

Kindergarten

Boundaries and Space

Unit: Movement

Lesson Focus: Boundaries, Space, Safety

Guiding Objectives	
Focus Physical Education Standards:	<ul style="list-style-type: none"> • 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills. • 2.2 Identify and independently use personal space, general space, and boundaries, and discuss why they are important.
Common Core State Standards:	<ul style="list-style-type: none"> • S.L. 4- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • S.L. 6- Speak audibly and express thoughts, feelings, and ideas clearly
Student Learning Objectives:	<p>Students will:</p> <ol style="list-style-type: none"> 1. Successfully use locomotor skills to travel safely within a large group. 2. Use use personal space, general space and boundaries appropriately during activities. 3. Explain why personal space, general space and boundaries are important.
Instruction	
Warm-Up:	<p>Scooter Tag- Students are on scooters, can move forward or backward, right or left while staying in boundaries and avoiding taggers (different colored scooters are taggers each round). When tagged, students stand up, hold scooter in front of body, go to designated area and perform 5 star jumps or 5 frog jumps and then re-enter the game. **Taggers can also use pool noodles to avoid bumping into other students.</p>
Anticipatory Set:	<p>What- Students will play a tag game using personal space, general space, and boundaries</p> <p>Why- Staying within boundaries and staying safe in general space is important so that students don't get injured during activities.</p> <p>How- Students will know they have met the objective when they can travel in general space while staying within boundaries and not bumping into anyone else.</p> <p>Tie- How many of you have ever bumped into someone else while playing a game? Today we are going to be practicing some skills that help us stay safe during our activities.</p>

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<p>Instructional Input/ Sequencing:</p>	<ul style="list-style-type: none"> • Review concepts with students: <ol style="list-style-type: none"> 1. Personal Space: Immediate space surrounding the body in all directions (personal bubble, helicopter arms). 2. General Space: Anything outside of the personal bubble and inside the boundaries. 3. Boundaries: Lines that define an area. • Partner share: Why is it important to stay in the boundaries and use personal space? • Instruction: Ask students to brainstorm ways they can avoid bumping into each other in general space. How do you “take your personal space with you” when traveling in a large group? Have students share their ideas with the class, generate discussion and give feedback on student responses. Record answers on chart paper. Add correct responses if students don’t come up with them: Keep your eyes up, watch where you are going, change speed, change direction, stay in boundaries, move to open space: “go where others are not.” • Activity: Students participate in Sprout Tag. **Everyone is it, when tagged, students sit or squat, watching person who tagged them. When that person is tagged, they “sprout” back up and re-enter the game. • After a practice round with pauses for feedback, teacher records the game on video using tablet, phone, camera or other device and takes students into a classroom or multipurpose room to watch the video and self-assess. Students will use a rubric with pictures and circle their answers. **If you don’t have access to this type of technology, students can complete a peer assessment using the same rubric and just take turns watching each other play the game.
<p>Strategies for Differentiation:</p>	<ul style="list-style-type: none"> • Frontload vocabulary • Pair EL students with a buddy who can help explain • Pair lower skill levels with higher skill levels • Sentence starters for partner shares • Poster with graphics showing examples of boundaries and personal space

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Guided Practice:	<ul style="list-style-type: none"> • Give plenty of practice time. • Walk around observing and giving feedback to students
Formative Assessment:	<ul style="list-style-type: none"> • Students self-assess their performance during the game using a rubric. <p>Rubric:</p> <ol style="list-style-type: none"> 1. Did you stay in the boundaries? 2. Did you stay safe? <p>Students circle happy face or sad face that corresponds to each question.</p>
Closure:	<ul style="list-style-type: none"> • Closure: Partners share the results of their assessments and explain. <ul style="list-style-type: none"> ○ Sad faces: Why did you bump into someone else or fall down? Why did you go outside of the boundary lines? ○ Happy faces: How did you stay safe today? How did you make sure to stay in the boundaries? ○ Everyone: What can you work on next time?
Outcomes	
Evidence of Student Learning:	<ul style="list-style-type: none"> • Students will know they have met the objective if they can successfully travel in general space while staying in boundaries, not bumping into others, and not falling down.
Follow-Up	
Re-Teaching Strategies:	<ul style="list-style-type: none"> • Teacher will continue to reinforce concepts of personal and general space in future lessons and emphasize the importance of staying in boundaries and staying safe throughout the school year.