

# ELEMENTARY Physical Education

**Curriculum and Instruction**

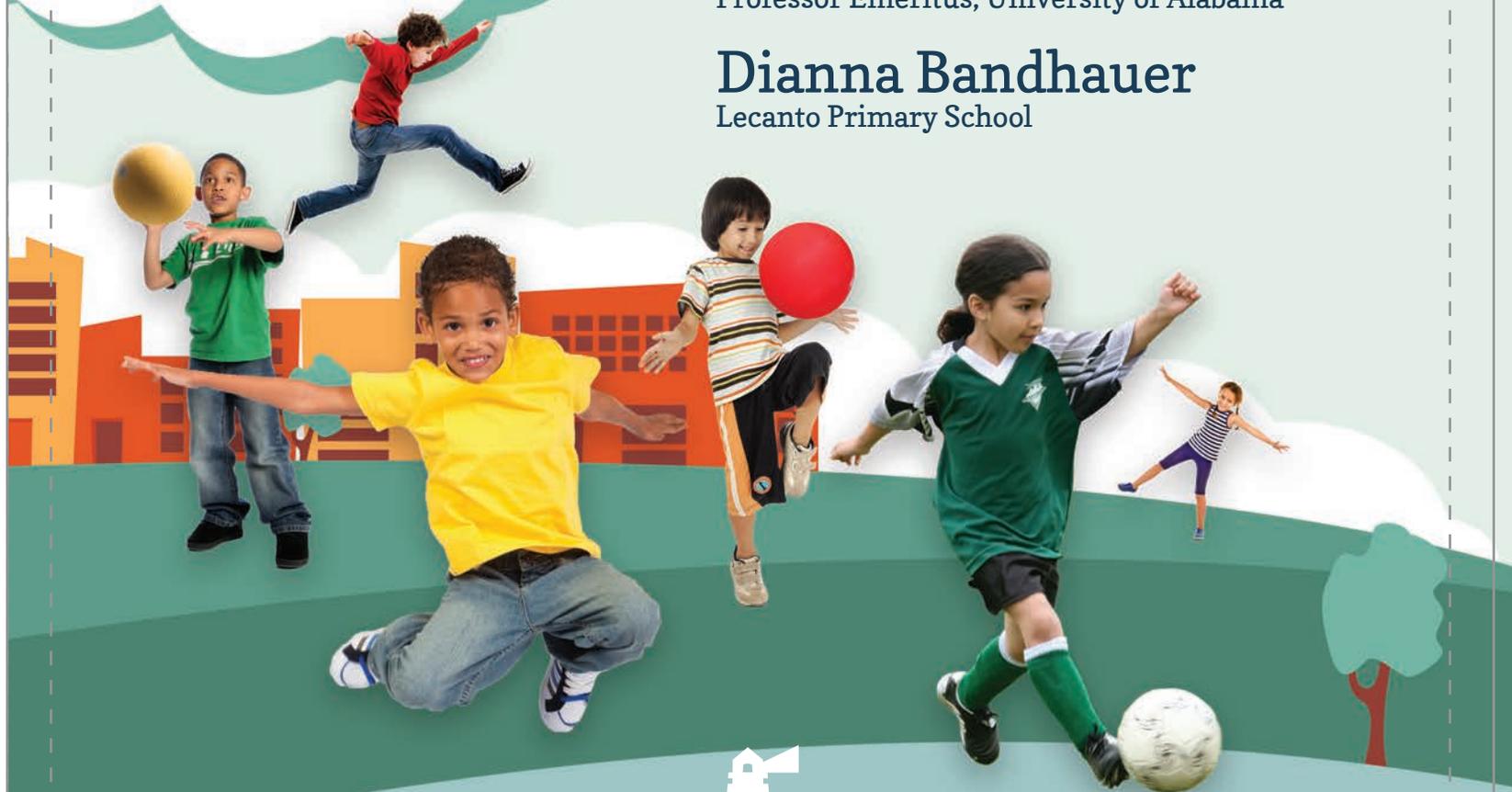
SECOND EDITION

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*We dedicate this textbook to Dr. Kate Ross Barrett,  
who committed her career to improving the quality of  
education for children, university students, and teachers.  
She has been, in our opinion, the leading and most  
influential scholar on children's physical education.  
We are grateful for what we learned from her.*

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# Foreword

inez Rovegno and Dianna Bandhauer have put together one of the most comprehensive texts on teaching physical education to elementary students. The text takes a constructivist orientation to helping thinking and feeling children become skillful movers, recognizing the role that all subject areas in schools must play in the development of the cognitive, affective, and psychomotor domains. The approach to the content is a “movement education”/concept approach that facilitates children working at their own level and growing with the content as they are ready.

There is not another like it in terms of coverage. The theoretical underpinnings of teaching children in terms of motor development, motor learning, cognitive development, and the connections to research on best practice in teaching that form the basis for both curriculum and instruction are reviewed and applied in a language that teachers and teachers-to-be should find to be directly applicable.

Much of the theoretical material can probably be found elsewhere. What cannot be found elsewhere are the materials the authors have provided to help teachers understand how to plan for, teach, and assess educational games, educational gymnastics, and educational dance to develop skillful movers. The frameworks the authors have established to help teachers understand how to scaffold the material will be particularly helpful as teachers try to find their way to establish appropriate progressions for students at different levels. Knowing when to keep tasks open for exploration and when to teach and refine specific tasks more directly has always been the art of teaching in these content areas. The authors guide the teacher through this process with lots of very specific help in the form of sample lesson plans and learning experiences, assessment materials, and skill boxes that identify what good performance looks like.

Current issues related to the common core and health-related physical activity have impacted what physical education teachers are asked to do in schools. This new edition addresses the new physical education national standards, how to integrate the common core into lessons, and physical education’s role in combating the obesity crisis in this country.

The material in this text cannot be learned in one course or in one reading. Pre-service teachers will want to keep this book and in-service teachers will want to purchase it and return to it often for help.

**Judith Rink, PhD, MS, BS**  
*Distinguished Professor Emeritus*  
*University of South Carolina*

# Preface

**E**lementary Physical Education: Curriculum and Instruction, Second Edition, continues to present a relevant, up-to-date movement approach for the twenty-first century that is firmly rooted in both curriculum and instruction in historical movement approaches.

This text presents a comprehensive offering that can be used across several courses, including elementary physical education curriculum and instruction for physical education or classroom teachers, educational gymnastics, educational dance, educational games, and movement foundation courses. It also is a reference tool for field experience courses and student teaching.

## ■ What's New to this Edition?

### National Standards for Physical Education and the Common Core and Other State Standards

First, we revised this edition to align with and strengthen the connections to the new National Standards for Physical Education (National Standards) and the Common Core and other State Standards (CCSS). The changes to this edition make it easier for students to recognize the importance and better understand the application of both the National Standards and the Common Core in physical education to guide teaching and planning.

We begin in Chapter 1 by describing the goal of physical education, the new National Standards, and sample grade level outcomes (Society of Health and Physical Educators [SHAPE], 2014). We describe why it is important for teachers to base their curriculum, program, and lessons on the National Standards. We emphasize physical education's focus on learning and how the National Standards are integrated and applied to the range of physical activities we teach. In addition, we begin each chapter by discussing the connection between the National Standards and the chapter content. We link all Sample Plans to the National Standards and highlight the connections between the National Standards and curriculum and instruction throughout the text.

In addition, we connect all chapters and all Sample Plans to the CCSS. We focus on CCSS for speaking, listening, collaboration, and communication. These sections of the CCSS work in tandem with National Standard 4 and are relevant during all group work in gymnastics, dance, games, and health-related physical activity (HRPA) lessons. Because most of our content and lessons for the upper elementary grades includes partner or group work, National Standard 4 and the CCSS are easily applied to lessons, and we demonstrate how to write objectives and design lessons that help students meet these standards. Sample tasks related to social responsibility and CCSS within Sample Plans are so labeled.

### Dance and the Common Core Standards

In addition, to extend work on the Common Core, almost all creative dance lessons now integrate children's literature, informational texts, poetry, or vocabulary acquisition. We describe how

to design dance lessons using reading content and have added several examples of lessons illustrating how to teach vocabulary.

### Assessment

Second, we have greatly enhanced the information on assessment. We have combined what had been two chapters into one comprehensive chapter, adding more information about assessment and descriptions of how to design rubrics, rating scales, and checklists. We show students step-by-step how to link assessments to the National Standards.

### Latest Research

One of the many strengths of this text is its support by research. We reviewed the research published since the first edition and integrated it into this second edition throughout the text.

Nowhere have recent research initiatives and reports had a more major impact on our field than the areas of health-related physical activity (HRPA), nutrition, and health-related physical fitness (HRF). For example, recently, the way we view the components of fitness (i.e., cardiorespiratory endurance, body composition, muscular strength, muscular endurance, and flexibility) has changed in two significant ways. It is now well established that "components of fitness change as a function of growth, maturation, development, and interactions among the three processes" (Malina, 2014, p. 165). Muscle power activities that contribute to bone strengthening are now recognized as important components of health-related fitness for children because these activities result in stronger bones, and there is evidence that this effect persists into adulthood (American College of Sports Medicine [ACSM], 2004). In turn, the components of fitness for children have changed, and muscle fitness is now viewed as multidimensional, including muscular strength, muscular endurance, muscular power, and flexibility (Corbin et al., 2014; Institute of Medicine [IOM], 2012; Plowman, 2014).

In regard to teaching nutrition concepts at the elementary level, the Academy of Nutrition and Dietetics' reviewed the research and stated that interventions combining nutrition education and increasing physical activity might be effective in improving body fat measures and behaviors associated with overweight (Hoelscher, Kirk, Ritchie, & Cunningham-Sabo, 2013). Research shows physical activity programs and teaching students about nutrition and HRPA along with parental involvement in these programs can be effective in improving health-related behaviors.

### Comprehensive School Physical Activity Programs

Finally, the Centers for Disease Control and Prevention (2013), SHAPE America (NASPE, 2008), and the IOM (2013) have all issued reports and/or guidelines related to Comprehensive School Physical Activity Programs (CSPAPs).

All of the above research and information is discussed in the text and applied in sections on HRPA, HRF, and nutrition concepts. We have also added a section and lesson on how to design activity breaks.

### **Safety, Negligence, and Liability**

Another major revision for the second edition was to significantly increase the amount of content on safety, negligence, and liability. In Chapter 1, we discuss the four elements of negligence that are required to prove liability. We discuss the major topics related to professional standards of practice, linking these to the National Standards. Further, in almost all chapters, we have added a feature box describing in detail the safety and liability directives linked to the chapter content. These directives inform physical education teachers about what they need to do to reduce the risk of liability, increase safety, and respond as a reasonably prudent teacher would in the same or a similar situation.

### **Modified Game Play and Tactics**

Finally, we have combined the chapter on teaching students about game structures, designing games, and tag tactics (Chapter 19) with the chapter on level 3 invasion games tactics (Chapter 22) to create Chapter 20: Invasion Games: Designing and Modifying Games, Tactics for Tag, Passing, and Receiving with the Hands, Feet, and Hockey Sticks: Level 3. This change has put all the information on teaching modified

invasion games when children are at developmental level 3 in one place. We then revised the Sample Learning Experiences to be easier to use to develop lesson plans.

## **■ Additional Resources**

Accompanying this title is a suite of resources to aid in the instruction and learning of this content.

### **For the Instructor**

- Answers to end-of-chapter Review Questions
- Sample Syllabi with additional activities and teaching tips
- Robust Test Bank with more than 1,800 assessments
- Slides with Lecture Outlines
- Key Image Review of more than 700 full-color photos and illustrations

### **For the Student**

- Video clips featuring examples of in-class instruction of key concepts
- Additional Sample Lesson Plans and Learning Experiences
- Writeable Workbook Exercises
- Practice Activities

## About the Authors

**Inez Rovegno** has taught elementary physical education methods in both small colleges and major research universities for 25 years. She continues to teach the approach used in this text in public schools to field test new lessons and demonstrate lessons for undergraduates and teachers. She has conducted research for 25 years on how undergraduates learn the approach, how expert teachers use the approach, and how children learn and respond to lessons based on the approach. She studied the approach in England at Chelsea College of Physical Education and at the Laban Art of Movement Studio under Lisa Ullmann, a student of Rudolf Laban. She has published more than 50 papers and chapters. She has given keynote addresses on the approach in Canada, France, Australia, Korea, Japan, and the U.S. and given more than 80 presentations at conferences. She was inducted into the National Academy of Kinesiology in 2007 and received the 2010 Honor Award from the Curriculum and Instruction Academy of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD; now SHAPE America), the Senior Scholar Award, and the Exemplary Research Award from the Research on Learning and Instruction in Physical Education Special Interest Group of the American Educational Research Association, the Distinguished Alumni Award from the University of North Carolina at Greensboro, School of Health and Human Performance, and gave the twenty-third Distinguished Peter V. Karpovich Lecture at Springfield College in Springfield, Massachusetts.

**Dianna Bandhauer** has taught elementary physical education in Maryland, Connecticut, Hawaii, and Florida. She was on the standards writing committee for the National Board of Professional Teaching Standards for Physical Education. She has been on the editorial boards of *Teaching Elementary Physical Education* and the journal of the Florida Association of Health, Physical Education, Recreation, and Dance (FAHPERD; now SHAPE Florida). She has given more than 50 conference presentations about elementary school physical education. She has presented at AAHPERD National Conventions, as well as Southern District and state conventions in Hawaii, Florida, Georgia, Arkansas, North Carolina, North Dakota, South Carolina, Ohio, and New Hampshire. She was the FAHPERD Elementary Physical Education Teacher of the Year, the Lecanto Primary School Teacher of the Year, received the Physical Education Teacher of Excellence Award from Florida Governor Rick Scott's office, and was listed as the Most Admired Woman in Education by Altrusa. Her program was a Florida Department of Education (DOE) Demonstration School. She has also supervised student teachers, is a certified peer teacher in the Florida Performance Management System, and a Florida DOE Associate Master Teacher. She was on the Citrus County School District Curriculum Guide writing team and served on the Florida DOE Phase I, II, and III initial teacher certification and recertification examination test writing committee. She was on the Florida DOE validation committee for the state teacher exam in physical education and steering committee for physical education for handicapped students. She served on Citrus County's Gender Equity Committee and on the Lecanto Primary School

and Lecanto High School Advisory Committee. She has been awarded numerous grants totaling more than \$62,000, which includes a grant from the American Heart Association for her "Tar Wars: Teaching the Next Generation" after-school program to promote fitness with an anti-tobacco message, a National Diffusion Network Grant for her "Every Child a Winner" program to encourage daily physical education with the assistance of classroom teachers, a grant for developing aerobics videos for teachers to use when they must teach physical education in classroom spaces, and a grant to create a school garden with a micro-irrigation system.

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# How to Use this Book

Teaching elementary physical education instruction is a complex process that requires learners to build on the material they encounter, creating a layered approach to learning. To that end, we have developed a series of tables that provide readers with a guide to the content within this text and how that

content builds, overlaps, and relates from chapter to chapter. These tables indicate where specific content can be found in the text and which lessons and activities support one another. The first table is a content map for the entire text.

## Content Map

Chapter	Content Mapping
Section I: Curriculum, Instruction, and Theoretical Support	
1: Physical Education Goals, Significance, and National Standards	<ul style="list-style-type: none"> <li>Introduces the goal and aims of physical education both historically and as discussed by SHAPE (2014).</li> <li>Discusses the new National Standards and how the standards address the motor, cognitive, affective, and social domains and the integration of these domains into the physical activity content we teach.               <ul style="list-style-type: none"> <li>The integration of these standards is further explored in Chapters 9–12, Chapter 14 on planning, and Chapter 15 on assessment and is illustrated in all Sample Plans.</li> <li>How the National Standards and CCSS can be applied is detailed in the text, Sample Learning Experiences, and Sample Plans in Chapters 17, 19–23, 26–29, and 31–33.</li> </ul> </li> <li>Introduces safety, liability, and negligence and the elements that define professional standards of practice:               <ul style="list-style-type: none"> <li>Supervision (specific guidelines discussed in Chapters 4, 8, 13, and 24).</li> <li>Instruction (specific guidelines discussed in Chapters 2, 4, 6, 7, 8, 9, 14, 16, 17, 18, 24, and 30 and all content chapters with lesson plans)</li> <li>Differentiated instruction and accommodating developmental levels (specific guidelines discussed in Chapters 4, 7, 9, 10, 11, and 12 and all content chapters with lesson plans)</li> <li>Physical environment (specific guidelines discussed in Chapters 4, 13, 18, 24, 29, 30, and 35 and all content chapters with lesson plans)</li> <li>Emotional environment (specific guidelines discussed in Chapters 11, 12, and 13)</li> <li>Professional development (specific guidelines discussed in Chapters 34 and 35)</li> </ul> </li> </ul>
2: An Overview of the Movement Approach and Philosophy	<ul style="list-style-type: none"> <li>The movement approach used in this text is introduced and contrasted to a recreational approach and a traditional sport approach.</li> <li>Laban's framework is introduced and is further explored in Chapter 3.</li> <li>The philosophy of the text is discussed in relation to the goal of physical education to develop physically literate individuals (SHAPE, 2014) and each of the five National Standards.</li> <li>National Standards and the chapters in which they are applied include the following:               <ul style="list-style-type: none"> <li>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns (Chapter 14 [planning], Chapter 15 [assessment], all content chapters [18-33]).</li> <li>Standard 2: Applies knowledge of concepts, principles, strategies, tactics related to movement and performance (Chapters 3 [content overview]; Chapters 5, 6, and 10 [cognitive learning processes and higher-order thinking skills], and Chapters 18–33 [educational games, dance, and gymnastics content chapters]).</li> <li>Standard 3: Demonstrates knowledge and skills to achieve a health-enhancing level of fitness (Chapters 9 and 17).</li> <li>Standard 4: Exhibits responsible personal and social behavior (Chapters 11, 12, and 13 and Sample Plans in all content chapters).</li> <li>Standard 5: Recognizes the value of physical activity (Chapter 9 and 12 and Sample Plans in all content chapters).</li> </ul> </li> <li>Describes how to provide a program for diverse learners based on a developmental perspective and differentiate instruction to accommodate individual differences. Diversity, development, and individual differences are discussed in more detail in Chapters 4, 7, and 12 and are illustrated in Sample Learning Experiences and Sample Plans in Chapters 19–33.</li> </ul>
3: Overview of the Content	<ul style="list-style-type: none"> <li>Describes the elements and movement concepts of the Laban framework adapted three ways to educational games, dance, and gymnastics.</li> <li>How the movement concepts are applied and translated to content for teaching is shown across Chapters 18–33.</li> <li>Strong illustrations of how movement concepts are applied to vary skills in game-like ways and their links to tactics can be found for catching, passing (Chapter 19), and dribbling (Chapter 21). Chapters 24–32 illustrate how to use movement concepts to extend children's range of responses in gymnastics and dance.</li> </ul>
4: Motor Development and Learning	<ul style="list-style-type: none"> <li>Introduces how motor development theory and information guides teaching. This information is further discussed in the three-developmental-level progression for games and gymnastics and the two-developmental-level progression for dance presented in Chapters 18, 24, and 30 and illustrated in Chapters 19–23, 26–29, and 31–32.</li> </ul>

(continues)

Content Map (*continued*)

Chapter	Content Mapping
4: Motor Development and Learning ( <i>continued</i> )	<ul style="list-style-type: none"> <li>Introduces the value of understanding and recognizing immature movement patterns and then aligning developmental feedback to children. Immature patterns and aligned feedback are discussed in detail in the Skills Boxes in Chapters 19–23, and throughout Chapters 26, 28, and 29.</li> <li>Introduces constraints theory and how to design tasks and the environment to elicit appropriate movement responses. The impact of the environment is illustrated and expanded on in Chapter 19, (catching), Chapter 21 (dribbling), and Chapter 23 (forceful overhand throw). The role of the task and environment is further explored in Chapters 13 and 14. Constraints theory is applied across all content chapters and Sample Plans.</li> </ul>
5: Cognitive Learning Theory	<ul style="list-style-type: none"> <li>Provides the theoretical basis for teaching cognitive concepts and performance techniques, described in greater detail in Chapters 6, 7, 8, and 13.</li> <li>Introduces scaffolding, which is discussed in depth in Chapter 10.</li> </ul>
6: Presenting Cognitive Content and Performance Techniques	<ul style="list-style-type: none"> <li>Builds on cognitive learning theory from Chapter 5, discussing how to teach cognitive concepts and performance techniques.</li> <li>All Sample Plans illustrate how to teach cognitive concepts and performance techniques. Sample Learning Experiences include lists of potential questions for eliciting children's understanding of concepts.</li> <li>The use of questions to facilitate learning and other inquiry-oriented strategies are discussed in detail in Chapter 10.</li> </ul>
7: Task Design and Differentiating Instruction	<ul style="list-style-type: none"> <li>The focus of this chapter is on designing tasks to maximize practice time and ensure children are physically active 50% of their lesson time.</li> <li>Multiple ways to differentiate instruction are discussed. Related challenges with large classes and limited equipment are discussed in Chapter 15.</li> </ul>
8: Interactive and Reflective Teaching	<ul style="list-style-type: none"> <li>Continued discussion of teaching techniques introduced in Chapters 6 and 7, focusing on observing children's learning during tasks and then deciding on an appropriate teaching response, such as modifying the task or giving feedback.</li> <li>Discusses the importance of reflecting on teaching in relation to children's learning outcomes, the National Standards, and a sound philosophy.</li> </ul>
9: Motivation and Establishing a Learning Environment	<ul style="list-style-type: none"> <li>Discusses how to teach multiple motivation concepts, including a growth mindset and mastery orientation.</li> <li>Provides sample ways to modify tasks to ensure students are challenged and successful, for example, teaching five levels of defensive intensity, which is covered in more detail in Chapters 19 and 20.</li> </ul>
10: Higher-Order Thinking Skills and Inquiry-Oriented Teaching	<ul style="list-style-type: none"> <li>Builds on Chapters 5 and 6. Discusses five types of tasks that comprise inquiry-oriented teaching and develop higher-order thinking skills, including self-regulation, decision making, critical thinking, exploration, creative thinking, and problem solving. A brief overview of the process of designing dance and gymnastics sequences is provided; detailed discussion occurs in Chapter 25 and is illustrated in Chapters 26–28 and 31–33.</li> <li>Teaching the problem-solving strategy for designing games and solving tactical problems is introduced here and covered in more detail in Chapter 20 and further illustrated in Chapters 21–23.</li> </ul>
11: Social and Emotional Goals	<ul style="list-style-type: none"> <li>Discusses how to address National Standards 4 and 5, presented in Chapters 1 and 2.</li> <li>Chapter 12 builds on the inclusion of diversity mentioned here.</li> <li>Put-downs and harassing comments are covered in greater detail in Chapters 12 and 13.</li> <li>Audience behavior is discussed in more depth in Chapter 25.</li> </ul>
12: Diversity	<ul style="list-style-type: none"> <li>Describes multiple diversity issues.</li> <li>Builds on ways to address National Standard 4, introduced in Chapter 11, and design programs that respect the needs of all children, introduced in Chapters 2 and 4.</li> </ul>
13: Managing Behavior and Misbehavior	<ul style="list-style-type: none"> <li>Expands on teaching strategies introduced in Chapters 6–10 and on the importance of creating a safe, welcoming learning environment, introduced in Chapters 1, 4, 9, and 11. Discusses additional ways to address National Standard 4.</li> </ul>
14: Planning	<ul style="list-style-type: none"> <li>Focuses on lesson, unit, and year-long plans based on the National Standards, introduced in Chapters 1 and 2.</li> <li>Introduces progression of task difficulty and complexity, which is covered extensively in Chapters 18–23 and 26–33.</li> <li>Draws on the principles for guiding task design found in Chapter 7.</li> </ul>
15: Assessment in Educational Games, Gymnastics, and Dance	<ul style="list-style-type: none"> <li>Discusses assessment of learning outcomes based on the National Standards.</li> <li>Discusses how to design assessments, including rubrics and rating scales.</li> <li>Introduces how to assess using information on the development of immature patterns introduced in Chapter 4 and illustrated with specific information on hand dribbling.</li> <li>Information on immature game skills is located in the Skills Boxes at the ends of Chapters 19–23.</li> <li>Chapters 25, 26, and 29 provide information on immature patterns for gymnastics and dance skills.</li> <li>Includes rubrics aligned with Sample Plans 26.5, 26.16, 26.17, 28.2, 28.3, 31.2, 31.5, 31.6, 32.3.</li> <li>Levels of performance and sample rubrics for assessing elements of choreography and movement quality are discussed. These elements of sequence choreography and movement quality are discussed in detail in Chapter 25 and should be reviewed before creating an assessment.</li> </ul>
16: Teaching Large Classes and Teaching in Small Spaces	<ul style="list-style-type: none"> <li>Discusses how to provide maximum practice time with large classes. Presents unit plans for teaching centers (stations) in gymnastics and game skills to classes of 70. Dance lessons that can be taught in large classes or in classrooms are drawn from Sample Plans 31.2, 31.4, 31.5, 31.6, 31.9, 31.15, 32.1, 32.2, 32.4, 32.9, 33.1, 33.9, and 34.10.</li> </ul>

## Content Map (continued)

Chapter	Content Mapping
Section II: Health-Related Physical Activity	
17: Health-Related Physical Activity and Health-Related Fitness	<ul style="list-style-type: none"> <li>Discusses research on HRP A and HRF supporting physical education. Reviews issues specific to the elementary level and changes in the components of fitness for children.</li> <li>Provides descriptions of HRP A, HRF, and nutrition concepts to teach. Integrating HRF concepts in dance, games, and gymnastics lessons is illustrated in Sample Plans in the text or on the text website.</li> <li>The importance of teaching performance techniques is emphasized, and performance techniques for dance, gymnastics, and fitness movement are detailed in Chapter 25.</li> </ul>
Section III: Educational Games	
18: Introduction to Educational Games	<ul style="list-style-type: none"> <li>Appropriate and inappropriate practices in teaching games are presented.</li> <li>The three-level developmental progression for teaching games skills, tactics, and modified games used in all games chapters is discussed.</li> <li>Chapters 18 and 20 further the discussion of competitive games from Chapters 9 and 11 and offer suggestions for discussion topics and actions to make a competitive environment a good, safe learning environment.</li> </ul>
19: Invasion Games: Catching, Passing, Kicking, and Receiving with the Hands, Feet, and Hockey Sticks: Levels 1 and 2	<ul style="list-style-type: none"> <li>Applies the movement concepts from the Laban framework discussed in Chapter 3 to learning to vary skills in game-like ways.</li> <li>Sample Plans illustrate setting task and environmental constraints to elicit more mature movements, first discussed in Chapter 4, teaching motivation and social concepts, presented in Chapters 9 and 11, and inquiry-oriented strategies, presented in Chapter 10. Refer back to Chapter 4 for a discussion of task and environmental constraints.</li> <li>Chapter 23 continues the discussion on catching and throwing as they are performed in softball and baseball.</li> </ul>
20: Invasion Games: Designing and Modifying Games and Tactics for Tag and Passing and Receiving with the Hands, Feet, and Hockey Sticks: Level 3	<ul style="list-style-type: none"> <li>Discusses how to teach children to design games and the impact of game structures (e.g., boundaries, rules, scoring goals) on tactics and game play, first for tag and then for invasion games.</li> <li>Extends the discussion of the observation cycle begun in Chapter 8.</li> <li>The teaching of motivation concepts, presented in Chapter 9, including a mastery orientation, and personal and social responsibility concepts, from Chapter 12, is discussed and then illustrated in Sample Learning Experiences and Sample Plans, as are inquiry-oriented tasks, discussed in Chapter 10.</li> <li>Incorporates the five levels of defensive intensity, detailed in Chapter 19.</li> <li>Teaching the anticipation of this is an example of learning the affordances of games, discussed in Chapter 4.</li> </ul>
21: Invasion Games: Dribbling with the Hands, Feet, and Hockey Sticks: Levels 1, 2, and 3	<ul style="list-style-type: none"> <li>Applies movement concepts from Chapter 3 to varying dribbling in game-like ways. The development of hand dribbling movement patterns and in different task environments are presented in Chapter 4</li> <li>Chapter 14 includes a detailed lesson plan on dribbling with the hands while traveling at different speeds and stopping quickly.</li> <li>You can combine the learning experiences from Chapter 19 with the learning experiences presented here to teach how to combine receiving with dribbling and dribbling with shooting or passing.</li> <li>The section on modified dribbling games mirrors the tag unit described in more detail in Chapter 20. If you have not taught the tag unit, you will benefit from reading the more detailed version in Chapter 20.</li> <li>Illustrates how to teach motivation and social concepts from Chapters 9 and 11 and inquiry-oriented teaching from Chapter 10.</li> </ul>
22: Net/Wall Games: Skills, Tactics, and Modified Games: Levels 1, 2, and 3	<ul style="list-style-type: none"> <li>Applies the three-level developmental progression for content, described in Chapter 18, to net/wall skills, tactics, and modified gameplay.</li> <li>Builds on the concept of “perfect” boundaries, as described in the tag units in Chapter 19.</li> <li>Applies the idea of setting tasks and an environment that ensure challenge and success, discussed in Chapter 9, to getting children to successfully rally a ball using striking skills with body parts, paddles, or rackets.</li> </ul>
23: Field Games: Overhand Throw, Batting, Catching with Gloves, and Modified Games: Levels 1, 2, and 3	<ul style="list-style-type: none"> <li>Applies the three-level developmental progression for content, described in Chapter 18, to field game skills, tactics, and modified gameplay.</li> <li>Builds on the catching content covered in Chapter 19.</li> <li>Discusses the impact of the environment on learning the overhand throw for force.</li> </ul>
Section IV: Educational Gymnastics Content	
24: Introduction to Educational Gymnastics	<ul style="list-style-type: none"> <li>Introduces the content progression that is applicable to Chapters 25–29.</li> <li>Expands on how to accommodate individual differences and differentiate instruction, introduced in Chapter 7.</li> <li>Expands on and applies information on safety and liability, discussed in Chapter 1.</li> <li>Expands on the three segments of a lesson and the use of centers (i.e., station), introduced in Chapters 14 and 15.</li> <li>Discusses how educational gymnastics uses a range of teaching strategies from direct to inquiry oriented.</li> </ul>
25: Sequence Choreography and Movement Quality in Gymnastics and Dance	<ul style="list-style-type: none"> <li>A progression for teaching elements of dance and gymnastics sequences introduced in this chapter is built on throughout Chapters 26–29.</li> <li>Elements of sequence choreography, movement quality, and quality of sequence performances in dance and gymnastics are discussed on a continuum from immature through mature performance levels. Rubrics introduced in Chapter 15 are based on this information.</li> </ul>
26: Foundational Gymnastics Skills and Combinations	<ul style="list-style-type: none"> <li>This chapter introduces the foundational skills for educational gymnastics, which are built on in Chapters 27 and 28.</li> <li>Expands on the movement concepts introduced in Chapter 3.</li> <li>Illustrates scaffolding, discussed in Chapter 10.</li> </ul>

(continues)

Content Map (*continued*)

Chapter	Content Mapping
27: Using Movement Concepts as Themes	<ul style="list-style-type: none"> <li>Builds on content from Chapters 3 and 26 encompassing the foundational skills.</li> <li>Presents lesson content focusing on movement concepts as themes.</li> </ul>
28: Partner and Group Work	<ul style="list-style-type: none"> <li>Builds on content from Chapter 26 working with partners and groups.</li> <li>Discusses movement concepts that apply to partner and group work.</li> </ul>
29: Technical Reference Information for Teachers About Gymnastics Skills	<ul style="list-style-type: none"> <li>Presents progressions for teaching specific skills and describes immature patterns.</li> <li>Sample Plans in Chapter 26 illustrate how to include the progressions for mule kicks/handstands, cartwheels, and round-offs in lessons focused on the themes of balancing and step-like actions.</li> </ul>
Section V: Educational Dance Content	
30: Introduction to Educational Dance	<ul style="list-style-type: none"> <li>Emphasizes the importance of teaching dance.</li> <li>Describes dance instruction appropriate for school settings.</li> <li>Discusses integrating dance and classroom content and illustrates how to design a lesson using children's literature, informational texts, or poetry.</li> <li>Discusses the difference between movement and dance movement.</li> <li>Chapters 31 and 32 provide sample dance lesson plans based on children's literature, informational texts, or poetry.</li> </ul>
31: Creative Dance Level 1	<ul style="list-style-type: none"> <li>This chapter introduces movement concepts that are addressed at a more complex and difficult level in Chapter 32.</li> <li>Movement concepts discussed in Chapter 3 are used as the basis for dance movement.</li> <li>Topic themes are combined with movement themes to develop dance lessons.</li> <li>Exploration, creative thinking, and critical thinking, discussed in Chapter 10, are applied in Sample Learning Experiences and Sample Plans.</li> <li>Reviews the stop routine, described in Chapter 13.</li> </ul>
32: Creative Dance Level 2	<ul style="list-style-type: none"> <li>Builds on the level 1 lessons introduced in Chapter 31 using movement concepts from Chapter 3 as lesson themes.</li> </ul>
33: Folk, Square, and Line Dance	<ul style="list-style-type: none"> <li>Exploration, creative thinking, and critical thinking, discussed in Chapter 10, are applied in Sample Learning Experiences and Sample Plans.</li> <li>Be sure to apply the lessons of respect for cultural diversity from Chapter 12.</li> </ul>
Section VI: Working in Schools	
34: Continued Professional Development	<ul style="list-style-type: none"> <li>Promotes the importance of continued professional development.</li> <li>Revisits the idea of reflecting on how and what your students are learning and feeling and how their learning is linked to your teaching, first raised in Chapter 8.</li> </ul>
35: Managing the Politics of Schools	<ul style="list-style-type: none"> <li>Provides practical information to help new teachers understand and successfully deal with the politics of schools.</li> </ul>

**Common Core State Standards (CCSS)**

The next table describes where the Common Core and other State Standards (CCSS) are discussed or used in the text. All Sample Plans illustrate how you can include at least one of the CCSS. In regard to the subsections of the CCSS, we believe physical education can make a strong contribution to address the standards related to speaking and listening because we use group work extensively in games, gymnastics, dance, and health-related physical activity lessons. We discuss how to meet the standards for speaking and listening in detail in

Chapters 9–13 and give you ample examples of how to do this in practice. Physical education can also contribute to vocabulary acquisition and use across all content areas. We describe how to include vocabulary acquisition in Chapter 30. In addition, physical education can integrate literature and informational texts, in particular in dance lessons. We discuss how to use literature and informational texts along with how to design lessons based on these texts in Chapter 30. Almost all our dance lessons use either literature or informational texts as the basis for the lesson.

## Selected CCSS Standards and Where They Are Addressed in the Text

CCSS Literacy Standards	Location in Text
Foundational Reading Skills: Fluency <ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension</li> </ul>	Games Sample Plans 21.1 and 21.2
Speaking and Listening <ul style="list-style-type: none"> <li>Comprehension and collaboration <ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.</li> <li>Recount or describe key ideas of details from a text read aloud or information presented orally or through other media.</li> </ul> </li> <li>Presentation of knowledge of ideas <ul style="list-style-type: none"> <li>Report on a topic, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.</li> </ul> </li> </ul>	How to teach standards for comprehension and collaboration is discussed in detail in Chapters 9–13 (see Table 9.1 for a summary). How to integrate these standards is illustrated in the following: Games Sample Plans 19.1, 19.2, 19.4, 19.7, 20.1, 20.2, 20.3, 21.2, 21.3, 22.2, 23.1, and 23.3 Gymnastics Sample Plans 26.1, 26.2, 26.3, 26.6, 26.19, 27.6, 28.1, 28.2, 28.3, 28.4, 28.5, and 28.6 Dance Sample Plans 31.1, 31.7, 32.3, 32.5, 32.7, 32.9, and 33.1

Selected CCSS Standards and Where They Are Addressed in the Text *(continued)*

CCSS Literacy Standards	Location in Text
<b>Vocabulary Acquisition and Use</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of word relationships and nuances in word meanings.</li> <li>• Identify real-life connections between words and their use.</li> <li>• Demonstrate an understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> <li>• Acquire and use accurately grade-appropriate domain-specific words and phrases, including those that signal spatial and temporal relationships, precise actions, emotions, or states of being and that are basic to a particular topic.</li> </ul>	How to teach vocabulary acquisition is discussed in Chapters 6 and 30. How to integrate these standards is illustrated in the following: Games Sample Plans 19.3, 19.6, 19.7, 20.2, 21.1, 22.1, 22.3, 23.2, and 23.3 Gymnastics Sample Plans 26.3, 26.4, 26.5, 26.6, 26.9, 26.12, 26.14, 26.18, 27.1, 27.2, 27.3, 27.5, 28.1, 28.2, 28.3, 28.4, and 28.8 Dance Sample Plans 31.2, 31.4, 31.5, 31.6, 31.8, 32.2, 32.5, 32.6, and 32.9 Health-Related Fitness Sample Plan 17.2
<b>Literature and Informational Texts</b> <ul style="list-style-type: none"> <li>• Key ideas and details                             <ul style="list-style-type: none"> <li>• Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate an understanding of key details in a text.</li> </ul> </li> <li>• Craft and structure                             <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases in a text relevant to a topic or subject area.</li> </ul> </li> <li>• Integration of knowledge and ideas                             <ul style="list-style-type: none"> <li>• Use the illustrations and details in a text to describe its key ideas.</li> </ul> </li> </ul>	How to use literature and informational texts in your lessons and how to design lessons based on literature and informational texts are discussed in Chapter 30. The following Sample Plans in dance are based on children's literature, informational texts, or poetry: Literature: 31.1, 31.2, 31.3, 31.6, 31.7, and 31.8 Informational texts: 31.2, 32.1, 32.2, 32.3, and 32.7 Poetry: 31.5, 32.3, and 32.4 How to integrate these standards is illustrated in the following: Gymnastics Sample Plans 26.7, 26.15, 26.16, and 26.17 Dance Sample Plans 31.1, 31.3, 32.1, 32.2, 32.4, and 32.5

Modified by the authors from the Common Core State Standards Initiative. (2010). Common core state standards for English language arts and literacy in history/social studies, science, and technical subjects. Available: [www.corestandards.org](http://www.corestandards.org)

**Immature Movement Patterns and Performance Techniques**

We describe immature movement patterns and list major performance techniques to teach at developmental levels in the Skills Boxes in the games chapters titled “Technical Reference

Information for Teachers.” The next table lists the manipulative skills and the chapter Skills Box that contains this information on immature patterns and performance techniques.

Where to Find Descriptions of Immature Patterns and Performance Techniques

Skill	Location Performance Techniques Discussed	Skill	Location Performance Techniques Discussed
Batting	Skills Box 23.1	Passing, two-handed	Skills Box 19.1
Catching	Skills Box 19.1	Receiving balls with the feet or hockey sticks	Skills Box 19.1
Catching in field games	Skills Box 23.1	Shooting at youth basketball hoops	Skills Box 19.1
Catching with a glove	Skills Box 23.1	Skills for children in wheelchairs	Skills Box 19.1
Cutting, catching, and receiving	Skills Box 19.1	Striking with a racket	Skills Box 22.1
Dribbling with the hands	Skills Box 21.2, Table 4.2	Striking with a racket for children in wheelchairs	Skills Box 22.1
Dribbling with hockey sticks	Skills Box 21.2	Throw, overhand throw for force	Skills Box 23.1
Dribbling with the feet	Skills Box 21.2	Underhand rolling	Skills Box 19.1
Kicking with laces for power	Skills Box 19.1	Underhand serve	Skills Box 22.1
Passing and receiving in games	Skills Boxes 20.1 and 21.1	Underhand toss	Skills Box 19.1
Passing in football	Skills Box 19.1	Volleying with the hand or forearm	Skills Box 22.1
Passing with the hands	Skills Box 19.1	Volleying for children in wheelchairs	Skills Box 22.1
Passing, lead	Skills Box 19.1		
Push passes with hockey sticks	Skills Box 19.1		

### Dance lessons

The next table lists the dance lessons presented in the text and explains how they can be integrated with classroom subjects and texts.

Dance Lessons Integrating Classroom Content

Lesson Title	Science	Social Studies	Literature	Informational Texts	Vocabulary	Poetry
Down by the Cool of the Pool (Chapter 31)			X			
When Autumn Leaves Fall (Chapter 31)	X			X		
The Snowy Day (Chapter 31)			X			
If Not for the Cat (Chapter 31)	X					X
The Thunderstorm (Chapter 31)	X		X	X		
In the Small, Small Pond (Chapters 30, 31)	X		X			
Ashanti to Zulu (Chapter 32)		X	X			
Prey and Predators (Chapter 32)	X			X		
Invasive Species (Chapter 32)	X			X		
The Sea and the Shore (Chapter 32)						X
Journey Through the Solar System (Chapter 32)	X			X		
The Dimensional Cross (Chapter 32)					X	
Shelter in a Storm (Chapter 32)	X			X		
Row, Row, Row Your Boat (Chapter 32)						
Sport Tableaux (Chapter 32)						
Song Within My Heart (Chapter 33)			X			
Where the Wild Things Are (Chapter 17)			X			
All Folk Dance Lessons in Chapter 33: Native American Tribal, Hawaiian, Irish, Italian, Greek, Serbian, Japanese, Mexican		X				

## Additional Features

*Elementary Physical Education: Curriculum and Instruction, Second Edition*, incorporates a number of engaging pedagogical features to aid in the student's understanding and retention of the material.

Each chapter starts with **Pre-reading Reflection** questions, which ask students to consider their prior experiences, opinions, and questions about the chapter content.

Chapters also begin with **Objectives** students will learn, which highlight the critical points of each chapter, and **Connection to Standards**, which indicates how the chapter content links to the new National Standards for Physical Education and the Common Core and other State Standards.

Further, a list of **key terms and concepts** is included, bolded where defined in the chapter, and all key terms and concepts are provided in a new end-of-text glossary.

### Summary

Motor development and motor learning provide important tools that can help you teach physical education based on how children learn. Developmental sequences describe in detail qualitative markers of change from less to more mature patterns through which children will progress as they learn motor skills. Knowing the developmental steps in the sequence helps teachers observe and assess children's skills, anticipate children's responses during planning, select relevant performance criteria, and design tasks to facilitate children's learning. The precepts of Newell's constraints theory, along with concepts from ecological psychology and dynamical systems theory, help teachers understand the role of individual, task, and environmental constraints on performance and learning.

Motor learning is a form of discovery learning in which the learner explores the relations among individual, task, and environmental constraints in performing motor skills. These theories guide teachers in designing tasks that elicit the movement patterns they want children to practice.

Understanding development helps you, as a teacher, see children from a developmental perspective, and teach developmentally appropriate content. Using a developmental perspective, you can better recognize children's progress along developmental continua, recognize individual differences, and match your content to children's capabilities, helping them improve.

### Review Questions

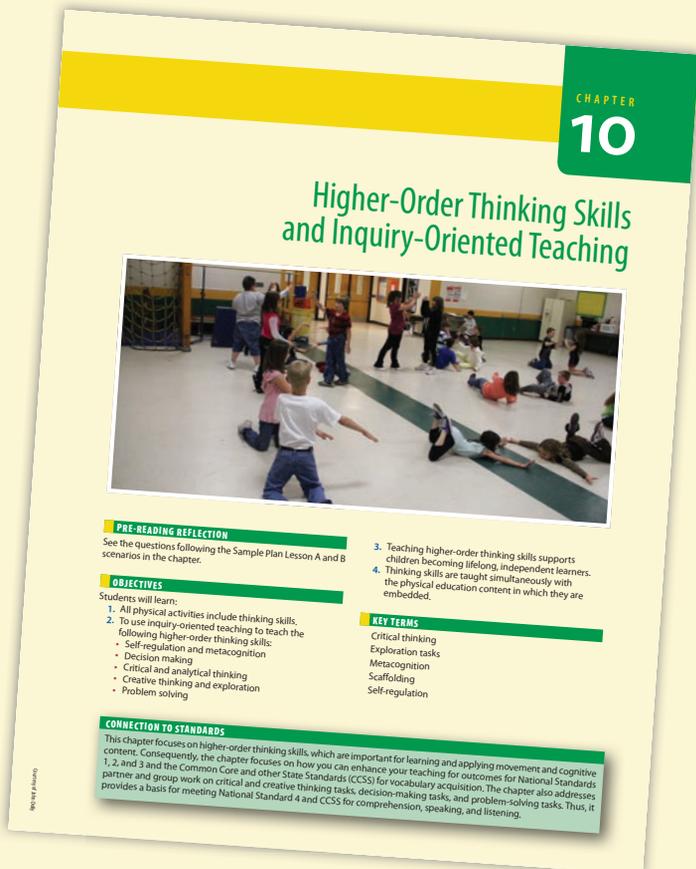
1. Compare and contrast a developmental perspective with an error model. Which do you hold now, and why?
2. What does the phrase "Development is age related, not age determined" mean? What are some implications for teachers?
3. Select any skill you know well from any sport, such as the front crawl in swimming, blocking in football, or spiking in volleyball. Based on your experience in teaching, coaching, or learning the skill, hypothesize an intratask developmental sequence for it, and list, in order, developmental patterns for components and/or phases of the movement.
4. Briefly describe Newell's constraints theory.
5. Give two specific examples of how task or environmental constraints can have a negative effect on children's movement patterns.
6. Give one specific example of a task that can elicit the movement response you want children to practice.
7. Define open and closed skills, giving examples of skills from each end of the open-closed continuum.
8. Where on the continuum from open to closed skills would you classify the following skills and why? (Describe which aspects of the skills you used as a basis for your decision.)
  - Shooting in basketball
  - Dribbling in soccer
  - Breaststroke in swimming
  - Football pass
  - Barring off a tree
9. Briefly describe the three stages of motor learning and their implications for teaching physical education.

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Throughout the text, there are hundreds of boxed features to aid in the learning and retention of the material. These supplemental features complement the text with the voices of students, teachers, parents, and researchers.

**What the Research Says** boxes provide brief summaries of research that supports the curriculum and instruction discussed in the text to further demonstrate how the material is evidence based.



At the end of each chapter, a **Summary** reviews key ideas and helps students remember the different concepts discussed in the chapter and how the concepts interact.

**Review Questions** are designed to help students assess what they have learned and to further enhance their understanding of the content in the chapter. **References** allow students the opportunity for further research on their own.

### What the Research Says

#### Do Young Children Benefit from Fundamental Skill Instruction or Should We Simply Provide Recess with Plenty of Equipment?

Some people question why we need to provide instruction in fundamental skills to preschoolers and young children, claiming that children simply need opportunities to play and that skills will develop naturally through maturation. The research, however, suggests that a sound physical education program that teaches children fundamental skills has a significant impact on children's skill levels. By comparison, control groups who played in well-equipped play environments but received no instruction showed no significant improvements in skills (Goodway & Branta, 2003; Robinson, 2011; Robinson & Goodway, 2009).

**Experienced Teachers Talk** features include engaging commentary from teachers in the field that cover an array of issues that future teachers are likely to encounter in the real world.

### Experienced Teachers Talk

#### Teaching Children to Ignore Distractions

Here is a story I tell my children when we have distractions that cannot be avoided:  
How many of you have ever been watching cartoons when your mother says, "Why don't you come when I call you?" Of course, you're thinking to yourself, "I never heard her." That happened because you were concentrating so hard on the cartoon that you blocked out any distractions. The kind of concentration that kept you from hearing any other noise is what you need to do today while I am talking.

### TEACHING TIP

#### Eliciting Exploration Quickly

When you give an exploration task and a child responds quickly, say, "I see someone balancing on two hands and one foot; I see someone balancing on their hips." Other children will start exploring by trying to find different body parts because they want you to call out their ideas, too. This positive approach works better than saying, "Get busy and do what I told you to do."

**Teaching Tip** boxes describe how concepts and teaching techniques from theory and research on motor learning, cognitive learning, motivation, higher-order thinking skills, cooperative learning, social responsibility, and multicultural diversity work in practice.

**Student Tales** boxes reflect real-life reactions to students' physical education experiences. This allows readers to see the effect of teaching methods, curriculum, and attitudes toward practice.

### Student Tales

One of our colleagues told us this story:

My nephew came home with his PE report card in kindergarten and the teacher stated that he needed to work on skipping. I said, "John, I know you can skip. What happened?" He said, "My teacher taught me to skip a different way than you did. Watch." In slow motion he tried, unsuccessfully, to step and hop first on one foot and then on the other. The teacher had broken down skipping into parts, and the fragmentation totally messed up his performance of the skill as a whole.

### SAFETY AND LIABILITY 4.1

#### Increasing Safety and Decreasing Risk of Liability: Guidelines Relevant to Content in this Chapter

In this box, we discuss specific guidelines built on information discussed earlier in this text on professional standards of practice, negligence, and liability. The goals of these guidelines are to increase children's safety and decrease teachers' risk of negligence and liability.

- Ensure all tasks are developmentally appropriate for every child in relation to skill level, size, age, strength, and other physical capabilities. Differentiating instruction to accommodate these developmental differences is important for decreasing your risk of liability.
- In partner and group activities in which there is the potential for contact or harm due to unequal size, weight, or other physical characteristics and capabilities (e.g., pairs balancing in gymnastics), pair and group children with others of similar physical attributes and developmental levels.
- The younger the children, the more closely they need to be supervised.

Sources: (Hart & Ritson, 2002; Halsey, 2005)

**Safety and Liability** boxes provide critical guidelines to support a safe, effective, and supportive learning environment for children.

Safety tips include governing laws and regulations, suggestions for supervision and safe equipment use, and differentiated instruction for smaller or larger groups and differently abled learners.

### Sample Learning Experiences and Sample Plans

A strength of this text is the detailed descriptions of content and how children learn that content along with ample specific examples of how to translate content into learning experiences and lesson plans that illustrate how to teach the content to children. These descriptions are found in the content chapters and in the Skills Boxes, Sample Learning Experiences, and Sample Plans throughout the text.

In the content chapters, games and gymnastics content is organized into a three-level developmental progression and dance into a two-level progression. Starting each games, dance, and gymnastics chapter is a list of the relevant content (i.e., skills, movement concepts, movement themes, and/or tactics) in a progression. Sample Learning Experiences for each developmental level expand on the content progression list and describe a progression of tasks and/or learning experiences that prospective teachers can develop into lesson plans. Sample Plans then illustrate how a set of learning experiences can be developed into lesson plans. These plans include objectives; links to the National Standards; potential refinements and performance technique to teach based on the likely developmental levels of children; ways to integrate relevant motivation, social responsibility, and/or affective concepts into lesson plans; and safety issues that can arise. Sample Plans bring alive the content and help prospective teachers imagine how teaching the content might look in actual learning environments. The Sample Plans have a clear focus on learning and improving motor skills and show teachers how to shift among a range of teaching strategies, from direct to inquiry-oriented, reflecting how instruction of a movement approach occurs in real-world settings.

For every major motor skill and tactic, the **Skills Box** feature includes the typical immature movement patterns students can expect to see, descriptions of the mature performance techniques, and potential performance cues to teach, arranged from the most basic to the more advanced techniques children can develop through practice.

### SAMPLE LEARNING EXPERIENCES 19.6

Level 2A: Passing and Receiving with the Feet or Hockey Stick

#### 1. Moving to Receive a Ball/Puck with the Feet or Hockey Stick

With a peer coach, explore moving to receive a ball with the feet or hockey stick. Learn to move to the left and to the right so that you line up behind the ball to receive it with the feet or hockey stick, control it, reposition to pass, and pass it back to your peer coach. The peer coach remains stationary. Decide a fair way to switch roles.

#### 2. Passing Balls/Pucks Over Different Distances Using the Right Amount of Force

- With a teammate, explore passing over different distances.
- Compare and contrast the different movement patterns you need to kick or push pass for short, medium, and long distances.
- Experiment to discover the longest distance over which you can pass accurately.

#### 3. Receiving Balls with Different Amounts of Force

- Explore receiving and passing balls with different amounts of force.
- Experiment to learn how to adjust your body actions when you receive a ball/puck with different amounts of force, such as how quickly you need to travel to get in line with the ball/puck and how to adapt the speed and distance you need to absorb the force of the ball/puck.

### SAMPLE PLAN 14.2

Plan for a Dribbling Center

#### Objectives

As a result of this center, the children will improve

#### Motor

1. Dribbling on different pathways looking up.

#### Social

2. Their sensitivity to the need of their partner to have a fair amount of space by looking up and not infringing on their partner's space.

#### Task

Working with your partner, put the cones anywhere you want in your area. Dribble on different pathways all around the cones any way you want. Be sure to look up to see whether you are letting your partner have a fair amount of space.

#### ME

You can choose to practice dribbling while traveling slowly and focus on pushing with your finger pads rather than slapping the ball.

### SKILLS BOX 4.1

Using Descriptions of Developmental Movement Patterns to Guide Teaching: An Example with Dribbling

#### Teaching the Hand/Wrist/Arm Component

Hand/Wrist/Arm Movements Observed

Immature: Palm slaps ball. The child slaps or hits the ball with the palm of the hand (see Figure 4.2).

Performance Techniques to Teach to Help Children Progress to the Mature Pattern

- Push the ball with the finger pads or fingerprints; don't slap the ball.
- Your hand is like a spider spread over the ball.

Potential Tasks (Level 1 Content)

- Remaining in your personal space, try bouncing the ball as many times in a row as you can.
- Give both hands practice.
- Try to increase the number of times you can bounce the ball without missing it or having it bounce out of your personal space.
- Try bouncing the ball as many times in a row as you can while walking and then jogging easily.
- Give both hands practice.
- Try to increase the number of times you can bounce the ball and keep it with you without losing control of it. If you have problems keeping the ball with you, practice dribbling in your personal space.

#### Teaching the Body/Head Component

Body/Head Movements Observed

Intermediate: Glances up. Knees are slightly bent, and the child is mostly upright. The child glances up to see where he or she is going but tends to look primarily at the ball.

Based on the concept of observation as a critical teaching skill, **Sample Observation Plans** are tied to the interactive teaching observation–interpretation–decision-making cycle. Observation allows students to understand the process of teaching and it is the basis for later reflecting on practice. We describe the observation cycle and the reflecting on practice cycle in detail in Chapter 8 and then, throughout the remainder of the book, we use the **observation cycle icon** to indicate where you'll find important observation points.

**SAMPLE OBSERVATION PLAN 8.1**  
Second-Grade Games Task

**Task:** Self-toss and -catch a foam ball, working on reaching to catch.



1. Check whether children are far enough apart so no one will bump into another child.
2. See if any child appears to be afraid to catch the ball.
3. Determine whether children are tossing accurately enough to practice catching.
4. Watch their arms and hands, and assess if they are reaching.

**Notes:** For this task, we plan to observe whether the tosses are accurate enough before checking whether the children are reaching to catch. This sequence is appropriate because the environmental constraints (an accurate toss) must be right to enable the children to practice catching. Then, we will focus on reaching for the ball, which is the lesson objective.



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Which children are tossing accurately enough to practice catching? Which are not?

### ASSESSMENT 15.5

#### Sample Checklist with Descriptions of Immature and Mature Performance Techniques

##### Dribbling with Hands in Place

Name	Immature Performance Level: Slaps ball, no pushing action, makes contact with ball using palm	Mature Performance Level: Pushes with finger pads
Mia	X	
Jill	X	
Bill		X

**Assessment** boxes provide readers with solid tools to assess a range of outcomes, such as throwing (physical), describing feelings (affective), task engagement (motivation), and self-regulation (cognitive).

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