


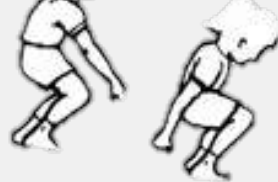



# Locomotor: Horizontal Jumping

Performance Indicators - Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy	
<ul style="list-style-type: none"><li>Eyes focused forward – “look ahead”</li><li>Bends knees and body at waist in preparation for jump - “bend then explode”</li><li>Swings arms fully in a backward-forward direction – “swing”</li><li>Extends body in flight and lands with bent knees – “expand”</li><li>Takes off and lands on two feet – “soft feet”</li></ul>		jump	over
		near	far
		light	bend
		on	off

Stages of Motor Development <sup>3</sup>			
Stage 1	Stage 2	Stage 3	Stage 4
Initial Stage	Elementary Stages		Mature Stage
<p><i>Braking arms</i></p> <p>Arms act as “brakes”</p> <p>Large vertical component</p> <p>Legs not extended</p> 	<p><i>Winging Arms</i></p> <p>Arms act as “wings”</p> <p>Vertical component still great</p> <p>Legs near full extension</p> 	<p><i>Arms swing to head</i></p> <p>Arms move forward, elbows in front of trunk at takeoff</p> <p>Hands to head height</p> <p>Take-off angle still above 45% Legs often fully extended</p> 	<p><i>Full Body Extension</i></p> <p>Complete arm and leg extension at takeoff, takeoff near 45 degree angle</p> <p>Thighs parallel to surface when feet contact for landing</p> 

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Have a starting line on the floor tell the child to jump as far as they can				Students (example n=20)																
<b>Performance Indicators<sup>1</sup></b>				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Eyes focused forward																				
Bends knees and body at waist in preparation for jump																				
Swings arms fully in a backward-forward direction																				
Extends body in flight and lands with bent knees																				
Takes off and lands on two feet																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stages / Able	Mature Stage / Competent
<ol style="list-style-type: none"><li>Bend your knees and crouch low, come back up and reach high, stretch high, push feet against floor</li><li>Have student jump to hit target that is above their head and land lightly (SPRING)</li><li>Jump and light showing an S with your body in balance (SSSSS)</li><li>Jump forward with hard (loud, strong) landing</li><li>Jump forward with soft (quiet, light) landing</li><li>Jump forward on a line on the floor</li><li>Jump forward over a line on the floor</li><li>Jump forwards and backwards</li><li>Jump sideways</li><li>Jump over a rope on the floor</li><li>Jump in and out of a hoop that is on the floor</li><li>Jump in front, behind, and along side a hoop</li><li>Jump forward slowly</li><li>Jump forward quickly</li><li>Jump with your feet straddled then together, slowly then increase speed (open, closed)</li><li>Play music and have students jump to the beat (slow, medium, fast)</li></ol>	<ol style="list-style-type: none"><li>Jump forward and strike a ball down to encourage arms moving forward from winged arms</li><li>Jump off a heightened box (start small)</li><li>Jump off a box but into a hula hoop with controlled landing</li><li>Jump off a box with extension in flight and controlled landing</li><li>Place three small hula hoops in front of hoop, choose a hoop to jump (extensions, far &amp; near)</li><li>Place two cones with a noodle across in front of hoop, jump from box over the noodle (extension, far &amp; near)</li><li>Jump off a box and land sideways in balance (90- both sides)</li><li>Jump off, turn and land backwards (180)</li><li>Jump off, turn and land forwards (360)</li><li>Jump on a heightened box</li><li>Jump over a slow moving rope, a fast moving rope</li><li>Jump and mark your landing with a beanbag. Try to jump farther next time (near and far).</li><li>Jump over a heightened box</li><li>Jump across the general space using different pathways (straight, zigzag, curved)</li></ol>	<p>*** all performance indicators should be met prior to combining skills***</p> <ol style="list-style-type: none"><li>Jump off a box and make different shapes (straight, wide, round, narrow, twisted, star, symmetrical, asymmetric) while landing softly and safely.</li><li>Jump over separated ropes (river) on the floor, move ropes farther away to jump for distance (maximum length would be child’s own length)</li><li>Jump through an obstacle course which includes using a variety of movement concepts in combination</li><li>Create a routine with different jumps, shapes, and turns (off a box or on the floor)</li><li>Create a routine with a variety of locomotor skills and movement concepts</li><li>Combine jumping and catching a ball in a controlled environment</li><li>Combine running, jumping and catching in a controlled environment</li></ol>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Child is showing insufficient extension of legs and body at takeoff	Ask the child to jump over a horizontal target, gradually increasing the distance between take off and object.
Child is using ineffective arm swing in the jump	Encourage the child to rock forward in a heel-to-toe motion while coordinating arm swing
Child is falling backward on landing	Encourage the child to reach forward on landing
Arms are beside or behind on landing	Use cue words as a reminder (reach forward)

References:

References Continued:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.


2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

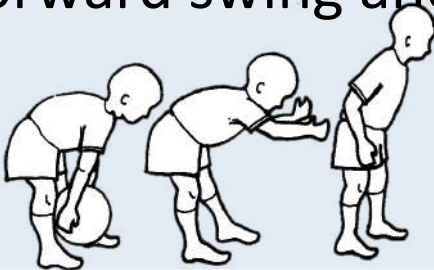
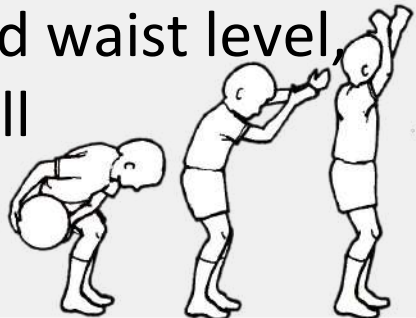
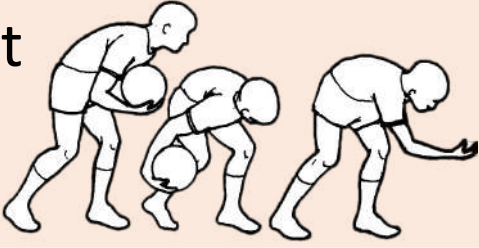
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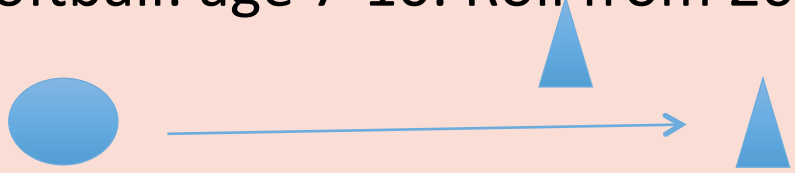
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5. Poster created by Drs. Helena Baert & Matthew Madden, SUNY Cortland, 2016

# Manipulative: Underhand Rolling

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Focus eyes on target- “eyes on target”</li><li>Roll ball with backward and forward arm swing – “swing”</li><li>Step forward with leg opposite to the hand holding the ball – “opposite”</li><li>Bends knees and releases the ball along floor – “bend &amp; release low”</li><li>Follows through with hand pointing at target – “follow through”</li></ul>		roll	low	bend
		swing	between	under
		opposite	aim	target

Stages of Motor Development <sup>3</sup>			
Stage 1	Stage 2	Stage 3	
Initial Stage	Elementary Stage	Mature Stage	
<p><i>Straddle Stance</i></p> <p>Ball is held with hands on side, palms facing each other, acute bend at sides, backwards pendulum motion, eyes monitor the ball, forward swing and trunk lift to release ball</p> 	<p><i>Stride stance</i></p> <p>Ball held with one hand on bottom and the other on top, backward arm swing without weight transfer, limited knee bend, forward swing with limited follow-through, ball released between knee and waist level, eyes alternate monitoring target and ball</p> 	<p><i>Contralateral Step</i></p> <p>Ball held in hand corresponding to trailing leg, Slight hip rotation and trunk lean forward, Pronounced knee bend, forward swing with weight transfer from back to front foot, release at knee level or below, eyes on target throughout</p> 	

Pre or Post Assessment																				
<p><b>Directions<sup>2</sup>:</b> Tennis ball: age 3-6, softball: age 7-10. Roll from 20 ft away between 2 cones 4 ft apart</p> 							Students (example n=20)													
Performance Indicators <sup>1</sup>							1	2	3	4	5	6	7	8	9	10	11	12	13	14
Focus eyes on target																				
Roll ball with backward and forward arm swing																				
Step forward with leg opposite to the hand holding the ball																				
Bends knees and releases the ball along floor																				
Follows through with hand pointing at target																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed and closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<ol style="list-style-type: none"><li>Sitting roll with two hands to teacher/target (low, near)</li><li>Sitting roll with two hands at a greater distance to teacher/target (low, far)</li><li>Sitting roll using two hands with a partner (low, straight, relationship)</li><li>Sitting roll using two hands with a small group (low, directions, relationship)</li><li>Kneeling roll without ball to teacher/target (opposition, medium level, swing)</li><li>Kneeling roll to teacher/target with 1 hand (opposition, medium level, swing)</li><li>Kneeling roll to target with 1 hand using strong force</li><li>Kneeling roll to target with 1 hand using light force</li><li>Kneeling roll to target with 1 hand at different distances (far, near) varying force</li><li>Kneeling roll with 1 hand between two cones varying the width of the cones</li><li>Kneeling roll with 1 hand under a rope suspended by two cones (vary heights: high, medium, low)</li><li>Kneeling roll with 1 hand under a rope suspended by two cones (vary heights: high, medium, low and force: light, strong)</li></ol>	<ol style="list-style-type: none"><li>Standing roll with 1 hand under a rope suspended by two cones at a low level</li><li>Put student in stride stance (Busy hand, busy foot: busy hand holds the ball, busy foot is opposite to busy hand) (opposition)</li><li>Have students demonstrate busy hand, busy foot from different positions (in front, behind, on line) (opposition)</li><li>Stride stance without ball, bend knees (lunge) to create different levels (low, medium, high)</li><li>Stride stance without ball, bend knees (lunge) to create a low level and swing arm back and forth (transfer weight)</li><li>Stride stance with ball, bend knees (lunge) to create a low level and swing arm back and forth (transfer weight)</li><li>Stride stance roll with 1 hand under a rope suspended by two cones at a low level (transfer weight, low, swing)</li><li>***Use a rope suspended by two cones as needed to reinforce getting low***</li><li>Stride stance roll with 1 hand using different forces (light, strong, swing)</li><li>Stride stance roll with 1 hand at a target varying the width of the target (large, medium, small, follow through)</li></ol>	<ol style="list-style-type: none"><li>Introduce the contralateral step: stand behind the line, step over the line with busy foot while holding ball in busy hand</li><li>Have students demonstrate stepping with busy hand, busy foot from different positions (in front, behind, on line) (opposition)</li><li>Step in opposition with ball, bend knees (lunge) to create a low level and swing arm back and forth (transfer weight)</li><li>Step in opposition and roll with 1 hand at a low level (transfer weight, low, swing)</li><li>Step in opposition and roll with 1 hand using different forces (light, strong, swing)</li><li>Step in opposition and roll with 1 hand at a target varying the width of the target (large, medium, small, follow through)</li><li>Repeat tasks 24-27 and increase size of ball</li><li>Repeat tasks 24-27 and increase size and weight of ball</li><li>** at this time, students would roll with the appropriate size/weight ball for their level **</li><li>Have student roll with 1 hand at multiple targets (cones, bowling pins), varying distances (near, far), and varying force (light, strong)</li></ol>

Difficulties to watch for <sup>1</sup>	
If...	Then...
They fail to control the ball in the hand	Use smaller balls
They fail to look at the target	Put a marker down for students to aim at. Go through swinging motion without a ball while partner shows number cards.
They release the ball and it always veers to one side	Mark down a line for students to aim at and follow as they are following through. Have students point at the target and pause there
They do not step in opposition	Put feet markers down and draw a line for students to step over.

References:

References Continued:

1. PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.


2. Ulrich, D. (2000). *Test of Gross Motor Development*, 2<sup>nd</sup> ed. (TGMD-2) Assessment protocol

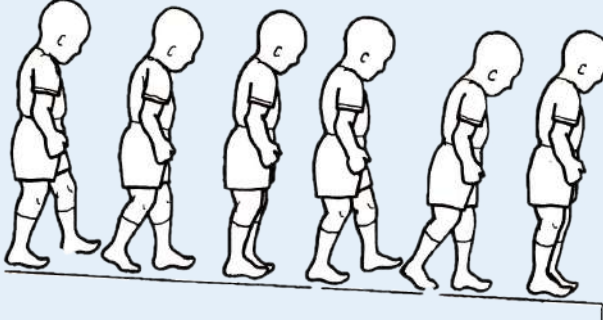
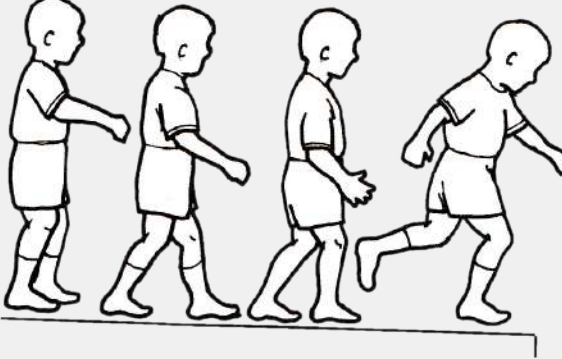
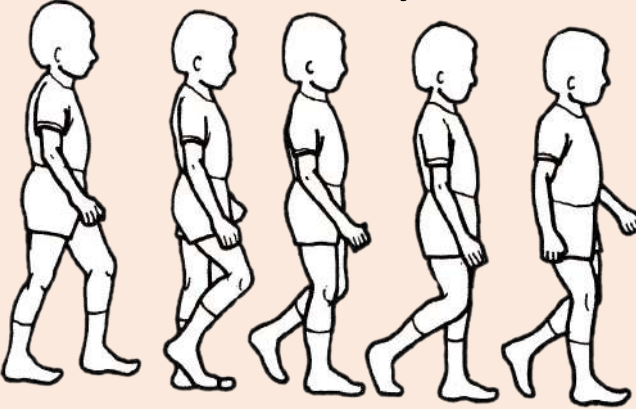
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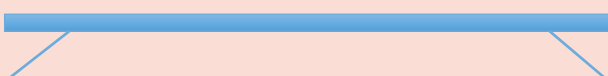
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# Dynamic Balance

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Maintains balance while using alternate stepping action – “alternate”</li><li>Maintains and upright posture – “good posture”</li><li>Maintains balance by using arms as needed – “control”</li><li>Focuses eyes forward – “looking forward”</li></ul>		balance	beam	dynamic
		forward	control	eyes
		stability	focus	alternate

Stages of Motor Development <sup>3</sup>		
Stage 1	Stage 2	Stage 3
Initial Stage	Elementary Stage	Mature Stage
Balances with support, eyes on feet, uses follow step with dominant foot lead 	Eyes focused on beam, loses balance easily, uses alternate stepping action 	Eyes focused beyond beam, movements are fluid, relaxed, and in control, may lose balance rarely 

Pre or Post Assessment																				
Directions <sup>2</sup> : Walk across a balance beam forward for 10 steps 					Students (example n=20)															
Performance Indicators <sup>1</sup>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Maintains balance while using alternate stepping action																				
Maintains and upright posture																				
Maintains balance by using arms as needed																				
Focuses eyes forward																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<ol style="list-style-type: none"><li>Walk in a straight pathway</li><li>Walk in a straight pathway on a line</li><li>Walk in straight line heel to toe</li><li>Walk in different pathways (straight, zigzag, curved)</li><li>Walk at different levels (low, medium, high)</li><li>Walk at different levels on lines (low, medium, high)</li><li>Walk while changing directions (forward, backward, sideway)</li><li>Walk while changing directions on lines (forward, backward, sideway)</li><li>Walk while changing speed (slow, fast)</li><li>Walk while changing speed on lines (slow, fast)</li><li>Walk on numbers or abc poly spots that are somewhat far away so they have to stretch their bodies to get there. At times they may lose their balance – talk about what to do with your body when they become unstable (far, near)</li><li>Walk across wide gymnastic equipment (wide beam, bench) and repeat tasks # 3-10</li><li>Side step on wide beam (4”/ 10 cm) with and then without support</li><li>Side step on narrow beam (2.5”/ 6 cm) with and then without support</li><li>Alternate stepping on narrow beam while supported by teacher straddling the beam while walking backwards</li></ol>	<ol style="list-style-type: none"><li>Alternate stepping on narrow beam while slowly removing the level of support by teacher</li><li>Walk across narrow beam with low level support using extended arms for support</li><li>Walk across narrow beam with extended arms without support</li><li>Walk across the narrow beam while balancing a bean bag on shoulders (posture)</li><li>Walk across narrow beam at different levels (low, medium, high)</li><li>Walk across the narrow beam stepping over beanbags (levels)</li><li>Walk across the narrow beam and pick up an object without losing balance (levels)</li><li>Looking at the narrow beam, walk across as smoothly as you can.</li><li>Walk across wide balance beam with support (teach them how to scoop – looking forward, moving foot downwards next to beam when moving)</li><li>Walk across wide balance beam while scooping without support</li></ol>	<ol style="list-style-type: none"><li>With eyes forward walking across narrow beam while scooping with support (eyes)</li><li>With eyes forward walking across narrow beam while scooping without support (eyes)</li><li>With eyes forward walking across wide beam while scooping and balancing a beanbag on their head (eyes, posture)</li><li>With eyes forward walking across narrow beam while scooping and balancing a beanbag on their head (eyes, posture)</li><li>With eyes forward walking across narrow beam at different levels (low, medium, high)</li><li>With eyes forward walking across the narrow beam stepping over beanbags (levels)</li><li>With eyes forward walking across the narrow beam and pick up an object without losing balance (levels)</li><li>With eyes forward walking across the narrow beam while identifying numbers or letters held up by the teacher (eyes)</li><li>Looking forward, walk across a narrow beam as smoothly/relaxed as you can. (control)</li><li>Combine various movement concepts while walking on lines or across low beams.</li><li>Combine various locomotor skills and movement concepts with on lines or across low beams.</li></ol>

Difficulties to watch for <sup>1</sup>	
If...	Then...
They are not able to keep their balance using their arms	Allow them to perform the skill while balancing light objects on shoulders
They have difficulty alternating steps	Allow for external support (wall or bar)
Children are visually checking their feet or beam	Encourage children to keep their head up by looking at something on the wall
Children have difficulty maintaining balance	Start with short distance and gradually increase length


References:




- PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*.
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References Continued:

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# Locomotor: Galloping

Performance Indicators/Teaching cues <sup>1</sup>		Instructional Video QR <sup>5</sup>		Literacy		
<ul style="list-style-type: none"><li>Keeps trail leg behind lead leg – “<b>trail leg</b>”</li><li>Gallops using either leg as lead – “<b>lead leg</b>”</li><li>Displays rhythmical arm movement – “<b>arms move with beat</b>”</li><li>Turns hips, shoulders, and eyes to direction of movement – “<b>twist to direction</b>”</li></ul>				gallop	horse	forward
				rhythm	open	close
				lead	follow	trail

Stages of Motor Development <sup>3</sup>					
Stage 1		Stage 2		Stage 3	
Initial Stage		Elementary Stage		Mature Stage	
<i>Choppy Run</i> Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact Arms of little use		<i>Stiff Back Leg</i> Slow-moderate tempo, choppy rhythm Trail leg stiff Hips often oriented sideways Vertical component exaggerated		<i>Smooth Rhythmical</i> Smooth, rhythmical pattern, moderate tempo Feet remain close to ground Hips oriented forward	
					

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> Have the child gallop from one cone to the other for about 25 feet										<b>Students (example n=20)</b>										
										1	2	3	4	5	6	7	8	9	10	11
<b>Performance Indicators<sup>1</sup></b>										12	13	14	15	16	17	18	19	20		
Keeps trail leg behind lead leg																				
Gallops using either leg as lead																				
Displays rhythmical arm movement																				
Turns hips, shoulders, and eyes to direction of the movement																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<ol style="list-style-type: none"><li>Moving body in different shapes, feet together (narrow) feet apart (wide) in straddle stance.</li><li>Explore bases of support using narrow and wide foot placement (front and back).</li><li>Traveling in directions</li><li>Traveling forward, backwards, sideway</li><li>Scissor jumps or forward shuffle</li><li>Students travel slowly on a line with their preferred 1 leap foot and 1 trail foot (cue: step, together) – assess whether their trail leg crosses the lead leg.</li><li>Place stickers on dominant heel and non-dominant toe to encourage the trail leg to stay behind the lead leg. Ask them to: gallop by making the stickers touch.</li><li>See 7 for task, switch stickers to non-dominant heel and dominant toe.</li><li>Increase speeds traveling on a line and include the cues: step, together.</li><li>See 9 both switch lead leg</li></ol>	<p><b><i>Progression occur in a closed environment</i></b></p> <ol style="list-style-type: none"><li>Galloping on a line using different speeds</li><li>Galloping in different pathway (zig-zag, straight, curved)</li><li>Galloping in different directions (forward, right, left, diagonal)</li><li>Galloping at different levels</li><li>Galloping while changing speeds and directions</li><li>Galloping while changing different speeds on different pathways</li><li>Galloping at different levels while changing speeds</li><li>Galloping in different pathways while changing levels</li><li>Galloping through an obstacle course using over, through, around (varying apparatus)</li></ol> <p><b><i>Progressions occur in an open environment</i></b></p> <ol style="list-style-type: none"><li>Galloping in a large space (general space) with other students while paying attention to self space. Do not “pop” other students bubbles.</li><li>Galloping in different directions/or pathways while changing speeds.</li></ol>	<ol style="list-style-type: none"><li>Student gallop while following the rhythm of the music.</li><li>Changing speeds to music</li><li>Galloping to the music while changing directions, pathways, and levels</li><li>Galloping while shadowing each others movement (one partner in front and other behind)</li><li>Galloping while shadowing your partner and changing directions, pathways, levels, and speeds</li><li>Galloping while matching a partner (student standing next to each other)</li><li>Galloping while matching a partner: matching different pathways, speeds, and directions</li><li>Galloping while chasing, fleeing, dodging with a partner</li><li>Galloping with a partner to rhythm of the music</li><li>The combination of multiple locomotor skills (including galloping) to create routines</li></ol>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Trail leg crosses lead leg	Use colored tape / stickers to dominant heel and non-dominant toe to make tape touch
There is a lack of rhythm in the gallop	Use music where the sound of horses running dictate the rhythm
Movements are exaggerated	Encourage the children to lift their feet just off the ground
Slight loss of balance from time to time	Have the child slow the gallop down
Children are landing flat footed	Ask children to see if they can make their gallops as “quiet” as possible

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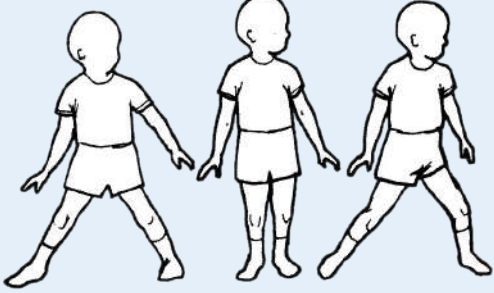
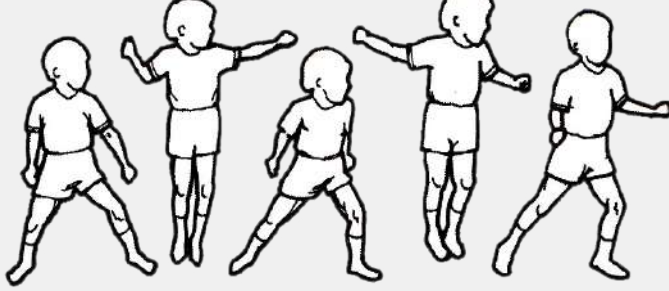
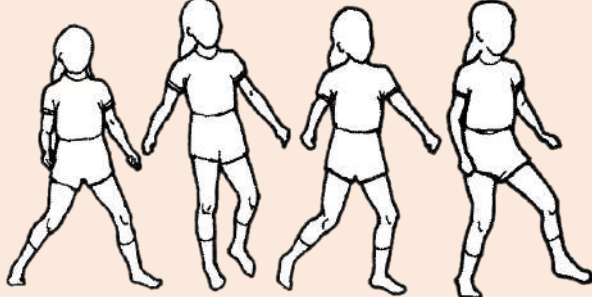
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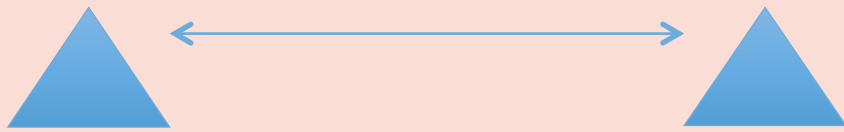
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# Locomotor: Sliding

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video	Literacy		
<ul style="list-style-type: none"><li>Keeps trail leg behind lead leg – “<b>trail leg</b>”</li><li>Legs open and close in sliding – “<b>open and close</b>”</li><li>Displays rhythmical arm movement – “<b>arms move with beat</b>”</li><li>Sideways movement while facing in the direction you are going – “<b>sideways</b>”</li></ul>	QR <sup>5</sup> 	slide	sticky	forward
		sideways	open	close
		lead	focus	follow

Stages of Motor Development <sup>3</sup>			
Stage 1	Stage 2	Stage 3	
Initial Stage	Elementary Stage	Mature Stage	
<p><i>Choppy Run</i></p> <p>Resembles rhythmically uneven run Trail leg crosses in front of lead leg during airborne phase, remains in front at contact Little arm action</p> 	<p><i>Stiff Back Leg</i></p> <p>Slow-moderate tempo, choppy rhythm Trail leg stiff, Hips often oriented sideways Vertical component exaggerated</p> 	<p><i>Smooth Rhythmical</i></p> <p>Smooth, rhythmical pattern, moderate tempo Feet remain close to ground, hips oriented forward Moving sideways while facing in direction of movement</p> 	

Pre or Post Assessment																				
<p><b>Directions<sup>2</sup>:</b> Have the child gallop from one cone to the other for about 25 feet</p> 						Students (example n=20)														
Performance Indicators <sup>1</sup>						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Keeps trail leg behind lead leg																				
Legs open and close in sliding																				
Displays rhythmical arm movement																				
Sideways movement while facing in the direction you are going																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<ol style="list-style-type: none"><li>Moving body in different shapes, feet together (narrow) feet apart (wide).</li><li>Explore bases of support using narrow and wide foot placement</li><li>Traveling in directions</li><li>Traveling forward, backwards, sideway</li><li>Side to side shuffle in general space</li><li>Students lineup on a circle (center court-three point line) and practice moving side to side with toes pointed to the center</li><li>Students travel slowly on a line with a side shuffle step or slide step (cue: open closed)</li><li>Increase speeds traveling on a line and include open or close step (narrow/ wide)</li><li>On a scooter, students work on moving feet side to side while moving he scooter sideway. The focus if for student to “not” cross their feet.</li><li>While sitting on a scooter, students move sideways with the focus of not crossing their feet while on a line (combine progressions 6 &amp; 9).</li></ol>	<p><b>Progression occur in a closed environment</b></p> <ol style="list-style-type: none"><li>Sliding on a line using different speeds</li><li>Sliding in different pathway (zig-zag, straight, curved)</li><li>Sliding in different directions (right, left, diagonal)</li><li>Sliding at different levels</li><li>Sliding while changing speeds and directions</li><li>Sliding while changing different speeds on different pathways</li><li>Sliding at different levels while changing speeds</li><li>Sliding in different pathways while changing levels</li><li>Sliding through an obstacle course using over, under, around (varying apparatus)</li></ol> <p><b>Progressions occur in an open environment</b></p> <ol style="list-style-type: none"><li>Sliding in a large space (general space) with other students while paying attention to self space. Do not “pop” other students bubbles.</li><li>Sliding in different directions/or pathways while changing speeds.</li></ol>	<ol style="list-style-type: none"><li>Student slide while following the rhythm of the music.</li><li>Changing speeds to music</li><li>Sliding to the music while changing directions, pathways, and levels</li><li>Sliding while shadowing each others movement (one partner in front and other behind)</li><li>Sliding while mirroring your partner (student face each other)</li><li>Sliding while mirroring your partner and changing directions, pathways, levels, and speeds</li><li>Sliding while matching a partner (student standing next to each other)</li><li>Sliding while matching a partner: matching different pathways, speeds, and directions</li><li>Sliding with a partner to rhythm of the music</li><li>Sliding while mirroring a partner, tossing a soft ball to each other.</li><li>Sliding with a partner mirroring, tossing a soft ball to each other with a bounce.</li><li>Sliding with a partner mirroring, tossing a soft ball to each other while increasing the distance apart</li><li>The combination of multiple locomotor skills (including sliding) to create routines</li></ol>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Students cross legs	Practice the open/close slowly and increase speed graually
There is a lack of rhythm in the slide	Clap the rhythm for children
Movements are exaggerated	Encourage the children to lift their feet just off the ground
Slight loss of balance from time to time	Have the child slow the slide down slide on a line
Children are landing flat footed	Ask children to see if they can make their slides as “quiet” as possible


References:

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- Gallahue, D., Ozmun, J., & Goodway, J. (2007). *Understanding motor development: Infant, children, adolescents, adults* (7<sup>th</sup> ed.). McGraw Hill: New York, NY.

References Continued:

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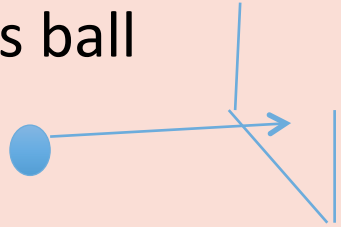
# Manipulative: Underhand Throw

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Focuses eyes on target – “<b>eyes on target</b>”</li><li>Steps forward with foot opposite to throwing arm – “<b>step forward</b>”</li><li>Throwing arm swing down and and then forward – “<b>swing – tick/tock</b>”</li><li>Shifts weight from back to front foot – “<b>back to front</b>”</li><li>Hand follows through after ball release at waist level – “<b>point at target</b>”</li><li>Open hand to release ball at waist – “<b>Open up</b>”</li></ul>		throw	far	target
		toss	over	point
		near	under	in
		out	tick	tock

## Stages of Motor Development<sup>3</sup>

Stage 1	Stage 2	Stage 3
Initial Stage	Elementary Stage	Mature Stage
<i>Stationary</i> Ball is held with hands on side, palms facing each other, limited swing backward, eyes monitor the ball, forward swing and trunk lift to release ball	<i>Ipsilateral Step or Stride stance</i> Ball held with one hand, backward arm swing without weight transfer to the rear, forward swing with limited follow-through, ball released between knee and waist level or above chest level, eyes alternate monitoring target and ball	<i>Contralateral Step</i> Ball held in hand corresponding to trailing leg, step forward with opposite foot, forward swing with weight transfer fro back to front foot, release at waist level, follow through, eyes on target

## Pre or Post Assessment

<b>Directions<sup>2</sup>:</b> 15 feet from wall, child throws tennis ball underhand at the wall																				
	<b>Students (example n=20)</b>																			
<b>Performance Indicators<sup>1</sup></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Focuses eyes on target																				
Steps forward with foot opposite to throwing arm																				
Throwing arm swing down and and then forward																				
Shifts weight from back to front foot																				
Hand follows through after ball release at waist level																				
Open hand to release ball at waist																				
<b>Total # of Performance indicators met</b>																				
<b>Developmentally Appropriate Progressions<sup>3,4</sup></b> I: Initial / Emerging: Limited indicators visible in any context E: Elementary / Able: Some indicators in closed contexts M: Mature / Competent: All indicators in closed contexts																				

## Developmentally Appropriate Progressions

Initial Stage / Emerging	Elementary Stage / Able	Mature Stage / Competent
<ol style="list-style-type: none"><li>Practice rolling to a partner or target</li><li>Practice sliding a bean bag on the ground with one hand – play tag game</li><li>Kneeling and underhand throw without a ball to teacher/target (opposition, medium level, swing)</li><li>Kneeling and underhand throw with small or light weight ball to a teacher/target (opposition, medium level, swing)</li><li>Kneeling, underhand throw to target with 1 hand using strong force</li><li>Same as #5 using light force</li><li>Kneeling, underhand throw to target with 1 hand at different distances (far, near) varying force</li><li>Kneeling, underhand throw, using bean bags of small balls to throw in large boxes drawn on ground/hula hoops on ground</li><li>Same as #8 but varying distances</li><li>Kneeling, underhand throw, using bean bags or small balls to throw in small boxes/hula hoops</li><li>Same as #10 but varying distances</li></ol>	<ol style="list-style-type: none"><li>Put student in stride stance (Busy hand, busy foot: busy hand holds the ball, busy foot is opposite to busy hand) (opposition)</li><li>Have students demonstrate busy hand, busy foot from different positions (in front, behind, on line) (opposition)</li><li>Stride stance without ball, bend knees slightly and swing arm back and forth (transfer weight)</li><li>Stride stance with ball, bend knees slightly and swing arm back and forth (transfer weight)</li><li>Stride stance underhand throw over a rope suspended by two cones at a low level (transfer weight, low, swing)</li><li>Stride stance, underhand throw to target with 1 hand at different distances (far, near) varying force</li><li>Stride stance, underhand throw, using bean bags of small balls to throw in large boxes drawn on ground/hula hoops on ground</li><li>Same as #8 but varying distances</li><li>Stride stance, underhand throw, using bean bags or small balls to throw in small boxes/hula hoops</li><li>Same as #10 but varying distances</li></ol>	<ol style="list-style-type: none"><li>Introduce the contralateral step: stand behind the line, step over the line with busy foot while holding ball in busy hand</li><li>Have students demonstrate stepping with busy hand, busy foot from different positions (in front, behind, on line) (opposition)</li><li>Step in opposition with ball and swing arm back and forth (transfer weight, tick/tock)</li><li>Step in opposition and underhand throw to large targets on ground (transfer weight, low, swing)</li><li>Step in opposition and underhand throw to large targets at different distances (far, near) varying forces</li><li>Step in opposition and underhand throw to different sized targets on ground (transfer weight, low, swing)</li><li>Step in opposition and underhand throw to small targets</li><li>Step in opposition and underhand throw to different sized targets from different distances (far, near) varying forces</li></ol> <p><b>*** Tossing &amp; catching with partner would occur only when students are comfortable with catching the ball (see catching poster) ***</b></p>

## Difficulties to watch for<sup>1</sup>

If...	Then...
They fail to control the ball in the hand	Use smaller balls
They take object upwards in preparation to throw	They should make a downward circle and take object behind the trunk
Children are not keeping eyes on target	Partner hold flashcards with numbers or letters as thrower goes through action without throwing
Small step in opposition	Place skipping rope a bit further and coach them to step bigger
They release the ball and it always veers to one side	Mark down a target for students to aim at and have students point at the target and pause there


References:




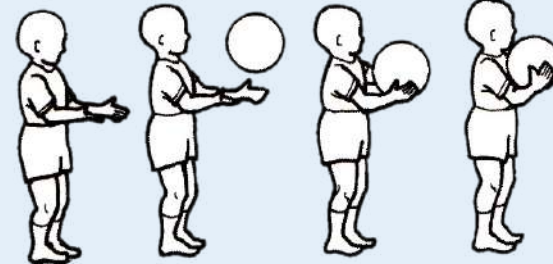
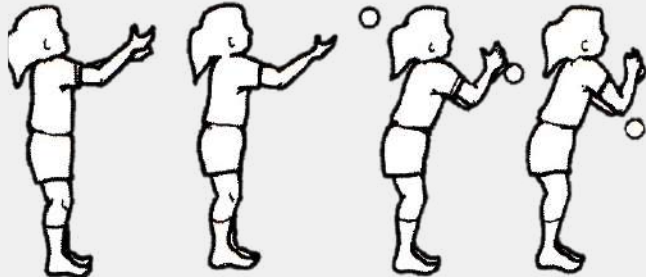
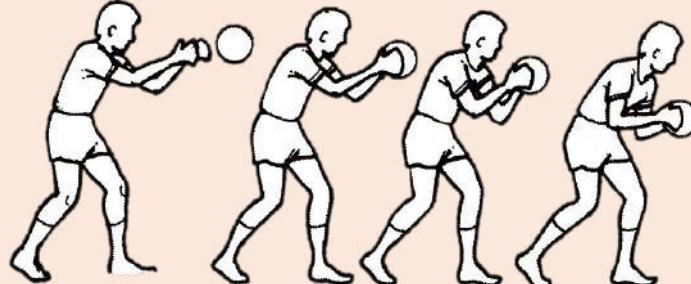
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# Manipulative: Catching

Performance Indicators/Teaching cues <sup>1</sup>	Instructional Video QR <sup>5</sup>	Literacy		
<ul style="list-style-type: none"><li>Focus eyes on object throughout catch – “<b>Look</b>”</li><li>Positions body in the path of the object (midline catch) – “<b>get behind</b>”</li><li>Positions one foot slightly ahead of the other in balanced position – “<b>ready</b>”</li><li>Catching object with hands – “<b>pinkies together – thumbs together</b>”</li><li>Relaxes and absorbs the force of the object – “<b>soft hands</b>”</li></ul>		catch	soft	midline
		low	medium	high
		pinkies	thumbs	look

Stages of Motor Development <sup>3</sup>				
	Stage 1		Stage 2	
	Initial Stage		Elementary	Elementary
<i>Delayed Reaction</i> Delayed arm action Arms straight in front until ball contact, then scooping action to chest Feet stationary 		<i>Hugging</i> Arms encircle ball as it approaches Ball is “hugged” to chest Feet are stationary or may take one step		<i>Scooping</i> “to chest” catch Arms “scoop” under ball to trap it to chest. Single step may be used to approach the ball 
				<i>Hand catch</i> Catch with hands only Feet stationary or limited to one step
				<i>Move to ball</i> Catch with hands only Whole body moves through the space 

Pre or Post Assessment																				
<b>Directions<sup>2</sup>:</b> 4’ ball, 2 lines 15ft apart. Toss ball lightly/ underhand to child aiming at chest.					Students (example n=20)															
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Performance Indicators <sup>1</sup>					17	18	19	20												
Focus eyes on object throughout catch																				
Positions body in the path of the object (midline catch)																				
Positions one foot slightly ahead of the other in balanced position																				
Catches object with hands																				
Relaxes and absorbs the force of the object																				
Total # of Performance indicators met																				
Developmentally Appropriate Progressions <sup>3,4</sup>																				
I: Initial / Emerging: Limited indicators visible in any context																				
E: Elementary / Able: Some indicators in closed contexts																				
M: Mature / Competent: All indicators in closed contexts																				

Developmentally Appropriate Progressions		
Initial Stage / Emerging	Elementary Stage / Able	Mature Stage
<div>1. Catch a rolled ball with the body (trapping)</div> <div>2. Catch a rolled ball with their hands</div> <div>3. Seated roll with a partner 4 feet away</div> <div>4. Seated roll with a partner 8 feet away</div> <div>5. Catch a two-handed light bounce from a teacher (or partner when ready) seated 4 feet away (encourage scooping)</div> <div>6. Pushing and catching a tethered ball (body)</div> <div>7. Pushing and catching a tethered ball (hands)</div> <div>8. Toss, track and catch a balloon with body</div> <div>9. Toss &amp; catch balloon at a medium level with body</div> <div>10. Toss &amp; catch balloon at a high level with body</div> <div>11. Toss &amp; catch balloon at a low level with body</div> <div>12. Catch a large lightweight ball (beach ball) with body</div> <div>13. Toss &amp; catch a large lightweight ball at the different levels (medium, high, low) body</div>	<div>14. Toss, track and catch a balloon (with hands only)</div> <div>15. Toss &amp; catch balloon at different levels (medium, high, low) hands</div> <div>16. Toss &amp; catch a large lightweight ball at the different levels (hands)</div> <div>17. Toss &amp; catch a lightweight ball (balloon, beach ball) using turning and twisting, stationary feet</div> <div>18. Use a medium size ball and toss it to self at different levels (seated, medium, standing)</div> <div>19. Use bean bags and toss it to self at different levels (seated, medium, standing)</div> <div>20. Use small ball and toss it to self at different levels (seated, medium, standing)</div> <div>21. Toss &amp; catch a small ball while crossing the midline (twisting)</div> <div>22. Catch a ball after a bounce</div> <div>23. Throw &amp; catch with a partner close by</div> <div>24. Underhand toss with a partner from 2 feet away, choice in ball (larger/lighter ball is easier)</div> <div>25. Underhand toss with a partner, student receiving ball takes 1 step towards ball to catch</div> <div>26. Underhand toss with a partner (increase distance)</div> <div>27. Underhand toss with partner, changing distance, levels, directions (stationary)</div>	<div>28. With partner, moving to a large ball and catching it.</div> <div>29. With partner, move &amp; catch a tennis size ball.</div> <div>30. With partner, move &amp; catch a tennis size ball at different levels</div> <div>31. With partner, move &amp; catch a tennis size ball off a bounce</div> <div>32. With partner, move &amp; catch a tennis size ball from different distances</div> <div>33. Catching a rebounded ball off the ball</div> <div>34. With partner, move &amp; catch a ball from different speeds</div> <div>35. With a partner, toss &amp; catch while changing levels, distances, speeds, objects</div> <div>36. With a partner, catch with different objects (e.g. scoops, gloves, nets, buckets)</div>

Difficulties to watch for <sup>1</sup>	
If...	Then...
Eyes not on object	Mark the ball with an X and ask to look at X. Use two colored balls catch the correct color
Can’t catch ball thrown by partner	Catch ball that is rolled first. Have child drop ball and catch it
Trouble catching ball thrown by partner	Let the ball bounce before catching it
Cradling ball against chest	Select larger, lighter balls. Have child reach for ball to catch it without touching his/her chest
Catcher must move to catch and is unsuccessful	Thrower should toss underhand in catcher’s zone so that partner doesn’t need to move. Encourage midline catching
Trouble catching small objects	Increase size of object – difficult to throw but easier to catch

References:

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