MIN.)

Equipment

- [Locomotor skill cards](#)

Setup

Print out the cards



- *“We are going to be learning some new skills today.”*
- *“These skills are called locomotor skills.”*
- *“Locomotor skills are ways to move from one place to another.”*
- *“Walking, running, skipping, and sliding are all different types of locomotor skills.”*
- *“I am going to say a locomotor skill and we will all practice it together.”*

Skills:

- **Walking:** Use smooth, straight steps with your arms swinging gently in opposition of your feet. Practice different kinds of walks: low with bent legs, high on tippy toes, fast like a robot, or slow like moving through honey.
- **Galloping:** One foot is the leader, and the other foot follows behind. Don't forget to do both sides!
- **Jumping:** With feet close together, push off with both feet and land on both feet. Can you make the landing quiet? How high can you jump? How many times in a row? This is a good time to try jumping rope.
- **Hopping:** With one foot on the ground, push with toes. How fast can you hop? How slowly? Is one side harder than the other?
- **Side-sliding:** Move sideways with one foot leading (a sideways gallop). Have the student spread his or her arms wide and get some air in the middle of the slide.
- **Leaping:** Go over an object leading with one foot and landing on the other.
- **Skipping:** March with knees high; each time one knee is in the air, hop on the other foot — step/hop, step/hop, step/hop.

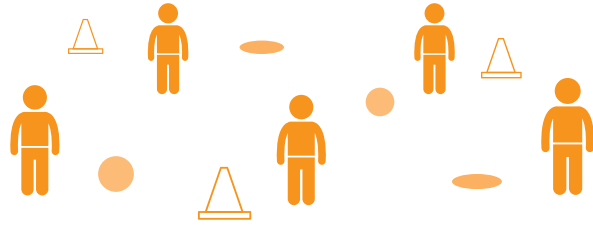
EL REY PIDE (5 MIN.)

Equipment

Fetchable items (floor markers, cones, different colored balls, etc)

Setup

Students should be within earshot of the leader, and there should be various objects scattered around (like floor markers, balls, anything that could be fetched and brought to the leader)



- *“Today we will be playing a game from the Latin America region called El Rey Pide, which means “the king requests” in spanish!”*
- *“One person will be the leader of each round. The leader will request a certain object by saying ‘El Rey/La Reina pide [insert object].’”*
- *“The other players will then race to find that object and bring it to the leader.”*
- *“Like in Simon Says, there is a certain phrase that El Rey/La Reina must say for the instructions to be true, so listen closely and only search for the item if the leader says ‘El Rey/La Reina pide...’”*
- *“If you are the first player to bring the requested object to the leader, you get to be the next leader!”*

El Rey Pide is a popular game played in Bolivia. For younger students, it would be a great way to incorporate learning new vocabulary into a lesson.



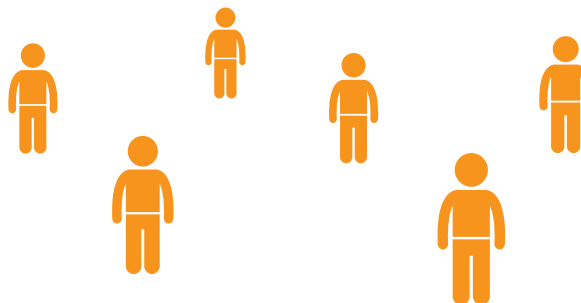
I SEE (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- This is a great way to assess where students are at while playing a fun game! Make sure to take note of what students may need help with which skills.
- *“Today we are going to play ‘I See.’”*
 - *“When I call out ‘I See...’ you respond by saying, ‘What do you see?’”*
 - *“I will tell you what I see, and then you get a chance to explore movements based on what I am seeing.”*
- Be creative with each one. I see...
 - » Moving like a feather
 - » Flying like a plane
 - » Slithering like a snake
 - » A bird flying in the air
 - » A giant with big heavy feet
 - » A fish swimming in the sea
 - » Ice skating on the frozen lake
 - » All the lines are railroad tracks, act like

COOL DOWN/FLEXIBILITY (5 MIN.)

“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”

[Balance Level 1 Video](#)¹

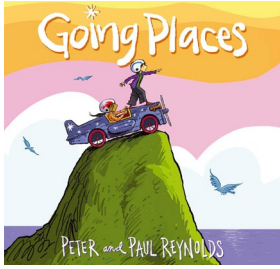
OR

[Balance Level 1](#) (pages 13-16 of link)²

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



LEADERSHIP TIME (5 MIN.)



[Going Places by Peter and Paul Reynolds](#) (page 17 of link)¹

Lesson 1: Read the book

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STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)²

OR

[Gallop](#) (page 21 of link)³

1. *"Your right foot is the leader and your left foot follows behind."*
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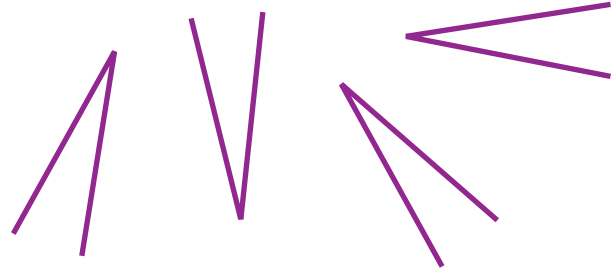
RIVER LEAPING (5 MIN.)

Equipment

- Long jump ropes, string or chalk to create lines

Setup

Create V shapes throughout the space for students to jump over



- *"Today we are going to practice leaping."*
- *"Leaping is similar to running except you spend a longer time in the air."*
- *"You will take off on one foot and land on the other foot."*
- *"Try to spend as much time in the air as possible."*
- *"Our game today is called river leaping."*
- *"The ropes on the ground represent a river."*
- *"We will practice leaping from one side of the river to the other."*
- *"Start at the smallest part of the river and practice leaping farther and farther."*

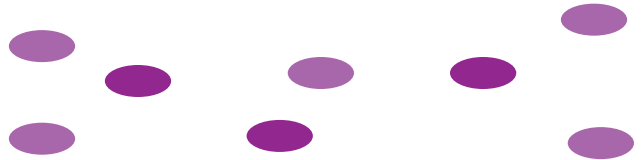
LILYPAD LEAPING (5 MIN.)

Equipment

- Floor markers
- Chalk (if outside) or pieces of construction paper
- Tape

Setup

Connect this activity to what you are currently learning in class. Place the "lily pads" around the space so that they are a distance so students are able to leap from lily pad to lily pad. Space some out more than others.



- *"Today we are going to practice leaping to different lily pads."*
- *"Everyone will start on their own lily pad and leap to an open lily pad nearby."*
- *"You might need to practice being patient and waiting for a lily pad to open up near you before you can take your leap."*
- *"When you land on the lily pad, say the (name of the letter, number, sight word, answer to addition or subtraction problem)."*

Ideas of what to write on lily pads:

- Write a different letter of the alphabet on each piece of paper
- Write the numbers 1-20, one on each piece of paper
- Write a different sight word on each piece of paper
- Write an addition or subtraction problem on each piece of paper

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[Balance Level 1 Video](#)¹

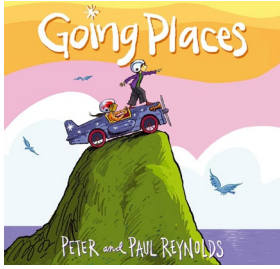
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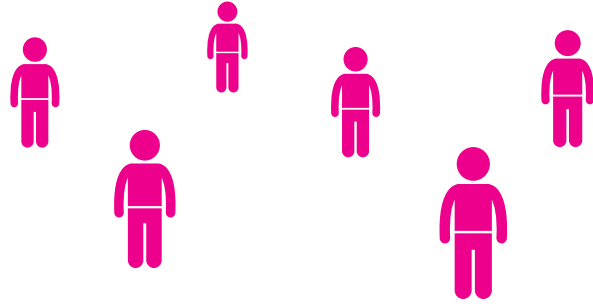
ACT IT OUT (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"We are going to end our lesson by playing a game called 'Act It Out.'"*
- *"I am going to tell you an object or event and you are going to act it out."*
 - » Use your arms like propellers on a helicopter
 - » Make light movements like butterfly wings
 - » Stomp your feet like an elephant
 - » Move like a toy soldier
 - » Move softly like a floating snowflake or feather
 - » Be a robot
 - » Pretend to be an astronaut floating in space
 - » Let students come up with ideas.

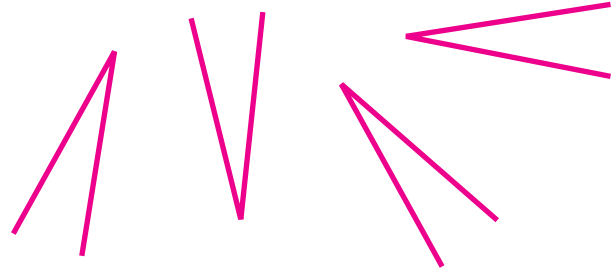
RIVER LEAPING (5 MIN.)

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Setup

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Leadership Time

- *The Invisible Boy* by Trudy Ludwig is about a boy named Brian. Nobody ever seemed to notice him or think to include him in their group, game, or birthday party... until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

Skills & Games

- Heavy Feet, Light Feet
- Zigzag
- Animal Games
- Crabs and Fishes
- Catch the Dragon's Tail
- Obstacle Course

Equipment

- *The Invisible Boy* by Trudy Ludwig
- Cones or floor markers
- Rope or lines on the floor
- Pieces of paper with 1-20 written on them
- Balls: playground ball or smaller
- Blocks: any type that can be stacked
- Hula hoops
- Dowels and cones/hurdles

Alternative Material Ideas

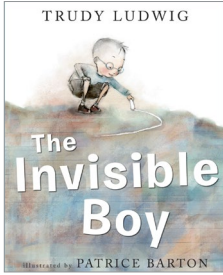
- Instead of blocks, use rocks or pieces of wood



Things to Note

This week has some great games that can be incorporated throughout your day or saved for another week. Make note of which games are best for your class to repeat in the future.

LEADERSHIP TIME (5 MIN.)



[The Invisible Boy by Trudy Ludwig](#) (page 19 of link)¹

Lesson 1: Read the book

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STRENGTH & ENDURANCE (5 MIN.)

[Young Athletes in Motion](#)²

"We have a special warm up routine today. Let's follow along with the video with Young Athletes around the world!"

OR

Turn on a song and have a dance party!



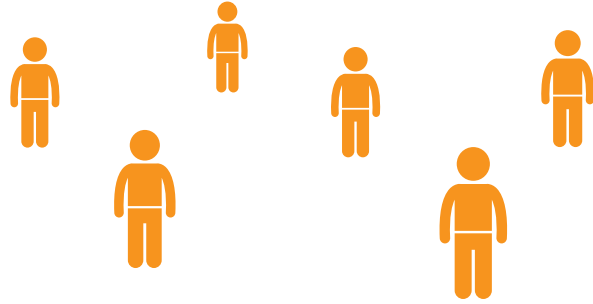
HEAVY FEET, LIGHT FEET (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- *"Today we will be practicing Heavy Feet and Light Feet."*
- *"First we will run with heavy feet and stomp as loud as we can."*
- *"Next we will practice light feet and run on our tip toes and not make any sound."*
- Run from one side of the room to the other and call out heavy feet and light feet and have students switch back and forth.



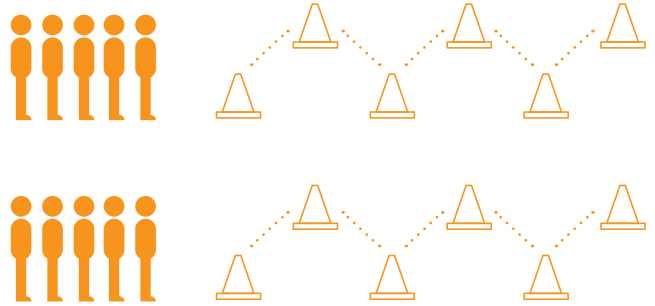
ZIGZAG (5 MIN.)

Equipment

- Cones or floor markers

Setup

Set up the cones in a zig zag pattern and have students form a line behind each line of cones



- *"We have been practicing running, walking, skipping, and galloping."*
- *"Today we are going to practice running in different directions."*
- *"You will start at the first cone and run to the next cone and touch it, then you will change directions and run to the next cone."*
- *"This will be practice running in a zigzag pattern."*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

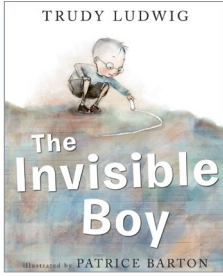
This is the way I touch my toes, touch my toes, touch my toes.

This is the way I touch my toes when I am at school.

Variations:

- Reach up high
- Breathe in and out
- Hug myself
- Sit down low
- Stand up tall

LEADERSHIP TIME (5 MIN.)



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OR

Turn on a song and have a dance party!



ANIMAL GAMES (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



Have students pretend to be different animals by moving their bodies in different ways.

“What would a bear look like?”

Have children bend down with their hands and feet on the ground. Encourage them to crawl or walk like a bear. Make sure the knees do not touch the floor. Growl for fun!

“What would a crab look like?”

Have children sit on the floor with feet flat on the floor and knees bent. Hands are flat on the floor, slightly behind the body. Ask them to lift their hips off the floor and walk their hands and feet backwards. Then try crawling in different directions.



CRABS AND FISH (5 MIN.)

Equipment

- Playground balls

Setup

Students should spread out throughout the space



- *“Now that we know how to be crabs, we are going to play a game called ‘Crabs and Fish.’”*
- *“You all get to be the crabs and the balls are going to be the fish.”*
- *“The fish are going to swim around with the crabs.”*
- *“When the fish swims up to you, you can push it with hand or you can kick it with your foot.”*
- *“Remind students to stay in the ‘crab’ position, not to stand up.”*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

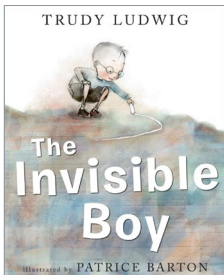
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[Young Athletes in Motion](#)²

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OR

Turn on a song and have a dance party!



CATCH THE DRAGON'S TAIL (5 MIN.)

Equipment

None needed

Setup

Students should line up facing the same direction



- *“Today we will be playing a game from the East Asia region called ‘Catch the Dragon’s Tail,’ which is similar to follow the leader and tag!”*
- *“We will start by lining up in a single file line and putting our hands on the shoulders in front of us.”*
- *“The person in the front of the line will be the dragon’s head, and the last person in line will be the dragon’s tail.”*
- *“The goal of the dragon’s head is to try to catch the dragon’s tail and tag them.”*
- *“The goal of the students in the middle and the tail is to prevent the head from tagging the tail, all while staying in line and keeping the dragon in tact.”*
- *“When the head catches the tail, the head moves to the back of the line and the next student in line is the new dragon’s head.”*

This game is popular throughout China and is used to promote physical fitness, teamwork, and connect children with Chinese culture and tradition.



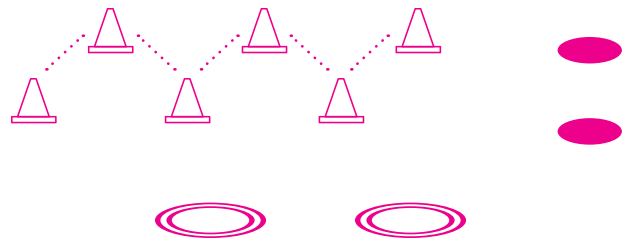
OBSTACLE COURSE (10-15 MIN.)

Equipment

- Cones
- Floor markers
- Hula hoops

Setup

Set up cones in a zigzag pattern, then place floor markers about 5-10 steps apart, add hula hoops about 5 feet apart



Additional Information

- **Cones:** 1st round have students walk or run in a zigzag pattern to each cone, 2nd time have them walk backwards in a zigzag pattern to each cone
- **Floor markers:** have students side step from one marker to the other
- **Hula hoops:** have students run or skip to the hula hoop and then jump 3 times inside the hoop before going to the next one

- "Today we get to practice all of the fun movements we have been working on in Young Athletes."
- "We will be walking, running, skipping, jumping, and moving in different directions."
- "You will start on this side of the room and walk or run in a zig zag pattern to each cone."
- "After that you will side step from one floor marker to the other."
- "Finally, you will skip to a hula hoop and jump 3 times and then skip to the next hula hoop."
- "We will go through the obstacle course a few times."



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."

This is the Way I Move! (Mulberry Bush melody)

This is the way I touch my toes, touch my toes, touch my toes.

This is the way I touch my toes when I am at school.

Variations:

- Reach up high
- Breathe in and out
- Hug myself
- Sit down low
- Stand up tall

Leadership Time

- *The Day the Crayons Quit* by Drew Daywalt is about poor Duncan, who just wants to color. But when he opens his box of crayons, he finds only letters, all saying the same thing: His crayons have had enough! They quit! What can Duncan possibly do to appease all of the crayons and get them back to doing what they do best?

Skills & Games

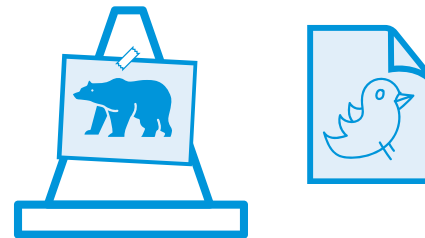
- Galloping
- Round Up
- Hopping
- Hopscotch
- Piko
- Skipping
- Skip and Carry

Equipment

- *The Day the Crayons Quit* by Drew Daywalt
- Cones, stuffed animals or pictures of animals on cones
- A hopscotch board
- Construction paper
- Marker
- Paper for under each cone
- Bean bags

Alternative Material Ideas

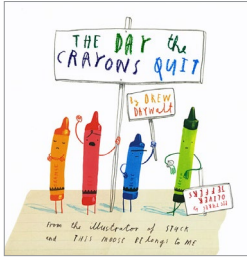
- Instead of stuffed animals, use cones with pictures of animals on them or let students draw a picture of an animal to use



Things to Note

The games this week lend themselves really well to classroom connections. Use the suggestions listed or add your own to connect to what you are working on in class.

LEADERSHIP TIME (5 MIN.)



[*The Day the Crayons Quit* by Drew Daywalt](#) (page 21 of link)¹

Lesson 1: Read the book

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[Bop It Locomotor Skills](#)²

OR

Simon Says (Locomotor skills)

Switch between telling students to run, hop, skip, and jump in place. Start off slow and increase the speed in which you switch it up.



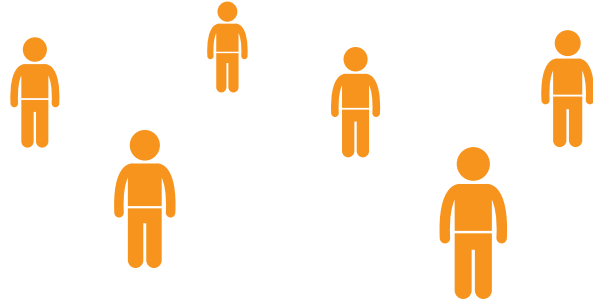
GALLOPING (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- Galloping is moving forward with the front foot always forward and the back foot always behind in a step and hop motion.
- Galloping can be taught using three different steps:
 - » Step forward with lead foot and lift back foot off the ground.
 - » Hop forward off the lead foot with both feet coming off the ground.
 - » Land on the back foot first, followed by the lead foot.
- Start off very slow and have students do each step all together the first few times.
- Once they start to understand the movement, let them pretend to be horses in a field and gallop around.
- Use this time to assist other students who may need additional help.



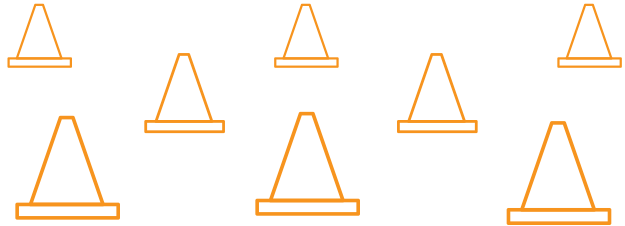
ROUND UP (5 MIN.)

Equipment

- Cones, stuffed animals or pictures of animals

Setup

Scatter cones throughout the space



- *"We are going to be doing an animal round up today."*
 - *"You will need to round up all the wild animals in the field."*
 - *"You are going to gallop around the space and tag the different animals (or cones) in order to round them up."*
 - *"Try to see how many different animals you can gallop to."*
- You may also have pictures of animals scattered around the floor and they can collect them and bring them back to where they started or place in a bucket.

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

[GoNoodle: Level 2 Flexibility](#)¹

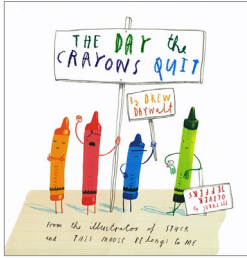
OR

[Upward Facing Dog](#) (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms.*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



[The Day the Crayons Quit by Drew Daywalt](#) (page 21 of link)¹

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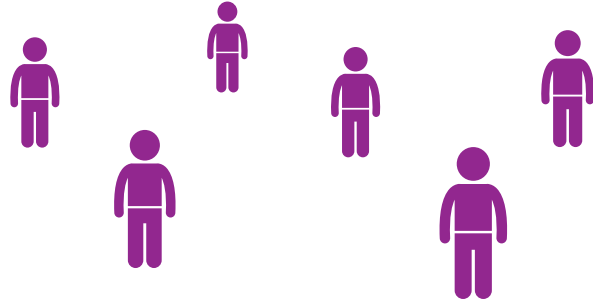


HOPPING (5 MIN.)**Equipment**

None needed

Setup

Students should spread out throughout the space



- Hopping is the ability to balance on one leg, springing off the ground and landing back on the same leg.
- Teach students how to hop during these three steps:
 1. Balance on one leg, bending the other leg behind your body.
 2. Bend the standing leg and swing non-standing leg and arms forward to lift off the ground.
 3. Land on the same leg with a bent knee for balance.

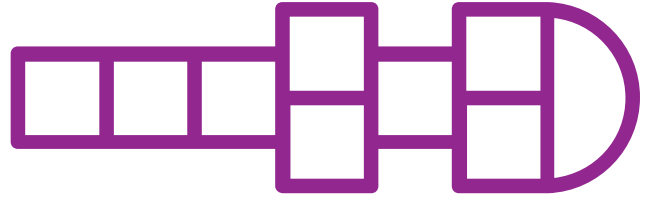
HOPSCOTCH (5 MIN.)

Equipment

- A hopscotch board or make one with chalk or tape

Setup

Draw one or multiple hopscotch boards



- *“Today we are going to learn how to play hopscotch!”*
 1. *“Throw a flat stone or beanbag and try to make it land on a square.”*
 2. *“Hop through the squares, skipping the one that your marker is on.”*
 3. *“When you get to the end, turn around and hop back through the squares, picking up your marker on your way back.”*
 4. *“Pass the marker to the next person.”*

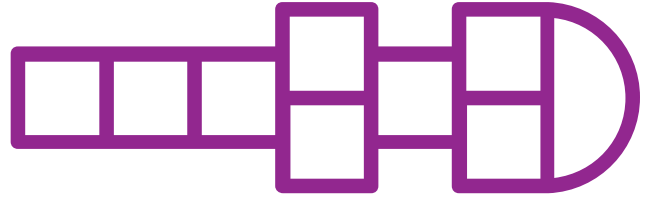
PIKO (5 MIN.)

Equipment

- A hopscotch board or make one with chalk or tape

Setup

Draw one or multiple hopscotch boards



- *“Today we will be playing a game from the Asian Pacific region called Piko. It’s pretty similar to hopscotch.”*
- *“We will take turns hopping and cheer for our friends while we wait.”*
- *“When it is your turn, you will toss the stone/throwable into the first square.”*
- *“Then, you will hop to the end of the board and back but only placing one foot in each square, so you will need to hop on one leg in some of the squares.”*
- *“Once you return to the square marked with the stone/throwable, you will pick up the stone/throwable and return to the start line to pass it to the next person in line.”*
- *“On your next turn, you will throw the stone to the next square.”*

Piko is believed to have been created in the Philippines and is most often includes tossing a coin onto a hopscotch board.



COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

GoNoodle: Level 2 Flexibility¹

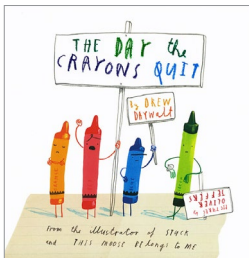
OR

Upward Facing Dog (page 16 of link)²

1. *"Lie face down with your legs straight and place your hands flat on the ground by your shoulders."*
2. *Push down with your hands and slowly straighten your arms."*
3. *Raise your head and upper body until you feel a stretch in your belly."*



LEADERSHIP TIME (5 MIN.)



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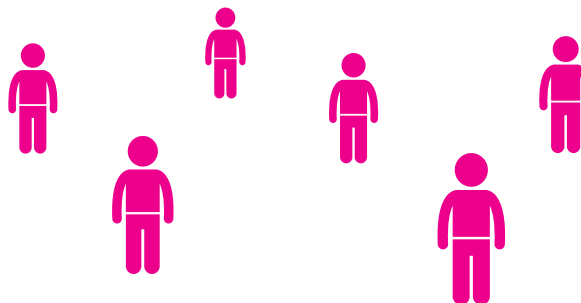
SKIPPING (5 MIN.)

Equipment

None needed

Setup

Students should spread out throughout the space



- Skipping is a combination of a step and a hop on the same foot followed immediately by a step and hop on the opposite foot.
- Teach skipping using these steps:
 1. Start by taking a step forward with your right foot.
 2. Using your left foot, push off and hop off your right foot.
 3. Land on your right foot and place your left foot forward.
 4. Push off with your right foot and hop on your left foot, landing on your left foot.
 5. Repeat this, using the phrase “step, hop, switch” to help students remember what to do.



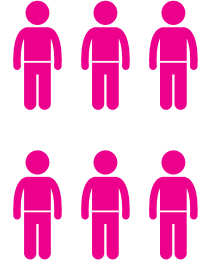
SKIP AND CARRY (5 MIN.)

Equipment

- Bean bags

Setup

Scatter bean bags on one side of the space and have students line up in teams on the other



- *"Today we are going to play Skip and Carry."*
- *"This game is like Run and Carry, which we played a few weeks ago except you skip instead of run!"*
- *"In this game, when it is your turn, you are going to skip from this side of the room to the other and pick up a bean bag and skip back with it."*
- *"Once you drop it next to the next person in line, it is their turn to skip and pick up a beanbag!"*

COOL DOWN/FLEXIBILITY (5 MIN.)

"Let's end Young Athletes with a few cool down stretches to work on our flexibility."

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WALKING AND RUNNING REVIEW

- *"We have learned a lot of new games and skills throughout this unit."*
- *"Can you remember some of the things we practiced during our Young Athletes time?"*
- *"Today we are going to wrap up our walking and running unit with creating your own booklet."*
- *"This booklet is for you to help you remember some of the activities we worked on."*
- *"We played a game called hidden treasure where you had to run and lift a cone to find something underneath as well as did an obstacle course where we practice running in a zigzag pattern and around objects."*

[Walking & Running Booklet printable](#)

HOME CONNECTIONS

Games and activities to do at home:

Send home [the newsletter](#) and include these game ideas they can use at home with their flashcards:

- Future Skaters
- Hidden Treasure
- Run and Carry
- Heavy Feet, Light Feet
- Obstacle Course
- Fire Drill
- Animal Games

[Additional Walking & Running Skill Cards for home](#)¹

Want to continue practicing these skills?

Check out [this video](#)² to learn how to do all the activities and more at home!



UNIT 2 PRINTABLES



Walking and Running Skills

Dear Family,

Do you remember playing Follow the Leader as a child? It's not just a fun game; it's an engaging way to develop children's **motor skills** and help them connect **with other people**. It's also one of several games in Young Athletes that we play to develop **walking and running skills**. As children develop these skills, it becomes easier for them to explore their environment. Walking and running skills also allow children to take part in many different recreational activities and sport games.

We've been working on these skills through a variety of activities, and having a lot of fun along the way. Some of our favorite Young Athletes activities involve walking or running to an object; completing an obstacle course; and running forward, backward, and sideways. We'd love for you to reinforce walking and running skills at home with your child. Follow the Leader is a perfect game for the whole family. Lead your child in walking slowly, marching and walking with arms out to the side. After a round or two, invite your child to take a turn as the leader. It's sure to be a big confidence booster!

Sincerely,

Teacher



Young Athletes activities develop self-confidence in children.



Healthy Habits

Children love catchy songs, so why not use familiar tunes to encourage healthy habits? Try singing this song with your child to promote good hygiene.

Wash, Wash, Wash Your Hands

Sung to "Row, Row, Row Your Boat"

Wash, wash, wash your hands;

Wash the dirt away.

Before you eat, before you sleep

And after outdoor play.



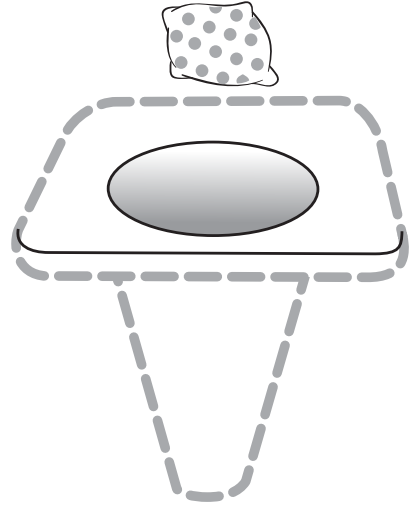
Great Gains

The benefits of Young Athletes activities are impressive. Children with intellectual disabilities who participated in the eight-week Young Athletes curriculum demonstrated seven months' development in motor skills. Children who did not participate showed a gain of three months' development.



Class News

I can walk to a cone and look under.

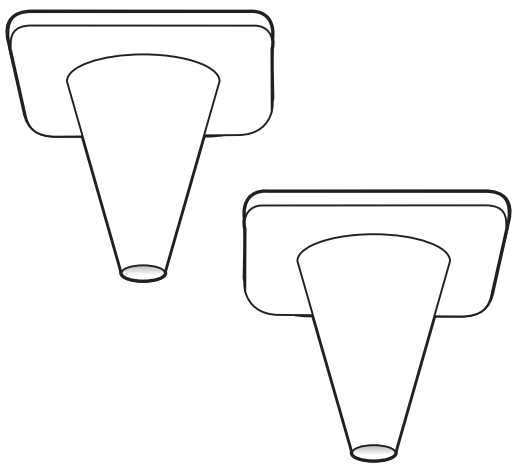


Trace.

1

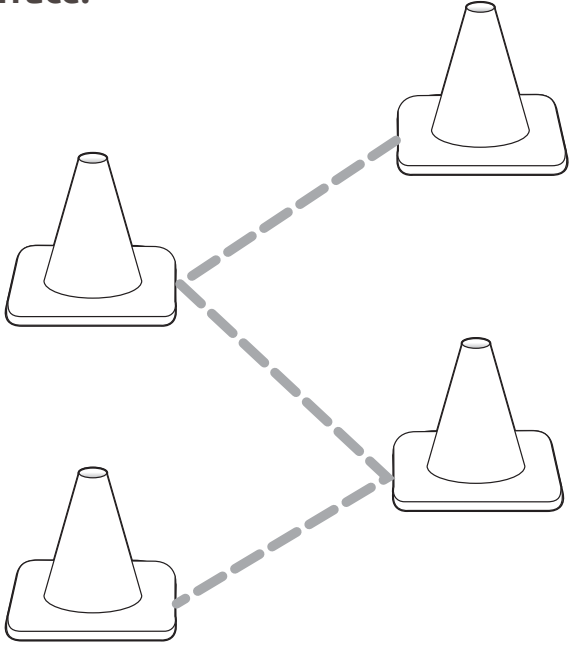
I can go around.

2



Color.

Trace.



I can follow the cones. 3

Let's Practice & Play

Name _____ 's

Activities

Walking and Running



Directions for families: Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.



RUN



HOP



JUMP



LEAP



GALLOP



MARCH



SIDE STEP









