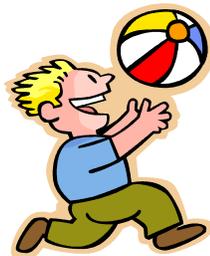


**Curriculum Framework Progress Guide  
Based on the Maryland Voluntary State Curriculum  
and Essential Learning Outcomes**

**Adapted Physical Education  
Motor Development  
Early Childhood Center**

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Prince George's County Public Schools**



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Board of Education of Prince George's County, Maryland

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## **Introduction to the Early Childhood Center Adapted Physical Education/Motor Development Program**

Prince George's County is an urban area consisting of a diverse ethnic and economic population. Throughout the county there are six Early Childhood Centers (ECC) servicing children with a wide range of abilities. The children eligible to attend ECC programs have severe and profound disabilities, intellectual disabilities, emotional/social disabilities, physical disabilities, autism, developmental delays, and/or language delays. They are also eligible if their families have low income (Head Start) or show normal development levels within an inclusive setting (Pre-K Inclusion). The Adapted Physical Educators service the children for an average of 40 minutes per week in a small group setting, inclusive setting, and/or pull-out setting. Children who show mild developmental delays are often serviced on a consultation basis. The Children are educated by Adapted Physical Educators that have specialized knowledge in modifying the environment, equipment, instruction, and rules of games in order to provide a developmentally inclusive appropriate educational setting.

There are many Federal laws that mandate Physical Education for all children regardless of their ability levels. Physical Education is part of the total educational curriculum. The Rehabilitation Act of 1973 (PL 93-112), also known as the Nondiscriminatory Clause advocates, that programs be accessible to all children. In 1975, The Education for all Handicapped Children Act (PL 94-142) was established. This public law mandated that public schools provide free appropriate education in the least restrictive environment for individuals with disabilities. It also brought about the Individual Education Program (IEP) for students with disabilities and provided a definition of Physical Education as a direct service. This law was amended in 1990 with the new name of Individuals with Disabilities Education Act (IDEA), PL 101-476. The revisions changed the age range to advocate for all individuals birth through 21. In 2004, this law was once again revised and renamed the Individuals with Disabilities Education Improvement Act (IDEIA), PL 108-446. It states that the I.E.Ps are required to have measurable objectives, which need to be presented by the Adapted Physical Educator for parental approval.

## Early Childhood Center Philosophy

Prince George's County Public Schools' Adapted Physical Education (APE) program is committed to helping children become physically fit and instilling the skills, knowledge, and values needed to maintain a healthy lifestyles. In achieving this goal, Adapted Physical Educators, align the curriculum with the National Association of Sport and Physical Education (NASPE) standards (see attached standards). The "new" Physical Education is focused on teaching the whole child by each lesson addressing the three teaching domains: psychomotor, cognitive, and affective. The Early Childhood Centers (ECC) follow this format through various teaching strategies that give young students diverse movement opportunities.

Adapted Physical Educators teach through a child-centered environment that allows for initial success, repetition, and enjoyment. This environment is created through the use of thematic units, task analysis, and movement exploration. Early intervention is of such importance, that it is during that time that the children gain a broad understanding of fundamental movement patterns. With the previous knowledge gained from the ECC, the students will have a firm base upon which to build higher level skills.

The development of the students will be assessed by the Adapted Physical Educator both formally and informally in order to measure their present levels of performance and establish base lines. The assessments will also help the instructor monitor the students' progress towards their annual IEP goals and objectives. Upon leaving the ECC, the children will be more physically educated than when they entered.

### Mission Statement of the Early Childhood Center Adapted Physical Education Program

Prince George's County Early Childhood Adapted Physical Education program follows in the direction of the Council on Physical Education for Children (COPEC). COPEC states that by the time each child leaves his or her educational setting that incorporates developmentally and instructionally appropriate activities, he/she is "physically educated." This is done through exposing students to a variety of gross motor activities and experiences appropriate for the individual and to encourage progress through the medium of *movement*.

At this level, the Adapted Physical Education teacher develops a program that enhances the reception and integration of sensory input with motor output. This results in the laying of the foundation for further development of the student. In addition, the Adapted Physical Education teacher designs movement/play experiences for the utilization of sensory stimulation, motor sensory responses and motor patterns in an *enjoyable* and safe environment.

There is a spectrum of developmental behaviors that are necessary for a quality ECC program. The spectrum consists of three areas: psychomotor, cognitive, and affective.

#### Psychomotor

- Large muscle movement patterns requisite to body control and safe locomotion
- Fine motor coordination requisite to self-help skills and daily living activities
- Gross motor patterns and sensory stimulation requisite to play activities
- Perceptual-motor skills related to motor planning and motor performance

### **Cognitive**

- Knowledge and understanding of movement
- Development of vocabulary and language skills
- Knowledge of functional fitness
- Creativity in exploring the use of body, time, weight, space and force in relation to the environment

### **Affective**

- Wide variety of play interests
- Positive body image and concept
- Knowledge and understandings for group acceptance, social skills and self worth
- Value for relaxation and release of neuromuscular tensions
- Enjoyment for group activities and interaction with peers across all settings

### **Rationale for the Early Childhood Adapted Physical Education Program**

In 1986, PL 99-457: The Revision to Education for All Handicapped Children Act was signed and established services for infants and toddlers. This act required states to provide services to eligible preschoolers 3-5 years of age or lose federal funding. The law also commissioned funds to states to develop and implement a comprehensive, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities (birth to age 2) and their families. The Individual Family Service Plan (IFSP) went into affect for children under the age of three years. This is the basis for the Early Childhood Centers.

### **Delivery of Services to be conducted by the Early Childhood Center Adapted Physical Education Program**

These services below can be used individually or in combination. (See definition page)

- Transdisciplinary model
- Crossdisciplinary model
- Interdisciplinary model
- Multidisciplinary model
- Theme-based
- Skill-based
- Exploratory-based
- Teacher-directed
- Child-centered

# National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

A physically educated person:

- Has learned skills necessary to perform a variety of physical activities.
- Is physically fit.
- Participates regularly in physical activity.
- Knows the implications of, and the benefits from, involvement in physical activities.
- Values physical activity and its contributions to a healthy lifestyle.

The National Association for Sport and Physical Education (2004)

The National Association for Sport and Physical Education lists five premises for developmentally appropriate practices with young children.

1. **Three, four, and five-year-old children are different from elementary school-aged children.** These activities are designed to provide young children with extensive opportunities to explore and experiment with movement to develop mature fundamental movement patterns.
2. **Young children learn through interaction with their environment.** These activities are designed to have all children active most, if not all, of the time during the movement lesson.
3. **Teachers of young children are guides or facilitators.** These activities are designed to create an environment that will entice children to learn specific objectives while the teacher, facilitate student learning.
4. **Young children learn and develop in an integrated fashion.** These activities are designed to help children learn movement skills at the same time that they are learning cognitive and affective skills.
5. **Planned movement experiences enhance play experiences.** Free play in the designated gross motor room is necessary but insufficient for children to become physically educated.

McCall, R.M., & Craft, D.H. (2004).

## **Early Childhood Center Adapted Physical Education/Motor Development Curricular Goals**

### **ECC Program Goals in the Affective Domain**

- The student will develop and/or enhance their social skills.
  - The student will develop a sense of respect for the differences (racial, religious, cognitive, physical, emotional, etc.) of others.
  - The student will develop communication skills to work positively.
- The student will develop and/or enhance their personal and social behavior.
  - The student will follow the rules of the class.
  - The student will develop awareness of safety for their peers and self.
  - The student will cooperate with others.
- The student will develop and/or enhance a positive self-concept.
  - The student will improve their self-esteem, self-image, and self-motivation.
  - The student will develop confidence to pursue independent learning.
- The student will develop and/or enhance their values for physical activity.
  - The student will pursue a healthy active lifestyle.
  - The student will pursue enjoyment through physical activity.
  - The student will pursue reduction of stress.

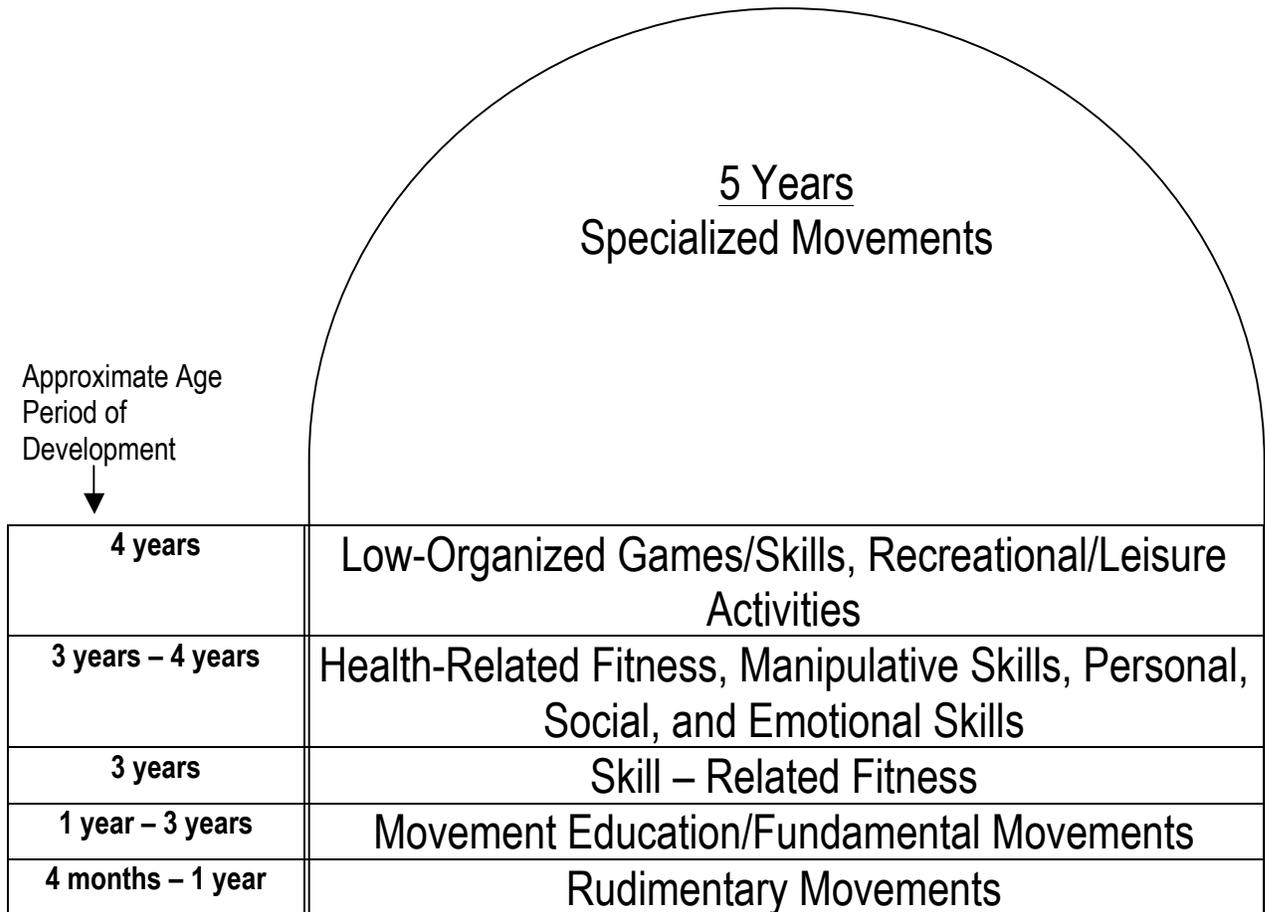
### **ECC Program Goals in the Cognitive Domain**

- The student will gain the knowledge needed to understand and follow the rules of the class.
- The student will gain the knowledge needed to positively communicate with others.
- The student will gain the knowledge needed to understand the skills/rules of the activities.
- The student will gain the knowledge to understand the differences and similarities among others, including those with disabilities.
- The student will gain the knowledge needed to be aware of the safety of their peers/selves.
- The student will gain the knowledge needed to reduce stress.
- The student will gain the knowledge needed to pursue a healthy active lifestyles.
- The student will gain the knowledge needed to move more proficiently.

### **ECC Program Goals in the Psychomotor Domain**

- The student will gain the abilities to move more proficiently.
- The student will lead healthy active lifestyles, using lifetime physical games and activities.
- The student will become competent in six and proficient in two of the eight games and activities listed in the following: skill-related fitness, health-related fitness, rudimentary movements, movement education/fundamental movements, recreational/leisure activities, manipulative skills, low-organized games/skills, and personal, social, and emotional skills.
- The student will develop health-related physical fitness.
  - The student will increase their cardiorespiratory system, muscular strength, muscular endurance, and flexibility.

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Developmental Guidelines**



- This Motor Development model shows the bottom half of the Top-Down Plan. This is the period of the children’s lives that they should be given many opportunities to explore various movement patterns with and without manipulative equipment.

# Early Childhood Center Adapted Physical Education/Motor Development Curriculum Components

<p style="text-align: center;"><b><u>Health-Related Fitness</u></b></p> <ol style="list-style-type: none"> <li>1. Cardiovascular Fitness</li> <li>2. Muscular Strength</li> <li>3. Muscular Endurance</li> <li>4. Flexibility</li> <li>5. Nutrition and Personal Hygiene</li> </ol>	<p style="text-align: center;"><b><u>Skill-Related Fitness</u></b></p> <ol style="list-style-type: none"> <li>1. Balance</li> <li>2. Coordination</li> <li>3. Agility</li> <li>4. Reaction Time</li> <li>5. Force Patterns</li> <li>6. Speed</li> <li>7. Stability</li> <li>8. Motor Planning</li> </ol>
<p style="text-align: center;"><b><u>Rudimentary Movements</u></b></p> <ol style="list-style-type: none"> <li>1. Crawling</li> <li>2. Creeping</li> <li>3. Sitting</li> <li>4. Standing</li> <li>5. Reaching</li> <li>6. Grasping/Releasing</li> <li>7. Rolling</li> <li>8. Kneeling</li> <li>9. Scooting</li> <li>10. Push/Pull</li> </ol>	<p style="text-align: center;"><b><u>Movement Education/Fundamental Movements</u></b></p> <ol style="list-style-type: none"> <li>1. Body Awareness</li> <li>2. Spatial Awareness</li> <li>3. Locomotor Skills</li> <li>4. Non-Locomotor Skills</li> </ol>
<p style="text-align: center;"><b><u>Recreational/Leisure Activities</u></b></p> <ol style="list-style-type: none"> <li>1. Tricycle/Scooters</li> <li>2. Supplemented Skating</li> <li>3. Swings</li> <li>4. Climbing</li> <li>5. Slides</li> <li>6. Exploration</li> <li>7. Obstacle Course</li> <li>8. Playground</li> </ol>	<p style="text-align: center;"><b><u>Manipulative Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Throwing</li> <li>2. Catching</li> <li>3. Kicking</li> <li>4. Rolling</li> <li>5. Bouncing</li> <li>6. Striking</li> </ol>
<p style="text-align: center;"><b><u>Low Organized Games/Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Rhythm/Dance</li> <li>2. Tumbling/Gymnastics</li> <li>3. Lead-up Sport Games</li> <li>4. Dodging/Tag Games</li> <li>5. Noncompetitive Partner Games</li> </ol>	<p style="text-align: center;"><b><u>Personal, Social, and Emotional Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Safety/Rules</li> <li>2. Follow Directions</li> <li>3. Social Skills</li> <li>4. Body Image, Self-Esteem, Self-Concept, Self-Worth, Self-Confidence</li> <li>5. Cooperative Games</li> </ol>

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Progressions and Linkage to the Maryland Voluntary State Curriculum**

ECC Curriculum	VSC
<p style="text-align: center;"><b>Health-Related Fitness</b></p> <p><b>Cardiovascular Fitness</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Sustain moderate physical activity.</li> <li>➤ Sustain vigorous physical activity.</li> <li>➤ Correctly demonstrate their knowledge for the location of their heart.</li> <li>➤ Be able to differentiate between their resting heart rate versus their active heart rate.</li> <li>➤ Demonstrate their personal value for physical activity and exercise.</li> </ul> <p><b>Muscular Strength</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Demonstrate core stability by sitting up straight on the floor (scooter board, t-stool, in a chair, bolsters and/or Physio-balls).</li> <li>➤ Demonstrate core stability by sitting up from supine position.</li> <li>➤ Grasp and squeeze a small ball (rope swing, stick, deflated ball, and/or balloon).</li> <li>➤ Demonstrate the ability to pull a heavy object during a low organized game.</li> <li>➤ Demonstrate the ability to push a heavy object during a low organized game.</li> <li>➤ The student will demonstrate the ability to carry a heavy object during a low organized game.</li> <li>➤ Demonstrate their knowledge for the location of their biceps (muscles).</li> <li>➤ Demonstrate the ability to hold upper body positions (i.e.: bridge, push up, animals).</li> <li>➤ Be able to climb up and on playground equipment (bolsters, mats, and/or ladders).</li> </ul>	<p><b>Exercise Physiology</b></p>

ECC Curriculum	VSC
<p><b>Muscular Endurance</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Grasp and squeeze a small ball (rope swing, stick, deflated ball, and/or balloon) for a pre-determined amount of time.</li> <li>➤ Demonstrate core stability by sitting up straight on the floor (scooter board, t-stool, in a chair, bolsters and/or Physio-balls) for a pre-determined amount of time.</li> <li>➤ Demonstrate the ability to hold upper body positions (i.e.: bridge, push up, animals) for a pre-determined amount of time.</li> <li>➤ Demonstrate the ability to hang from a horizontal high bar for a pre-determined amount of time.</li> </ul> <p><b>Flexibility</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Bend at the waist to touch his/her toes.</li> <li>➤ Follow controlled stretching (i.e. reaching, twisting, bending, and/or lunging) exercises/games demonstrated by the instructor.</li> </ul> <p><b>Nutrition and Hygiene</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Demonstrate their knowledge for eating foods that are nutritious in value.</li> <li>➤ Demonstrate the knowledge for the need and benefits of nutritious foods and how they help us grow.</li> </ul>	<p><b>Exercise Physiology</b></p>
<p style="text-align: center;"><b>Skill-Related Fitness</b></p> <p style="text-align: center;"><b>Balance</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Stand without support.</li> <li>➤ Walk across various surfaces (i.e. stepping stones, unstable board, airflow mat, panel mat, incline mat, crash mat). <ul style="list-style-type: none"> <li>➤ Stand on a balance beam.</li> <li>➤ Balance on dominant foot.</li> <li>➤ Balance on either foot.</li> </ul> </li> <li>➤ Balance on different supporting body parts (i.e.: hand/knee). <ul style="list-style-type: none"> <li>➤ Walk across an 8" wide balance beam.</li> </ul> </li> <li>➤ Walk across an 8" wide balance beam alternating feet. <ul style="list-style-type: none"> <li>➤ Walk across a 4" wide balance beam.</li> </ul> </li> <li>➤ Walk across a 4" wide balance beam alternating feet.</li> </ul>	<p><b>Biomechanical Principles</b></p>

ECC Curriculum	VSC
<p><b>Coordination</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Perform gross motor skills demonstrating appropriate bilateral coordination.</li> </ul> <p><b>Agility</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Change direction while moving with balance and control.</li> <li>➤ Change direction without bumping into their environment or peers.</li> <li>➤ Change direction quickly within a low organized game situation.</li> </ul> <p><b>Reaction Time</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Demonstrate appropriate reaction time (protective responses).</li> <li>➤ Demonstrate appropriate reaction time when responding to a specific signal/command (i.e.: catching, music, verbal).</li> </ul> <p><b>Force Patterns</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Perform locomotor patterns (jumping) while demonstrating appropriate force.</li> <li>➤ Perform manipulative skills (throwing and striking) while demonstrating appropriate force.</li> </ul> <p><b>Speed</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Move at different speeds within exploratory play.</li> <li>➤ Move at different speeds within a low organized game.</li> <li>➤ Move at different speeds to different rhythms and beats.</li> </ul> <p><b>Stability</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Demonstrate good core stability while sitting.</li> <li>➤ Demonstrate a strong base of support.</li> <li>➤ Perform gross motor skills with good posture.</li> <li>➤ Demonstrate core stability while stopping locomotor pattern.</li> </ul>	<p><b>Biomechanical Principles</b></p>

ECC Curriculum	VSC
<p style="text-align: center;"><b>Personal, Social, and Emotional Skills</b></p> <p><b>Safety/Rules</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Utilize protective reflexes when falling to the ground.</li> <li>➤ Gain understanding of, knowledge of, and show value for his/her safety.</li> <li>➤ Gain understanding of, knowledge of, and show value for the rules.</li> <li>➤ Attend to his/her environment while in movement.</li> <li>➤ Safety awareness of those around him/her.</li> <li>➤ Move in a safe way.</li> <li>➤ Gain knowledge of how to use equipment appropriately.</li> </ul> <p><b>Follow Directions</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Attend to directions.</li> <li>➤ Follow daily routines.</li> <li>➤ Listen while others are speaking.</li> <li>➤ Follow 1 step directions within a low organized game.</li> <li>➤ Follow 2 step directions within a low organized game.</li> </ul> <p><b>Social Skills</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Share the equipment with peers.</li> <li>➤ Share space with peers.</li> <li>➤ Positively enhance his/her peer's experience.</li> <li>➤ Positively engage in group games.</li> <li>➤ Positively interact with peers.</li> </ul> <p><b>Body-Image, Self-Esteem, Self-Concept, Self-Worth, Self-Confidence</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Value his/her self.</li> <li>➤ Feel good about his/her self.</li> <li>➤ Be positive about his/her self.</li> <li>➤ Safely protect and/or defend his/her self.</li> <li>➤ Strive to enhance his/her body fitness through games and activities. Develop self initiative in new and different ways to move.</li> </ul>	<p style="text-align: center;"><b>Social Psychological Principles</b></p>

ECC Curriculum	VSC
<p><b>Cooperative Games</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Actively engage in group games/activities.</li> <li>➤ Positively enhance group games/activities.</li> <li>➤ Positively enhance the group game/activity experience. Positively interact with peers and instructor.</li> </ul>	<p><b>Social Psychological Principles</b></p>
<p style="text-align: center;"><b>Rudimentary Movement</b></p> <p>The students will develop the necessary movements listed below:</p> <p><b>Crawling</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Move in a prone position using a homolateral pattern for purposeful movement.</li> </ul> <p><b>Creeping</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Move in a prone position using a contralateral pattern for purposeful movement.</li> </ul> <p><b>Sitting</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Independently sit up using good core stability.</li> <li>➤ Demonstrate protective reactions</li> </ul> <p><b>Standing</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Independently stand using a wide base of support.</li> <li>➤ Independently stand using a narrow base of support.</li> <li>➤ Safely lower center of gravity while falling.</li> </ul> <p><b>Reaching</b> The students will:</p> <ul style="list-style-type: none"> <li>➤ Independently stretch their arm out for a specific purpose.</li> </ul> <p><b>Grasping/Releasing</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Increase their muscular strength.</li> <li>➤ Hold onto an object until he/he decides to let go (controlled grasping). Hold onto an object until instructed to let it go (controlled grasping).</li> </ul>	<p><b>Motor Learning</b></p>

ECC Curriculum	VSC
<p><b>Rolling</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Roll side to side in the supine position.</li> <li>➤ Roll over from the supine position to the prone position.</li> <li>➤ Roll over from the prone position to the supine position.</li> <li>➤ Roll forward and back in the supine position (along the sagittal plane).</li> </ul> <p><b>Kneeling</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Stand up to a kneeling position from lying on his/her back.</li> <li>➤ Will kneel down from a standing position.</li> <li>➤ Will kneel down from and return to a standing position.</li> </ul> <p><b>Scooting</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Use his/her upper body to aid during moving forward, while in the sitting position.</li> </ul> <p><b>Pushes</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Push objects away both unilaterally and bilaterally.</li> </ul> <p><b>Pulls</b></p> <ul style="list-style-type: none"> <li>➤ Pulls objects that will follow them in a locomotor pattern.</li> <li>➤ Demonstrate an extension, grasp, and then a flexion pattern.</li> </ul> <p style="text-align: center;"><b>Recreational/Leisure Activities</b></p> <p><b>Tricycle:</b> The Student will:</p> <ul style="list-style-type: none"> <li>➤ Sit on tricycle properly.</li> <li>➤ Place hands on the handles appropriately.</li> <li>➤ Push tricycle with feet on the ground while sitting on it.</li> <li>➤ Place hands and feet in the appropriate positions.</li> <li>➤ Pedal tricycle forward.</li> <li>➤ Pedal tricycle around corners.</li> <li>➤ Ride tricycle demonstrating appropriate speed and direction avoiding all obstacles.</li> </ul> <p><b>Supplemented Skating</b> The student will:</p> <p style="text-align: center;">Slide his/her feet across the ground in order to gain the idea and feeling of roller/ice skating.</p>	<p><b>Motor Learning</b></p>

ECC Curriculum	VSC
<p><b>Swings</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Sit on the swing independently.</li> <li>➤ Sit on the swing while being pushed.</li> <li>➤ Sit on the swing and independently pump his/her legs for movement.</li> </ul> <p><b>Climbing</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Climb on, through, over, and under various pieces of equipment (mats, bolsters).</li> <li>➤ Climb on, through, over, and under various equipment demonstrating appropriate hand and feet position (motor planning).</li> <li>➤ Climb up a three step ladder and go down a slide independently.</li> </ul> <p><b>Slides:</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Correctly slide down different types of slides.</li> </ul> <p><b>Exploration, Obstacle Course, Playground</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Gain an understanding for position words such as: over, under, through, around, in, and out.</li> <li>➤ Gain a better understanding for his/her body within space.</li> <li>➤ Gain a better understanding for different ways to move his/her body in various situations.</li> <li>➤ Develop his/her creativity within the play situation.</li> <li>➤ Develop his/her problem-solving skills.</li> <li>➤ Develop his/her self-confidence.</li> <li>➤ Develop safety awareness.</li> </ul>	<p><b>Motor Learning</b></p>

ECC Curriculum	VSC
<p style="text-align: center;"><b>Low Organized Games/Skills</b></p> <p><b>Rhythm/Dance</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Play with instrumental equipment to increase unilateral coordination.</li> <li>➤ Maintain cadence (beat) with one hand.</li> <li>➤ Maintain cadence (beat) by tapping with one foot.</li> <li>➤ Maintain cadence (beat) by clapping hands.</li> <li>➤ Maintain cadence (beat) by alternating his/her feet.</li> <li>➤ March around the environment to a beat of a drum.</li> <li>➤ March around the environment to music.</li> <li>➤ Move at different speeds to the beat of a drum (fast = run/slow = walk).</li> <li>➤ Move separate body parts on command to music.</li> <li>➤ Dance to music using a wand with a streamer attached to it.</li> </ul> <p><b>Tumbling/Gymnastics</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Explore tumbling mats and equipment using passive movements.</li> <li>➤ Explore tumbling mats and equipment using active movements.</li> <li>➤ Maintain equilibrium while using a wide base of support.</li> <li>➤ Maintain equilibrium while using a narrow base of support.</li> <li>➤ Demonstrate knowledge and ability of basic body position(s) (layout, tuck, pike, and/or bridge).</li> <li>➤ Utilize the basic body positions (i.e. layout, tuck, pike, and/or bridge) to perform tumbling tasks.</li> <li>➤ Perform the rocker (moving forward and back while in the egg position).</li> <li>➤ Perform animal walks (seal, bear, dog, crab).</li> <li>➤ Perform basic gymnastic rolls (log, egg, forward) with control.</li> </ul> <p><b>Lead-up Sport Games, Dodging/Tag Games, Noncompetitive Partner Games</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Positively participate in simple noncompetitive relay races.</li> <li>➤ Positively participate in simple games with a partner.</li> <li>➤ Have the necessary knowledge and skills in order to positively and safely participate in a dodging/tag game.</li> <li>➤ Positively participate in team games.</li> <li>➤ Have the necessary knowledge and skills in order to positively and safely participate in lead-up sport games.</li> </ul>	<p style="text-align: center;"><b>Physical Activity</b></p>

ECC Curriculum	VSC
<p style="text-align: center;"><b>Manipulative Skills</b></p> <p><b>Throwing</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Hurl a ball forward.</li> <li>➤ Hurl a ball upward.</li> <li>➤ Toss a ball using the underhand motion with control.</li> <li>➤ Throw a ball by bringing it over his/her head with both hands.</li> <li>➤ Execute an overhand throw by demonstrating elbow flexion and extension with a ball.</li> <li>➤ Execute an overhand throw by demonstrating weight shift.</li> <li>➤ Execute an overhand throw by demonstrating opposition.</li> <li>➤ Execute an overhand throw by demonstrating opposition and follow through.</li> <li>➤ Execute an overhand throw by demonstrating opposition and follow through at a specific target.</li> <li>➤ Execute an underhand toss using an 8" ball to a partner's (peer's) hands.</li> <li>➤ Execute an overhand throw at a specific target by demonstrating elbow flexion and extension, opposition, trunk rotation and follow through.</li> </ul> <p><b>Catching</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Visually track a slow movement object (bubbles, scarves, balloons, etc.).</li> <li>➤ Visually track a suspended object with a predictable arc.</li> <li>➤ Visually track a suspended object without a predictable arc.</li> <li>➤ Visually track and catch a slowly falling object (balloon, scarves, etc.) using his/her hands.</li> <li>➤ Visually track and catch a ball rolled to midline.</li> <li>➤ Toss and catch a slow moving object (balloon, scarves, etc.) to self using his/her hands.</li> <li>➤ Demonstrate the ready position (eyes on target, thumbs up, arms extended with elbows slightly bent, and knees bent) for catching.</li> <li>➤ Visually track and catch a ball bounced to midline using his/her arms, chest, and hands.</li> <li>➤ Visually track and catch a bounced ball using his/her hands only.</li> <li>➤ Visually track and catch a ball tossed by instructor to midline using his/her arms and chest.</li> <li>➤ Visually track and catch a ball tossed by instructor using his/her hands.</li> <li>➤ Toss and catch a ball to self using his/her arms and chest.</li> <li>➤ Toss and catch a ball to self using his/her hands only.</li> </ul>	<p style="text-align: center;"><b>Skillfulness</b></p>

ECC Curriculum	VSC
<p><b>Kicking</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Kick a stationary object with his/her foot by walking into it.</li> <li>➤ Kick an object demonstrating knee flexion and extension.</li> <li>➤ Place non-kicking foot even with or slightly in back of the ball while kicking.</li> <li>➤ Kick a stationary object using a rapid, continuous approach to the ball.</li> <li>➤ Kick a slow moving ball that is rolled by the instructor.</li> <li>➤ Kick a moving ball hard using the instep (top of the shoe on the laces).</li> <li>➤ Pass a ball back and fourth with a same age peer using the inside of the foot.</li> </ul> <p><b>Rolling</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Roll ball on table.</li> <li>➤ Squat down and roll ball with two hands.</li> <li>➤ Squat down and roll ball with dominant hand.</li> <li>➤ Squat down and roll ball with dominant hand towards a target.</li> <li>➤ Squat down and roll ball with non-dominant hand.</li> <li>➤ Squat down and roll ball with non-dominant hand towards a target.</li> <li>➤ Squat down, step with opposition and roll ball with dominant hand towards a target.</li> <li>➤ Squat down, step with opposition and roll ball with non-dominant hand towards a target.</li> </ul> <p><b>Striking</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Strike a stationary object using his/her hand.</li> <li>➤ Strike a stationary object using a striking implement.</li> <li>➤ Strike a suspended object using his/her hand.</li> <li>➤ Strike a suspended object using a striking implement.</li> <li>➤ Strike a slow moving object (balloon, etc.) using his/her hand.</li> <li>➤ Strike a slow moving object (balloon, etc.) using a striking implement.</li> <li>➤ Strike a large beach ball slowly tossed using his/her hand.</li> <li>➤ Strike a large beach ball slowly tossed using a striking implement.</li> <li>➤ Strike a ball tossed using a striking implement.</li> </ul>	<p><b>Skillfulness</b></p>

ECC Curriculum	VSC
<p><b>Bouncing</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Release or drop, “ball bounces” then he/she catches it.</li> <li>➤ Use both hands and push the ball down.</li> <li>➤ Show control by using both hands to push the ball down and catch it as it is bouncing back up.</li> <li>➤ Show control by repeatedly pushing the ball down, using both hands.</li> <li>➤ Use his/her dominant hand to push the ball down.</li> <li>➤ Use his/her dominant hand to repeatedly push the ball down under control.</li> <li>➤ Use his/her non-dominant hand to push the ball down.</li> <li>➤ Use his/her non-dominant hand to repeatedly push the ball down, under control.</li> <li>➤ Use his/her dominant hand to repeatedly push the ball down, under control, while in movement.</li> <li>➤ Use his/her non-dominant hand to repeatedly push the ball down, under control, while in movement.</li> </ul> <p style="text-align: center;"><b>Movement Education/Fundamental Movements</b></p> <p><b>Body Awareness</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Appropriately utilize body parts (mouth for eating, hands for grabbing, feet for walking).</li> <li>➤ Demonstrate understanding for various body planes and parts.</li> <li>➤ Move various body parts on command.</li> <li>➤ Move various body parts rhythmically.</li> <li>➤ Manipulate a ball with different body parts.</li> <li>➤ Imitate movement patterns that reflect various animal walks such as: crab walk, bear walk, seal walk, frog leap, and snake crawl.</li> <li>➤ Use body parts in opposition (alternating).</li> <li>➤ Combine movements in order to perform simple and complex motor tasks.</li> <li>➤ Combine movements in order to perform complex motor tasks in game situations.</li> </ul>	<p><b>Skillfulness</b></p>

ECC Curriculum	VSC
<p><b>Spatial Awareness</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Attend to their environment, avoiding obstacles.</li> <li>➤ Move safely throughout the environment in various directions demonstrating body control.</li> <li>➤ Move safely throughout the environment demonstrating various directions and body control during low organized games.</li> <li>➤ Move safely throughout the environment in various directions demonstrating body control during a one-step instruction listening game (i.e. Stop/Go).</li> <li>➤ Move safely throughout the environment demonstrating appropriate personal space.</li> <li>➤ Perform gross motor movements while following verbal directives which involve the use of prepositions such as: in, around, through, over, under, and beside.</li> <li>➤ Perform gross motor movements while maintaining control of frontal plane in specified direction.</li> <li>➤ Move safely throughout the environment appropriately sharing space with peers.</li> <li>➤ Travel in various directions and speeds while listening to auditory commands given by the instructor.</li> </ul> <p><b>Locomotor skills</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Perform the following locomotor patterns: i.e. crawling/creeping, rolling, walking, running, jumping, hopping, galloping, sliding, and/or skipping.</li> <li>➤ Demonstrate flexion, extension, weight shift, force, and/or opposition while performing appropriate locomotor patterns.</li> <li>➤ Demonstrate the appropriate locomotor movement pattern smoothly throughout the environment.</li> </ul> <p><b>Non-Locomotor Skills:</b> The student will:</p> <ul style="list-style-type: none"> <li>➤ Perform the following non-locomotor patterns: i.e.: reaching, stretching, twisting, bending, standing, turning, and/or balancing.</li> <li>➤ Combine different non-locomotor patterns. Combine different non-locomotor patterns rhythmically.</li> </ul>	<p><b>Skillfulness</b></p>

**Early Childhood Center  
Adapted Physical Education/Motor Development Pacing Chart**

<b>Month</b>	<b>Activity/Game</b>	<b>Theme</b>	<b>Language/Word</b>
August	<ul style="list-style-type: none"> <li>➤ Form and Teach Routine</li> <li>➤ Listening Skills</li> <li>➤ Safety and Rules</li> <li>➤ Spatial Awareness</li> </ul>	Welcome to School	<ul style="list-style-type: none"> <li>➤ feelings</li> <li>➤ friend(s)</li> <li>➤ glad</li> <li>➤ happy</li> <li>➤ help</li> <li>➤ rules</li> <li>➤ sad</li> <li>➤ school</li> <li>➤ share</li> <li>➤ teacher</li> </ul>
September	<ul style="list-style-type: none"> <li>➤ Routines</li> <li>➤ Following Directions</li> <li>➤ Safety and Rules</li> <li>➤ Fundamental Movements               <ul style="list-style-type: none"> <li>○ Spatial Awareness</li> <li>○ Body Awareness</li> <li>○ Basic Locomotor Skills</li> <li>○ Basic Non-Locomotor Skills</li> </ul> </li> </ul>	Welcome to School	<ul style="list-style-type: none"> <li>➤ above/below</li> <li>➤ behind</li> <li>➤ in back/in front</li> <li>➤ beside/next to</li> <li>➤ bottom/top</li> <li>➤ down/up</li> <li>➤ first/middle/last</li> <li>➤ here/there</li> <li>➤ inside/outside</li> <li>➤ near</li> <li>➤ off/on</li> <li>➤ over/under</li> <li>➤ circle/oval/rectangle, square/triangle</li> <li>➤ cone/cylinder</li> <li>➤ rectangular</li> <li>➤ corner/point/side</li> <li>➤ curved/shapes</li> <li>➤ flat/round</li> <li>➤ roll/slide</li> </ul>

Month	Activity/Game	Theme	Language/Words
October	<ul style="list-style-type: none"> <li>➤ Fire Safety               <ul style="list-style-type: none"> <li>○ Crawl Under the Smoke</li> <li>○ Stop, Drop, and Roll</li> <li>○ Climb the Ladder</li> </ul> </li> <li>➤ Continue Locomotor Patterns</li> <li>➤ Continue Non-Locomotor Patterns</li> </ul> <p>**Progress Reports for 2<sup>nd</sup> Period** (For all children with motor development services)</p>	My Family, My Community	<ul style="list-style-type: none"> <li>➤ community helper</li> <li>➤ firefighter</li> <li>➤ police officer(s)</li> <li>➤ rules</li> <li>➤ brother/sister</li> <li>➤ bus</li> <li>➤ cousin</li> <li>➤ family(ies)</li> <li>➤ father/mother</li> <li>➤ grandfather/grandmother</li> <li>➤ house</li> <li>➤ store</li> <li>➤ street</li> <li>➤ hello/good-bye</li> <li>➤ one</li> <li>➤ two</li> <li>➤ three</li> <li>➤ four</li> <li>➤ five</li> <li>➤ first/middle/last</li> <li>➤ second</li> <li>➤ third</li> <li>➤ fourth</li> <li>➤ fifth</li> <li>➤ next</li> </ul>

Month	Activity/Game	Theme	Language/Words
November	<ul style="list-style-type: none"> <li>➤ Body Awareness</li> <li>➤ Rhythms/Dance</li> <li>➤ Listening skills</li> <li>➤ Following Directions</li> <li>➤ Catching               <ul style="list-style-type: none"> <li>○ Visual Tracking</li> </ul> </li> </ul> <p>**Prepare for Parent Conferences** (Have data collection ready)</p>	My Five Senses	<ul style="list-style-type: none"> <li>➤ blue</li> <li>➤ cold/colder</li> <li>➤ color(s)</li> <li>➤ cools/cooler</li> <li>➤ feel</li> <li>➤ green</li> <li>➤ hard</li> <li>➤ hear/hearing</li> <li>➤ hot/hotter</li> <li>➤ pattern(s)</li> <li>➤ red</li> <li>➤ see/seeing</li> <li>➤ senses</li> <li>➤ smell/smelling</li> <li>➤ soft</li> <li>➤ spot(s)</li> <li>➤ stripes</li> <li>➤ taste/tasted/tasting</li> <li>➤ touch/touching</li> <li>➤ warmer</li> <li>➤ yellow</li> <li>➤ matching</li> <li>➤ behind</li> <li>➤ between</li> <li>➤ first/middle/last</li> <li>➤ next to</li> <li>➤ pattern</li> <li>➤ fruit</li> <li>➤ sour</li> <li>➤ sweet</li> <li>➤ taste</li> </ul>

Month	Activity/Game	Theme	Language/Words
December	<ul style="list-style-type: none"> <li>➤ Throwing (snowballs)</li> <li>➤ Jumping (in leaves)</li> <li>➤ Snow angels</li> <li>➤ Tumbling/Gymnastics               <ul style="list-style-type: none"> <li>○ Rolling</li> </ul> </li> <li>➤ Supplemental Skating</li> </ul> <p>**Start to think about ECC-CRT**</p>	Seasons All Around	<ul style="list-style-type: none"> <li>➤ cold, colder</li> <li>➤ fall</li> <li>➤ rain</li> <li>➤ season(s)</li> <li>➤ snow</li> <li>➤ spring</li> <li>➤ summer</li> <li>➤ weather</li> <li>➤ winter</li> <li>➤ hot</li> <li>➤ mittens</li> <li>➤ sun</li> <li>➤ combine/separate</li> <li>➤ count/in all</li> <li>➤ equal/same</li> <li>➤ fewer/more</li> <li>➤ how many</li> <li>➤ match</li> <li>➤ season</li> <li>➤ air</li> <li>➤ blow</li> <li>➤ wind</li> <li>➤ gloves</li> <li>➤ hat</li> <li>➤ jacket</li> </ul>

Month	Activity/Game	Theme	Language/Words
January	<ul style="list-style-type: none"> <li>➤ Movement Education (Pretend) <ul style="list-style-type: none"> <li>○ Animal Walks</li> </ul> </li> <li>➤ Continue Tumbling/Gymnastics <ul style="list-style-type: none"> <li>○ Obstacle courses</li> <li>○ Rolling</li> <li>○ Climbing</li> </ul> </li> <li>➤ Ball Skills <ul style="list-style-type: none"> <li>○ Bouncing</li> <li>○ Rolling</li> </ul> </li> </ul> <p>**ECC-CRT**</p>	Animals Everywhere	<ul style="list-style-type: none"> <li>➤ animals</li> <li>➤ bear</li> <li>➤ care</li> <li>➤ cat(s)</li> <li>➤ deer</li> <li>➤ pets</li> <li>➤ rabbit</li> <li>➤ big/little</li> <li>➤ bigger/smaller</li> <li>➤ fewer/more</li> <li>➤ fewest/most</li> <li>➤ thick/thin</li> <li>➤ hop/legs</li> <li>➤ run/walk</li> <li>➤ barn</li> <li>➤ farm</li> <li>➤ different</li> <li>➤ elephant</li> <li>➤ fish</li> <li>➤ lake</li> <li>➤ ocean</li> <li>➤ chick</li> <li>➤ cow</li> <li>➤ duck</li> <li>➤ pig</li> <li>➤ rooster</li> <li>➤ sheep</li> </ul>

Month	Activity/Game	Theme	Language/Words
February	<ul style="list-style-type: none"> <li>➤ Manipulative Skills               <ul style="list-style-type: none"> <li>○ Kicking</li> <li>○ Continue Rolling</li> <li>○ Review</li> </ul> </li> <li>Catching/Throwing</li> </ul> <p>**Progress Reports for 3<sup>rd</sup> Period** (For all children with motor development services)</p> <p>**Start to think about IEPs** (Add/drop children with motor development services)</p>	Construction Zone	<ul style="list-style-type: none"> <li>➤ across</li> <li>➤ build/built</li> <li>➤ builder(s)</li> <li>➤ construct</li> <li>➤ construction</li> <li>➤ hammer</li> <li>➤ machine</li> <li>➤ make</li> <li>➤ over</li> <li>➤ roll</li> <li>➤ saw</li> <li>➤ handsaw</li> <li>➤ measure</li> <li>➤ shovel</li> <li>➤ tape measure</li> <li>➤ tool</li> <li>➤ wheelbarrow</li> <li>➤ tool</li> <li>➤ under</li> <li>➤ wood</li> <li>➤ big, bigger, biggest</li> <li>➤ long, longer, longest</li> <li>➤ short, shorter, shortest</li> <li>➤ small, smaller, smallest</li> <li>➤ tall, taller, tallest</li> <li>➤ area</li> <li>➤ part</li> <li>➤ whole</li> </ul>

<b>Month</b>	<b>Activity/Game</b>	<b>Theme</b>	<b>Language/Words</b>
March	<ul style="list-style-type: none"> <li>➤ Tricycles</li> <li>➤ Scooter Boards</li> <li>➤ Parachute</li> </ul> <p>**Writing IEPs**</p>	In the City, In the Country	<ul style="list-style-type: none"> <li>➤ city</li> <li>➤ country</li> <li>➤ farm/farmer</li> <li>➤ fruits</li> <li>➤ grow</li> <li>➤ market</li> <li>➤ meadow</li> <li>➤ subway</li> <li>➤ taxi</li> <li>➤ vegetables</li> <li>➤ back/front</li> <li>➤ buses</li> <li>➤ buy</li> <li>➤ cake</li> <li>➤ cars</li> <li>➤ eggs</li> <li>➤ milk</li> <li>➤ money</li> <li>➤ sell</li> <li>➤ sidewalk</li> <li>➤ alike/different</li> <li>➤ equal/same</li> <li>➤ cup/pitcher</li> <li>➤ fewer/more</li> <li>➤ heavy/heavier</li> <li>➤ light/lighter</li> <li>➤ more/less</li> <li>➤ whole/part</li> <li>➤ how many</li> <li>➤ in all/left</li> <li>➤ buy/sell</li> <li>➤ cent</li> <li>➤ coin</li> <li>➤ dime</li> <li>➤ dollar</li> <li>➤ nickel</li> <li>➤ penny</li> <li>➤ quarter</li> <li>➤ combine</li> <li>➤ separate</li> </ul>

Month	Activity/Game	Theme	Language/Words
April	<ul style="list-style-type: none"> <li>➤ Review Basic Locomotor Patterns</li> <li>➤ Review Non-Locomotor Patterns</li> <li>➤ Introduce more complex Locomotor Patterns</li> <li>➤ Low Organized Games/Skills               <ul style="list-style-type: none"> <li>○ Noncompetitive Partner Games</li> <li>○ Dodging/Tag Games</li> <li>○ Tug-A-War</li> <li>○ Follow the Leader</li> </ul> </li> </ul> <p>National TV-Turnoff Week  <a href="http://tvturnoff.org">http://tvturnoff.org</a></p>	Lets Move	<ul style="list-style-type: none"> <li>➤ catch</li> <li>➤ chase(d)</li> <li>➤ follow, following</li> <li>➤ hop</li> <li>➤ jump</li> <li>➤ leader</li> <li>➤ play</li> <li>➤ playground</li> <li>➤ walk/run</li> <li>➤ sit</li> <li>➤ slide</li> <li>➤ swing</li> <li>➤ bending</li> <li>➤ bounces</li> <li>➤ drink</li> <li>➤ fast/slowly</li> <li>➤ jumps, jumping</li> <li>➤ paddle</li> <li>➤ push/pull</li> <li>➤ reaching</li> <li>➤ skipping</li> <li>➤ start/stop</li> <li>➤ stretching</li> <li>➤ tugged</li> <li>➤ waddle</li> <li>➤ zip</li> <li>➤ above/below</li> <li>➤ behind/between</li> <li>➤ beside/next to</li> <li>➤ bottom/middle/top</li> <li>➤ down/up</li> <li>➤ far/near</li> <li>➤ first/middle/last</li> <li>➤ in back/in front</li> <li>➤ inside/outside</li> <li>➤ off/on</li> <li>➤ over/under</li> <li>➤ afternoon</li> <li>➤ before/after</li> <li>➤ morning/night</li> </ul>

Month	Activity/Game	Theme	Language/Words
May	<ul style="list-style-type: none"> <li>➤ Movement Education               <ul style="list-style-type: none"> <li>○ Caterpillar</li> <li>○ Cocoon</li> <li>○ Butterfly</li> </ul> </li> <li>➤ Striking</li> <li>➤ Health-Related Fitness Activities</li> </ul> <p>National Physical Fitness Month  <a href="http://www.lensaunders.com/aces/aces.html">http://www.lensaunders.com/aces/aces.html</a></p>	Growing and Changing	<ul style="list-style-type: none"> <li>➤ bloom</li> <li>➤ bud(s)</li> <li>➤ change(s)</li> <li>➤ grow(s)</li> <li>➤ grown-up</li> <li>➤ hatch</li> <li>➤ hibernation</li> <li>➤ nature</li> <li>➤ plant (n.)/flower</li> <li>➤ season</li> <li>➤ seed</li> <li>➤ spring</li> <li>➤ sun, sunny</li> <li>➤ sunflower</li> <li>➤ warm</li> <li>➤ weather</li> <li>➤ butterfly</li> <li>➤ caterpillar(s)</li> <li>➤ changing</li> <li>➤ chrysalis</li> <li>➤ cocoons</li> <li>➤ egg</li> <li>➤ exercise</li> <li>➤ healthy</li> <li>➤ hungry</li> <li>➤ about the same length</li> <li>➤ big, bigger, biggest</li> <li>➤ cold, colder</li> <li>➤ heavier, heavier than</li> <li>➤ lighter, lighter than</li> <li>➤ longer than/shorter than</li> <li>➤ more/less</li> <li>➤ short/tall</li> <li>➤ small, smaller, smallest</li> <li>➤ warm, warmer</li> <li>➤ symmetry</li> <li>➤ above/below</li> <li>➤ bottom/middle/top</li> <li>➤ next to</li> <li>➤ older/younger</li> </ul>

<b>Month</b>	<b>Activity/Game</b>	<b>Theme</b>	<b>Language/Words</b>
June	<p>➤ Low Organized Games</p> <p><b>**Progress Reports for 1<sup>st</sup> Period**</b> (For all children with motor development services)</p>	Ready for Kindergarten	<ul style="list-style-type: none"> <li>➤ alphabet</li> <li>➤ calendar</li> <li>➤ class</li> <li>➤ colors</li> <li>➤ count</li> <li>➤ fewest/most</li> <li>➤ how many</li> <li>➤ kindergarten</li> <li>➤ learn</li> <li>➤ letters</li> <li>➤ number(s)</li> <li>➤ pairs</li> <li>➤ pattern</li> <li>➤ reading</li> <li>➤ rules</li> <li>➤ school</li> <li>➤ shape(s)</li> <li>➤ teacher</li> <li>➤ week</li> <li>➤ race (n.)</li> <li>➤ balance</li> <li>➤ heavier</li> <li>➤ lighter</li> <li>➤ weight</li> <li>➤ listen</li> <li>➤ quiet</li> <li>➤ talk</li> </ul>



# PGCPS 2008 - 2009 School Calendar

## Quarter One (45 days)

### AUGUST 2008

Monday	Tuesday	Wednesday	Thursday	Friday
11	12	13 PEIP	14 PEIP	15 PEIP
18 Professional duty day all teachers	19 Professional duty day all teachers	20 Professional duty day all teachers	21 Professional duty day all teachers	22
25 Students return Welcome to School See Page 21	26	27	28	29

### SEPTEMBER 2008

Monday	Tuesday	Wednesday	Thursday	Friday
1 Holiday - Labor Day*	2 Ramadan** Welcome to School See page 21	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26 Professional Development Day – schools closed for students
29	30 Rosh Hashanah**	1	2 Eid Al-Fitr**	3

### OCTOBER 2008

Monday	Tuesday	Wednesday	Thursday	Friday
6 My Family, My community: See page 22	7	8	9 Holiday -Yom Kippur*	10
13	14	15	16	17 MSTA Convention – schools closed for students and teachers
20	21	22	23	24
27	28	29	30 End Q1	31 Grading/ Teacher Planning – schools closed for students

\*Schools and offices closed

\*\*Holiday begins at sunset the previous day, PGCPS prohibits scheduling of **any** meetings or activities during or after the regular school day



# PGCPS 2008 – 2009 School Calendar

## Quarter Two (48 days)

### NOVEMBER 2008

Monday	Tuesday	Wednesday	Thursday	Friday
3 Begin Q2 My Five Senses See Page 23	4 Holiday – Election Day*	5	6	7
10	11 Parent/ Teacher Conferences – schools closed for students	12	13	14
17	18	19	20	21
24	25	26 Thanksgiving Break	27 Thanksgiving Day	28 Thanksgiving Break

### DECEMBER 2008

Monday	Tuesday	Wednesday	Thursday	Friday
1 Seasons All Around See Page 24	2	3	4	5
8	9 Eid Al-Adha**	10	11	12
15	16	17	18	19
22 Winter Break –schools closed for students and teachers	23 Winter Break –schools closed for students and teachers	24 Holidays – Christmas*	25 Holidays – Christmas*	26 Holidays – Christmas*

### JANUARY 2009

Monday	Tuesday	Wednesday	Thursday	Friday
5 Animals Everywhere See Page 25	6	7	8	9
12	13	14	15	16
19 Holiday –MLK Day*	20	21	22	23
26	27	28	29 End Q2	30 Grading/ Teacher Planning – schools closed for students

\*Schools and offices closed

\*\*Holiday begins at sunset the previous day, PGCPS prohibits scheduling of any meetings or activities during or after the regular school day



# PGCPS 2008 – 2009 School Calendar

## Quarter Three (47 days)

### FEBRUARY 2009

Monday	Tuesday	Wednesday	Thursday	Friday
2 Construction Zone See Page 26	3	4 Professional Development – schools closed ½ day for students	5	6
9	10	11	12	13
16 Holiday – President's Day*	17	18	19	20
23	24	25	26	27

### MARCH 2009

Monday	Tuesday	Wednesday	Thursday	Friday
2 In the City, In the Country: See Page 27	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

### APRIL 2009

Monday	Tuesday	Wednesday	Thursday	Friday
30 Lets Move See Page 28	31	1	2	3
6 Spring Break	7 Spring Break	8 Spring Break	9 Spring Break	10 Holiday – Easter*
13 Holiday – Easter*	14	15	16 End Q3	17 Grading/ Teacher Planning – schools closed for students

\*Schools and offices closed

\*\*Holiday begins at sunset the previous day, PGCPS prohibits scheduling of **any** meetings or activities during or after the regular school day



# PGCPS 2008 – 2009 School Calendar

## Quarter Four (42 days)

### APRIL 2009

Monday	Tuesday	Wednesday	Thursday	Friday
20 Lets Move See Page 28	21	22	23	24
27	28	29	30	1

### MAY 2009

Monday	Tuesday	Wednesday	Thursday	Friday
4 Growing and Changing See Page 29	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25 Holiday – Memorial Day*	26	27	28	29

### JUNE 2009

Monday	Tuesday	Wednesday	Thursday	Friday
1 Ready for Kindergarten See Page 30	2	3	4	5
8	9	10	11	12
15	16	17 End Q4 Last Day Students	18 Last Day Teachers	19

\*Schools and offices closed

\*\*Holiday begins at sunset the previous day, PGCPS prohibits scheduling of **any** meetings or activities during or after the regular school day

## Early Childhood Center Adapted Physical Education/Motor Development Writing Lesson Objectives

**Parts of an objective:** Specific measurable statements that contain three parts (situation, task, criteria).

- Situation: Expectation for the objective to be completed
  - By the end of the throwing activity...
  - By the end of the lesson...
  - Throughout the lesson...
  - By the end of the closure...
  - By the end of the warm-up...
  
- Task: What the student is expected to do across all settings
  - The student will... across all settings.
  
- Criteria: How the objective will be measured.
  - At least \_\_\_\_ out of \_\_\_\_ times
  
- Overall Goal: What will be gained by completing the objective.
  - In order to...

**Sample lesson objective 1:**

- By the end of the lesson / the students will have the ability to move (pretend to  

<b>Situation</b>	<b>Task</b>	
------------------	-------------	--

  
be) like / at least four of the six animals presented to them / in order to enhance their  

Criteria		<b>Overall Goal</b>
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muscular strength.

**Sample lesson objective 2:**

- Throughout the lesson / the students will cooperatively play with their peers / in at least  

<b>Situation</b>	<b>Task</b>	
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two of the three lesson segments / in order to increase social interaction skills.  

Criteria		<b>Overall Goal</b>
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\*Goals are broad, global statements for the entire year (i.e. Jason will improve his dynamic balance).

Sherrill, C. (1986)

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Skill Theme Approach Sample Lesson Plan**

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3 Minutes</b>	<p>By the end of the lesson, the students will have the ability to catch at least four of the six objects presented to them, in order to enhance their visual tracking skills. (Psychomotor)          By the end of the lesson, the students will have the knowledge needed to respond to at least two of the three cues presented to them in order to increase their catching skills. (Cognitive)          Throughout the lesson, the students will demonstrate cooperative group play in at least two of the three lesson segments, in order to increase social interaction skills. (Affective)</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room following their daily routine. The students will then engage in their daily warm-up which consists of: jogging, jumping, hopping, twisting, turning, bending, and stretching to music.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 Minutes</b>	<p>Following the warm-up the students will be introduced to six objects:</p> <ul style="list-style-type: none"> <li>➤ 1) Scarf, 2) Balloon, 3) Olympet Hoop, 4) Slomo Ball, 5) Deflated Ball and 6) Nerf Ball.</li> <li>➤ Each student will be given their own scarf to toss up and catch. *             <ul style="list-style-type: none"> <li>○ The teacher will help each student when needed.                 <ul style="list-style-type: none"> <li>▪ If a student cannot toss the object, he/she will receive assistance from the instructor.</li> <li>▪ The Instructor can drop the object to the hands of the students.</li> </ul> </li> <li>○ Verbal cues will be constantly called out as reminders:                 <ul style="list-style-type: none"> <li>▪ Use your eyes</li> <li>▪ Show your hands</li> <li>▪ Hug/squeeze</li> </ul> </li> </ul> </li> <li>➤ As each student demonstrates mastery of catching a scarf, he/she will be given a new object in the sequence listed above.</li> <li>➤ In order to maintain safety, it is imperative that the instructor toss the object to the students who have difficulty catching a ball.             <ul style="list-style-type: none"> <li>○ Each student will be asked to stand on a poly spot, in order to spread out and keep from running into each other.</li> </ul> </li> </ul> <p>*Music will be played in the background to signal start and stop, for motivational purposes.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 Minutes</b>	<p>The students will now be given the opportunity to choose one of the six objects with which they will continue to practice catching. *</p> <ul style="list-style-type: none"> <li>➤ The teacher will help each student when needed. <ul style="list-style-type: none"> <li>○ If a student chooses an object that is too difficult or easy for them to catch, the teacher will first help them by asking questions: <ul style="list-style-type: none"> <li>▪ Are you catching your object?</li> <li>▪ Is it falling too fast?</li> <li>▪ Is it fun to play with this object?</li> <li>▪ What other objects are there to catch?</li> </ul> </li> <li>○ The students can switch objects as they please.</li> <li>○ In order to maintain safety, it is imperative that the instructor toss the object to the students who have difficulty catching a ball.</li> </ul> </li> </ul> <p>*Music will be played in the background to signal start and stop, for motivational purposes.</p>
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 Minutes</b>	<p>The students will now partner up. They will toss and catch from their partner utilizing the cues: *</p> <ul style="list-style-type: none"> <li>➤ Catching <ul style="list-style-type: none"> <li>○ Use your eyes, Show your hands, Hug/Squeeze the ball</li> </ul> </li> <li>➤ Tossing <ul style="list-style-type: none"> <li>○ Look at hands, Ball to Knees, Softly toss to your friend’s hands</li> </ul> </li> <li>➤ The teacher will help each student where needed.</li> </ul> <p>*Music will be played in the background to signal start and stop, for motivational purposes.</p>
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2 Minutes</b>	<p>Students will be monitored through the use of classroom observation and informal assessments.</p> <p><b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.</p> <p>Students will be asked to respond to the three catching cues and will be assessed on catching the different objects. Informal assessment data will be taken.</p> <p><b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?</p> <p>Students will be asked questions to review knowledge gained.</p> <ul style="list-style-type: none"> <li>➤ Some questions to ask: <ul style="list-style-type: none"> <li>○ Show me how to get ready to catch...</li> <li>○ What body parts do you need to catch with? (hands and eyes)</li> </ul> </li> <li>➤ After the question and answer session, the students will perform the sign that indicates “Motor is Finished” by tapping their shoulders and swiping their hands across their chest in a downward fashion.</li> </ul> <p>The students will then follow their daily routine to exit the class.</p>

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Thematic Approach Sample Lesson Plan**

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3 Minutes</b>	<p>By the end of the lesson the students will have the knowledge needed and ability to move (pretend to be) like at least four of the six animals presented to them in order to enhance their muscular strength. (Psychomotor)</p> <p>By the end of the lesson the students will have the knowledge needed to verbally or physically differentiate between at least three of the six animals presented to them, in order to build upon their current understanding of different animals. (Cognitive)</p> <p>Throughout the lesson the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills. (Affective)</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room following their daily routine. The students will then engage in their daily warm-up which consists of: jogging, jumping, hopping, twisting, turning, bending, and stretching to music.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 Minutes</b>	<p>Following the warm-up the students will be shown pictures of six different animals that they will imitate.</p> <ul style="list-style-type: none"> <li>➤ Cow, Elephant, Sheep, Chicken, Lion, Pig <ul style="list-style-type: none"> <li>○ While the students are pretending to act like the animals, they will be encouraged to make each animal's sound.</li> <li>○ The teacher will use visual aids (picture symbols) and demonstrate the animal movements.</li> </ul> </li> <li>➤ The teacher will turn on music that calls out the animals: <ul style="list-style-type: none"> <li>○ Old McDonald Had a Farm.</li> <li>○ Animal Action I (Greg and Steve.)</li> <li>○ Animal Action II (Greg and Steve.)</li> </ul> </li> <li>➤ After the song says each animal, the teacher will shut the music off in order to give the students enough time to practice each animal. After about one minute, the teacher will turn the music back on and continue singing with the song until the next animal is called out. The music will once again be turned off for practice time.</li> </ul>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 Minutes</b>	<p>Following the song, the teacher will introduce some new animals of which the students should have previous knowledge.</p> <ul style="list-style-type: none"> <li>➤ Dog, cat, and monkey</li> <li>➤ Students will be shown a picture of each animal (one at a time) and asked to imitate the animals listed above without any demonstration.</li> <li>➤ If the students show they are having trouble, the teacher will then ask guided questions: <ul style="list-style-type: none"> <li>○ What does this animal say? How does the animal move? How many feet does it use to walk?</li> </ul> </li> <li>➤ Help will be provided as needed using visual aids and demonstration.</li> </ul>
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 Minutes</b>	<p>The students will now be given time to explore a matted environment. While exploring they will be told to play on the equipment like a cat, dog, and then monkey. The students will then get a chance to choose their own animal that they can imitate. They will then move throughout the matted environment imitating that animal.</p>
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2 Minutes</b>	Students will be monitored through use of classroom observation and informal assessments.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	Students will be asked to demonstrate the six main animals presented to them at the beginning of the lesson. Informal assessment data will be taken.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Students will asked questions to review knowledge gained</p> <ul style="list-style-type: none"> <li>➤ Some Questions to ask: <ul style="list-style-type: none"> <li>○ How does a cat move?</li> <li>○ What sound does a Lion make?</li> <li>○ Does the elephant move fast?</li> <li>○ What color are sheep?</li> </ul> </li> <li>➤ After the question and answer session, the students will perform the sign that indicates "Motor is Finished" by tapping their shoulders and swiping their hands across their chest in a downward fashion.</li> <li>➤ The students will than follow their daily routine to exit the class.</li> </ul>

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Movement Exploration Approach Sample Lesson Plan**

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3 Minutes</b>	<p>By the end of the lesson the students will have the needed ability to explore different striking techniques in order to strike at least five different objects demonstrating creativity and problem-solving. (Psychomotor)</p> <p>By the end of the lesson the students will successfully explore and strike at least two out of five objects, using a striking implement in order to enhance their creative knowledge. (Cognitive)</p> <p>Throughout the lesson the students will successfully demonstrate awareness of their personal space and the space of others by not hitting anyone for at least three out of the five lesson segments in order to respect themselves and others. (Affective)</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Students enter following the normal routine. Upon signal, students move safely at a rapid rate and stop on signal. While in a stopped position, the instructor demonstrates twisting patterns with the students. He/she then signals for the students to once again move around in rapid movement safely. The teacher will stop and start the students on signal 5-6 times, each stopping session performing a different pivotal movement.</p>
<b>Introductory and/or Developmental Activities</b>	<p><b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?</p> <p>Students are shown all the equipment to be used such as: balloons, suspended balls, balls on tees, and various loose balls). The only directions provided are for safety (i.e.: watch out for your friends). On signal, the students walk to a desired piece of equipment. While students are playing with a desired piece of equipment, the teacher is providing the following feedback on a continuing basis: Description of the students' actions (i.e.: you are hitting the balloon with the paddle, you are hitting the Nerf ball on the floor, you are hitting the suspended ball up, I like how you are striking the ball off the tee using the lollipop paddle). Encourage students to change equipment. Encourage different methods of striking. Praise students for their effort. The teacher acts as the facilitator.</p>
<b>5 Minutes</b>	<p>Students are shown all the equipment to be used such as: balloons, suspended balls, balls on tees, and various loose balls). The only directions provided are for safety (i.e.: watch out for your friends). On signal, the students walk to a desired piece of equipment. While students are playing with a desired piece of equipment, the teacher is providing the following feedback on a continuing basis: Description of the students' actions (i.e.: you are hitting the balloon with the paddle, you are hitting the Nerf ball on the floor, you are hitting the suspended ball up, I like how you are striking the ball off the tee using the lollipop paddle). Encourage students to change equipment. Encourage different methods of striking. Praise students for their effort. The teacher acts as the facilitator.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 Minutes</b>	Teacher asks students to find a desired ball. Students are directed to twist before they strike the ball. While twisting the teacher and students verbalize a “Karate chop” (HiiiiiiYaaaaa!) On the “Hiiiiii” phase the students are twisting, and on the “Yaaaaaa” phase, they strike the ball. The students will than be asked to find a new ball to strike using the same methods.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 Minutes</b>	The students will than be told they need to strike the ball over a high net (4 feet). The teacher will ask the students, “how can you strike the ball over the net?” On the signal, the students will start practicing their striking technique to get the ball over the net. The teacher will observe and assess the students, stopping the game to praise those students demonstrating the twisting technique. Students utilizing this technique will demonstrate to their peers. The teacher will constantly provide positive and corrective feedback to the students during the activity.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2 Minutes</b>	The teacher or paraprofessional will use a tally chart to quantify the amount of different creative striking technique per child.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The teacher or paraprofessional will use a checklist chart in order to keep track of if/when a student successfully strikes a ball over the net.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Students will be asked questions to review knowledge gained: <ul style="list-style-type: none"> <li>➤ What different ways did you strike your ball?</li> <li>➤ What different equipment did you use to help strike the ball?</li> <li>➤ What different body parts did you use to strike the ball?</li> </ul> Students will be asked to count the total number of tally marks on their creative striking chart. The students will perform the sign that indicates “Motor is Finished” by tapping their shoulders and swiping their hands across their chest in a downward fashion. The students will then follow their daily routine to exit the class.

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan for the Houghton Mifflin Curriculum**

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**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Welcome to School (Spatial Awareness and Listening)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to move throughout the designated space safely without running into a peer/the environment more than two times per each of the three main lesson segments in order to enhance spatial awareness.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically answer correctly three of the five questions presented to them in the closure.</p> <p>Affective: Throughout the lesson the students will positively and safely participate within three of the five lesson segments in order to enhance their motivation/comfort levels and social/emotional interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. The students will follow the alphabet letters to the "X" that they sit on. While entering the room, the ABC ROCK song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the teacher directed space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 – 7 Minutes</b>	<p>The students and teacher will start to move around the designated open space. As everyone is moving safely throughout the space, the teacher will begin to sing "This is the way we _____ around _____ around, this is the way we _____ around all through the day". Different movements will be added depending on the level of the students. A few suggested movements are: walk, jump, walk backwards, turn around, reach up high, give high fives, and stand on our X.</p> <p>The students will stand on their X. The teacher will tell them to jump...jump...jump...Freeze! jump...jump...jump...Freeze!</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 – 7 Minutes</b>	The teacher will play the “Freeze” song by Greg and Steve. While the music is playing, the students will safely move throughout the space anyway they choose to. When the music stops, the students will freeze where they are.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 - 5 Minutes</b>	The teacher will play a fun upbeat song. The students are safely moving throughout the space any way they choose. When the teacher stops the music, the students have to find a hula hoop or a poly spot and freeze on it. When the teacher turns the music on again, the students will continue to move throughout the designated space. The teacher will have the students swing their arms side to side to indicate that they are in their own space. The teacher will ask the students what shape they are standing on or in. (Circle)
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as he/she moves throughout the designated space safely. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. When the music stopped, what did you do? Stop</li> <li>2. What shape did we stop in/on? Circle</li> <li>3. What did you look with while you were moving around? Eyes</li> <li>4. Was your head up or down? Up</li> <li>5. When you heard the music, what did you do? Go</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. While students with severe and profound disabilities are being moved by the teacher, the student can work on indicating start and stop by pointing to a picture, pressing an assistive button, knocking over a ball, etc. The teacher will start and stop on the students' command

**Instruction:**

1. Use distinct signals for start and stop
2. Stay in close proximity to students who need more assistance with freezing on cue
3. Use visual stop and start signs to combine with the distinct start and stop auditory signals
4. Use friendly motivating signals
5. Start and stop the music more often for students who need a constant repetitive game

**Equipment:**

1. Modify equipment to allow for success

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Welcome to School (Shapes and Spatial Awareness)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to move throughout the designated space safely without running into a peer/the environment more than two times per each of the three main lesson segments in order to increase spatial awareness.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically identify three of the four shapes correctly in order to enhance their knowledge of basic shapes.</p> <p>Affective: Throughout the lesson the students will positively and safely participate within three of the five lesson segments in order to enhance their motivation/comfort levels and social/emotional interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room and immediately start to walk in a large circle around a set of cones. The teacher will indicate to the students that with their head up and eyes watching to start jogging around the circle. After a minute to two minutes, the students will be instructed to walk around the circle again. The teacher will instruct the students to freeze. Everyone will reach up high to the sky, then down low to their toes. They will do this two to three times. The students will twist side to side, jumping up and down, balance on one foot (switching to the other foot) and if appropriate hop on one foot (switching to the other foot)</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 – 7 Minutes</b>	<p>The students will move throughout the designated space with four large shapes on the floor (circle, square, rectangle, and triangle). The students will move to music that is played in the background. When the music stops, the students have to find any shape and stand in it. When the music plays again, the students will continue to move throughout the designated space.</p> <p>After the students are familiar with the shapes and locations of the shapes, the teacher will say one of the shapes. The students will then run to that shape. After a few times of having the whole class run to the same shape, the teacher will say boys run to the square. The girls will run to the triangle.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 – 7 Minutes</b>	The teacher will stop calling out shapes and then will hold up smaller shapes that resemble the larger shapes. When the students see a shape, they will find that shape and stand in that shape. The students will be reminded that when they run, they should have their head up and eyes watching.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 - 5 Minutes</b>	Small shapes will be placed throughout the area on the floor. When the music starts, the students will have to run out to the designated area. They will find one shape at a time and have to sort it by placing the small shape into the same larger shape (i.e.: small circle into the large circle). Once all the smaller shapes are placed into the correct large shapes, the students will walk back to their X.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as he/she moves throughout the designated space safely. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: Showing one shape at a time, the teacher will ask the students to verbally tell the name of the shape. If the students are not speaking, the teacher will present two shapes to the students. The students will have to point to the correct shape when the teacher says, “Find the circle”. <ol style="list-style-type: none"> <li>1. What did you look with while you were moving around? Eyes</li> <li>2. Was your head up or down? Up</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Allow students to match shapes
2. Allow students to choose the shape they run to, followed by verbally indicating which shape they moved to
3. If appropriate, allow the students to focus their attention on grasp/release skills
4. If appropriate, allow the students to focus their attention on sorting skills
5. If appropriate, allow the students to focus their attention on movement (stretching, posture, walking, balancing, jumping)

**Instruction:**

1. Use three – four short simple cues that are visually accessible to the students
2. Demonstrate the skill
3. Allow for peers to demonstrate the game/activities
4. Use concrete shapes to enhance understanding
5. Allow for increased practice and repetition
6. Teach two shapes at a time (instead of four presented in the lesson)

**Equipment:**

1. Modify equipment to allow for success

**Early Childhood Center**  
**Adapted Physical Education/Motor Development**  
**Lesson Plan**

Welcome to School (School Bus)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to move throughout the designated space safely without running into a peer/the environment more than two times per each of the three main lesson segments in order to enhance their spatial awareness.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically answer correctly, four of the five questions asked in order to increase their knowledge of movement, colors, and shapes.</p> <p>Affective: Throughout the lesson, the students will positively and safely participate within three of the five lesson segments in order to enhance their motivation/comfort levels and social/emotional interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>Follow the Leader:  Holding the Frisbees (steering wheels), the students will line up one behind the other. The teacher will stand in the front of the line and say, “turn on your engines.” The teacher will start to drive around the room. The students will follow the teacher in the line. The teacher will move to the end of the line, allowing one of the students to be the leader of the group of buses. Each child will have a chance to lead the line of buses throughout the designated area.</p> <p>Music for Lesson: “Get On The Bus” by the Doodlebops</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 – 9 Minutes</b>	<p>Each student will be handed a Frisbee. The students will be told that these Frisbees are their steering wheels on the school bus. The students will be instructed to safely move throughout the designated area, pretending to drive the school bus. In the background, the teacher will have the song “The wheels on the bus” playing. The teacher will remind students to keep their heads up and eyes watching. The students will be free to move wherever they choose within the designated area.</p> <p>The teacher will tell the students different movements:  Backup: The students and teacher will say beep...beep...beep and walk backwards.  Windshield wipers: The students will sway their steering wheel side to side in front of them.  Bumpy road: The students will jump up and down, while moving forward.  Speeds: The teacher will tell the students to go different speeds (fast and slow).  Flat tire: The students hop on one foot, while moving forward.</p> <p>The students will listen and move to these directions given by the teacher.</p>
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 - 5 Minutes</b>	<p>The students will freely move throughout the designated space. They will have their Frisbees and will use them like steering wheels. They will be reminded to keep their eyes watching and their heads up. The students will be told not to crash because buses that crash have to wait on the X for one minute. Music will be playing in the background. When the music stops, the students have to find a poly spot or hula hoop to stand on/in. The poly spots/hula hoops will be bus stops. The students will pretend to pick up students by saying “Get on the bus”. When the music resumes, the students will continue to drive throughout the designated area. As they move freely throughout the space, the students can choose to move any way they want (backwards, jumping, hopping, etc.).</p>
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	<p>Throughout the lesson, the teacher will have multiple opportunities to observe each student as he/she moves throughout the designated space safely. The teacher will observe and take data collection.</p> <p><b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.</p> <p>The students will be assessed throughout the lesson using observation, data collection, and the question/answer session.</p> <p><b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?</p> <p>The teacher and students will sing “The wheels on the bus”  Question/Answer:  1. What color is the school bus? Yellow  2. What shape was the bus stop? Circle  3. Could you drive with your eyes closed? No  4. Did you want to crash your buses? No  5. How did you stop from crashing into another bus? I watched with my eyes</p>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Depending on the ability level, decrease or increase the obstacles within the designated movement area
6. When playing follow the leader, have the leader follow a specific pathway (line on floor, sidewalk, poly dots) to help the students stay in a line.
7. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. If appropriate, allow students to move throughout the designated area using free exploratory movements with decreased instruction and teacher directed rules

**Instruction:**

1. Use three to four short simple cues that are visually accessible to the students
2. Demonstrate the skill
3. Allow for peers to demonstrate the game/activities

**Equipment:**

1. If needed, allow students to grasp a different piece of equipment than a Frisbee (i.e.: yellow ball)
2. Modify equipment to allow for success

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Welcome to School (Pathways and Shapes)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to successfully and correctly move across three of the four pathways in order to enhance their balance and jumping skills.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically identify three of the four shapes correctly in order to enhance their knowledge of basic shapes.</p> <p>Affective: Throughout the lesson, the students will positively and safely participate in three of the five lesson segments in order to enhance their motivation/comfort levels and social/emotional interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the designated teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>2 – 4 Minutes</b>	The students will safely move throughout a designated space that has many obstacles in the way. The students will have to balance, jump, and/or step over various obstacles while the music is playing. When the music stops, the students have to freeze immediately. When the teacher resumes the music, the students can continue to move throughout the designated space freely.

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6 – 10 Minutes</b>	<p>Four Pathways will be created. These pathways lead from the students' X to the opposite side of the room. The four pathways are: Triangle stepping stones, Square Flat mats, Circle poly dots, and a rectangle balance beam and balance board. At the end of each pathway is a basket. The students will be asked to roll a box. On each side of the box, there is one shape. Whatever shape is pointing up after the roll, the student will take a laminated picture of that shape and follow that shape's pathway to the basket. When the student gets to the basket, he/she will drop the laminated shape into the basket and return to the X following the same pathway he/she took to get to the basket.</p> <p>The student will have to balance along the triangle stepping stones, balance across the rectangle balance beams and balance boards, jump from circle poly spot to circle poly spot, and jump from square to square.</p> <p>When the student returns, he/she will wait to roll the box again.</p>
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 - 5 Minutes</b>	<p>The students will now have the opportunity to choose a shape out of a bucket and follow that shape's pathway.</p> <p>The teacher will ask the students to verbally say what shape they chose and/or have the students physically demonstrate their knowledge for the shape they chose by walking across the correct pathway. Again the students will place the small shape in the basket and return to the X where they can choose another shape.</p>
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as he/she moves throughout the designated space safely. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Question/Answer:</p> <p>Showing one shape at a time, the teacher will ask the students to verbally tell the name of the shape. If the students are not speaking, the teacher will present two shapes to the students. The student will have to point to the correct shape when the teacher says, "Find the circle"</p> <ol style="list-style-type: none"> <li>1. What did you look with while you were moving around? Eyes</li> <li>2. Was your head up or down? Up</li> <li>3. The students will be asked to tell the teacher which pathway they liked the most.</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Develop pathways that allow the students to practice necessary skills and allow for success
5. Develop pathways accessible for everyone
6. Develop the environment that speaks a specific activity
  - a. Balance beam says balance
  - b. Tunnel says crawl through
  - c. Triangle stones say step on
7. Decrease/increase the distance the students have to travel along the pathway depending on their abilities.
8. Use distinct boundaries
9. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Allow the students to roll/push the box (with the shapes) down an incline
2. Allow the students to point/verbally say which shape path they want to follow
3. Allow students to perform movements that best meet their needs and allow for success
  - a. Allow students to step from circle to circle rather than jump
4. If appropriate, allow the students to focus their attention on grasp/release skills
5. If appropriate, allow the students to focus their attention on sorting skills
6. If appropriate, allow the students to focus their attention on movement (stretching, posture, walking, balancing, jumping)

**Instruction:**

1. Use three to four short simple cues that are visually accessible to the students
2. Demonstrate the skill
3. Allow for peers to demonstrate the game/activities

**Equipment:**

1. For students who have difficulty with dynamic balance, allow them to use wider board/object to walk across than a 4" wide balance beam
2. Modify equipment to allow for success

**Early Childhood Center**  
**Adapted Physical Education/Motor Development**  
**Lesson Plan**

My Family, My Community (Family Helper)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will enhance their body coordination and muscular strength in order to successfully help at least two of the three family members with their chores.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically, correctly identify four of the six different family members presented to them (mom, dad, grandmother, grandfather, brother and/or sister) in order to enhance their understanding for family.</p> <p>Affective: Throughout the lesson the students will enhance their self-worth and pride in order to help the family members with two of the three family chore stations.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. The students will follow the alphabet letters to the "X" that they sit on. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 - 9 Minutes</b>	<p>Family Stations:</p> <p>The students will pretend to help their family members around the house.</p> <p>Mom: The students will throw pretend lint balls, socks, or rolled up clothing into the laundry basket.</p> <p>Dad: The students will help bring groceries into the house by dragging heavy groceries bags across the gymnasium.</p> <p>Brother/Sister: The students will help their siblings by pretending to clean up the bedroom. The students will collect objects from the floor and sort them into specific containers or hula hoops. The students will be reminded to only take one object at a time.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 - 5 Minutes</b>	The students will move throughout an obstacle course (stepping/jumping in and out of hula hoops, crawling under tables, balancing across a 4" wide balance beam, etc). Pictures of generic family members (mom, dad, sister, brother, grandparents, dog, cat) will be placed in a hula hoop on the ground. The student takes one family member and tells the teacher who the picture of the person is then, sorts the picture (i.e. a picture of a mother will be placed with the moms). The student will return back to the obstacle course to find another family member.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 5 Minutes</b>	The students will be given the opportunity to explore the teacher – directed stations independently. The students will choose which station they want to practice. The teacher will facilitate the students at the stations.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student's movement skills at each station. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting about what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: 1. Who did we help today? Mom, Dad, Brother, Sister 2. Who is this older woman in the picture? Grandmother 3. Who is this younger boy in the picture? Brother 4. Who is this woman in the picture? Mother 5. Who is this man in the picture? Father 6. Who is this old man in the picture? Grandfather 7. Who is this younger girl in the picture? Sister

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Increase and decrease the distance that the students have to throw and move the heavy bags, based on their ability level
2. Limit the distractions of other toys
3. Limit the distractions on the walls
4. Limit as many distractive noises as possible
5. Use distinct boundaries
6. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. The expectation for the students' throwing maturity will be determined by their present level
2. Children with low muscle tone can push/pull the heavy objects in a wagon

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Present different equipment that allows the students to choose different objects they throw and heavy bags they pull so that they can be successful and challenged
2. A beeper box will be used for children with visual impairments
3. Tactile balls will be used to provide sensory integration

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

My Family, My Community (Postal Worker)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<p><b>Time:</b></p> <p style="text-align: center;"><b>5 - 7 Minutes</b></p>	<p>Psychomotor: By the end of the lesson the students will be able to safely demonstrate balancing across three of the five different obstacles (4" wide balance beam, uneven seesaw board, eight inch wide balance beam, stepping stones, and/or walk under control along a ten foot line on the floor) in order to successfully mail a postal letter in the mailbox.</p> <p>Affective: Throughout the lesson, the students will actively participate, safely amongst the peers and adult for three of the five lesson segments in order to enhance self-esteem, self-confidence, and self-worth.</p> <p>Cognitive: By the end of the closure, the students will correctly answer two of the three questions asked to them from the teacher in order to enhance their language skills and concept of the postal worker.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. The students will follow the alphabet letters to the "X" that they sit on. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<p style="text-align: center;"><b>3 - 5 Minutes</b></p>	<p>Tell a story: Ms. Linda Letter was out delivering her mail on a beautiful Saturday afternoon, when a gust of wind blew all her letters onto the ground. The students will be asked to help collect the letters (one at a time) and place them into a box. While performing this task, the students need to be careful that they watch for the obstacles by safely balancing on or avoiding them. Cues: Go Slow, Arms up for balance, eyes are looking</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 - 9 Minutes</b>	Once all the letters are collected, the students will be asked to mail them (one at a time) by balancing across the same obstacles to the mailbox. Every time a student mails a letter, he/she has to say "mailbox" or press the cheap talk button that will say "mailbox".
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 - 5 Minutes</b>	The students will be given time to explore their own pathways while traveling across and on the different obstacles safely. This is student directed and teacher facilitated.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student's attempts across the various obstacles. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. Who were we pretending to be today? Postal Worker</li> <li>2. What did we mail? Letters</li> <li>3. Where did we put the letters? In the Mailbox</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with more severe and profound disabilities will work on grasp/release skills
2. Students with more severe and profound disabilities will work on extension and flexion skills to place the letter in the mail box
3. Students with more severe and profound disabilities will work on their posture while sitting on different obstacles within the designated area
4. Students will work on stretching their arms or feet out to press a button (that says "mailbox")

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Obstacles places in the designated area will depend on the ability level of the students

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

My Family, My Community (Garbage Collector)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will be able to demonstrate at least three of the four cues of the throwing sequence in order to throw correctly.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to throw a ball, by demonstrating the correct sequence at least four out of the five trial attempts, in order to throw correctly.</p> <p>Affective: Throughout the lesson, the students will work together by throwing the balls (garbage) into a pretend garbage truck/can in order to enhance teamwork and environmental safety.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	The teacher will have the students stand on a star. The teacher will demonstrate the 4 cues to throwing (Look, Step –with opposite foot-, Arm Up and Back, Throw). The teacher will repeat these cues many times throughout the lesson. The class will practice this skill together using the command style of teaching. The students will perform each component of the throwing skills together as the teacher says it. After the students throw the ball, they will run to it and retrieve it, and then stand back on their star. The teacher will also use the whole-part-whole method of teaching. The students will see the whole skill, and then they will see part of it and practice each part. Finally the students will practice the whole skill.

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 - 9 Minutes</b>	The teacher will tell a story about a city that was once clean and is now dirty. The students will be asked to help clean up the city by throwing the garbage (balls) into the pretend garbage truck/can made of standing panel mats. They can only throw one at a time and need to stand at a distance (designated by the teacher) when they throw. After the ball is thrown, the students find another piece of trash (ball), until the city is clean. The students will be praised for cleaning the city. They will get a sticker with a smile on it as a reward for cleaning the city. Throughout the lesson segment, the teacher will prompt the students verbally and with physical assistance (as needed) to help the students recall the correct cues and sequence for throwing.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 5 Minutes</b>	The students will practice and demonstrate their new skills by having the opportunity to throw a ball to the teacher. Each student will get 3 throws. They will be prompted to remember to use the cues of throwing.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student's throwing attempts. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. Who were we pretending to be today? Trash Collector</li> <li>2. What did we do with our eyes? Look</li> <li>3. What did we do with our foot? Step</li> <li>4. Did we bring our hand down low or up high? Up High</li> <li>5. What did we do with our hand? Throw</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. A step/mat will be placed on two sides of the wall that students will throw over to allow those who are not at proficient to find success. The wall can also be lowered for all the students if needed
7. The distance the students are instructed to throw the ball from will increase and decrease depending on the abilities level of the students

**Rules:**

1. Students with severe and profound disabilities will work on their grasp/release skills
2. The expectation for the students' throwing maturity will be determined by their present level

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Various different balls will be presented to the students to allow options for the students when they are throwing

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

My Family, My Community (Fire Safety)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will be able to demonstrate the stop, drop, and roll sequence with verbal and physical assistance (as needed) at least 4 out of 5 trial attempts, in order to enhance their body coordination and rolling skills.</p> <p>Cognitive: By the end of the lesson the students will have the knowledge needed to correctly answer (verbally and/or physically) at least 3 of the 5 questions in order to increase their knowledge of fire safety.</p> <p>Affective: Throughout the lesson, the students will safely move throughout the obstacles in order to enhance their self-worth.</p> <hr/> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 -5 Minutes</b>	<p>The students will be split up into two groups.</p> <p>Group 1: With teacher direction, the students will practice dialing 9-1-1 on a play telephone. The students will practice speaking with the operator and running to a safe spot outside the house.</p> <p>Group 2: With teacher direction, the students will pretend to sleep in a bed. They will be awoken by a bell. The student will practice running to a door that pretends to be hot, then running to a safe spot outside the house. The students will be told that they should not open a hot door or hide under the bed.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 - 9 Minutes</b>	<p>Firefighter Training</p> <ol style="list-style-type: none"> <li>1) Fire Truck Training The students will <b>pedal a tricycle</b> around a designated open space.</li> <li>2) Stop, Drop, Roll The students will practice the stop, drop, and <b>roll</b> sequence down an incline mat. The students need to cover their eyes and log roll, down the incline mat.</li> <li>3) Saving the family member (Obstacle course) The student will <b>crawl</b> under the smoke (parachute), walk the <b>balance</b> structure, drag a bag (with a medicine ball in it – <b>muscular strength</b>), and use the pretend axe to chop pretend wood.</li> </ol>
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 - 5 Minutes</b>	Students will have many opportunities at each station to practice and expand upon their previous abilities (crawling, pedaling a tricycle, balancing, and muscular strength). While practicing at each station, the students will be practicing these skills in a meaningful and functional situation.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	While the students are engaged in the activity, the teacher will use an informal checklist to monitor the students' progress. The checklist will look at the student's ability to roll, ride a tricycle, crawl, pull a bag with a medicine ball (muscular strength) and balance.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Question/Answer:</p> <ol style="list-style-type: none"> <li>1. Who were we pretending to be today? Fire Fighter</li> <li>2. When there is smoke, how do we move? Crawl</li> <li>3. If our clothes get hot (catch on fire) what do we do? Stop, Drop (cover our eyes), Roll</li> <li>4. What numbers do we call in case of a fire? 9-1-1</li> <li>5. Do we open a door that is hot? No</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Firefighter training: The students will perform as many skills within the sequence as possible. If necessary, skills will be deleted to allow for more practice time for specific skills
2. Children with low muscle tone can push/pull the heavy objects in a wagon

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. A beeper box will be used for children with visual impairments
2. Tactile balls will be used to provide sensory integration
3. Foot straps will be added to the pedals for students who need the extra foot support

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

My Family, My Community (Rescue 911)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3 Minutes</b>	<p>By the end of the lesson the students will have the knowledge needed to accurately identify verbally and/or physically the number to call (9-1-1) in case of an emergency, four out of five trial attempts in order to enhance their safety awareness. (Cognitive)</p> <p>By the end of the lesson the students will have the ability to demonstrate the hand over hand pulling motion to save the “victim” four out of five trial attempts in order to improve their muscular strength. (Psychomotor)</p> <p>Throughout the lesson the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills. (Affective)</p> <p>Throughout the lesson the students will listen and follow teacher directions in two of the three lesson segments in order to increase participation and safety. (Affective)</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room following their daily routine. The students will then engage in a warm-up activity by performing a variety of non-locomotor movements (elbow curls, knee bends, arm reaches, toe touches) to music.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 Minutes</b>	Following the warm-up the teacher will explain to the students that when there is an emergency and someone needs help, the phone number to call is 9-1-1. The teacher will then provide the students with a variety of emergency situations when it would be appropriate to call 9-1-1. The teacher will emphasize the need to call 9-1-1 in the event of a fire in order to notify firefighters.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 Minutes</b>	Following the teacher directed activity; the students will play the game, “Rescue 9-1-1.” Students will lie on their stomachs on a tape line placed on the floor. The students will be shoulder to shoulder in the prone position. The students will hold onto a parachute while lying on the tape line. One student, the “victim,” will sit on the far end of the parachute. The rest of the students lying down will be the “Firefighters.” The teacher will then say, “One of our friends is caught in a burning house...What is the number we call?” The class will say, “9-1-1.” The firefighters will then work together by reaching and pulling the parachute until the “victim” is pulled to the tape line. The game continues until everyone in the class has had the opportunity to be pulled by the other students.

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 Minutes</b>	The students will now be given time to engage in the exploratory environment. This opportunity will allow students to improve coordination and motor planning.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2 Minutes</b>	While the students are engaged in the activity, the teacher will use an informal checklist to monitor the students' progress. The checklist will look at the student's ability to roll, ride a tricycle, crawl, pull a bag with a medicine ball (muscular strength) and balance.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	Students will be asked when it is appropriate to call 9-1-1 at the beginning of the next lesson. The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Students will asked questions to review knowledge gained <ul style="list-style-type: none"> <li>➤ Some Questions to ask: <ul style="list-style-type: none"> <li>○ What is the number you call in case your home is on fire?</li> <li>○ Why do we call this number?</li> </ul> </li> <li>➤ After the question and answer session, the students will perform the sign that indicates "Motor is Finished" by tapping their shoulders and swiping their hands across their chest in a downward fashion.</li> <li>➤ The students will then follow their daily routine to exist the class.</li> </ul>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with severe and profound disabilities will work on grasping/releasing the parachute
2. While being the "victim" the students with severe and profound disabilities will work on their core stability and balance by working on their sitting posture
3. Students with severe and profound disabilities will work on stretching to press the buttons on the phone in order to call 9-1-1

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. A larger phone can be used to allow students more success in pressing the numbers on the phone

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

My Five Senses (Rhythms/Dance and Listening Skills)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to demonstrate moving to changes in the tempo of a beat, four out of five times in order to enhance their listening skills.</p> <p>Cognitive: By the end of the closure, the students will have the knowledge needed to correctly answer (verbally and/or physically) three of the four questions in order to enhance their movement through different tempos.</p> <p>Affective: Throughout the lesson the students will cooperate and enjoy three of the five lesson segments with their peers/adults in order to positively enhance the games/activities.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The teacher will meet the students outside the instructional classroom. The teacher will tell the students that they should follow the movements that they see being performed by the instructor. The instructor will enter the classroom with the students following in a single line. The instructor will move with a wide base of support, narrow base of support, at a high level and at a low level. The instructor will demonstrate different pathways by spinning around, walking to the side. The instructor will move at different speeds (fast and slow). The students will follow all the movements of the teacher.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>The teacher will instruct the students that when they hear the slow tempo of the drum beat, they will move slowly (walk) throughout the designated area. When the students hear the fast tempo of the drum beat, they will move quickly (run) throughout the designated area. The teacher will start beating the drum slowly and verbally tell the students to move slowly. The teacher will tell the students to keep their heads up and their eyes open so that they don't bump into anyone or anything within the environment. Once the students are successfully and safely moving throughout the designated area slowly, the teacher will increase the beat of the drum so that the students are running. The teacher will verbally tell the students to move quickly. Again, the teacher will instruct the students to keep their heads up and eyes watching. The teacher will change the tempo of the beat every few seconds/minutes. The teacher will demonstrate the correct speeds to provide the students with a visual prompt. Once the students show continued success, the teacher will stop providing the verbal prompt, followed by stopping the visual prompt.</p>
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 – 7 Minutes</b>	<p>The teacher will line up the class in one line (one student behind the other). The first person in line will lead a march to music around the designated area. The students behind the first person will follow the leader and perform the movements of the first person in line. After one minute, the first person in line will go to the back of the line to allow all students the chance to lead the marching line.</p>

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 - 7 Minutes</b>	The students will get a pair of streamers or scarves. The teacher will first play a song with a fast tempo. The students will creatively move their bodies and the streamers/scarves to the fast tempo. The teacher will next play a song with a slow tempo. The students will move their bodies and the streamers/scarves to the slow tempo.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as he/she moves to the different tempos. The teacher will observe and take data collection to indicate if students move slow during a slow tempo and quickly during the fast tempo.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Question/Answer:</p> <p>The teacher will beat the drum and ask the students:</p> <ol style="list-style-type: none"> <li>1. What tempo is this, fast or slow?</li> </ol> <p>The teacher will change the tempo and ask the students:</p> <ol style="list-style-type: none"> <li>2. What tempo is this, fast or slow?</li> <li>3. What did you use to hear the changes in the tempo? Ears</li> <li>4. What did you use to see where you were going so that you didn't bump into anyone or anything? Eyes</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. The students with severe and profound disabilities will work on their walking, creeping, and/or crawling skills
2. The students with severe and profound disabilities will work on grasping the drum stick to beat the drum with changing tempos

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. The teacher will provide visual aids as needed
7. The change between one tempo to another tempo will have a pause/freeze to help the students transition between tempos

**Equipment:**

1. Poly spots can be used to help the students stand in one line for the follow the leader activity
2. A line on the floor can be used to help the students stand in one line for the follow the leader activity
3. Scarves can be tied around the wrists for students with severe and profound disabilities who have difficulty grasping an object

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

My Five Senses (Visual Tracking/Catching)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will catch an object four out of five trial attempts in order to enhance their visual tracking and hand-eye coordination skills.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically indicate two of the three catching cues presented to them (in the teacher directed activity) in order to enhance their catching skills.</p> <p>Affective: Throughout the lesson, the students will cooperate and enjoy three of the five lesson segments with their peers/adults in order to positively enhance the games/activities.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>The teacher will explain to the students that when catching an object they need to: 1) look with their eyes 2) show their hands and 3) hug the object. The teacher will play a “ready” game that will have the students practice getting into the ready position for catching. The students will first walk, then run throughout a designated area. They will be instructed to keep their eyes watching, while they are moving so that they don’t bump into anyone or anything. When the teacher calls out “Catch!” the students have to stop (in attention) and show their hands. Once all the students perform that task, the teacher will say “Go” and the students will continue walking around the designated area.</p> <p>After they are performing this task efficiently, the teacher says “catch!” he/she will toss a balloon, scarf, or soft 8” ball to some of the students. The teacher will say “go” and the students will continue to move throughout the area. When the teacher says “catch” again, he/she will toss the objects to different students. The distance the teacher stands from the students and how the teacher tosses the object to the student will depend on the individual student’s ability level.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 – 7 Minutes</b>	If no students have latex allergies then the teacher will blow air into balloons. If a child does have latex allergies (children with spina bifida are often allergic to latex), then the teacher will use scarves. The teacher will set up a leaf blower or a moon bounce blower so that when turned on, it blows air to the ceiling. The teacher will place the balloons/scarves in front of the blower sending the balloons/scarves up into the air. The students will visually track the object as it slowly floats down and try to catch the object by placing their hands in front of their body. The teacher will block off the blower for safety and tell the students that they are not allowed to come past the boundary. The teacher will stand close to the blower to make sure the students are at a safe distance. The teacher will continually place the balloons/scarves in front of the blower. When the students catch the object, they will place it in a bucket off to the side.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 – 7 Minutes</b>	A variety of balloons, scarves, and balls will be placed in a designated area. The students will be free to explore the different objects however they please. The teacher will move from student to student encouraging them to practice their catching skills. This is independent activity where the teacher will facilitate and guide the environment while students are exploring different ways to catch the objects.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as he/she visually track the objects. The teacher will observe and take data collection with checklists to determine present level of performance for catching.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What body parts do you need to use to catch? Eyes and Hands/Arms</li> <li>2. Can you catch an object with your eyes closed? No</li> </ol> <p>The teacher will have all the students stand up shoulder to shoulder. The teacher will call out “Catch!” (If needed the teacher will demonstrate the action). The teacher will observe which students get into the ready position.</p>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. The students with severe and profound disabilities will work to increase their sensory acceptance while the scarves/balloons are falling from the ceiling after being blown into the air by the air blower
2. The students with severe and profound disabilities will work on their visual tracking skills by striking a balloon aware as it slowly approaches them
3. The students with severe and profound disabilities will work on grasping a scarf and releasing it into the bucket
4. The students with severe and profound disabilities will work on their sitting posture and stop a ball slowly rolled to their midline

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. The teacher will provide visual aids as needed
7. The teacher will vary the distance the students is standing from where the ball is tossed from depending on the ability level of the students
8. The teacher will bounce a ball to the students so that the students have more time to visually track the ball as it approaches them

**Equipment:**

1. The teacher will provide various objects for the students to catch
2. The teacher will provide a bell/beeper ball to help students with visual impairments work on their tracking Skills

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

My Five Senses (Body Awareness)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to demonstrate four of the seven body movements, when the teacher verbally and/or visually indicates the movement to perform, in order to enhance their body awareness.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically indicate four of the seven body parts presented (verbally and/or visually) to them by the teacher in order to enhance their body awareness.</p> <p>Affective: Throughout the lesson, the students will cooperate and enjoy three of the five lesson segments with their peers/adults, in order to positively enhance the games/activities.</p> <hr/> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room freely dancing to music. The teacher will dance to provide motivation and demonstration for some different movements that get all the muscles of the body moving. The music will be shut off. The teacher will pretend to blow air into an imaginative balloon. The teacher will instruct the students to take their imaginative balloons out of their pockets and start to blow air into them. The teacher will pretend that when the balloon is released into the air that it floats up to the sky. The teacher and students all have to reach up high to get the balloon. Everyone pretends to get the balloon and brings it to their stomachs. The balloon then gets heavy and drops to the floor. The students have to bend and stretch to the floor to pick up the pretend balloon. The balloon then gets pulled off to one side and the students stretch (feet standing still) to one side to catch the ball. The balloon then goes to the other side. The students choose a way to pop their imaginative balloon. The music is turned on and the students get to dance freely again.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>Body Awareness and Following Directions: The teacher will play a game of passive Simon Says where no students will get out of the game. The students will be instructed to follow the directions of the teacher. The teacher will instruct the students to place their hands on their heads, ears, eyes, nose, mouth, knees, shoulders, toes, elbows, hips, stomach, and/or back.</p> <p>The students will follow the instructions as it is called out one by one. The teacher will instruct the students to jump, run, walk, and/or hop around a designated area.</p> <p>While the students move their bodies throughout the designated space, the teacher will instruct the students to be wide, narrow, tall, short, take big steps, take small steps, move fast, and/or move slowly.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 – 7 Minutes</b>	The teacher will slowly sing the song “Head, Shoulders, Knees, and Toes” without the music. The students will perform the movements with the teacher. The teacher will play the song “Head, Shoulders, Knees, and Toes”. The students and teacher will perform the movements of the song. The teacher will use picture symbols to help the students visually attend to the movements of the song.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 - 7 Minutes</b>	The students will use their previously learned skills to successfully perform this activity. The teacher will make his/her body into a statue. The students will have to try to shadow the statue that the teacher is demonstrating and make their bodies into the same formation. The teacher can use place cards to show the students. Next, the students will have the opportunity to make their own unique statues for the teacher to observe. When the teacher sees a student make a unique statue, he/she will have the class try to make their bodies into that statue formation.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student’s as they demonstrate their body awareness. The teacher will observe and take data collection using a checklist to determine their awareness of their body and knowledge of how to move it.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: The students will be shown a large self-like picture/cut out of a person. 1) Where is the head? Arm? Hand? Foot? Stomach? Eye? Nose? Mouth? Ear? Knee? Leg? Shoulder? Elbow? On their own body? 2) Where is/are your the head? Arm? Hand? Feet? Stomach? Eyes? Nose? Mouth? Ears? Knees? Legs? Shoulders? Elbows? The teacher will demonstrate body statues to the students 3) What body movement is this? Wide, Narrow, Tall, Short, Big step, Small step

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. The students with severe and profound disabilities will work on their range of motion and flexibility while pointing to their head, shoulders, knees, toe, nose, mouth, eyes, stomach, etc.
2. The students with severe and profound disabilities will work on improving their balance, walking, creeping, and crawling skills to collect pictures of body parts spread out throughout the designated area
3. The students with severe and profound disabilities will work on extension and flexion to touch different body picture cards
4. The students with severe and profound disabilities will work on their grasping skills to pick up different body picture cards and releasing skills to drop them into a bucket/box

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. The teacher will provide visual aids as needed
7. The difficulty level of the body formations presented to the students will depend on the students' ability levels

**Equipment:**

1. The teacher will find the song "head, shoulders, knees and toes" that is slow and more appropriate for the students than the original version of the song
2. The teacher will use body movement image cards to help provide the students with visual aids and a blue print to creating the movements with their bodies

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

My Five Senses (Feelings and Position Words)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<p><b>Time:</b></p> <p style="text-align: center;"><b>5 - 7 Minutes</b></p>	<p>Psychomotor: By the end of the lesson, the students have the ability to safely and properly move through at least eight of the ten different obstacles within the course, in order to enhance their body awareness/manipulation.</p> <p>Cognitive: By the end of the lesson, when the students are shown a picture or object; they will verbally and/or physically identify four of the five different position words (up, down, under, over, through) in order to enhance their concepts of different movements.</p> <p>Affective: Throughout the lesson the students will move safely throughout their environment, without knocking into more than two people/objects within the 20 minute lesson, in order to enhance their spatial awareness.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<p style="text-align: center;"><b>2 – 4 Minutes</b></p>	<p>The teacher will briefly discuss emotions with the students (the facial expressions and body movements we make to different emotions). Each child will look at him/herself in the mirror. The teacher will ask them to smile.</p> <p>After each child has received the opportunity to smile into the mirror, the teacher will direct the students through the “Feelings” song by Hap Palmer. This is a song that will have the students demonstrating different emotions and movements to those emotions (happy, sad, angry, sleepy, and funny/silly). The activity will help the students gain a better understanding for spatial awareness and how to manipulate their bodies in various ways to different emotions.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 – 7 Minutes</b>	The students will be shown the obstacle course by the teacher. They will then have the opportunity to move through the obstacles on their own. While they are safely moving through the obstacles, the teacher will reinforce the position words that the students are performing (i.e.: A student crawling under a table; the teacher will say “under” before and after he/she performs the task.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>4 – 6 Minutes</b>	After the first time through the obstacle course, the students will be provided the opportunity to safely and freely explore the course. The teacher will continue to help students as needed and reinforce the vocabulary.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>6 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as he/she moves throughout the obstacle course. The teacher will observe and take data collection using checklists.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection using checklists, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	As a group the students and teacher will sing and demonstrate the actions to the song “ <i>If your happy and you know it</i> ” The students will clap, tap their shoes, nod their heads, and then shout “Hooray!”  The teacher will play the “ <i>Expression Song</i> ” The students will then be asked to make facial expressions to the emotions that the song says (i.e. happy face, sad face, angry face, silly face, etc...)  The students will be shown five pictures/objects (up, down, under, over through). The students will be asked to verbally and/or physically demonstrate the correct position word for each item presented to them.

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. The rules of each game/activity will be modified as needed per class/child's needs

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. Two feeling expressions will be discussed to the students instead of the four
7. The number of position words presented to the students will determine the ability levels of the students

**Equipment:**

1. Different obstacle equipment (that helps better understand the position words) will be used depending on the ability of the students

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Seasons All Around (Fall Catching and Jumping)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will demonstrate two of the three cues in order to successfully jump over the leaves when they are at a challenging distance, four out of five times.</p> <p>Cognitive: By the end of the lesson, the students will have the necessary knowledge to verbally and/or physically correctly answer five of the five questions, asked within the closure in order to enhance their understanding for catching, jumping, and the Fall season.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments by demonstrating active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Students will enter the room and stand in a hula hoop. When the music starts, students will leave their hula hoop and perform a locomotor pattern selected by the teacher. When the music stops, the students must quickly find a hula hoop to stand in. The teacher will then begin to remove a few hoops until there are one or two hoops left. The students will have to problem solve how everyone can get at least one body part into the hoop.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>Jumping over the leaves: The teacher will have the students stand on a spot or line standing shoulder to shoulder. Each student will have a large leaf on the floor by his/her toes. The teacher will instruct the students to jump back and forth over the leaf. The cues used will be: bend knees, swing arms back, jump (explode forward). The students will first perform this task on the teacher’s signal and then at their own speed. As the students’ performance improves, the teacher will move the leaf further away to challenge each student individually.</p> <p>Following the previous task, the students will sweep all the leaves into one big pile. One at a time, they will broad jump into the leaves. The teacher will challenge each child by asking him/her to broad jump from a different distance away. While one student is jumping into the leaves, the other students can continue practicing on their own.</p>
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 – 7 Minutes</b>	<p>Catching the Leaves: The teacher will take scarves and place them in front of a fan, so that it blows the leaves upward. The students (*standing at a safe distance) will try to catch the scarves “leaves” as they fall. It is important to make a barrier between the fan and the students. If no fan is available, the students will practice throwing the scarves up to themselves and trying to catch them. The teacher will walk around to work one on one with each student. The teacher will take a child’s scarf and drop it from a height so that they can try to catch it. The cues used will be: look, show hands, catch (grab).</p>

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	<p>The students will stand on a designated spot or line. Colored leaves (red, blue, green, yellow) will be scattered throughout the open work area. Behind the students will be the same colored boxes. On the teacher’s signal, the students will move to the leaves. The students will pick up one leaf at a time and sort it into the correct box (i.e. the red leaf into the red box). The students will be instructed to keep their heads up and their eyes open while involved in this game.</p> <p>While the students are performing this activity, they can be challenged to perform various locomotor skills (i.e. jumping, galloping, skipping and hopping)</p>
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	<p>Throughout the lesson, the teacher will have multiple opportunities to observe each student as they work to enhance their jumping and catching skills. The teacher will observe and take data collection.</p> <p><b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.</p> <p>The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.</p> <p><b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?</p> <p>Question/Answer:</p> <ol style="list-style-type: none"> <li>1. What drops from the trees? Leaves</li> <li>2. What season do you get to play with leaves in? Fall</li> <li>3. What body part did you catch with? The hands</li> <li>4. What did you jump over? Leaves</li> <li>5. How many feet did you jump with? Two</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with severe and profound disabilities will work on their grasp/release skills
2. Students who do not demonstrate jumping over the leaves, will work on taking large steps over the leaves
3. Students who do not demonstrate jumping over the leaves, will practice jumping on the leaves
4. Students with severe and profound disabilities will work on their visual tracking skills as the scarves fall
5. Students with severe and profound disabilities will work on their stretching by reaching out to a scarf
  - a. Up high, down low, to the side, cross midline, etc.

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. The sizes of the leaves will vary depending on the ability level of the students

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Seasons All Around (Supplemental Skating)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to demonstrate supplemental skating, without falling more than three times throughout at least two of the five lesson segments (teacher-directed, teacher monitored, and extension, refinement, practice) in order to enhance their body coordination, body awareness, and over-all balance.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly answer (verbally and/or physically) at least two of the three questions presented to them within the closure activity, in order to enhance their knowledge of ice skating.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p>
	<b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?
	<p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>

<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>The teacher will demonstrate to the students how to slide their feet across the floor while standing on poly spots (upside down carpet squares). The teacher will have the students stand with one foot on a poly spot and the other on the floor. The students will practice pushing the poly spot across the floor.</p> <p>The students will be told to be creative with their one poly spot. The students will try to spin and to slide their feet backwards.</p> <p>Next the teacher will have the students stand with each foot on a poly spot. The teachers will practice pushing both poly spots across the floor at once.</p> <p>The students will be instructed to move in the same direction so that they don't "skate" into each other.</p> <p>Winter music will be played in the background for motivational purposes.</p>
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 – 7 Minutes</b>	The students will each place one stocking bottom over one shoe. The student will once again move throughout the designated area. The teacher will remind them to slide the foot with the stocking across the floor. The students can spin and move however they choose, around the designated area. The teacher will monitor the movements and guide the students to be creative and challenge themselves.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	The students will place another stocking on their foot so that both of their feet have stockings on them. The students will now explore how to move throughout the designated area. They will be reminded to slide their feet across the ground, keep their heads up and their eyes watching, The teacher will facilitate the environment and continue to challenge and help the students.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they work to enhance their balance and body coordination skills. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit. The students will be assessed throughout the lesson via observation, data collection with checklist, and the question/answer session.

	<p><b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?</p>
	<p>Question/Answer:</p> <ol style="list-style-type: none"> <li>1. What season is for ice skating? Winter</li> <li>2. Is winter a warm or a cold season? Cold</li> <li>3. How do we move our feet when we skate? We slide them</li> </ol> <p>The teacher will tell the students that they can go home and tell their parents that they want to go ice skating.</p>

<p><b>*Adaptations and Modifications:</b> How will you modify the lesson to include all students?</p>	
<p><b>Environment:</b></p>	<ol style="list-style-type: none"> <li>1. Limit the distractions of other toys</li> <li>2. Limit the distractions on the walls</li> <li>3. Limit as many distractive noises as possible</li> <li>4. Use distinct boundaries</li> <li>5. Increase/decrease the boundaries depending on the abilities of the students</li> </ol>
<p><b>Rules:</b></p>	<ol style="list-style-type: none"> <li>1. Students with severe and profound disabilities will stretch their hand out to reach for the picture of winter games/activities (ice skating, sledding, skiing, snowshoeing)</li> </ol>
<p><b>Instruction:</b></p>	<ol style="list-style-type: none"> <li>1. Use three to four short and simple cues</li> <li>2. The teacher will demonstrate the skills</li> <li>3. Peer students will be used to demonstrate the activities</li> <li>4. Picture symbols will be used to enhance understanding</li> <li>5. Hand over hand assistance will be provided as needed</li> </ol>
<p><b>Equipment:</b></p>	<ol style="list-style-type: none"> <li>1. Upside down carpet squares, poly spots, and stockings will be used depending on the ability level of the students</li> <li>2. Students with severe and profound disabilities will be placed in a small parachute/blanket and pulled throughout the environment.</li> </ol>

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Seasons All Around (Ice Fishing)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to catch at least one large fish and one small fish, four out of five trial attempts in order to enhance their hand-eye coordination and fine motor skills.</p> <p>Cognitive: By the end of the lesson, the students will have the necessary knowledge needed to correctly answer (verbally and/or physically) four of the five questions in the closure in order to enhance their knowledge of fishing.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>Paper fish will be spread throughout the floor within the designated open area. The students will be standing on poly spots or a line facing the fish. On the teachers signal, the students will perform the locomotor movement(as directed by the teacher) to collect the fish. The students will pick up one fish at a time and place it into an “ice pond” (four folded panel mats that create a square in the middle). The students will then return to find another fish in the designated area. The students will perform this task as quickly as they can.</p> <p>While the students perform the activities, the teachers and paraprofessionals will individually ask the student to identify what they are collecting (fish) and the color of the fish.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 – 7 Minutes</b>	The teacher will hand each student a modified fishing rod (short stick with a magnet at the end of a string that is attached to one end of the stick). The students will practice gripping the stick and lowering the magnet into the “pond”. The students will be attempting to connect their magnet to a paperclip that is on the fish. When the students catch a fish, they will place it in their designated bucket and continue fishing.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	Once each student has had sufficient time to practice, the fish will be thrown back in the pond. There will be four types of fish (a large blue fish with four paperclips, a large red fish with two paperclips, a small green fish with four paper clips on it, and a small yellow fish with two paperclips). The students will again cast their magnets into the pond to catch fish. The teacher will encourage the students to try for the yellow fish. When all the fish have been caught, the students will count up the fish they collected in their bucket. The students will then sort their fish by color.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they work to enhance their hand-eye coordination, fine motor, and accuracy skills. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What did we do today? Fishing</li> <li>2. What did we catch? Fish</li> <li>3. What did we use to catch the fish? Rod or Pole</li> <li>4. Where did we put the fish when we caught one? The Bucket</li> <li>5. What do fish swim in? In Water</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Increase/decrease the boundaries depending on the abilities of the students
5. Two to three fishing ponds will be set up for larger classes to prevent strings from tangling and to allow for more practice time

**Rules:**

1. Students with severe and profound disabilities will work on their grasp/release skills
2. Students with severe and profound disabilities will work on stretching their arms out to low the string into the pond and bend their arm to bring the string back out of the pond
3. Students with severe and profound disabilities will work on their range of motion of lowering their arm and lifting it upwards

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. The length of the string for the fishing rod will be increased/decreased depending on the ability level of the students
2. Velcro will be placed on some of the fishing rods so that students who have difficulty with grasping can wear a glove with Velcro to help them hold the rod
3. The size of the magnets, paperclips, and fish will vary depending on the ability levels of the students

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Seasons All Around (Throwing Snowballs)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, using the cues provided, the students will demonstrate their ability to throw the four inches ball over the volleyball net (for a distance of at least five feet) four out of five trial attempts in order to enhance their over-all throwing skills.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to throw a 4" ball over the volleyball net (four to six feet high) at least four out of five trial attempts in order to enhance their throwing skills.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. The students will follow the alphabet letters to the "X" that they sit on. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>The teacher will demonstrate to the students how to throw a four inches wide ball overhand. He/she will provide the students with cues to help them throw overhand. Cues: Step, look, ball up high, throw.</p> <p>The teacher will have the students stand on a designated spot facing the volleyball net or standing panel mat. Using the command style of teaching, the students will be instructed cue by cue to throw over the net/mat.</p> <p>After the students throw the ball, they will be instructed to get the ball and return to their poly spot. Each student will have the opportunity to throw the ball at least four to five times. The students will be four to six feet off the ground depending on the ability level of the students.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 – 7 Minutes</b>	A bucket of balls will be placed behind the students. The students will be instructed to run back, pick up one ball and then run to a line five feet away from the volleyball net. The students will then throw the ball over the net. The students will then run to pick up one ball 20 feet away from the volleyball net. The teacher will remind students the cues of throwing and help them throw it over the volleyball net.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	The students will be split up into groups. There will be one group on each side of the volleyball net. The students will be instructed to throw the balls over the volleyball net. The balls used will be white yarn balls. They will be told to throw the snowballs over the net. The teacher will facilitate the environment, challenge and help the students as needed. The teacher will present the students will various balls to practice throwing and catching.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they work to enhance their throwing skills. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What season do you get to play with snowballs? Winter</li> <li>2. What body part did you throw the ball with? Hand</li> <li>3. Did you throw the ball low or high? High</li> <li>4. Is it hot or cold in winter? Cold</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Increase/decrease the boundaries depending on the abilities of the students
5. The height of the volleyball net will depend on the ability level of the students
6. The distance the students stand from the net will be increased/decreased depending on the students ability level

**Rules:**

1. Students with severe and profound disabilities will work on their grasp/release skills
2. Students with severe and profound disabilities will work on their range of motion by stretching high, wide and low

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. A panel mat can stand up for the students to throw over instead of the volleyball net
2. Closed panel mats can be placed on the floor near the volleyball net for the students to stand on. This allows the students to stand high and it gives them a designated place to stand.
3. Different balls will be presented to the students with more severe and profound disabilities to increase their success at grasping the ball

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Animals Everywhere (Movement Education: Farm Animals)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<p><b>Time:</b></p> <p style="text-align: center;"><b>5 – 7 Minutes</b></p>	<p>Psychomotor: By the end of the lesson, the students will have the ability to correctly demonstrate at least three of the five farm animals (duck, pig, cow, chicken, and/or sheep) presented to them within the lesson in order to enhance their body coordination.</p> <p>Cognitive 1: By the end of the lesson, the students will have the knowledge to make the correct sound for at least three of the five farm animals presented to them within the lesson in order to enhance their understanding for difference in animals.</p> <p>Cognitive 2: By the end of the lesson, the students will have the knowledge to correctly identify (verbally and/or physically) by name or by pointing, three of the five animals presented to them within the lesson in order to enhance their knowledge for different animals.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<p style="text-align: center;"><b>3 – 5 Minutes</b></p>	<p>The Teacher will play the song “<i>Old McDonald</i>”. The teacher and students will sing with the song. After the song says the animal and the animal sound, the teacher will stop the music. The students will pretend to move like the animal they just listened to. The teacher will encourage the students to make the sound of each animal. The teacher will use visual pictures of each animal to help the students identify the different animals.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 - 7 Minutes</b>	The teacher will place the pictures of the animals from the song, that the students were pretending to be, up on the wall. One at a time, the students will come up to the wall and will point to a picture of one farm animal he/she wants to move like. The teacher will ask the student what sound that animal makes. The teacher will ask the student to show how the animal moves. The whole class will join the student in moving like that animal. The class will be directed back to a designated area so that another student can choose a farm animal off the wall.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 - 6 Minutes</b>	All together, each student will again choose to pretend to move like an animal pictured on the wall. The teacher will ask the students to move quickly and slowly like that animal they decided to move like. The teacher will ask the students to play like that animal. Each student will gain the opportunity to explore how he/she perceive that animal to play while the teacher facilitates and guides them.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they move like various farm animals in order to enhance their body awareness and coordination. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, checklist and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Question/Answer:</p> <ol style="list-style-type: none"> <li>1. What animal says "Moo"? Cow</li> <li>2. What animal says "Baa"? Sheep</li> <li>3. What animal says "Cluck"? Chicken</li> <li>4. What animal says "Oink"? Pig</li> <li>5. What animal says "Quack"? Duck</li> </ol> <p>The teacher will hand each child a picture of a farm animal. The teacher will verbally call out the name of a farm animal. The student holding that picture of the animal will stand up and line up to leave the room.</p>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with severe and profound disabilities will reach to grasp for pictures of farm animals as it is played on the "Old McDonald" song
2. Students with severe and profound disabilities will reach for a Big Mac that when pressed will make the sound of an animal

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Picture symbols will be used to help students identify the differences between the animals
2. Music will be used to help students heard what the different animals sound like

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Animals Everywhere (Movement Education: Pets)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<p><b>Time:</b></p> <p style="text-align: center;"><b>5 – 7 Minutes</b></p>	<p>Psychomotor: By the end of the lesson, the students will have the ability to correctly demonstrate at least three of the five pet movements (dog, cat, fish, rabbit, and/or bird) presented to them within the lesson.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly identify (verbally and/or physically) three of the five pet pictures presented to them by indicating the correct name or movement.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <hr/> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<p style="text-align: center;"><b>3 – 5 Minutes</b></p>	<p>The teacher will play the song “<i>Animal Action 1</i>” by Greg and Steve. The teacher and students will sing with the song. After the song says what the animal is and what the animal sound is made, the teacher will stop the music. The students will pretend to move like the animal they just listened to. The teacher will encourage the students to make the sound of each animal. The teacher will use a visual picture of each animal to help the students identify the different animals.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 – 7 Minutes</b>	The teacher will place the pictures of pets up on the wall. One at a time the students will come up to the wall and will point to a picture of one pet he/she wants to move like. The teacher will ask the student what sound that animal makes. The teacher will ask the student to show how the animal moves. The whole class will join the student in moving like that animal. The class will be directed back to a designated area so that another student can choose a pet off the wall.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	The teacher will put out 16” balls, eight inch balls, various mats and tunnels. The students will be instructed to play with these toys like they think a cat would play with the toys. The teacher will facilitate and guide the students through their play.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they move like various pets in order to enhance their body awareness and coordination. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What pet says “Meow”? Cat</li> <li>2. What pet says “Ruff”? Dog</li> <li>3. What pet says “Tweet”? Bird</li> <li>4. What pet swims in a bowl? Fish</li> <li>5. What pet flies? Bird</li> </ol> <p>The teacher will hand each child a picture of a pet. The teacher will call out the name of a pet. The student holding that picture of the animal will stand and line up to leave the room.</p>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with severe and profound disabilities will reach to grasp for pictures of pets as it is played on the "Animal Action 1" song
2. Students with severe and profound disabilities will reach for a Big Mac that when pressed will make the sound of an animal

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Picture symbols will be used to help students identify the differences between the animals
2. Music will be used to help students heard what the different animals sound like

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Animals Everywhere (Movement Education: Zoo Animals)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to correctly demonstrate at least three of the five animal movements (monkey, flamingo, elephant, lion, and/or snake) presented to them within the lesson in order to enhance their understanding for the different animal movements.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly identify (verbally and/or physically) three of the five zoo animal pictures presented to them by indicating the correct name or movement in order to enhance their knowledge for zoo animals.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <hr/> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	The teacher will play the song “ <i>Animal Action 2</i> ” by Greg and Steve. The teacher and students will sing with the song. After the song says what the animal is and the animal sound, the teacher will stop the music. The students will pretend to move like the animal they just listened to. The teacher will encourage the students to make the sound of each animal. The teacher will use visual picture of each animal to help the students identify the different animals.

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 – 7 Minutes</b>	The teacher will display the pictures of zoo animals up on a wall. One at a time the students will come up to the wall to point to a picture of one zoo animal that he/she wants to move like. The teacher will ask the student what sound that animal makes. The teacher will ask the student to show how the animal moves. The whole class will join the student in moving like that animal. The class will be directed back to a designated area so that another student can choose an animal off of the wall.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	All together, each student will again choose to pretend to move like an animal pictured on the wall. The teacher will ask the students to move quickly and slowly, like the animal they decided to move as. The teacher will ask the students to play like that animal. The students will gain the opportunity to explore how they perceive that the animal plays like while the teacher facilitates and guides them.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they move like various zoo animals, in order to enhance their body awareness and coordination. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What zoo animal moves fast on four legs? Lion</li> <li>2. What zoo animal creeps across the ground? Snake</li> <li>3. What large zoo animal moves very slowly? Elephant</li> <li>4. What zoo animal climbs trees? Monkey</li> <li>5. What zoo animal likes to stand on one foot? Flamingo</li> </ol> <p>The teacher will hand each child a picture of a zoo animal. The teacher will verbally call out the name of a zoo animal. The student holding the picture of that animal will stand up and line up to leave the room.</p>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with severe and profound disabilities will reach to grasp for pictures of pets as it is played on the "Animal Action 2" song
2. Students with severe and profound disabilities will reach for a Big Mac that when pressed will make the sound of an animal

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Picture symbols will be used to help students identify the differences between the animals
2. Music will be used to help students heard what the different animals sound like

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Animals Everywhere (Movement Education: Animal Walks)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to correctly demonstrate at least three of the five animal movements (penguin, kangaroo, bear, seal, and/or bird) presented to them within the lesson in order to enhance their creative movement.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly identify (verbally and/or physically) three of the five animal pictures presented to them by indicating the correct name or movement in order to enhance their knowledge for various animals.</p> <p>Affective: Throughout the lesson the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play with their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>The teacher will present five different animal pictures to the students. One at a time, the students will be shown the picture and asked what sound that animal makes. The teacher will start to demonstrate how the animal walks and will direct the students to walk like that animal. The teacher will then help students walk like the animal. The teacher will ask the students to be creative and to pretend to eat like the animal. After one to two minute(s), the teacher will bring the class back to a designated area so that he/she can present the next animal.</p> <p>The animals presented to the students will be: kangaroo, bird, bear, penguin, and a seal.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 – 7 Minutes</b>	The teacher will place the pictures of the animals up on the wall. One at a time the students will come up to the wall and will point to a picture of one animal he/she wants to move like. The teacher will ask the student what sound that animal makes. The teacher will ask the student to show how the animal moves. The whole class will join the student in moving like that animal. The class will be directed back to a designated area so that another student can choose an animal off the wall.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	All together, each student will again choose to pretend to move like an animal pictured on the wall. The teacher will ask the students to move quickly and slowly like the animal they decided to move like. The teacher will ask the students to play like that animal. The students will gain the opportunity to explore how they perceive the animals play while the teacher facilitates and guides them.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they move like the various animals presented to them in order to enhance their body awareness and coordination. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Question/Answer:</p> <ol style="list-style-type: none"> <li>1. What animal jumps? Kangaroo</li> <li>2. What animal flies? Bird</li> </ol> <p>The teacher will ask the students to demonstrate three different animal movements</p> <p>Move like a seal</p> <p>Move like a penguin</p> <p>Move like a bear</p> <p>The teacher will hand each child a picture of an animal. The teacher will call out the name of an animal. The student holding that picture of the animal will stand up and line up to leave the room.</p>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with severe and profound disabilities will reach to grasp for pictures of animals and release them into a box
2. Students with severe and profound disabilities will reach for a Big Mac that when pressed will make the sound of an animal

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Picture symbols will be used to help students identify the differences between the animals
2. Music will be used to help students heard what the different animals sound like

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Animals Everywhere (Head to Toe)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3-5 Minutes</b>	<p>Psychomotor: Using the book, <i>“From Head to Toe”</i> by Eric Carle, the students will correctly imitate eight of the 12 movements (turn your head, bend your neck, raise your shoulders, wave your arms, clap your hands, thump your chest, arch your back, wiggle your hips, bend your knees, kick your legs and/or stomp your feet) presented in the story four out of five trial attempts in order to enhance their movement abilities.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically correctly identify right of the 12 animals (penguin, giraffe, buffalo, monkey, seal, guerrilla, cat, crocodile, camel, donkey, elephant and/or person) presented in the story, four out of five trial attempts in order to enhance their knowledge of different animals.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Make a path (curved, diagonal or straight) using hula hoops. When the music is on, the students will travel from hoop to hoop. When the music stops, the students will freeze inside of the hoop. The hoop will be the child’s designated personal space. The students will be told the importance of personal space.</p> <p>When the students are successful with this activity make a circle or square around the hula hoops. The students will travel around this shape, while the music is on. When the music stops, the students will enter the shape and then find a hula hoop to stand in.</p> <p>When the students are successful with this activity; one hula hoop can be removed at a time. The children will then share space within the hula hoop with a friend.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5-7 Minutes</b>	The teacher can review body parts with the students. This can be done by playing a version of Simon says, or by placing a bean bag on a body part or by singing <i>“Head, Shoulders, Knees and Toes”</i> .
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6-8 Minutes</b>	The teacher will read the book <i>“From Head to Toe”</i> by Eric Carle, with the students. The students will name the animals found in the book and the movements they are doing. The students will practice the movement shown by each animal (i.e. I am a penguin and I can turn my head. Can you do it?) Before reading this, the students will point out the penguin and say what the penguin is doing. The students will imitate the penguin’s movements.

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3-5 Minutes</b>	After reading the story, the teacher will call out the name of an animal that was mentioned in the story and have students try to remember what movement was associated with the animal. The students can then practice the movements.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson? The students' progress will be observed throughout the lesson.
<b>2-3 Minutes</b>	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit. The students learning will be assessed with a skills checklist. The students learning will also be assessed during closure activities through a question and answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	The animals and movements that were practiced from the story will be reviewed with each student.

<b>*Adaptations and Modifications:</b> How will you modify the lesson to include all students? h	
<b>Environment:</b>	<ol style="list-style-type: none"> <li>1. Limit the distractions of other toys</li> <li>2. Limit the distractions on the walls</li> <li>3. Limit as many distractive noises as possible</li> <li>4. Use distinct boundaries</li> <li>5. Increase/decrease the boundaries depending on the abilities of the students</li> <li>6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students</li> </ol>
<b>Rules:</b>	<ol style="list-style-type: none"> <li>1. Students with severe and profound disabilities will stretch and reach to touch the different body parts indicated by the teacher</li> <li>2. Students with severe and profound disabilities will work on their stretching to press a button or tape the picture of the animal indicated by the teacher</li> </ol>
<b>Instruction:</b>	<ol style="list-style-type: none"> <li>1. Use three or four short and simple cues</li> <li>2. The teacher will demonstrate the skills</li> <li>3. Peer students will be used to demonstrate the activities</li> <li>4. Picture symbols will be used to enhance understanding</li> <li>5. Hand over hand assistance will be provided as needed</li> </ol>
<b>Equipment:</b>	<ol style="list-style-type: none"> <li>1. Picture Symbols will be used in addition to the story book</li> </ol>

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Animals Everywhere (Parachute – Turtle Game)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3-5 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to change the movement of the parachute on the command, four out of five trial attempts in order to enhance their hand/arm strength and control.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly answer verbally and/or physically four of the five questions, in order to enhance their knowledge of turtles.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Make a path using hula hoops. When the music is on, the students will travel from hoop to hoop. When the music stops, the students will freeze inside of the hoop. The hoop will be the child's designated personal space. The students will be told the importance of personal space.</p> <p>When the students are successful with this activity; make a circle or square around the hula hoops. The students will travel around this shape, while the music is on. When the music stops, the students will enter the shape and then find a hula hoop to stand in.</p> <p>When the students are successful with this activity; one hula hoop can be removed at a time. The children will then share space within the hula hoop with a friend.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5-7 Minutes</b>	The students will stand in a circle. Spots can be used to designate the students' personal space. The students will hold onto the parachute with two hands. The students will practice a variety of movements with the parachute. (i.e. moving the parachute up, bringing the parachute down, shaking the parachute, shaking the parachute fast, and shaking the parachute slowly). The students can also practice going under the parachute. If this is a new concept for the students, this can be done one child at a time or several students at a time.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6-8 Minutes</b>	The students will sit down and hold onto the parachute with one hand. The students will be asked; "What does a turtle have on its back? And why does a turtle hide in its shell?" After this is discussed, the students will pull the parachutes up to them, so only their heads are sticking out. The teacher will then ask the students a question such as: if the turtle is in the woods and sees a bear, what would it do. The students will either know or learn that the turtle would go in its shell. The students can practice going in the shell and out of the shell with the teacher's guidance.

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3-5 Minutes</b>	The teacher will use the word “boo” for the go signal. When the teacher says boo, the students will pretend that they are turtles and that they have been frightened and need to go into the shell. This can be repeated and the teacher can remind the students why a turtle would go into its shell.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2-3 Minutes</b>	<p>The students will be monitored while independently traveling throughout the environment.</p> <p><b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.</p> <p>During closure, the teacher will ask the students what kind of animal they were pretending to be that day. The teacher will also ask what a turtle does when it is afraid.</p> <p><b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?</p> <p>Question/Answer:</p> <ol style="list-style-type: none"> <li>1. What animal did we pretend to be today? Turtle</li> <li>2. Are turtles fast or slow? Slow</li> <li>3. What color are turtles? Green</li> <li>4. What do turtles do when they are afraid? Hide in their shell</li> <li>5. Do turtles eat meat or plants? Plants</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students

**Rules:**

1. Students with severe and profound disabilities will work on their muscular strength by grasping and holding the parachute
2. Students with severe and profound disabilities will work on enhancing their range of motion by moving the parachute up, down, and side to side.

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Velcro will be attached to the parachute and to a glove to help students who have difficulty grasping
2. Olympet (flat) hoops will be used instead of hula hoops for students with use wheelchairs and/or students who have difficulty with balance

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Animals Everywhere (Safari Adventure)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3-5 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to change their speed of movement (fast to slow) by the indicated animal (i.e. tiger, elephant) four out of five trial attempts in order to enhance their agility and body coordination.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to distinguish the difference (verbally and/or physically) between the different speeds of fast and slow, four out of five trial attempts in order to enhance their agility.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Make a path using hula hoops. When the music is on, the students will travel from hoop to hoop. When the music stops, the students will freeze inside of the hoop. The hoop will be the child's designated personal space. The students will be told the importance of personal space.</p> <p>When the students are successful with this activity; make a circle or square around the hula hoops. The students will travel around this shape, while the music is on. When the music stops, the students will enter the shape and then find a hula hoop to stand in.</p> <p>When the students are successful with this activity; one hula hoop can be removed at a time. The children will then share space within the hula hoop with a friend.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5-7 Minutes</b>	The students will be introduced to the concepts of moving slowly and moving fast. This can be done by using a variety of locomotor movements. For example, the students will walk in general space slowly. This can be demonstrated by the teacher first. On the go signal, the students will move around the space slowly. Then the same can be done while students move fast. The students should be aware of where they are moving (general space) and the other students around them.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6-8 Minutes</b>	Tell the students that they are going to be moving in general space like animals. Tell the students that they are going to learn to move like animals so that they can look for them in the wild. The students will practice moving slow like an elephant and fast like a tiger. The teacher will hold up a picture of an animal and ask the students what animal it is. The teacher can then ask the students if this animal moves fast or if this animal moves slowly.

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3-5 Minutes</b>	After the students have practiced moving like animals, they will look for pictures of animals. Placing cones with pictures of animals around the room; the students will search for specific animals. The students will take a hula hoop and put it over the cone, pretending to catch the animal.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2-3 Minutes</b>	The students will be monitored and observed while independently traveling throughout the environment. The teacher will use a checklist to determine student knowledge of differentiating animals.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The teacher will ask the students to demonstrate moving fast and slow.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	At the end of the class, the teacher will ask the students what animal they moved like during class. The teacher will then ask the students if they moved fast or slow while being this animal. The teacher can also have the students demonstrate what animal movement they did that day in class.

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students

**Rules:**

1. Students with severe and profound disabilities will stretch their hand out to touch the picture of the animals that move slow and fast when asked by the teacher
2. Students with severe and profound disabilities will reach out to press a button that will make the sound of an animal
3. Students with severe and profound disabilities will pretend to feed the animals by grasping onto a beanbag, traveling across the room and releasing it onto the floor near a stuff animal

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Deck rings can be used instead of hula hoops
2. Olympet (flat) hoops will be used instead of hula hoops for students with use wheelchairs and/or students who have difficulty with balance

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Animals Everywhere (Hungry Hungry Hippos)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3-5 Minutes</b>	<p>Psychomotor: By the end of the lesson, while sitting on a scooter, the students will have the ability to safely maneuver the scooter board throughout general space without bumping into anyone or anything more than three times, four out of five trial attempts, in order to enhance their body and spatial awareness.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly match a colored beanbag/ball to the same color bucket, four out of five trial attempts in order to enhance their matching skills.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Make a path using hula hoops. When the music is on, the students will travel from hoop to hoop. When the music stops, the students will freeze inside of the hoop. The hoop will be the child's designated personal space. The students will be told the importance of personal space.</p> <p>When the students are successful with this activity; make a circle or square around the hula hoops. The students will travel around this shape, while the music is on. When the music stops, the students will enter the shape and then find a hula hoop to stand in.</p> <p>When the students are successful with this activity; one hula hoop can be removed at a time. The children will then share space within the hula hoop with a friend.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5-7 Minutes</b>	<p>The teacher will show/remind the students how to travel on the scooter correctly. The students will practice traveling on the scooter in a variety of ways (sitting up and on their stomach).</p> <p>Given general space, on the teacher's command, the students will travel on the scooter through the designated pathway. .</p>
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6-8 Minutes</b>	<p>The students will then be told that their scooters are rafts and that they need to stay on their rafts the entire time. On the middle of the floor, there will be an island with colored buckets on it. The students will be hippos looking for their food. The students will gather all of the food (beanbags, balls) and put it in the same colored bucket. The teacher can show a demonstration. On the teacher's signal, the students will travel on their rafts (scooters) and collect food and match it to the same color bucket, on the island. The students will count how much food they have collected.</p>

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3-5 Minutes</b>	Ask the students (hippos) if they are still hungry and the activity can be done again. The buckets can be moved around in order to make sure that the students are paying attention to the color of the bucket and the color of the food. The students can also be told to pick up a specific color.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2-3 Minutes</b>	The students will be monitored and observed while independently traveling throughout the environment. A checklist will be used to assess student understanding of different pathways.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be asked what color food they have picked up. The students can also be asked if the bucket that they chose was the same color as the food they put in.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	At the end of the lesson, the students will be asked how they traveled on the scooter. The students will also be asked about what colors they used that day and about matching.

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students

**Rules:**

1. Students with severe and profound disabilities will work on their muscular strength by grasping and holding the parachute
2. Students with severe and profound disabilities will work on enhancing their range of motion by moving the parachute up, down, and side to side.
3. Students with severe and profound disabilities will work on stretching out to grasp a beanbag followed by releasing it into a bucket

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Students using wheelchairs can scoop up the balls with a net
2. Students using wheelchairs can travel on an adapted scooter
3. Olympet (flat) hoops will be used instead of hula hoops for students with use wheelchairs and/or students who have difficulty with balance
4. Velcro will be attached to the parachute and to a glove to help students who have difficulty grasping

**Early Childhood Center**  
**Adapted Physical Education/Motor Development**  
**Lesson Plan**  
 Construction Zone (Bridges)

<b>Focusing Student Attention</b>	<b>*Statement of Objectives:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 Minutes</b>	<p>Psychomotor: By the end of the lesson the students will have the ability to make four bridges with their bodies for 20 seconds each, four out of five trials, in order to enhance the muscular strength in their arms.</p> <p>Cognitive: By the end of the lesson the students will have the knowledge needed to identify verbally and/or physically the location of their arm muscles, four out of five trial attempts in order to enhance their knowledge of their body.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play with their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow the alphabet letters into class, tapping the “Motor Time” button once. The students will stand on their “X” and perform their routine warm-up movements to song.        *Wiggles music: The students will jump, stretch, twist, turn, balance, hop, and run.        *Toddler Time: The students will hold hands in a circle and perform the movements of the song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>7 Minutes</b>	<p>The teacher will demonstrate the bridge position (using the hands and feet as the base of support while in the prone position and pushing the stomach up high)        The students will then imitate the same position.        1<sup>st</sup>: up and down, 2<sup>nd</sup>: up for five seconds, 3<sup>rd</sup>: up for 10 seconds.        The teacher will have the students get into the bridge formation and tell them they will be draw bridges.        *lift one arm up, lift the other arm up, lift one leg up, lift the other leg up.        The teacher will have the students get into the bridge, this time making them into high and low bridges. When the teacher says high, the students get into the high bridge position.        When the teacher says low, the students perform a pushup (going low, but not having the stomach touch the ground).</p>
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>2 Minutes</b>	Half of the students will be told to get into the bridge formation while the other half of the students will be told to crawl under the bridges.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>2 Minutes</b>	At the end of class, the students will be shown what a modified push-up looks like. The students will then be asked to try to perform a modified push-up.

<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	The students will be monitored throughout the lesson using teacher observation and a checklist.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	Each student will be expected to enhance their skills based on their baseline abilities. The expectation for each student is individualized. The students' learning will be assessed using classroom observation, data collection (checklist), and collaboration.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	The teacher will lead a Q and A session with the students on the different bridges presented throughout the lesson. The teacher will ask the students to show their arm muscles as an indicator of what the students were making stronger. The students will then perform their routine closure and exit the room.

<b>*Adaptations and Modifications:</b> How will you modify the lesson to include all students?	
<b>Environment:</b>	<ol style="list-style-type: none"> <li>1. Limit the distractions of other toys</li> <li>2. Limit the distractions on the walls</li> <li>3. Limit as many distractive noises as possible</li> <li>4. Use distinct boundaries</li> <li>5. Increase/decrease the boundaries depending on the abilities of the students</li> </ol>
<b>Rules:</b>	<ol style="list-style-type: none"> <li>1. Students that have difficulty holding up their own body weight, they will lay over an exercise ball with their hands on the ground. The students will roll back and fourth on the ball. When they roll forward, their hands will push them back. The students' legs will then push them forward, back to their hands.</li> <li>2. Students with severe and profound disabilities can practice their extension and flexion skills by rolling a ball under a bridge</li> <li>3. Students will severe and profound disabilities can practice their movement skills (rolling, crawling, creeping, etc.) by moving under the bridge</li> </ol>
<b>Instruction:</b>	<ol style="list-style-type: none"> <li>1. Use three to four short and simple cues</li> <li>2. The teacher will demonstrate the skills</li> <li>3. Peer students will be used to demonstrate the activities</li> <li>4. Picture symbols will be used to enhance understanding</li> <li>5. Hand over hand assistance will be provided as needed</li> </ol>
<b>Equipment:</b>	<ol style="list-style-type: none"> <li>1. Use an exercise ball to help the students get into the bridge formation</li> </ol>

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Construction Zone (Bob the Builder)

<b>Focusing Student Attention</b>	<b>*Statement of Objectives:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 Minutes</b>	<p>Psychomotor: Throughout the lesson the students will successfully play Bob the Builder in order to enhance their agility, four out of five trial attempts.</p> <p>Cognitive: By the end of the lesson the students will have the knowledge of the rules for Bob the Builder in order to enhance their ability to participate within a two step direction game, four out of five trials.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play with their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow the alphabet letters into class, tapping the “Motor Time” button once. The students will stand on their “X” and perform their routine warm-up movements to song. *Wiggles music: The students will jump, stretch, twist, turn, balance, hop, and run. *Toddler Time: The students will hold hands in a circle and perform the movements of the song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>7 Minutes</b>	The teacher will demonstrate building up the bowling pins. The bowling pins (buildings) will all start down. On the cue of the music, the students will race out to stand the buildings up as quickly and safely as they can. The teacher will demonstrate the proper way (softly with the hand) to knock the buildings down (bulldozers). On the cue of the music, students will race out and correctly knock the pins over. Repeat each skill twice.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>2 Minutes</b>	Half of the students will be Bob/Wendy the builder while the other half will be the bulldozers. On the cue of the music, the students will perform their tasks as quickly and safely as possible. Each group will have two chances to be Bob/Wendy and the bulldozer.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>2 Minutes</b>	All of the students will stand the buildings up. The students will stand at one end of the classroom. On the cue from the music, the students will race to the other side of the classroom without knocking over the buildings. The students will have four turns to run back and forth without knocking over the pins. The students will then be asked to run around the room without bumping into their peers or knocking over the pins.

<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	The students will be monitored throughout the lesson using teacher observation and a checklist.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	Each student will be expected to enhance their skills based on their baseline abilities. The expectation for each student is individualized. The students' learning will be assessed using classroom observation, data collection checklist), and collaboration.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	The teacher will lead a Q and A session with the students on the different bridges presented throughout the lesson. The teacher will ask the students to show their arm muscles as an indicator of what the students were making stronger. The students will then perform their routine closure and exit the room.

<b>*Adaptations and Modifications:</b> How will you modify the lesson to include all students?	
<b>Environment:</b>	<ol style="list-style-type: none"> <li>1. Limit the distractions of other toys</li> <li>2. Limit the distractions on the walls</li> <li>3. Limit as many distractive noises as possible</li> <li>4. Use distinct boundaries</li> <li>5. Increase/decrease the boundaries depending on the abilities of the students</li> </ol>
<b>Rules:</b>	<ol style="list-style-type: none"> <li>1. Instead of running/walking, the students can sit on scooters to move around the room to knock over the bowling pins</li> <li>2. Students pretending to be bulldozers can sit on scooters to get around the room while they knock over the bowling pins (this allows time for the Bob/Wendy students to set up the bowling pins)</li> </ol>
<b>Instruction:</b>	<ol style="list-style-type: none"> <li>1. Use three to four short and simple cues</li> <li>2. The teacher will demonstrate the skills</li> <li>3. Peer students will be used to demonstrate the activities</li> <li>4. Picture symbols will be used to enhance understanding</li> <li>5. Hand over hand assistance will be provided as needed</li> </ol>
<b>Equipment:</b>	<ol style="list-style-type: none"> <li>1. Scooter seats will be attached to scooters to help students with limited core stability to sit on a scooter. At times, a seatbelt is recommended to be used for some students</li> <li>2. Students can be given a soft short striking implement to help them knock over the bowling pins and work on hand-eye coordination</li> </ol>

**Early Childhood Center**  
**Adapted Physical Education/Motor Development**  
**Lesson Plan**  
 Construction Zone (Wrecking Ball)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3 Minutes</b>	<p>By the end of the lesson, the students will have the knowledge needed to differentiate verbally and/or physically between the concepts of heavy and light, four out of five trial attempts in order to improve vocabulary and language (expressive, receptive). (Cognitive)</p> <p>By the end of the lesson, the students will have the ability to properly pick up a heavy object (medicine ball), carry it and place it on the wedge mat, four out of five trial attempts in order to improve muscular strength and endurance. (Psychomotor)</p> <p>Throughout the lesson, the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills. (Affective)</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room following their daily routine. The students will then engage in a warm-up activity. Students will work together and attempt to push a big physio-ball, omni kin ball or bolster, past a line taped on the floor approximately 10 feet away. The teacher will stand on the other side of the object and provide resistance. The students will push as hard as they can until the object is pushed past the line. For larger classes, have more than one object available to push and have paraprofessionals, classroom assistants and teachers provide resistance.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 Minutes</b>	Following the warm-up, students will sit on poly spots. The teacher will introduce two objects, a balloon and a medicine ball. The students will have a turn to hold each object. The teacher will then ask them, which object is heavy and which object is light. The teacher will then explain that builders sometimes use a “wrecking ball” to knock down old buildings in order build bigger and better buildings. The students will be asked, “Do you think the wrecking ball is heavy or light?” (Provide a picture of a crane and wrecking ball to assist student understanding)
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 Minutes</b>	The students will play the game, “Wrecking ball.” They will be divided into two teams, “Wreckers” and “Builders.” On the teacher’s signal, the “Wreckers” will run over to medicine balls, pick one up and carry it over to a wedge mat and roll the ball down the wedge mat attempting to knock over objects placed on the floor (i.e. bowling pins, carpet tubes, IBM tubes or stacked shoe boxes). As the objects are knocked over, the “builders” will avoid the balls and set up the objects. The “wreckers” will retrieve their ball and attempt to knock over more objects. Both groups will be given an opportunity to be builders and wreckers.

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 Minutes</b>	The students will now be given time to explore a matted environment. While exploring they will use their muscles while climbing, jumping, crawling and running.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2 Minutes</b>	Students will be monitored through use of classroom observation and informal assessments (checklist).
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	Students will be asked to select heavy and light objects presented by the teacher at the beginning of the next lesson. The students will be presented with balloons and nerf balls (light) and medicine balls and shot put (heavy). Informal assessment data will be taken.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Students will be asked questions to review knowledge gained <ul style="list-style-type: none"> <li>➤ Some Questions to ask: <ul style="list-style-type: none"> <li>○ Which object is heavy? (Teacher will present a balloon and a medicine ball).</li> <li>○ Would the balloon knock over the objects? Why?</li> <li>○ What did you have to use to carry the balls?</li> </ul> </li> <li>➤ After the question and answer session, the students will perform the sign that indicates "Motor is Finished" by tapping their shoulders and swiping their hands across their chest in a downward fashion.</li> <li>➤ The students will then follow their daily routine to exist the class.</li> </ul>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

6. Limit the distractions of other toys
7. Limit the distractions on the walls
8. Limit as many distractive noises as possible
9. Use distinct boundaries
10. Increase/decrease the boundaries depending on the abilities of the students
11. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students

**Rules:**

4. Students with severe and profound disabilities will work on stretching their arms in order to push/strike the omni kin ball away
5. Students with severe and profound disabilities will work on holding an object that challenges their muscular strength
6. Students with severe and profound disabilities will work on stretching their hands out in order to push a ball down a ramp

**Instruction:**

6. Use three to four short and simple cues
7. The teacher will demonstrate the skills
8. Peer students will be used to demonstrate the activities
9. Picture symbols will be used to enhance understanding
10. Hand over hand assistance will be provided as needed

**Equipment:**

2. Various objects with varying weight will be available for the student to work with
3. Various sized balls will be available for the students to work with

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Construction Zone (Bulldozer the Buildings)

<b>Focusing Student Attention</b>	<b>*Statement of Objectives:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 Minutes</b>	<p>By the end of the lesson the students will have the ability to make four bridges with their bodies for 20 seconds each, four out of five trials, in order to enhance the muscular strength in their arms.</p> <p>Cognitive: By the end of the lesson the students will have the knowledge needed to identify verbally and/or physically the location of their arm muscles, four out of five trial attempts in order to enhance their knowledge of their body.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow the alphabet letters into class, taping the “Motor Time” button once. The students will stand on their “X” and perform their routine warm-up movements to song. *Wiggles music: The students will jump, stretch, twist, turn, balance, hop, and run. *Toddler Time: The students will hold hands in a circle and perform the movements of the song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 Minutes</b>	The teacher will show picture symbols that introduce trucks dealing with construction. The students will then follow the teacher through movements (stretching,) that resemble how the construction trucks move.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>8 Minutes</b>	<p>The room will be split up into four stations and the class will be split up into four groups (wrench, screwdriver, saw, or hammer).</p> <p><u>Station #1:</u> The students will roll down a panel/incline mat with the objective being to knock down small bolsters that are built up like a tower. The students can perform a forward roll, pencil roll, or roll like a ball. After the student knocks down the tower, he/she will build it up for the next friend.</p> <p><u>Station #2:</u> The students will walk across a balance beam, sit on a swing and propel themselves into small bolsters built up like a tower. They will then build up the tower for the next friend.</p> <p><u>Station #3:</u> The students will sit on scooters. Using their feet, they will move into bowling pins and knock the bowling pins over. Once all the pins are over, all the students pretend to be bob the builder and stand up the pins.</p> <p><u>Station#4:</u> The students will travel through an obstacle course of climbing over a mountain, across a bridge, over two hills, and then rolling down to knock over three bowling pins. The students will set up the pins for the next friend.</p>

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>2 Minutes</b>	Students who demonstrate success of each station are demonstrating their mastery. Through the Question and Answer sessions, students will demonstrate their level of knowledge based on the concept being taught.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2 Minutes</b>	The students will be monitored throughout the lesson using teacher observation and a checklist.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	Each student will be expected to enhance their skills based on their baseline abilities. The expectation for each student is individualized. The students' learning will be assessed using classroom observation, data collection, and collaboration.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	The teacher will Q and A the students on the different bridges presented throughout the lesson. The teacher will ask the students what truck they were pretending to move like. The students will then perform their routine closure and exit the room.

<b>*Adaptations and Modifications:</b> How will you modify the lesson to include all students?	
<b>Environment:</b>	<ol style="list-style-type: none"> <li>1. Limit the distractions of other toys</li> <li>2. Limit the distractions on the walls</li> <li>3. Limit as many distractive noises as possible</li> <li>4. Use distinct boundaries</li> <li>5. Increase/decrease the boundaries depending on the abilities of the students</li> </ol>
<b>Rules:</b>	<ol style="list-style-type: none"> <li>1. Students who have severe and profound disabilities or tactile sensory issues can lay on a panel mat surrounded by bowling pins on all sides. The students will practice their body control and rolling skills by rolling their bodies into the bowling pins (Body Bowling)</li> </ol>
<b>Instruction:</b>	<ol style="list-style-type: none"> <li>1. Use three to four short and simple cues</li> <li>2. The teacher will demonstrate the skills</li> <li>3. Peer students will be used to demonstrate the activities</li> <li>4. Picture symbols will be used to enhance understanding</li> <li>5. Hand over hand assistance will be provided as needed</li> </ol>
<b>Equipment:</b>	<ol style="list-style-type: none"> <li>1. Scooter seats will be attached to scooters to help students with limited core stability to sit on a scooter. At times, a seatbelt is recommended to be used for some students</li> <li>2. Bowling pins can be used instead of bolsters</li> </ol>

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

In the City, In the Country (Seeding the Fields in the Country with scooters)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: Throughout the lesson, the students will enhance their muscular strength, spatial awareness, agility and core stability in order to successfully participate within two of the three lesson segments (Teacher-Directed, Teacher Monitored, and Extension – Refinement).</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly answer three of the four questions in the closure in order to recall the student’s knowledge of the game/activity for the day.</p> <p>Affective: Throughout the lesson, the students will cooperate and enjoy three of the five lesson segments with their peers/adults in order to positively enhance the games/activities.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation. The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down. *The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	Picking the Vegetables: pictures of corn, carrots, broccoli, and tomatoes will be spread throughout the designated area. The students will be instructed to pick the vegetables from the fields (one at a time) and place them in the correct bucket by matching it with the picture of the vegetable on the bucket. The students will be reminded to keep their heads up, eyes open and watching.

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 - 7 Minutes</b>	The teacher will remind the students of how to lie on the scooters (on their stomach). Half of the students will lie on the scooters (on their stomach) with their feet dragging on the floor behind them. These students are pretending to be tractors. These students will have five to seven beanbags (seeds). The other half of the class will pretend to be the horses. They will pull the tractors throughout the designated field by pulling a rope attached to the scooters. There will be one horse per tractor. As the tractors are being pulled throughout the area they will toss the seeds behind them into the field. The students will be reminded to spread the seeds out.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 - 7 Minutes</b>	The students will collect the seeds and then switch positions. The horses will now become the tractors and the tractors will become the horses. The teacher will slowly remove his/herself from the game as the students play. The teacher will use this time to facilitate the environment, provide assistance when necessary and collect data.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they practice pushing and pulling themselves on the scooter. The teacher will observe and take data collection.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection (checklist), and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What muscles did the horse use to pull the tractor? Leg</li> <li>2. Did you want all the seeds in one place or to spread them out? Spread them out</li> <li>3. What grows in the fields on the farm? Vegetables</li> <li>4. Today were you in the city or the country? Country</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to move the scooter around the city will increase/decrease depending on the students ability levels

**Rules:**

1. The students with more severe and profound disabilities will practice their grasp/release skills to collect the vegetables and release them in the correct basket
2. The students with more severe and profound disabilities will practice their walking, creeping, and crawling skills to move throughout the city
3. Students who have limited core stability, low muscle tone, and/or a medical issue will sit on the scooter instead of laying on it while pretending to be the grandchild delivering the fruit basket

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Scooter seats will be attached to scooters to help students with limited core stability to sit on a scooter. At times, a seatbelt is recommended to be used for some students
2. Plastic vegetables will be used for children with visual impairments and for those students who need more concrete objects.

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

In the City, In the Country (Taxi in the City with Scooters)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to demonstrate sitting on a scooter and pulling themselves forward with their legs for a distance of 10 feet, four out of five times in order to enhance the muscular strength in their legs.</p> <p>Affective: Throughout the lesson, the students will cooperate and enjoy three of the five lesson segments with their peers/adults in order to positively enhance the games/activities.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly answer three of the four questions in the closure in order to recall the student’s knowledge of the game/activity for the day.</p> <hr/> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation. The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down. *The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	<ol style="list-style-type: none"> <li>1. The teacher will explain that today the students will be going to visit their grandmother who lives in the city. The students are going to bring their grandmother lots of fruit baskets (picture symbol), but can only carry one at a time. The teacher will tell the students that to get to their grandmother’s house in the city, they need to call a taxi.</li> <li>2. The students will all stand up, put one hand in the air and scream out “TAXI!” The teacher will demonstrate one time alone, followed by the teacher and class performing this task two times together. The students will then have a chance to say it one time on their own.</li> <li>3. Each child will sit on a scooter with their hands on their knees and will pull themselves with their legs around the designated area.</li> <li>4. Three scooters will be attached together. The teacher will teach the appropriate way to ride on a scooter (lay on their stomachs, holding the polo stick outward in front). The students will be paired up and will practice safely pulling their partner (lying on the attached scooters) from one end of the room to the other. They will then switch positions.</li> </ol>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 - 7 Minutes</b>	<p>The students will be split up into two groups.</p> <p>Group one will be the taxi drivers. The taxi drivers will start at the taxi cab office. When the game starts they will start to drive their taxi around a designated circular “street”. On one end of the street will be the fruit baskets (picture symbols) and on the other end will be a picture of Grandma with a basket for the fruit. The taxi drivers will drive around the circle until a student from group two calls out taxi. When the taxi driver hears the word “taxi”, he/she will drive over to the student.</p> <p>Group two will be the grandchildren delivering the fruit baskets. Each child will take one fruit basket (picture symbol), walk to the “street”, raise their arm and call out “TAXI!” When the taxi arrives, the student will lie on the scooter and the taxi driver will pull them around the “street” to the grandmother’s house. The taxi driver would then sit back down and continue on, to pick someone else up. Each grandchild will have a polo stick (plastic hockey stick) that they will hold out in front while lying on the taxi. The taxi driver will grasp the other end to pull the taxi. Each child needs to remember to hold onto the poly stick tightly. The taxi driver has to remember to travel at a safe speed (they don’t want to be pulled over by the police for speeding).</p>
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 - 7 Minutes</b>	Group one will become the grandchildren and group two will become the taxi drivers. The teacher will slowly remove his/herself from the game as the students play. The teacher will use this time to facilitate the environment, provide assistance when necessary and collect data.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they practice pushing and pulling themselves on the scooter. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection (checklist), and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Question/Answer:</p> <ol style="list-style-type: none"> <li>1. Do you stand on the scooter? No</li> <li>2. What word did the grandchildren call out in order to get to the grandmother’s house? TAXI!</li> <li>3. Which muscles did we make stronger when we were the taxi driver? Leg muscles</li> <li>4. Today, were you in the city or the country? City</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to move the scooter around the city will increase/decrease depending on the students ability levels

**Rules:**

1. The students with more severe and profound disabilities will practice their grasp/release skills to bring the fruit basket to the grandmother's house
2. The students with more severe and profound disabilities will practice their walking, creeping, and crawling skills to move throughout the city
3. Students who have limited core stability, low muscle tone, and/or a medical issue will sit on the scooter instead of laying on it while pretending to be the grandchild delivering the fruit basket

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Scooter seats will be attached to scooters to help students with limited core stability to sit on a scooter. At times, a seatbelt is recommended to be used for some students
2. Plastic fruit will be used for children with visual impairments and for those students who need more concrete objects.

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

In the City, In the Country (Scooter Introduction)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to push/pull themselves around the “city” (bank to store to home) three times in order to enhance the muscular strength in their legs.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly sort two out of the three items bought at the store of choice, in order to enhance their math concepts.</p> <p>Affective: Throughout the lesson, the students will cooperatively wait their turn at the stores and safely use the scooters two out of every three times around the city, in order to enhance the enjoyment of the experience.</p> <hr/> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	<p>Scooter Board Introduction: The students will be presented the scooters. The teacher will explain the correct way to use the scooters (sitting on them with their hands either on the handles or on their knees). . The students will sit this way for safety, so that their fingers are not rolled on. The teacher will present a few wrong ways to use the scooters and ask the students if they are allowed to move the scooter with their hands pushing it, if they are allowed to place their stomachs on the scooters, or if they are allowed to stand on the scooters. The students will answer no to all the questions. The students will sit on the scooters on one side of the room. The teacher will tell the students to pull themselves forward with their feet across the room. The teacher will instruct the students to push themselves with their feet back across the room.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 - 7 Minutes</b>	The students will properly use the scooters to push or pull themselves to a bank where they will take one dollar. The students will be instructed to take the dollar to the tool, food or pet store and retrieve an item (tool, food or pet) to bring back across the room (home). The students will drop the dollar in a basket and take one item.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 - 7 Minutes</b>	Driving through the city: The students will properly use the scooters to push/pull themselves to a bank where they will take one dollar. The students will be instructed to take the dollar to a store. They will have a choice of two stores (tool, pet, and/or food). The students will choose a store and move themselves to that store. The students will drop their dollar in a basket, take one item from that store and bring it "home" to sort the item into the correct box (pet goes in the cage, food in the fruit basket, and tool in the toolbox).
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they practice pushing and pulling themselves on the scooter. The teacher will observe and collect data (checklist).
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. Do you stand on the scooter? No</li> <li>2. Do you put your stomach on the scooter? No</li> <li>3. How many dollars did you take at the bank? One</li> <li>4. How much was the item you bought at the store? One dollar</li> <li>5. What muscles did you make stronger? Leg muscles</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to move the scooter around the city will increase/decrease depending on the students ability levels

**Rules:**

1. The students with more severe and profound disabilities will practice their grasp/release skills to use the dollar to buy a item from the store and place it in the box at the "home"
2. The students with more severe and profound disabilities will practice their walking, creeping, and crawling skills to move throughout the city

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. The students with a limited attention span will concentrate on pushing/pulling their scooter to one store in order to retrieve an item and sort it in the correct box at the "home"

**Equipment:**

1. Scooter seats will be attached to scooters to help students will limited core stability to sit on a scooter. At times, a seatbelt is recommended to be used for some students

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

In the City, In the Country (Tricycles)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to pedal the tricycle for a distance of 10 feet without crashing into anyone or anything within the environment in order to enhance their tricycle skills, four out of five times.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly answer five of the seven questions, in order to enhance both their tricycle and math skills.</p> <p>Affective: Throughout the lesson, the students will cooperate and enjoy three of the five lesson segments with their peers/adults in order to positively enhance the games/activities.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. The students will follow the alphabet letters to the "X" that they sit on. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	<p>Using a peer, the teacher will demonstrate how to properly sit on the tricycle and use the tricycle. The teacher will tell the students to "watch with your eyes" and "push hard with your feet". Half of the class will ride a tricycle from one side of the room to the other side of the room and back (as if it was a street). The rest of the class will stand perpendicular to the street. The teacher will hold up a red sign that has the word "stop" on it and a green sign that has the word "go" on it. Tricycle group: When the teacher holds up the red stop sign, the students riding the tricycles stop until they see the green go sign. Crossing group: When the students riding the tricycles stop, the students standing on the side can cross the street to the other side. When the students get to the other side, they will pick up one picture of a vegetable (i.e. carrot, string beans, broccoli, or corn) from the farmer's garden/market. The students will run back to the street and wait to cross until the tricycles stop. When the students cross the street again, they will sort the vegetable in the box with a larger picture of the same vegetable. After three to five minutes, the students switch tasks. When the game is over the students will count the vegetables.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3- 7 Minutes</b>	Car Wash: Half the students will sit on tricycles. They will practice properly riding them around the designated area using their eyes to watch in the direction they are riding. The other half of the class will act as the car wash. Four students will hold squirt bottles, four students swaying streamers, two students will have small towel clothes to pretend to dry the tricycle and two students will pretend to be the gas station to put gas in the tricycles. After three – five minutes the groups will switch rolls.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 - 7 Minutes</b>	Half the class will push and pull scooters with their feet around the designated area. The students will be told to keep their hands on their knees or hold onto the scooter handles so that their fingers don't get rolled on. The other half of the class will practice pedaling the tricycle around the designated area. They will be instructed to look forward and watch with their eyes. After a few minutes, the students riding the tricycles will sit on scooters and the students using the scooters will ride the tricycles. The teacher will repeat the same instructions for riding the scooters and the tricycles.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they practice riding the tricycles. The teacher will observe and collect data (checklist).
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection (checklist) and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What did you ride today? Tricycle</li> <li>2. How many wheels does a tricycle have? 3</li> <li>3. What did you need to use, so that you didn't crash? Eyes</li> <li>4. How many carrots did you pick?</li> <li>5. How many green beans did you pick?</li> <li>6. Which box had fewer vegetables in it?</li> <li>7. Which box had more vegetables in it?</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. The distance the students have to move the scooter and/or tricycle will increase/decrease depending on the students ability levels
2. Students with severe and profound disabilities will work to enhance their muscular strength by squeezing the squirt bottles
3. Students with severe and profound disabilities will work to enhance range of motion and flexibility by swaying the streamers up and down and side to side
4. Students with severe and profound disabilities will work on their walking, crawling, and creeping skills around the designated area
5. Students with severe and profound disabilities will work on grasping and releasing the different vegetable cards

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Scooter seats will be attached to scooters to help students with limited core stability to sit on a scooter. At times, a seatbelt is recommended to be used for some students
2. Pedal straps will be added to the pedals of the tricycles for the students who need more support on their feet
3. Tricycles with back supports will be available to the children
4. Hand straps will be added to help those students who have difficulty grasping the handle bars

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Let's Move (Position Words)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3 - 5 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to properly demonstrate at least three of the four position word movements (over, under, around and/or through) while moving through various obstacles, four out of five trial attempts in order to enhance their overall movement ability.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically identify three of the four position word movements (over, under, around and/or through), 4 out of 5 trial attempts in order to enhance their understanding for the various preposition word concepts.</p> <p>Affective: Throughout the lesson, the students will wait their turn when necessary at each station, four out of five trials in order to increase social interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Using music and scarves, the students will use the scarves to practice movements. Examples of scarf movements: circles, waves, high &amp; low, swimming. The prepositions over, under, around &amp; through can also be introduced to the students.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5-7 Minutes</b>	Using hula-hoops, the students will practice the prepositions over, under, around, and through. The teacher can demonstrate to the students different ways to travel over the hula hoop (i.e. jumping, stepping), under (holding the hula hoop up, etc), around (various locomotor movements around the hula hoop, etc), through (traveling through a hoop that is held by a partner, etc).
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6-8 Minutes</b>	A variety of obstacles can be arranged around the room in order to practice over, under, around and through. Suggestions of obstacles to use are tunnels, cones, boxes, wedge mats, spots, and parachute. If the obstacles are set up in a circuit or the students need guided help, the teacher can bring the students to each "station" to practice the activity together.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3-5 Minutes</b>	The students can explore the obstacles with the teacher as a facilitator. Students will explore on their own how to manipulate their bodies over, under, around or through the obstacle.

<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2-3 Minutes</b>	The students will be monitored using observation and checklist while independently traveling throughout the environment.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	As the students move throughout the space, the teacher asks them which objects are best to go under, around, over, and through. This data can be recorded with a checklist.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Each student will be asked what he/she have completed that day in class. Each student will be asked to give an example of over, under, around, or through.

<b>*Adaptations and Modifications:</b> How will you modify the lesson to include all students?	
<b>Environment:</b>	<ol style="list-style-type: none"> <li>1. Limit the distractions of other toys</li> <li>2. Limit the distractions on the walls</li> <li>3. Limit as many distractive noises as possible</li> <li>4. Use distinct boundaries</li> <li>5. Increase/decrease the boundaries depending on the abilities of the students</li> <li>6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students</li> </ol>
<b>Rules:</b>	<ol style="list-style-type: none"> <li>1. Students with severe and profound disabilities will move their bodies into different relations (over, under, around, in and out) to equipment by rolling, crawling, and/or walking</li> </ol>
<b>Instruction:</b>	<ol style="list-style-type: none"> <li>1. Use three to four short and simple cues</li> <li>2. The teacher will demonstrate the skills</li> <li>3. Peer students will be used to demonstrate the activities</li> <li>4. Picture symbols will be used to enhance understanding</li> <li>5. Hand over hand assistance will be provided as needed</li> </ol>
<b>Equipment:</b>	<ol style="list-style-type: none"> <li>1. If you do not have a tunnel, you can drape a parachute over a few chairs</li> <li>2. A "limbo" type stick can be set up (at different heights) for the students to go under</li> </ol>

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Let's Move (Scavenger Hunt)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3-5 Minutes</b>	<p>Psychomotor: During the scavenger hunt, students will correctly demonstrate at least two of the three non-locomotor movements (i.e. bend, reach and/or grasp) and three of the four locomotor movements (walk, jump, hop, and/or skip) four out of five trial attempts in order to successfully participate within the game.</p> <p>Cognitive: By the end of the lesson the students will have the knowledge to verbally and/or physically identify two of three different levels (low, medium and/or high) four out of five trial attempts in order to enhance their understanding of the various movements.</p> <p>Affective: Throughout the lesson the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills.</p>
	<b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?
	Using music, students will use the scarves to practice movements. Suggestions of scarf movements: circles, waves, high and low, swimming. The prepositions over, under, around & through can also be introduced to the students.
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5-7 Minutes</b>	The students will stand and spread out throughout the general space. On the go signal, the students will move in a locomotor movement designated by the teacher. (Hopping, jumping, skipping, running, etc) The students will freeze on the stop signal.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6-8 Minutes</b>	Different colored beanbags will be hidden throughout the area. The bean bags will be hidden on different levels (i.e. high, medium, low). The students will explore the area looking for the beanbags and then placing them in the matching color bucket. The students can perform locomotor movements while traveling throughout general space.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3-5 Minutes</b>	The students will next have an opportunity to hide the bean bags and try the activity again.

<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2-3 Minutes</b>	The students' progress will be observed and data will be collected throughout the lesson.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The teacher will assess the students' skills with a checklist. The students can also be assessed during the closure activity.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	The locomotor activities performed that day can be reviewed with the students. The colors and matching can be reviewed. Levels (high, medium, low) can be reviewed.

<b>*Adaptations and Modifications:</b> How will you modify the lesson to include all students?	
<b>Environment:</b>	<ol style="list-style-type: none"> <li>1. The levels (heights) of the bean bags can be determined based on students' heights and abilities</li> <li>2. Limit the distractions of other toys</li> <li>3. Limit the distractions on the walls</li> <li>4. Limit as many distractive noises as possible</li> <li>5. Use distinct boundaries</li> <li>6. Increase/decrease the boundaries depending on the abilities of the students</li> <li>7. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students</li> </ol>
<b>Rules:</b>	<ol style="list-style-type: none"> <li>1. Students can be buddies with each other.</li> <li>2. Using assistive technology (if needed) the students with severe and profound disabilities will walk or manipulate their wheelchair during the teacher directed activity</li> <li>3. Students with severe and profound disabilities will work on grasping/releasing the beanbags</li> </ol>
<b>Instruction:</b>	<ol style="list-style-type: none"> <li>1. Use three to four short and simple cues</li> <li>2. The teacher will demonstrate the skills</li> <li>3. Peer students will be used to demonstrate the activities</li> <li>4. Picture symbols will be used to enhance understanding</li> <li>5. Hand over hand assistance will be provided as needed</li> </ol>
<b>Equipment:</b>	<ol style="list-style-type: none"> <li>1. Almost any equipment can be used in place of the beanbags</li> </ol>

**Early Childhood Center**  
**Adapted Physical Education/Motor Development**  
**Lesson Plan**

Let's Move (Exploring Pathways)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3-5 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to properly use ribbon sticks as instructed by the teacher while traveling in two of the three pathways (straight, curved, and/or zigzag), four out of five trial attempts in order to enhance their creative movement.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge to verbally and/or physically differentiate between three of the five ribbon stick movement patterns (circles, floor sweeps, fishing, squiggle down and/or snakes), four out of five trial attempts in order to enhance their understanding for movement through pathways.</p> <p>Affective: Throughout the lesson, the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Using music, students will use the scarves to practice movements. Suggestions for scarf movements: circles, waves, high &amp; low, swimming. The prepositions over, under, around &amp; through can also be introduced to the students.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5-7 Minutes</b>	The students can stand on a carpet square or poly spot to designate their personal space. The music will be turned on and the students will move their ribbon sticks while standing in their personal space. The teacher can demonstrate movements such as moving in high and low and circles.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6 - 8 Minutes</b>	<p>The students will practice movement patterns with the teacher directing.</p> <p>Wipers- the same movement of windshield wipers, students move hands left to right, high in the air</p> <p>Circles- hold the end of the stick and move hand and arm in a large circle in front of the body, Try circles over the head</p> <p>Floor Sweeps- move the ribbon from side to side on the floor</p> <p>Fishing- use the ribbon stick as a fishing pole, bring the stick into the air behind the head and bring the hand and arm forward as if throwing a fishing line</p> <p>Squiggle Down- move the ribbon in a zigzag pattern from head down to the floor</p> <p>Snakes- move the ribbon on the floor in a zigzag pathway</p>

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3-5 Minutes</b>	The teacher can put the music on again while the students can practice the new movements to the music. The teacher can give the students some direction if needed.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2 - 3 Minutes</b>	The students will be monitored while independently using the ribbon stick.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The teacher will assess the students' skills with a checklist. The students can also be assessed during the closure activity.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	The students will be asked about the different movements that they did with their ribbon sticks. The students will demonstrate if needed.

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students

**Rules:**

1. Students with severe and profound disabilities will work on grasping/releasing the scarves and ribbon sticks
2. While holding the scarf/ribbon stick, the students with severe and profound disabilities will work on crossing midline and enhancing their range of motion

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Scarves will be lightly tied around the wrists of the students who have difficulty grasping
2. Velcro will be placed on the ribbon sticks and a glove to help the students grasp and hold through movement

**Early Childhood Center**  
**Adapted Physical Education/Motor Development**  
**Lesson Plan**  
 Let's Move (Scat)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 – 7 Minutes</b>	<p>By the end of the lesson, the students will have the knowledge needed to identify verbally and/or physically four out of six placement prepositions (behind, between, beside, over, under, in front) in order to increase vocabulary and receptive/expressive language. (Cognitive)</p> <p>By the end of the lesson, the students will have the knowledge needed to verbally and/or physically differentiate between a tag (soft touch with one hand) and a push, four out of five trial attempts in order to successfully participate within a tag/chase game. (Cognitive)</p> <p>During a tag/chase game, the students will have the ability to quickly move throughout space without bumping into objects and/or peers more than three times in order to improve agility and spatial awareness. (Psychomotor)</p> <p>Throughout the lesson, the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills. (Affective)</p> <p>Throughout the lesson, the students will listen and follow the teacher's directions in two of the three lesson segments in order to increase participation and safety. (Affective)</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room following their daily routine. The students will then engage in a warm-up activity by performing a variety of non-locomotor movements (i.e. elbow curls, knee bends, arm reaches, toe touches) to music.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 – 5 Minutes</b>	<p>The teacher will give each student a beanbag. The teacher will then ask the students to place their beanbags in different locations in relationship to their body. The teacher will say:        "Place your beanbag in front of you", "Place your beanbag behind you",        "Place your beanbag beside you", "Place your beanbag between your legs"        "Place the beanbag under your foot", "Hold the beanbag over your head"</p> <p>The teacher will demonstrate and the students will model the appropriate beanbag placement positions.</p>
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 Minutes</b>	<p>The students will participate in a lead-up activity to the game "Scat." The students will stand on poly spots located at one end of the play area. The students will once again listen to the teacher and place their beanbag in the correct location identified by the teacher. When the teacher says, "Scat," the students will pick up their beanbag and run to poly spots located at the other end of the play area. The activity continues with the students running back and forth between the two sets of poly spots while practicing placing their beanbag in the correct position.</p>

<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 Minutes</b>	Students will be given the opportunity to play the game, Scat. The game is played exactly the same as the teacher directed activity. However, this time the teacher will chase and attempt to tag students as they run between the poly spots. Students will work on dodging and chasing without bumping into other students or objects. The students who are tagged by the teacher will then help tag other students. The game continues until time is up or when all of the students have been caught. During the game, the teacher will emphasize that a tag is another name for a touch and that a tag is not a push.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>5 Minutes</b>	<p>Throughout the lesson, the teacher will have multiple opportunities to observe each student as he/she place the beanbag in relation to his/her body. Each student will also be observed how effectively they move in a defined space. The teacher will observe and take data collection.</p> <p><b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.</p> <p>The students will be assessed throughout the lesson using observation, data collection (checklist), and the question/answer session.</p> <p><b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?</p> <p>Question/Answer:</p> <p>The teacher will place a beanbag in different locations in relationship to his/her body and ask the class:</p> <p>“Where is my beanbag?”</p> <p>“What is another name for a tag?” Touch</p> <p>Once all of the students have had the opportunity to correctly identify the placement prepositions introduced during the lesson, the class will be dismissed.</p>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with severe and profound disabilities will reach to grasp for a beanbag placed in different locations.
2. Students with severe and profound disabilities will reach for a Big Mac that when pressed will state the appropriate placement preposition.

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Picture symbols will be used to help students identify the differences between the animals
2. Music will be used to help students hear what the different animals sound like

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**Adapted Physical Education/Motor Development**  
**Lesson Plan**

Let's Move (Bunny Trail)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3-5 Minutes</b>	<p>Psychomotor: Throughout the bunny trail lesson activity, the students will demonstrate their ability to sufficiently and correctly perform three of the four locomotor movements (walk, jump, hop, and/or skip) while carrying an object, four out of five trial attempts in order to enhance their body coordination and body control.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to match the numbers (one, two, and three) on the egg with the number on the basket by placing the egg in the correct basket, four out of five trial attempts in order to enhance their number identification.</p> <p>Affective: Throughout the lesson, the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Using music, students will use the scarves to practice movements. Suggestions for scarf movements: circles, waves, high and low, swimming. The prepositions over, under, around &amp; through can also be introduced to the students.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5-7 Minutes</b>	There will be an “island” in the middle of the floor, or at one end of the room. The teacher will start out with the students on the island. The students will practice moving on the <i>bunny trail</i> obstacle course with the teacher’s assistance. The “bunny trail” can consist of jumping or hopping in an out of hula hoops, jumping over a river (jump ropes), walking across a balance beam, following different shaped pathways or footprints. There can also be a part of the path where the students need to travel by skipping, crawling, tip-toeing, or walking backwards.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>6 - 8 Minutes</b>	After practicing the course, the students will start at the island. The students will pick up a plastic egg and carry it with them on the bunny trail in order to deliver it to a basket. The baskets and eggs can be marked with numbers so that the students will need to match the numbers.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3-5 Minutes</b>	The students will travel the bunny path several times during the lesson. This way, they will get more practice on all of the obstacles.

<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2-3 Minutes</b>	The students will be monitored while independently traveling on the bunny trail obstacle course.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students' psychomotor skills will be assessed with a checklist. The students' cognitive objective will be assessed during closure.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	At the end of the lesson, the teacher will review the students on what obstacles they encountered on the bunny trail and how they traveled it. Numbers can also be reviewed with the students.

<b>*Adaptations and Modifications:</b> How will you modify the lesson to include all students?	
<b>Environment:</b>	<ol style="list-style-type: none"> <li>1. Limit the distractions of other toys</li> <li>2. Limit the distractions on the walls</li> <li>3. Limit as many distractive noises as possible</li> <li>4. Use distinct boundaries</li> <li>5. Increase/decrease the boundaries depending on the abilities of the students</li> <li>6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students</li> </ol>
<b>Rules:</b>	<ol style="list-style-type: none"> <li>1. Students using wheelchairs will travel around the hula hoops instead of jumping into them</li> <li>2. Students using wheelchairs will travel over a taped line next to the balance beam instead of walking across it</li> <li>3. Students with severe and profound disabilities will work on their sitting posture and core stability</li> </ol>
<b>Instruction:</b>	<ol style="list-style-type: none"> <li>1. Use three to four short and simple cues</li> <li>2. The teacher will demonstrate the skills</li> <li>3. Peer students will be used to demonstrate the activities</li> <li>4. Picture symbols will be used to enhance understanding</li> <li>5. Hand over hand assistance will be provided as needed</li> </ol>
<b>Equipment:</b>	<ol style="list-style-type: none"> <li>1. Various equipment will be presented to the students based on their ability level and priority of skills to work on</li> </ol>

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Lesson Plan**

Let's Move (Lion Hunt)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<p><b>Time:</b></p> <p style="text-align: center;"><b>5 Minutes</b></p>	<p>Psychomotor: By the end of the lesson, the students will have the ability to move efficiently through five of the six obstacle course stations presented to them within the lesson in order to enhance their overall movement ability.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically differentiate between a house cat and a lion, four out of five trial attempts in order to enhance their knowledge for the types of cats.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments in order to demonstrate active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine for entering the motor room. Once all of the students are seated, the teacher will show two pictures; one picture of a house cat and one picture of a lion. The teacher will lead the class in a discussion about the differences between the two cats. The teacher will emphasize the following:</p> <ul style="list-style-type: none"> <li>• One is a pet and the other lives in the wild or zoo. One is bigger and one is smaller.</li> </ul> <p>The teacher will then tell the class that they will be going on a lion hunt. The class will perform a series of sound effects and movements while the teacher leads the story, “<i>Going on a Lion Hunt.</i>” See the traditional “<i>Going on a Lion Hunt</i>” chant</p> <p>The students will perform the following:</p> <ul style="list-style-type: none"> <li>• Spread arms to demonstrate the word big during the refrain</li> <li>• Raise hand to forehead, as though looking far away</li> <li>• Make sloshing sounds while moving hands and feet as if walking through mud</li> <li>• Make swimming motions for going through a lake</li> <li>• Make gestures as if opening a gate, walking through and shutting a gate.</li> <li>• Crawl around the floor to go through the grass</li> <li>• Shiver and make scared faces when going through a cave</li> </ul>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<p style="text-align: center;"><b>5– 7 Minutes</b></p>	<p>The teacher will lead the class through six obstacle course stations.</p> <ul style="list-style-type: none"> <li>• Crawl through tall grass (tape green streamers to the underside of a table and have the students crawl under the table)</li> <li>• Walk through the lake (balance beam placed over a blue sheet or carpet)</li> <li>• Walk through swamp (bubble wrap covered by a brown sheet/towel)</li> <li>• Crawl through a cave (drape a parachute or large blankets over table and chairs to make a dark cave)</li> </ul> <p>The teacher will lead the class in the traditional “Lion Hunt” chant at each obstacle station.</p>

<b>Guided Practice Independent Activities and/or Meaningful-Use Tasks</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process? <b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 Minutes</b>	The students will then have an opportunity to move through the obstacle course independently. The teacher will monitor the students as they move through the course.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>5 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they move through the obstacle course in order to enhance their body awareness and coordination. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and during the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	At the end of the lesson, all of the students will be directed to stay inside the cave. While inside the cave, the students will pretend to see a lion and proceed to go through each obstacle in reverse order. Once they have completed each obstacle, the students will run to the center of the play area and hide from the lion under a large blanket/parachute. The students will then sit outside the blanket where the teacher will ask a variety of questions about the activity.  Question/Answer: <ol style="list-style-type: none"> <li>1. What was the first (second, third, fourth) thing we encountered on our hunt? Grass, Lake, Swamp, Cave</li> <li>2. Should we have a lion as a pet? No</li> <li>3. Which is bigger, a lion or a house cat? Lion</li> <li>4. Which is smaller? House Cat</li> </ol> The class will then be dismissed.

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions on the walls
2. Limit as many distractive noises as possible
3. Use distinct boundaries
4. Use tape lines on the floor to help direct students through the obstacle course
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Students with severe and profound disabilities will reach to grasp for a stuffed cat and/or lion
2. Students with severe and profound disabilities will reach for a Big Mac (big red one button recorded message) that when pressed will make a sound made during the Lion Hunt chant

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Picture symbols will be used to help students identify the differences between a house cat and lion
2. Music will be used to help increase student motivation.

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**Lesson Plan**

Growing and Changing (Flower)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will enhance muscular strength in their legs by jumping and/or hopping forward in order to successfully retrieve at least three honey combs from the bee hive.</p> <p>Cognitive: By the end of the closure, the students will have the knowledge needed to verbally and/or physically answer at least three of the five questions asked in order to enhance their knowledge for flowers, bumblebees and movement.</p> <p>Affective: Throughout the lesson, the students will enhance their social interaction skills and motivation for dramatic play by successfully participating in four of the five lesson segments in order to enhance their imagination and creativity.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. The students will follow the alphabet letters to the "X" that they sit on. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 - 7 Minutes</b>	<p>The students will find a hula hoop or poly spot to stand on. This will help the students find their own space throughout the room. The teacher will tell the students that they will grow into a flower today, but first they have to start as a small seed. The teacher will show the class a seed and ask them to get as small as they can. The teacher will tell the students a story about how they are a garden ready to grow. First, the teacher has to go around pretending to cover the seeds up in dirt. Then, the teacher will go around pretending to sprinkle water on the garden. Finally, the teacher will show a yellow ball (the sun) and tell the seeds to SLOWLY start to grow tall into a sunflower. The students will stretch up high to the ceiling. The teacher will explain that the students are flowers and that their feet are rooted into the ground, but that their hands will lean/stretch towards the sun. The teacher will start to circle around all the students and the students will continue to stretch towards the sun. After a while, the sun will go down and the sunflowers will begin to get smaller and smaller again.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 -6 Minutes</b>	The teacher will place poly spots around the room and call them flowers. The students will pretend to act like bumblebees. When the music is playing the students will fly around the flowers. When the music stops, the students will find a flower to stand on. For the higher classes, students will be told that a bumblebee is on their shoe. When the bumblebee flies, their foot has to come up so that they are hopping around. The only time their foot can come down is when the bumblebee lands on a flower.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	The students will stand on one side of the room. Much like the last game, the students will have a pretend bumblebee on their shoe or will pretend to be a bumblebee themselves. The students will have to jump or hop from flower to flower in order to get to the other side of the room. When they get to the other side of the room, the students will take a honey comb and return back to their “hive”. The students can only take one honey comb at a time. *The pretend bumblebee is a picture of a bumblebee attached to a clothes pin
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student’s jumping/hopping attempts. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and during the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What do seeds turn into? Flowers</li> <li>2. What insect likes flowers? Bumblebees</li> <li>3. What do sunflowers stretch towards? The Sun</li> <li>4. How many feet do we jump on? Two</li> <li>5. How many feet do we hop on? One</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance of the poly spots “flowers” from each other will increase/decrease depending on the ability of the students

**Rules:**

1. Growing Flower Game: The students who have difficulty attending to a task will be allowed to move around the room as a sunflower following the sun
2. Bumblebee Game: The teacher will demonstrate one way to move like a bumblebee, but students will choose and move like a bumblebee in their own way
3. Students with limited attention spans will play a game of musical chairs. The chairs will be spread throughout the room in no particular order or sequence. Music will be played and the students will move throughout the room like bumblebees. When the music stops, the students will find a chair “flower” and sit in it until the music turns back on

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peers will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Use chairs instead of poly spots as the “flowers” for those students have limited attention spans

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Lesson Plan**

Growing and Changing (Caterpillar to Butterfly)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<p><b>Time:</b></p> <p style="text-align: center;"><b>5 - 7 Minutes</b></p>	<p>Psychomotor: By the end of the lesson, the students will be able to safely dodge throughout an open space without being tagged more than five times within three to five minutes, in order to enhance their spatial awareness and agility.</p> <p>Psychomotor: While pretending to be a caterpillar, the students will be able to hold up their caterpillar's body for at least 30 seconds, in order to increase their upper body strength.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed in order to demonstrate and/or explain (verbally and/or physically) at least two of the three steps presented to them on the process of a caterpillar becoming a butterfly.</p> <p>Affective: While pretending to be a caterpillar (legs), the students will work cooperatively together in order to successfully make the caterpillar move around without bumping into other caterpillars or objects in their environment more than two times within the 30 second trial attempts.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. The students will follow the alphabet letters to the "X" that they sit on. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation. The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down. The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<p style="text-align: center;"><b>5 - 7 Minutes</b></p>	<p>Using visual aids (picture symbols, stuffed toy caterpillar/butterfly, demonstration) the teacher will talk about the transformation of a caterpillar into a butterfly. The teacher will have the students help count how many feet the caterpillar has, and then talk about a bigger caterpillar that doesn't have any feet (a log mat with a picture face taped on it). The teacher will explain that the students need to help make the big caterpillar move by working together. Each student will have a chance to be the leader. The teacher will then explain how a caterpillar goes into a cocoon, and comes out as a butterfly (The students will be instructed to take only 2 scarves as their wings)</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 – 6 Minutes</b>	The students will come out of the cocoon and fly around pretending to be a butterfly. The teacher will first move around like a butterfly, demonstrating the correct way to do it. The teacher will then become a butterfly catcher and try to catch the students. The students will do their best to avoid the teacher and use the strategy of staying away. This is a good introduction to tag games and will increase their spatial awareness. For safety, the teacher will remind the students to keep their heads up and eyes watching.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	The students will play a tag game where the teacher is the tagger and the students have to work on fleeing from the tagger.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each students working together and moving throughout space as a butterfly. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and during the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	The teacher will show the students lamination pictures of a caterpillar, cocoon, and butterfly. The teacher will then mix up the sequence of the caterpillar turning into a butterfly and then ask the students to place the laminated pictures into the correct sequence. Caterpillar – Cocoon - Butterfly  Question/Answer: What do caterpillars turn into? Butterflies  Could we have moved the big caterpillar by ourselves? No, we had to work together.

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. The students who have difficulty holding up the cylinder mat for the caterpillar will move their bodies as the caterpillar
2. Students with severe and profound disabilities will practice extension and flexion to touch the correct picture (caterpillar, cocoon, butterfly) indicated by the teacher
3. Work on their posture while sitting in different positions
4. The scarves "wings" will be tied around the wrists of the students who have difficulty grasping them
5. For students who have difficulty crawling into the cocoon, the teacher will have a parachute tied to equipment on three sides or held by peers. The teacher/peers will bring the parachute up high and down low over the students who have difficulty crawling into the cocoon

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. The cylinder mat, used as the caterpillar body, will be shortened to allow for more success

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**Lesson Plan**

Growing and Changing (Health Related Fitness)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to demonstrate at least two of the three lesson segments presented to them in order to enhance their health-related fitness.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to correctly answer verbally and/or physically, two of the three questions asked in order to enhance their understanding for health-related fitness.</p> <p>Affective: Throughout the lesson, the students will positively enhance four of the five lesson segments by demonstrating active participation and cooperative play amongst their peers.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. The students will follow the alphabet letters to the "X" that they sit on. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation. The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down. The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	<p><b>Muscular Endurance/Muscular Strength:</b></p> <p>The teacher will spread out a parachute and call it a flower. The students will hold onto the parachute with two hands (they will be the stem of the flower). The teacher will say night and day. When it is day time and the sun is out, the students will bring the parachute up high (as if the flower is moving closer to the sun). When the teacher says night time, the students will bring the parachute down low. The teacher will tell the students to turn the flower in a circle. To do this the students will hold onto the parachute with one hand and face in the same direction (either to the left or right). The students will then walk in the same direction to make the "flower" spin. The teacher will direct the students to change direction in order to have the parachute spin in the opposite direction. The teacher will tell the students that the flower is getting old and dried up. The students will be instructed to work together to roll the flower to the center. The teacher will pretend to water the flower and the students will be instructed to unroll the parachute (outward). The students will lift the parachute high and on the county of 3 let go. The parachute will fly in the wind.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 - 7 Minutes</b>	Cardiovascular Exercise: Laminated flower pedals (that have tape on one side) will be placed on the floor with stems taped to the far wall. When the music is turned on, the students will pick up one flower pedal at a time, race across the room and place the same color flower pedal with the same color stem on the wall (i.e. red pedal is placed with the red stem). The students will race back and forth until all the correct color pedals are placed on the wall with the correct color stems.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 6 Minutes</b>	Flexibility: The students will find a hula hoop or poly spot to stand on. This will help the students find their own space throughout the room. The teacher will tell the students that they will grow into a flower today but first, they have to start as a small seed. The teacher will show the class a seed and ask them to get as small as they can. The teacher will tell the students that they are a garden ready to grow. First, the teacher has to go around pretending to cover the seeds up in dirt. Then, the teacher will go around pretending to sprinkle water on the garden. Finally, the teacher will show a yellow ball (the sun) and tell the seeds to SLOWLY start to grow tall into a sunflower. The students will stretch up high to the ceiling. The teacher will explain that the students are flowers and that their feet are rooted into the ground but, that their hands will lean/stretch towards the sun. The teacher will start to circle around all of the students and the students will continue to stretch towards the sun. After a while, the sun will go down and the sunflowers will begin to get smaller and smaller again.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student as they work to enhance their health related fitness. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. When we were placing the pedals on the stems, what were we making stronger? Our heart</li> <li>2. When we were playing with the parachute, what were we making stronger? Our muscles</li> <li>3. When we were pretending to be the growing flower, what were we doing? We were stretching</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to run to place the pedal onto the stem will increase/decrease depending on the students ability levels

**Rules:**

1. Flexibility Flower Game: The students who have difficulty attending to a task will be allowed to move around the room as a sunflower following the sun

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. A piece of string can be attached to one of the handles of the parachute to allow for more success for those students who have difficulty grasping objects. The string will also allow for less tension and pull when the parachute is in movement

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Growing and Changing (Striking)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to demonstrate striking a ball with at least one of the three striking objects (hand, paddle, and bat) presented, four out of five trial attempts with assistance as needed in order to enhance their visual tracking skills.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically answer three of the four questions asked during the closure in order to enhance their striking skills.</p> <p>Affective: By the end of the practice activity, the students will have positively influenced the game by cooperatively interacting with their partner for four of the five minutes in order to enhance their social interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. The students will follow the alphabet letters to the "X" that they sit on. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 - 9 Minutes</b>	<p>If none of the students have latex allergies (often seen with children who have spina bifida), the students will be given a balloon to practice keeping up off the ground. The students will strike balloons with their hands to keep it off the ground.</p> <p>If a student does have latex allergies or they are advanced over striking a balloon into the air, they will move to striking a ball hanging by a string. The balls suspended from a string will be spread out to allow for safety while the students are striking at the ball. The teacher will provide various size balls to allow students different difficulty levels and a higher success rate. The students will first use their hands to strike the ball. This will help their hand-eye coordination.</p> <p>Students will be given the cues to look, watch, and strike.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 - 5 Minutes</b>	As the students progress, they will be given a soft paddle. The song “Shoo Fly, Don’t Bother Me” will be played and the students have to strike the ball and make it “fly” away. If the students are not yet ready for the paddle, he/she will use his/her hand.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 5 Minutes</b>	The students will now be tested to see how well they can strike a ball off of a tee. Depending on their level, the students will either use their hand, a soft paddle, or a stick with a soda bottle attached at one end. The class will be split into two groups. One half of the students will be striking a specific color ball. They will have a partner on the other side of the room standing on a star that is the same color as the ball that they will strike. As the ball is hit, the striker stays still while the partner runs to get it. The partner will bring the ball back, place it on the tee and the pair will switch positions. The striker will become the fielder and the fielder will become the striker. By having the two groups, it allows for fewer students striking all at one time. It also allows for the teacher to provide more one on one time with students who need extra help.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student’s striking attempts. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and during the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. What were we doing today? Striking</li> <li>2. Did we need our eyes to strike? Yes</li> <li>3. What did we use to strike? Hand, Paddle, Plastic Bat</li> <li>4. How many hands did we hold the bat with? Two</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. Striking off a tee game: The students who have a limited attention span will practice striking without a partner  
After the students strike the object off the tee, they will chase the ball themselves and place it back on the tee

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. If needed the balloon can hang down by a string to provide more control
2. Different striking elements will be presented to the students to provide them options for success
  - a. The smaller and longer the striking equipment, the harder it will be to strike the object

**Early Childhood Center**  
**Adapted Physical Education/Motor Development**  
**Lesson Plan**

Growing and Changing (Vegetable Soup)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3 Minutes</b>	<p>Cognitive: By the end of the lesson, the students will have the knowledge needed to accurately identify three out of six vegetables (tomato, onion, corn, lettuce, asparagus, and celery) in order to increase vocabulary and receptive/expressive language.</p> <p>Psychomotor: By the end of the lesson, the students will be able to visually track and successfully catch objects using laundry baskets, four out of five trial attempts in order to improve object control skills.</p> <p>Psychomotor: During a tag/chase game, the students will have the ability to quickly move throughout space without bumping into objects and/or peers more than three times, in order to improve agility and spatial awareness.</p> <p>Affective: Throughout the lesson, the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills.</p> <p>Affective: Throughout the lesson, the students will listen and follow teacher directions in two of the three lesson segments in order to increase participation and safety.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room following their daily routine. The students will then engage in a warm-up activity by performing a variety of non-locomotor movements (elbow curls, knee bends, arm reaches, toe touches) to music.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 Minutes</b>	Following the warm-up the teacher will pass around pieces of plastic fruits/vegetables for the students to look at and touch. The teacher will also ask the students to identify the piece of fruit/vegetable they are holding. In addition, the teacher will discuss the importance of eating fruits and vegetables in order to live a healthy life style.
<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 Minutes</b>	After looking at the pieces of fruit and vegetables, the students will be given an opportunity to make fruit and vegetable baskets. Each student will be given a laundry basket to hold. The teacher will hold up a piece of fruit/vegetable and ask one student to identify the object. Once the student correctly identifies the piece of fruit/vegetable, the teacher will toss that piece of fruit/vegetable toward the student. The student will attempt to visually track and catch the piece of fruit with their basket.



**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students

**Rules:**

1. Students with severe and profound disabilities will work on grasping/releasing the plastic fruits and vegetables
2. Students with severe and profound disabilities will work on enhancing their range of motion and flexibility during the warm-up
3. Students with severe and profound disabilities will work on their locomotor movement skills to transport the fruits/vegetables from a table to the "pot" in the center of the room

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Velcro will be placed on the fruits and vegetables and on gloves to help the students with visual tracking and reaction issues catch

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Ready For Kindergarten (Simple Relay Race)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to demonstrate a running pattern that has a narrow base of support, arms moving in opposition to the legs, and a flight phase, four out of five trial attempts in order to enhance their body coordination.</p> <p>Cognitive: By the end of the lesson, the students will have the needed knowledge to know when to wait their turn and when to run in order to successfully participate within two of the three relay race lesson segments.</p> <p>Affective: Throughout the lesson, the students will nicely and softly give their partner high fives four out of the five times they are given that opportunity in order to enhance their social interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>Students will enter the room and locate a hula hoop and stand back to back with a partner waiting for the teacher's instructions. The teacher will then give a variety of commands as the partners react quickly while touching: hand to hand, hip to hip, toes to toes, elbow to elbow, knees to knees, etc. The commands are given in random order. When the teacher shouts "Snickers and Hoots," all students must find another hoop and partner.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	<p>The students will line up in teams of two; one behind the other, facing the far end of the room. The person in front will be assigned the number one and the person behind will be assigned the number two. Visual aids will be helpful for the students to remember which number they are. The teacher will hold up a sign that has the number one on it and will verbally call out the number one. The students assigned the number one will run across the room and stop. The teacher will hold up the number two and verbally say the number two. The students will run across the room and stand behind their partner. The teacher will do this multiple times. Next the teacher will call out the number one (and show the sign for the number one) and the students will run across the room and return back to where they started from. When the student returns, he/she will give his/her partner a high five. The teacher will call out the number two, and the number two students will perform the same task of running across the room and back, giving their partner a high five.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 - 9 Minutes</b>	The students will stand in the same formation and teams as they were in the Teacher – Directed game. This time, each team will be assigned a color. On the sound of the music, the person in front will run across the room and place his/her color object into his/her basket or hula hoop, then race back and high five his/her partner. With no direction needed from the teacher, the partner will then race across the room to perform the same task. Each team member will continue taking his/her turn until all the objects are across the room in the basket/hula hoop. The students will then be instructed to sit.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 5 Minutes</b>	The students will stand in the same formation and teams as they were for the past two games. The person in front will now be given a baton (paper towel tube). On the sound of the music, the person in front will run across the room, around a cone and return back to his/her partner. The baton will be handed to the partner who will perform the same task of running across the room, around the cone and back. The students will continue this rotation until directed by the teacher to stop. The teacher will facilitate the activity.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student's running pattern and skills during the low-organized games. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Discussion: Today we were playing a game where we had to take turns with our friend. In many games that we play, we will have to wait our turn and allow our friends to have a chance to have a turn. Did you like giving your friends a high five? Was it fun to watch your friend have a chance to run?

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students

**Rules:**

1. The students with severe and profound disabilities will practice grasp/release skills to place the colored object into the basket
2. The students with severe and profound disabilities will practice their movement skills (walking, crawling, creeping)

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed

**Equipment:**

1. Colored tape or poly spots will be placed out for the students to follow in order for them to stay in their designated lines

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Ready For Kindergarten (Body Card Imitation)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the ability to manipulate their bodies into five of the 15 letter shapes presented to them in order to increase body awareness and body coordination.</p> <p>Cognitive: By the end of the lesson, the students will have the needed knowledge to (verbally say, physically create, and/or match) identify the correct letter presented to them by an individual who manipulated his/her body into a letter shape, four out of five attempts in order to increase their knowledge of the alphabet letters.</p> <p>Affective: Throughout the independent activity, the students will cooperatively work together to create two letter shapes with their bodies, in order to enhance their social interaction skills.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the “Motor Time” sign or cheap talk button. The students will follow the alphabet letters to the “X” that they sit on. While entering the room, the “ABC ROCK” song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the “X” to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the “X” and be told the objectives for the day. The students will stand up on their “X” and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to “The Chase” song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their “X” and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	<p>The teacher will show the students an alphabet letter and then the teacher will manipulate his/her body into that letter shape. The students will be asked to imitate the teacher’s actions and manipulate their bodies into that same shape. Some sample easy shapes to start with are: C, L, I, X, Y, F, T, V.</p> <p>When needed, the teacher will help the students manipulate their bodies into the shapes. Students will be motivated to make that same shape as the teacher.</p> <p>The letter O will be the last shape. The teacher will tell the students “to make the letter O shape and to work together as a team”. Everyone will hold hands and step back so that the letter O is large.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>3 - 7 Minutes</b>	Letter cards will be spread out across the floor. The students will be instructed to stand on a card. The students will look down at their letter and independently try to manipulate their bodies into that letter. Once the teacher takes a pretend picture with a pretend camera, the student will find a new letter to manipulate his/her body into. The letter cards that are spread out will be the same letters as practiced in the previous lesson segment. Some new letters can be added for the students to try: Z, U, D, J, K, P. The teacher will provide verbal and/or physical assistance as needed.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 – 7 Minutes</b>	The students will be grouped into teams of three to four. One student will run to the middle of the room, pick up a letter card and bring it back to the group. As a team, the group will try to create the letter with their bodies. Each child can manipulate his/her body independently into the letter or each team can manipulate their bodies to create one large letter. Once the students create the letter, the teacher will take a pretend picture with a pretend camera. Another student from the team will return the letter card and find a different letter card to bring back to the team.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student and how he/she interacts with his/her peers. The teacher will also observe how well the student manipulates his/her body. The teacher will observe and collect data..
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and during the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: 1. What letters did we make today? C, L, I, X, Y, F, T, V, Z, U, D, J, K, P, O  The teacher will manipulate his/her body into a letter shape and ask, what letter did I create?  The teacher will choose two to three students (one at a time) to come up and create a shape with his/her body. The other students will then guess.

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students

**Rules:**

1. For students with more severe and profound disabilities, they will be instructed to crawl, creep, or walk along the outline (tape or poly spot) placed on the floor in the letter form
2. On the command of "Go" the students will move from letter card to letter card, telling the teacher which letter they are standing on
3. The students with more severe and profound disabilities will practice their extension and flexion by reaching out to touch a specific letter on a card
4. Students will travel along an obstacle course, stopping at specific points where a letter sits on the floor. The students are to say or repeat which letter is on the floor before he/she continues to go throughout the obstacle course

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. Tape/poly spots will be placed on the floor in the letter's form to allow the students an outline to follow when forming the letter with their bodies

**Equipment:**

1. Poly spots/tape will be used to develop an outline on the floor for the students who need a visual prompt
2. Larger letters will be placed on the wall to provide the students with a visual prompt

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Ready For Kindergarten (Storm at Sea)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>3 Minutes</b>	<p>Cognitive: By the end of the lesson, the students will have the knowledge needed to accurately identify verbally and/or physically, three out of six sea creatures (shark, whale, octopus, dolphin, crab, and sea horse) in order to increase vocabulary and receptive/expressive language.</p> <p>Cognitive: By the end of the lesson, the students will have the knowledge needed to verbally and/or physically differentiate between a tag (soft touch with one hand) and a push, four out of five trial attempts in order to successfully participate in a tag/chase game.</p> <p>Psychomotor: During a tag/chase game, the students will have the ability to quickly move throughout space without bumping into objects and/or peers more than three times in order to improve agility and spatial awareness.</p> <p>Affective: Throughout the lesson, the students will cooperatively play with their peers in at least two of the three lesson segments, in order to increase social interaction skills.</p> <p>Throughout the lesson, the students will listen and follow teacher directions in two of the three lesson segments in order to increase participation and safety.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room following their daily routine. The students will then engage in a warm-up activity by performing a variety of non-locomotor movements (elbow curls, knee bends, arm reaches, toe touches) to music.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>5 Minutes</b>	<p>Following the warm-up, the students will be shown pictures of 6 different sea creatures (shark, whale, dolphin, octopus, crabs, and sea horse). As the students are looking at the pictures, the teacher will lead the class in a discussion about the unique characteristics of each creature. The teacher will emphasize the following characteristics:</p> <ul style="list-style-type: none"> <li>○ Sharks have teeth and fins and are dangerous</li> <li>○ Whales have a blow hole</li> <li>○ Dolphins have fins and teeth but are friendly</li> <li>○ Octopus have 8 tentacles</li> <li>○ Crabs crawl on the ocean floor</li> <li>○ A Sea Horse looks like a horse</li> </ul>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 Minutes</b>	<p>After looking at the pictures and discussing the characteristics of each creature, the students will be given an opportunity to move around the play area pretending to be the different sea creatures. The teacher will lead the class in the movements:</p> <ul style="list-style-type: none"> <li>○ Shark—students will walk around the room with their hands held together over their head to represent the shark fins</li> <li>○ Whale—students will skip around the room pretending to blow air and water out of their blow hole</li> <li>○ Dolphin—students will perform a series of jumps to represent a dolphin jumping out of the water</li> <li>○ Octopus—students will wiggle and shake their arms and legs as they move about the play area</li> <li>○ Crab—students will crawl around the play area on their hands and knees</li> <li>○ Sea Horse—students will gallop around the play area</li> </ul>
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>5 Minutes</b>	The students will now be given time to play the game, “Storm at Sea.” The teacher will use tape to make a big circle at one end of the play area. The students will be directed to stand in the circle. The circle represents the “beach” and is the safe area. The students will then follow the teacher around the room performing the movements of the six sea creatures practiced during the previous activity. When the teacher says, “Storm at Sea,” the students must run back to the “beach” (safe area) before being tagged by the teacher. Any student being caught will help the teacher tag students during the next game segment. Game continues until all students have been captured.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>2 Minutes</b>	Students will be monitored through use of classroom observation and informal assessments such as checklists.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	Students will perform the movements associated with the sea creatures during the next class’ warm-up activity. Informal assessment data will be collected.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow’s lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Students will be asked questions to review knowledge gained</p> <ul style="list-style-type: none"> <li>➤ Students will be presented the pictures of the sea creatures and asked to identify each sea creature along with a characteristic</li> <li>➤ The teacher will hold a question/answer discussion session</li> </ul>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to travel will increase/decrease depending on the individual ability levels of the students

**Rules:**

1. Students with severe and profound disabilities can work on stretching their hands out to press a button that says "storm at sea"
2. Students with severe and profound disabilities can work on stretching their hands out to grasp the sea creatures that the teacher indicates them to grasp

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. Introduce two to three sea creatures at a time

**Equipment:**

1. Picture symbols will be used for students who have communication issues
2. Assistive technology single buttons will be used to help the students communicate

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Ready For Kindergarten (Progressions to Authentic Tag)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the needed agility and body coordination to safely move throughout the designated environment without bumping into their peers and/or objects in the environment more than six times within the lesson in order to enhance their movement abilities.</p> <p>Cognitive: By the end of the lesson, the students will have the needed knowledge to verbally and/or physically answer three of the four questions correctly in order to enhance their ability to participate in movement activities safely.</p> <p>Affective: Throughout the lesson, the students will safely and lightly tag their peers at the appropriate times, four out of five times, in order to enhance their social interaction.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will follow their normal routine of entering the room. As each child enters he/she will tap the "Motor Time" sign or cheap talk button. The students will follow the alphabet letters to the "X" that they sit on. While entering the room, the "ABC ROCK" song by Greg and Steve will be playing in the background. Different obstacles (stairs, hoops, stepping stones, etc.) are placed along the pathway to the "X" to help the students practice important movement skills and enhance motivation.</p> <p>The students will sit on the "X" and be told the objectives for the day. The students will stand up on their "X" and follow movement stretches and actions (jump, stretch up high to the sky, stretch down low to your toe, twist, turn, bend, balance on one foot, and hop) to "The Chase" song by the wiggles. The warm-up ends with a jog around the directed teaching space of the room. The students are reminded to keep their heads up and eyes watching. The students return to their "X" and sit down.</p> <p>The students who need a more structured warm-up will perform a social circle song, where everyone holds hands in a circle formation. They perform the movements to a specific song.</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	<p>The students will line up side by side facing the far side of the room. The teacher will stand in the middle of the room facing the students. The teacher will tell the students that when they hear the word "Go" they will run across the room to other side. The teacher will try to passively and lightly tag the students as they run across the room. As the student run across the room, they will try to stay away from the teacher. If a student is tagged, he/she will; stop, count to 3 and than walk to the rest of the way to join the rest of their peers. The teacher will wear a red shirt or have a red sign to indicate to the students they need to stop if tagged by the teacher.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 - 9 Minutes</b>	The students will safely move throughout a designated open space. They will be reminded to keep their heads up and their eyes watching. The teacher will hold a red sign or wear a red shirt that will indicate to the students to stop. The students will be told to stay away from the teacher. The teacher will passively try to lightly tag the students. If the teacher tags the students, they will be told to stop. One student will be given a green shirt, which indicates go. When the student with the green shirt sees a student standing still, he/she will run over and give the student who is stopped a high five. The student who was stopped is now free to run.
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 5 Minutes</b>	Before this games starts, the teacher will talk to the students about tagging nicely and safely. The students will safely move throughout a designated open space. They will be reminded to keep their heads up and their eyes watching. Two students will be given the red shirt or sign and one child will be given the green shirt or sign. The rest of the students will be told to stay away from the peers with the red shirt/sign. When they are given a high five by the green, they will be free to run. Every two minutes, the students with the red and green shirts/signs will switch with their peers so that every student has a chance to wear the red and/or green shirts/signs. The teacher will monitor that the game continues, that the students tagged by their peers with the red shirts stop, and that the students with the green shirts look to free the students tagged by the red shirts.
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student's running pattern and skills during the low-organized games. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and during the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Question/Answer: <ol style="list-style-type: none"> <li>1. Do we tag hard or softly? Softly</li> <li>2. If you are tagged by red, what do you do? Stop</li> <li>3. If you are tagged by green, what do you do? Go</li> <li>4. What do you need to use to safely move around? Your Eyes</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to run will be increased/decreased based in the individual ability levels

**Rules:**

1. Students who have severe and profound disabilities will move in a rocking motion (i.e. on a ball). When red is indicated, the student will stop until the green is indicated
2. Students with a limited attention span will be shown red and green while climbing throughout an obstacle course. When the student is shown red, he/she stops until the green signal is shown

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. When the teacher tags a student, he/she will hand the student three beanbags. The student will run to a basket off to the side. The student will count the objects as he/she tosses them one at a time into a basket. The student may then return to the game
7. When the teacher says "Go", he/she will also hold up a green sign indicating the students to run

**Equipment:**

1. Beanbags can be given to the students when they are tagged in order to provide them with a simple clear task before they can return to the game. The students will be handed beanbags that they have to toss into a bucket or place into a basket one at a time

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Lesson Plan**

Ready For Kindergarten (Tag Game)

<b>Focusing Student Attention</b>	<b>*Statement of Objective:</b> What should students know and do as a result of the lesson?
<b>Time:</b>  <b>5 - 7 Minutes</b>	<p>Psychomotor: By the end of the lesson, the students will have the needed agility and body coordination to safely move throughout the designated environment without bumping into their peers and/or environment more than six times within the lesson, in order to enhance their movement abilities.</p> <p>Cognitive: By the end of the lesson, the students will have the needed knowledge to verbally and/or physically answer three of the four questions, correctly, in order to enhance their ability to participate in movement activities safely.</p> <p>Affective: Throughout the lesson, the students will safely and lightly tag their peers at the appropriate times, four out of five times in order to enhance their social interaction.</p> <p><b>*Warm-Up:</b> How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p> <p>The students will enter the room and immediately start to walk in a large circle around a set of cones. The teacher will indicate to the students that with their head up and eyes watching to start jogging around the circle. After a minute to two minutes, the students will be instructed to walk around the circle again. The teacher will instruct the students to freeze. Everyone will reach up high to the sky, then down low to their toes. They will do this two to three times. The students will twist side to side, jumping up and down, balance on one foot (switching to the other foot) and if appropriate hop on one foot (switching to the other foot).</p>
<b>Introductory and/or Developmental Activities</b>	<b>Teacher Directed Activities:</b> How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
<b>3 - 5 Minutes</b>	<p>Color Tag: The students will line up shoulder to shoulder on one side of the room, facing the far side of the room. The teacher will stand in the center of the room facing the students. The teacher will call out a color. If the students have that color on their clothes, they run across the room avoiding the teacher. The teacher is the tagger and will try to lightly and passively tag the students as they run. The students will then walk back across the room to rejoin their friends. The teacher will call out a color and the process of the activity is repeated.</p> <p>Students, who are not wearing the color called out, do not run.</p> <p>As the students become better at the game, the teacher will remind them to keep their eyes watching and their heads up. The teacher will call out a color, quickly followed by another color. More children will be running; some towards each other.</p>

<b>Guided Practice</b>	<b>Teacher-Monitored Activities:</b> What will students do together to use new concepts or skills? How will you assist students in this process?
<b>5 - 9 Minutes</b>	<p>Rolling Tag: The class students (A) will stand shoulder to shoulder along the short side of the room. Three to five students (B) will stand shoulder to shoulder perpendicular to the rest of the class, so that they are standing at one side of the room facing the longer length of the room. Each student in group A will have an eight inch ball. When the music starts, students B have to run across the room to the other side trying to avoid being tagged by a rolling ball. While students B are running across the room, students A will roll their ball trying to tag students B. Students A may not move from their line.</p> <p>It is recommended that a rope or net be set up, so that students A have a visual to roll their ball under.</p>
<b>Independent Activities and/or Meaningful-Use Tasks</b>	<b>Extension, Refinement, and Practice Activities:</b> What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
<b>3 – 5 Minutes</b>	<p>Before this games starts, the teacher will talk to the students about tagging nicely and safely. The students will safely move throughout a designated open space. They will be reminded to keep their heads up and their eyes watching. Two students will be given the red shirt or sign and one child will be given the green shirt or sign. The rest of the students will be told to stay away from the peers with the red shirt/sign. When they are given a high five by the green, they will be free to run.</p> <p>Every two minutes, the students with the red and green shirts/signs will switch with their peers so that every student has a chance to wear the red and/or green shirts/signs.</p> <p>The teacher will monitor that the game continues, that the students tagged by their peers with the red shirts stop, and that the students with the green shirts look to free the students tagged by the red shirts.</p>
<b>Assessment</b>	<b>*Formative Assessment:</b> How will you monitor student progress throughout the lesson?
<b>4 Minutes</b>	Throughout the lesson, the teacher will have multiple opportunities to observe each student's running pattern and skills during low-organized games. The teacher will observe and collect data.
	<b>*Summative Assessment:</b> How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning? Daily and end of unit.
	The students will be assessed throughout the lesson via observation, data collection, and during the question/answer session.
	<b>*Closure Activities:</b> How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	<p>Question/Answer:</p> <ol style="list-style-type: none"> <li>1. Do we tag hard or softly? Softly</li> <li>2. If you are tagged by red, what do you do? Stop</li> <li>3. If you are tagged by green, what do you do? Go</li> <li>4. What do you need to use to safely move around? Your Eyes</li> </ol>

**\*Adaptations and Modifications:** How will you modify the lesson to include all students?

**Environment:**

1. Limit the distractions of other toys
2. Limit the distractions on the walls
3. Limit as many distractive noises as possible
4. Use distinct boundaries
5. Increase/decrease the boundaries depending on the abilities of the students
6. The distance the students have to run will be increased/decreased based in the individual ability levels

**Rules:**

1. Students who have difficulty matching the color called out/held up to a color on their clothes will hold a colored ball. When the teacher holds up/calls out the color of the ball the students holding that color ball will run. The teacher will start with two colors (i.e. red and blue). Some students will hold the red and the other students will hold the blue ball
2. Students with severe and profound disabilities will work on extension and flexion in order to reach out to touch the specific color ball called out by the teacher
3. Students with severe and profound disabilities will practice walking, crawling and creeping across the room. If students are not yet at the developmental age of walking, they will work on their standing balance

**Instruction:**

1. Use three to four short and simple cues
2. The teacher will demonstrate the skills
3. Peer students will be used to demonstrate the activities
4. Picture symbols will be used to enhance understanding
5. Hand over hand assistance will be provided as needed
6. The teacher will hold a color sheet up while saying the color, to help the students understand which color is being indicated for them to run to

**Equipment:**

1. Exercise balls can be used instead of or in combination with the eight inch balls being rolled across the floor
2. Colored aids will be used to help the students visually attend to the games/activities

**Early Childhood Center**  
**Adapted Physical Education/Motor Development/Adapted Aquatics**  
**Definitions**

<b>Acceleration</b>	The rate of change in velocity
<b>Accommodation</b>	Adaptation that the child must make to the environment when new and incongruent information is added to his or her repertoire of possible responses
<b>Adaptation</b>	The process of making adjustments to environmental conditions and intellectualizing these adjustments through the complementary processes of accommodation and assimilation
<b>Adapted Physical Education</b>	A diversified program of developmental activities, games, sports, and rhythms, suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program
<b>Affective</b>	Refers to inner feelings, attitudes, and socially acceptable behavior in a given setting
<b>Age Appropriate</b>	Within the child's chronological age
<b>Agility</b>	The ability to change direction of the entire body quickly and accurately while moving from one point to another
<b>Alternative/Augmentative Communication</b>	Refers to supplemental communication techniques that are used in addition to any naturally acquired speech and vocalization that exists
<b>Annual Goal</b>	Yearly goals documented in the Individualized Education Plan
<b>Apraxia</b>	A thought organization disorder that is particularly observable in movements that require correct sequencing and timing
<b>Assessment</b>	A process used to gather information about the participant's achievement and to make decisions and judgments based on that evidence
<b>Assimilation</b>	Interpretation of new information based on present interpretations by taking in information from the environment and incorporating it into one's existing cognitive structures
<b>Ataxia</b>	Greek word meaning "lack of order" is defective muscular coordination, especially in relation to reaching and walking. Both balance and coordination are affected
<b>Athetoid</b>	Unwanted jerky repetitive movements
<b>Atrophy</b>	Degeneration of the muscles
<b>Authentic Assessment</b>	An assessment that takes place in a realistic situation as opposed to an artificial, contrived setting
<b>Autism</b>	A developmental disability significantly affecting verbal and nonverbal communication and social interaction
<b>Balance</b>	The ability to maintain one's equilibrium in relation to the force of gravity. Balance may be static or dynamic
<b>Behavior Management</b>	Encompasses all of the strategies that educators utilize to develop effective and appropriate student behaviors

<b>Bilateral Movements</b>	Two body parts working in unison and performing the same movements. Arms and legs simultaneously reaching, spreading, or closing
<b>Bobbing</b>	To move up and down jerkily or repeatedly. In the down phase both arms are raised simultaneously upward, causing the body to descend; breath exhaled. In the up phase both arms press downward simultaneously; the body pushes up
<b>Body Awareness</b>	The ability to derive meaning from the body. Developing capacity to accurately discriminate among body parts and to gain a greater understanding of the nature of the body
<b>Body Composition</b>	The amount of fat cells compared with lean cells in the body mass. Measured by skinfold thickness
<b>Buoyancy</b>	Ability to float; the upward force a fluid exerts on bodies in it
<b>Catching</b>	Involves using the hands to stop and gain control of an object
<b>Child-Centered</b>	Focuses on the active involvement of students in the learning process. Students are encouraged to make decisions in their learning process. Students are encouraged to develop their own ideas, creativity is valued. Child initiated and teacher facilitated
<b>Closed Skill</b>	Repetitive activities in a predictable environment
<b>Cognitive</b>	Refers to one's intellectual ability to think, recall, conceptualize, and solve problems
<b>Competence</b>	One's actual ability to meet particular achievement demands at an adequate performance level in all three learning domains
<b>Congenital</b>	Condition is present at birth
<b>Contractures</b>	Permanent shortening and tightening of muscle or muscle group caused by spasticity, paralysis, or disuse
<b>Contralateral Pattern</b>	A movement pattern (generally creeping and walking) in which the arm and leg on the opposite side of the body move in unison
<b>Coordination</b>	The ability to integrate separate motor systems with varying sensory modalities into efficient movement
<b>Criterion-Referenced Test</b>	Compares an individual's performance against a predetermined standard of performance
<b>Crossdisciplinary Model</b>	The integration of knowledge from many academic disciplines in the creation of a distinct, unique body of knowledge that focuses on the identification and remediation of psychomotor problems
<b>Crosslateral Movements</b>	Movements in which the limbs work in opposition. (i.e. left leg moves forward with right arm like the natural walking pattern)
<b>Daily Living Activities</b>	Movement oriented tasks that individuals carry out throughout their lives that are required for basic everyday needs
<b>Deaf-Blindness</b>	Combined hearing and visual impairment, which causes such severe communication and other developmental problem
<b>Deafness</b>	A hearing impairment so severe that the child is impaired in processing linguistic information through hearing with or without amplification
<b>Deep</b>	A greater amount of water where the person cannot stand on the ground within it

<b>Development</b>	Changes in an individual's level of functioning over time
<b>Developmental Approach</b>	Instruction that emphasizes the acquisition of movement skills and increased physical competency based on the unique developmental level of the individual
<b>Developmentally Delayed</b>	A generic term that indicates a child performing significantly below average in one or more areas
<b>Diplegia</b>	Lower extremities are much more involved than upper ones
<b>Directional Awareness</b>	A developing sensitivity to internal and external sidedness
<b>Drag</b>	The resistance of water on a body moving through it
<b>Early Childhood</b>	Individuals ages 3 to 8 and often referred to as young children
<b>Ecological Task Analysis</b>	The joint process of assessing and decision making about all variables that affect learning. Refers to analyzing relationships among task goal, learner, and ecosystem in holistic functional terms
<b>Exploratory-Based</b>	An indirect teaching approach that encourages child-centered movement
<b>Extension</b>	Stretching or lengthening muscles
<b>Fine Motor</b>	Small muscle movements that require precise movement performance
<b>Flexibility</b>	The ability to use joints fully, it's the capacity of a joint to move through its potential range of motion
<b>Flexion</b>	Shortening or contracting muscles
<b>Float</b>	To rest on the surface of or be suspended in a fluid (water)
<b>Force</b>	The effort that one mass exerts on another. It can be produced by muscles, gravitational pull of the earth, and/or momentum
<b>Formative Assessment</b>	Gathering and evaluating data about participants' progress throughout the program
<b>Frontal Plane</b>	Plane in which lateral movements of the body and body segments occur
<b>Fundamental Movement</b>	An organized series of related movements used to perform basic movement tasks such as running, jumping, throwing, and catching
<b>Fundamental Movement Patterns</b>	The observable performance of a basic locomotor, manipulative, or stability movement that involves combining movement patterns of two or more body segments
<b>Gait</b>	An individual's walking pattern. It consists of the swing phase and support phase
<b>Galloping</b>	Similar to sliding, but the movement is performed in a forward direction. On foot leads in the forward direction
<b>Glide</b>	Move along smoothly, evenly and easily. The phase of movement through water without effort of the swimmer
<b>Gross Motor</b>	Large muscle movements of the body
<b>Guided Discovery Method</b>	A teaching approach in which the instructor poses problems in the form of questions or challenges
<b>Head Control</b>	Ability to position head in space to work against gravity
<b>Hearing Impairment</b>	An impairment in hearing whether permanent or fluctuating, that adversely affects a child's educational performance
<b>Health-Related Fitness</b>	The development and maintenance of fitness components that can enhance health and well-being. Includes: cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility
<b>Hemiplegia</b>	The entire right side or left side is involved

<b>Homolateral Pattern</b>	A movement pattern (generally creeping and walking) in which the arm and leg on the same side of the body move in unison
<b>Hopping</b>	Forcefully pushing off the ground from one foot, a brief suspension in the air, and landing on the same foot
<b>Hydrocephalus</b>	An abnormally large head caused by the accumulation of cerebrospinal fluid
<b>Hydrodynamics</b>	The science that studies the motion of fluids and forces on solid bodies in water
<b>Hydrotherapy</b>	Water exercises for therapeutic purposes
<b>Hypothermia</b>	A lowering of the core body temperature due to cold conditions in the environment
<b>Hypotonia</b>	Insufficient muscle tone, muscle weakness. Often associated with children with down syndrome
<b>Inclusion</b>	An educational procedure and process for children with a disability based on the ethical and legal requirements that each child be educated in the least restrictive environment in which the child's education and related needs can be satisfactory
<b>Inertia</b>	Tendency of a body to resist a change in its state of motion
<b>Immersion</b>	Dip or lower into water until covered by it
<b>Individualized Family Service Plan</b>	IFSP is used with infant and toddlers in place of an individualized education plan (IEP)
<b>Infant and Toddler</b>	Individuals from birth through age 2
<b>Intellectual Disability</b>	Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior. Once known as mental retardation
<b>Interdisciplinary Model</b>	Individuals from many different professions interact in service delivery and share knowledge and skills
<b>Isometric</b>	Contraction involving no change in muscle length
<b>Jumping</b>	A child bends his/her knees, swings his/her arms and creates force that allows the child to leave the ground on two feet and land on two feet. This can occur for distance or in height
<b>Kicking</b>	Imparting force to an object by the foot and the leg
<b>Leaping</b>	Similar to a run, it is a long step forward to cover a distance or to go over an obstacle. An exaggerated running step
<b>Locomotion</b>	Movement patterns that permit exploration through space (i.e. walking, running, jumping, hopping, skipping, galloping, sliding, marching, leaping, etc.)
<b>Mainstreaming</b>	The process of including children with disabilities in the same programs and activities as the general education classes
<b>Manipulation</b>	Movement patterns that permit gross and fine motor contact with objects (i.e. throwing, catching, kicking, striking)
<b>Mental Retardation</b>	See Intellectual Disability
<b>Moderate Physical Activity</b>	Activity that is easily maintained and is performed at an intensity that increases heart rate and breathing
<b>Motor</b>	Underlying biological and mechanical factors that influence movement
<b>Motor Development</b>	Continuous change in motor behavior throughout the life cycle brought about by interaction among the requirements of the task, the biology of the individual, and the conditions of the environment

<b>Motor Fitness</b>	The aspect of physical fitness that refers to genetically dependent characteristics that is relatively stable and related to athletic skills
<b>Motor Planning</b>	The organizational activity of the neural system that command coordinated movement patterns. It is the child's thought process about his/her movements
<b>Movement Concepts</b>	The utilization of the areas of body, effort, space, and relationships, to elucidate fundamental movements and sport skills
<b>Movement Education</b>	Uses problem-solving approach to help children develop body awareness and use their bodies in an effective manner unique to their own physical resources
<b>Movement Patterns</b>	An organized series of related isolated movements, such as an underhand or overhand movement pattern
<b>Movement Skills</b>	A fundamental movement pattern performed with accuracy, precision, and control
<b>Multiple Disabilities</b>	Combination of impairments (i.e. Intellectual disability and orthopedic impairment) which cause severe educational problems
<b>Muscular Endurance</b>	The ability of the muscle or a group of muscles to perform force related work repeatedly against moderate resistance
<b>Muscular Strength</b>	The amount of force the muscles can produce
<b>Multidisciplinary Model</b>	Individuals from many professions participate in service delivery
<b>Norm-Referenced Test</b>	Compares an individual's performance against established standards for a population group with similar characteristics
<b>Open Skill</b>	Practice of skills in an authentic unpredictable environment
<b>Orthopedic Impairment</b>	A skeletal deformity that adversely affects a child's educational performance; caused by congenital anomaly, disease, or another cause
<b>Other Health Impairments</b>	Having limited strength, vitality, or alertness, as due to chronic or acute health problems
<b>Palmer Grasping Reflex</b>	Upon stimulation of the palm, the hand will close strongly around the object without use of the thumb
<b>Paraplegia</b>	Partial or complete involvement of two similar limbs either the legs or trunk
<b>Paralympics</b>	The worldwide sport movement for elite athletes with orthopedic disabilities
<b>Perceptual – Motor</b>	The process of organizing incoming information with stored information that leads to a movement response
<b>Performance-Related Fitness</b>	The development and maintenance of fitness components that can enhance performance in physical activity such as sport. It includes: agility, balance, coordination, power, reaction time, and speed
<b>Physical Fitness</b>	A state of well-being influenced by nutritional status, genetic makeup, and frequent participation in a variety of intense physical activities over time
<b>Proficient</b>	One's actual ability to master particular achievement demands at or above expectations across all three learning domains
<b>Prone</b>	Lying in a horizontal position with front of the body facing down
<b>Principles of Physics in Water</b>	Press down: Body goes up; Press up: Body goes down; Press back: Body goes forward; Press forward: Body goes back
<b>Propulsion</b>	The action or process of moving forward
<b>Propulsive Drag Theory</b>	Theory attributing propulsion in swimming to propulsive drag on the swimmer
<b>Propulsive Lift Theory</b>	Theory attributing propulsion in swimming at least partially to lift acting on the swimmer
<b>Psychomotor</b>	Refers to the ability to move part or all of the body in skillful ways

<b>Push-Off</b>	Creating a certain amount of force by pressing against an object in order to produce a certain amount of speed or movement away from it. (Law of Acceleration). Twice the force will produce twice the speed
<b>Quadriplegia</b>	All four extremities are involved. Partial or total lack of voluntary motor movements and sensations
<b>Qualitative</b>	Involving non-numerical description of quality
<b>Quantitative</b>	Involving the use of numbers
<b>Range of Motion</b>	The angle through which a joint moves from anatomical position to the extreme limit of segment motion in a particular direction
<b>Recovery</b>	Get back to the proper/beginning position
<b>Reflexes</b>	Involuntary changes in muscle tone elicited by certain stimuli or conditions
<b>Rhythm</b>	The synchronous recurrence of events related in such a manner that they form recognizable patterns
<b>Rhythmic Breathing</b>	A pattern of inhaling and exhaling air, combined with repeated face or head immersion
<b>Rotation</b>	Turning round a center or axis; turning in a circle, revolving
<b>Running</b>	Like a walk, but speed is faster with longer stride lengths. There is a momentary period of flight where the body is not supported at all
<b>Sagittal Plane</b>	Plane in which forward and backward movements of the body and body segments occur
<b>Self-Concept</b>	An individual's awareness of personal characteristics, attributes, and limitations, and the ways in which these qualities are both like and unlike those of others
<b>Self-Confidence</b>	An individual's belief in his or her ability to carry out a mental, physical, or emotional task
<b>Self-Efficacy</b>	The conviction that one can successfully execute the behavior required to produce the desired outcome
<b>Self-Esteem</b>	The value that one attaches to his or her unique characteristics, attributes, and limitations
<b>Serious Emotional Disturbance</b>	A condition exhibiting one or more of the listed characteristics over a long period of time in which it adversely affects the child's educational performance. Inability to learn other than intellectual, sensory, or health factors; inability to build proper social skills, inappropriate behaviors/feelings, depression, and/or development of physical symptoms or fear associated with personal or school problems
<b>Shallow</b>	Smaller amount of water where a person can stand on the ground within it; not deep
<b>Shunt</b>	Device implanted in the body to remove excess cerebrospinal fluid
<b>Skipping</b>	A combination of a step and a hop, with feet alternating after each step-hop
<b>Sliding</b>	A sideways movement in which the weight of the body is shifted in the direction of the slide
<b>Specific Learning Disability</b>	A disorder in one or more of the basic psychological processes involved in understanding or in using language (spoken/written) that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations

<b>Skill-Based</b>	Fundamental movements that are later modified into the more specialized patterns on which activities of increasing complexity are built
<b>Spasticity</b>	Caused by pyramidal system malfunction, is primarily a problem of over excitation or too much tightness in muscles. Impairment of voluntary movement
<b>Spatial Awareness</b>	An understanding of how much space the body occupies and the ability to project the body effectively into external space
<b>Special Olympics</b>	A worldwide sport movement for athletes with intellectual disabilities
<b>Speech or Language Impairment</b>	A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment
<b>Speed</b>	The ability to move from one point to another in the shortest time possible. Speed is the total of reaction time and movement time
<b>Stability</b>	Movement patterns that place a premium on gaining and maintaining one's equilibrium (i.e. static and dynamic balance abilities)
<b>Striking</b>	Involves using a body part or an implement to apply force to a stationary or moving object
<b>Submersion</b>	Put or plunge under the water; covered with water
<b>Summative Assessment</b>	Assessment that occurs at the conclusion of the program
<b>Supine</b>	Lying in a horizontal position with front of the body facing up
<b>Teacher-Directed</b>	A more formal and direct style of teaching in which the teacher commands the class in a more controlling environment
<b>Temporal Awareness</b>	The ability to derive meaning in relation to speeds, distances, time, and/or flow. It is intersensory, primarily visual-auditory
<b>Transdisciplinary Model</b>	Individuals of different domains work collaboratively in all aspects of the educational process including assessing, designing, and determining goals jointly
<b>Throwing</b>	Involves the use of the underhand, overhand or sidearm pattern in propelling an object
<b>Traumatic Brain Injury</b>	Acquired injury to the brain caused by an external physical force, resulting in total or partial functioning disability or psychosocial impairment
<b>Triplesia</b>	Three extremities, usually both legs and one arm are involved
<b>Unilateral Movements</b>	One body part performing a movement. Reaching of one arm to grasp a toy
<b>Vigorous Physical Activity</b>	Physical activity that can produce fatigue in a short period of time and is performed at an intensity in which heart rate and breathing are elevated quickly
<b>Visual Impairment</b>	Including blindness, it is impairment in vision that even with correction adversely affects a child's educational performance
<b>Visual-Motor Coordination</b>	The ability to visually track and make interception judgments about a moving object
<b>Vocational Skills</b>	Include a variety of educational programs intended to prepare students for employment and for life after high school

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Early Developmental Patterns Assessment Tool**

<b>Stair Walking Checklist</b>		<b>Balancing Checklist</b>	
√	Components	√	Components
	Walks <u>up</u> stairs 2 feet on each step with support		Maintains balance while walking onto a different surface
	Walks <u>up</u> stairs 2 feet on each step without support		Momentarily balances on <b>dominant</b> foot
	Walks <u>up</u> stairs alternating feet with support		Momentarily balances on non-dominant foot
	Walks <u>up</u> stairs alternating feet without support		Stands on 8" wide balance beam
	Walks <u>down</u> stairs 2 feet on each step with support		Stands on 4" wide balance beam
	Walks <u>down</u> stairs 2 feet on each step without support		Independently walks across 8" wide balance beam
	Walks <u>down</u> stairs alternating feet with support		Independently walks across 4" wide balance beam
	Walks <u>down</u> stairs alternating feet without support		Independently alternates feet walking across 8" wide balance beam
			Independently alternates feet walking across 4" wide balance beam
			Maintains balance walking across an unstable surface
			Independently walks across 8" wide balance beam using heel-toe pattern
			Independently walks across 4" wide balance beam using heel-toe pattern
<b>Spatial Awareness Checklist</b>		<b>Rudimentary Movement Checklist</b>	
√	Components	√	Components
	Moves throughout environment safely without bumping into peers and equipment		Crawls
	Is aware of those around		Creeps
	Looks in the directions of movement		Sits up for 30 seconds with good posture
			Stands independently for 30 seconds
			Reaches for desired objects
			Grasps/Releases with verbal cues
			Rolls side to side while on back
			Kneels
			Scoots
			Pushes
			Pulls

**Comments:**

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Locomotor Assessment Tool**

<p style="text-align: center;"><b>Walking Checklist</b></p> <p style="text-align: center;">√ Components</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>Reflexive arm swing</td></tr> <tr><td></td><td>Narrow base of support</td></tr> <tr><td></td><td>Relaxed, elongated gait</td></tr> <tr><td></td><td>Definite heel-toe contact</td></tr> <tr><td></td><td>Demonstrate control and balance while walking on a flat surface</td></tr> </table>		Reflexive arm swing		Narrow base of support		Relaxed, elongated gait		Definite heel-toe contact		Demonstrate control and balance while walking on a flat surface	<p style="text-align: center;"><b>Running Checklist</b></p> <p style="text-align: center;">√ Components</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>Legs indicate narrow base of support</td></tr> <tr><td></td><td>Definite flight phase</td></tr> <tr><td></td><td>Arms swing vertically in opposition to legs</td></tr> <tr><td></td><td>Arms bent approximately 90 degrees</td></tr> <tr><td></td><td>Awareness of surrounding</td></tr> <tr><td></td><td>Avoids bumping into peers and/or equipment</td></tr> <tr><td></td><td>Runs smoothly for a distance of 6 feet</td></tr> </table>		Legs indicate narrow base of support		Definite flight phase		Arms swing vertically in opposition to legs		Arms bent approximately 90 degrees		Awareness of surrounding		Avoids bumping into peers and/or equipment		Runs smoothly for a distance of 6 feet
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**Comments:**

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**Early Childhood Center  
Adapted Physical Education/Motor Development  
Locomotor Assessment Tool**

<b>Sliding Checklist</b>	<b>Galloping Checklist</b>	<b>Skipping Checklist</b>
√ Components	√ Components	√ Components
<input type="checkbox"/> Faces sideways	<input type="checkbox"/> Faces direction moving in	<input type="checkbox"/> Rhythmical weight transfer throughout
<input type="checkbox"/> Feet never cross	<input type="checkbox"/> Moves forward	<input type="checkbox"/> Rhythmical use of arms in opposition
<input type="checkbox"/> Arms up to the sides for balance	<input type="checkbox"/> Front foot faces direction of movement	<input type="checkbox"/> Shows a step-hop pattern
<input type="checkbox"/> Demonstrates low flight pattern	<input type="checkbox"/> Trailing leg lands adjacent to or behind lead leg	Smoothly hops for a distance of _____
<input type="checkbox"/> Demonstrates a step then leap pattern	<input type="checkbox"/> Demonstrates low flight pattern	
<input type="checkbox"/> Moves sideways	<input type="checkbox"/> Same foot always leads in the direction of movement	
	<input type="checkbox"/> Demonstrates a step then leap pattern	
	<input type="checkbox"/> Heel-toe contact combination	
	<input type="checkbox"/> Arms aren't needed for balance	
Smoothly slides for a distance of _____	Gallops smoothly for a distance of _____	

**Comments:**

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**Early Childhood Center  
Adapted Physical Education/Motor Development  
Low Level Dance and Aesthetic Activity Assessment Tool  
(Low Organized Games/Skills)**

Rhythms/Dance Checklist	Non-Locomotor Pivotal Checklist	Tumbling/Gymnastics Checklist																																						
√ Components	√ Components	√ Components																																						
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**Comments:**

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**Early Childhood Center  
Adapted Physical Education/Motor Development  
Manipulative Assessment Tool**

<p style="text-align: center;"><b>Throwing Checklist</b></p> <p>√ Components</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>Looks at target</td></tr> <tr><td></td><td>Steps with opposite foot</td></tr> <tr><td></td><td>Throws overhand</td></tr> <tr><td></td><td>Shows trunk rotation</td></tr> <tr><td></td><td>Shows follow through</td></tr> </table> <p>_____ is the distance the ball was thrown</p> <p style="text-align: center;"><b>Tossing Checklist</b></p> <p>√ Components</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>Looks at target</td></tr> <tr><td></td><td>Steps with opposite foot</td></tr> <tr><td></td><td>Tosses underhand</td></tr> <tr><td></td><td>Swings arm</td></tr> </table> <p>Hits target ____ out of ____ times</p>		Looks at target		Steps with opposite foot		Throws overhand		Shows trunk rotation		Shows follow through		Looks at target		Steps with opposite foot		Tosses underhand		Swings arm	<p style="text-align: center;"><b>Catching Checklist</b></p> <p>√ Components</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>Looks at ball (Visually tracks ball)</td></tr> <tr><td></td><td>Shows hands (without prompts)</td></tr> <tr><td></td><td>Catches 8" ball bounced</td></tr> <tr><td></td><td>Catches 8" ball tossed</td></tr> <tr><td></td><td>Catches ball with arms and chest</td></tr> <tr><td></td><td>Catches ball with hands and arms</td></tr> <tr><td></td><td>Catches ball with hands</td></tr> </table> <p>_____ is the distance the caught ball was tossed from.</p> <p>_____ is the distance the caught ball was bounced from.</p>		Looks at ball (Visually tracks ball)		Shows hands (without prompts)		Catches 8" ball bounced		Catches 8" ball tossed		Catches ball with arms and chest		Catches ball with hands and arms		Catches ball with hands	<p style="text-align: center;"><b>Kicking Checklist</b></p> <p>√ Components</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>Looks at target (visually tracks ball)</td></tr> <tr><td></td><td>Shoulders square to target</td></tr> <tr><td></td><td>Steps with opposite foot next to ball</td></tr> <tr><td></td><td>Kicks the ball with the instep (shoe laces)</td></tr> <tr><td></td><td>Passes the ball with the inside of the foot</td></tr> <tr><td></td><td>Shows follow through</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"></td><td>Walks into stationary ball</td></tr> <tr><td></td><td>Runs and strikes a stationary ball</td></tr> <tr><td></td><td>Kicks a ball rolling to him/her</td></tr> </table>		Looks at target (visually tracks ball)		Shoulders square to target		Steps with opposite foot next to ball		Kicks the ball with the instep (shoe laces)		Passes the ball with the inside of the foot		Shows follow through		Walks into stationary ball		Runs and strikes a stationary ball		Kicks a ball rolling to him/her
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**Comments:**

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**Early Childhood Center  
Adapted Physical Education/Motor Development  
Recreational/Leisure Assessment Tool**

Tricycle Checklist		Movement Exploration Checklist		Climbing Checklist	
√	Components	√	Components	√	Components
	Sits on tricycle correctly		Motivated to explore		Climbs over and on smaller low mats
	Places hands on handle bars in proper position		Confident to explore		Climbs over and on larger high mats
	Moves tricycle with feet on the floor		Interacts with peers appropriately		Climbs over and on playground equipment
	Places feet on pedals in proper position		Explores safely		Independently climbs up a 3 step ladder and goes down a slide
	Pedals tricycle 6-10 feet forward		Challenges self		
	Pedals tricycle around corners avoiding people		Uses play equipment creatively		√ Components
					Independently hangs from a high bar for 2-3 seconds
					Independently hangs from a high bar for 5-7 seconds
					Independently hangs from a high bar for 10 or more seconds

**Comments:**

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**Early Childhood Center  
Adapted Physical Education/Motor Development  
Personal, Social, and Emotional Skills Assessment Tool  
Checklist**

<b>Date:</b>																
<b>Moves Safely</b>																
<b>Follows Rules</b>																
<b>Follows Directions</b>																
<b>Interacts Cooperatively with Peers/Adults</b>																
<b>Demonstrates Positive Self-Value</b>																

**Comments:**

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Class:

Evaluator:

Write date in box when mastered

Name:																			
Stair Walking	Walks <u>up</u> stairs 2 feet on each step with support																		
	Walks <u>up</u> stairs 2 feet on each step <u>without</u> support																		
	Walks <u>up</u> stairs alternating feet with support																		
	Walks <u>up</u> stairs alternating feet <u>without</u> support																		
	Walks <u>down</u> stairs 2 feet on each step with support																		
	Walks <u>down</u> stairs 2 feet on each step <u>without</u> support																		
	Walks <u>down</u> stairs alternating feet with support																		
	Walks <u>down</u> stairs alternating feet <u>without</u> support																		
Spatial Awareness	Moves throughout environment safely without bumping into peers and equipment																		
	Is aware of those around																		
	Looks in the directions of movement																		
Walking	Reflexive arm swing																		
	Narrow base of support																		
	Relaxed, elongated gait																		
	Definite heel-toe contact																		
	Demonstrate control and balance while walking on a flat surface																		

Comments:

Class:

Evaluator:

Write date in box when mastered

Rudimentary Movements	Name:																
	Crawls																
	Creeps																
	Sits up for 30 seconds with good posture																
	Stands independently for 30 seconds																
	Reaches for desired objects																
	Grasps/Releases with verbal cues																
	Rolls side to side while on back																
	Kneels																
	Scoots																
	Pushes																
	Pulls																

Balancing	Maintains balance while walking onto a different surface																
	Momentarily balances on <b>dominant</b> foot																
	Momentarily balances on non-dominant foot																
	Stands on 8" wide balance beam																
	Stands on 4" wide balance beam																
	Independently walks across 8" wide balance beam																
	Independently walks across 4" wide balance beam																
	Alternates feet walking across 8" wide balance beam																
	Alternates feet walking across 4" wide balance beam																
	Maintains balance walking across an unstable surface																
	Walks across 8" wide balance beam using heel-toe pattern																
	Walks across 4" wide balance beam using heel-toe pattern																

Class:

Evaluator:

Write date in box when mastered

Running	Name:																	
	Legs indicate narrow base of support																	
	Definite flight phase																	
	Arms swing vertically in opposition to legs																	
	Arms bent approximately 90 degrees																	
	Awareness of surrounding																	
	Avoids bumping into peers and/or equipment																	
	Runs smoothly for a distance of 6 feet																	

Jumping	Preparatory crouch with knee flexion																	
	Forceful extension at hips, knee, and ankles																	
	Two foot take off																	
	Controlled flight phase																	
	Both arms swing from back to front motion to increase force																	
	Feet land together simultaneously																	

Hopping	Nonsupport leg flexed off the ground at about 90 degrees																	
	Supporting leg contacting the floor, leaves floor																	
	Demonstrates body control and balance																	
	Hops on <b>dominant</b> foot																	
	Hops on non-dominant foot																	

Comments:

Class:

Evaluator:

Write date in box when mastered

Galloping	Name:																	
	Faces direction moving in																	
	Moves forward or backward																	
	Front foot faces direction of movement																	
	Trailing leg lands adjacent to or behind lead leg																	
	Demonstrates low flight pattern																	
	Same foot always leads in the direction of movement																	
	Demonstrates a step then leap pattern																	
	Heel-toe contact combination																	
	Arms aren't needed for balance																	

Sliding	Faces sideways																	
	Feet never cross																	
	Arms up to the sides for balance																	
	Demonstrates low flight pattern																	
	Demonstrates a step then leap pattern																	
	Moves sideways																	

Skipping	Rhythmical weight transfer throughout																	
	Rhythmical use of arms in opposition																	
	Shows a step-hop pattern																	

Comments:

Class:

Evaluator:

Write date in box when mastered

	Name:																	
Rhythms/Dance	Accelerates speed to fast beat, Decelerates speed to slow beat																	
	Claps hands with music that has slow beat																	
	Successfully engages in game/activity with music																	
	Independently demonstrates creative exploratory dance to music																	
Pivotal	Stretch																	
	Twist																	
	Turn																	
	Spin																	
	Sink/rise (squat)																	
	Bend																	
Forward Roll	Head leads action (with hands placed on side of head)																	
	Feet provide push off force for the roll																	
	Back of head touches surface very lightly																	
	Body remains in tight "C" throughout																	
	Arms aid in force production																	
	Momentum returns child to standing position																	
Roll	Performs log roll																	
	Performs egg roll																	
	Performs forward roll																	

Comments:

Class:

Evaluator:

Write date in box when mastered

Throwing	Name:																	
	Looks at target																	
	Step with opposite foot																	
	Throws overhand																	
	Shows trunk rotation																	
	Shows follow through																	

Catching	Looks at ball (Visually tracks ball)																	
	Shows hands (without prompts)																	
	Catches 8" ball bounced																	
	Catches 8" ball tossed																	
	Catches ball with arms and chest																	
	Catches ball with hands and arms																	
	Catches ball with hands																	

Rolling Object	Looks at target (visually tracks ball)																	
	Steps forward with one foot																	
	Uses two hands																	
	Uses one hand																	
	Bends low to the ground																	
	Rolls ball (with less than 3 bounces to it)																	
	Stops ball rolled to midline from a distance of 10 feet away																	

Comments:

Class:

Evaluator:

Write date in box when mastered

Kicking	Name:																
	Looks at target (Visually tracks ball)																
	Shoulders square to target																
	Steps with opposite foot next to ball																
	Kicks the ball with the instep (shoe laces)																
	Passes the ball with the inside of the foot																
	Shows follow through																
	Walks into stationary ball																
	Runs and strikes a stationary ball																
Kicks a ball rolling to him/her																	

Striking	Looks at target (Visually tracks ball)																
	Uses 2 hands on longer striking implement																
	Shows good stable base of support (stance)																
	Shows trunk rotation																
	Shows weight transfer																
	Shows follow through																
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	Strikes balloon with hand (30 seconds)																
	Strikes suspended ball																
	Strikes ball off tee																
	Strikes tossed ball																

Comments:

Class:

Evaluator:

Write date in box when mastered

	Name:																		
Bouncing	Pushes ball down with two hands																		
	Bounces ball forward to a peers hands																		
	Bounces ball to self and catches it with two hands																		
	Bounces ball multiple times with two hands																		
	Bounces ball multiple times with two hands, than catches it																		
	Bounces ball with one hand, 2 or more times																		
Exploration	Motivated to explore																		
	Confident to explore																		
	Interacts with peers appropriately																		
	Explores safely																		
	Challenges self																		
	Uses play equipment creatively																		
Tricycle	Sits on tricycle correctly																		
	Places hands on handle bars in proper position																		
	Moves tricycle with feet on the floor																		
	Places feet on pedals in position																		
	Pedals tricycle 6-10 feet forward																		
	Pedals tricycle around corners avoiding people																		

Comments:

Class:

Evaluator:

Write date in box when mastered

	Name:																
Climbing	Climbs over and on smaller low mats																
	Climbs over and on larger high mats																
	Climbs over and on playground equipment																
	Independently climbs up a 3 step ladder and goes down a slide																
	Independently hangs from a high bar 2-3 seconds																
	Independently hangs from a high bar for 5-7 seconds																
	Independently hangs from a high bar for 10 or more seconds																
Personal/Social	Moves safely																
	Follows rules																
	Follows directions																
	Interacts cooperatively with peers/adults																
	Demonstrates positive self-value																

Comments:

# THROWING



# CATCHING



# TOSSING



## **Early Childhood Center Adapted Physical Education/Motor Development Adaptations and Modifications**

**Instruction:** Modify the way you present the information to the child.

- Music
  - Use of music is very motivational for young children.
  - Music falls within the multi sensory approach to processing information.
  - Children have an innate attraction to rhythm.
  - Music is attractive.
  - Music can be used to give a range of time to complete a task.
  - Music can be used to start and stop an activity.
  - Music can be used within developing a routine.
  - Music can be used for speed and pacing.
- Use of Paraprofessionals
  - Use as a floater throughout the room to help all students where needed.
  - Use as a second instructor in a small group.
  - Use for one on one instructional purposes.
    - Aid in behavior management.
    - Assistance with skills development.
    - Aid in time on task.
    - Assistance in communicating instruction.
  - Assist in data collection.
- Time of Activity
  - Frequent changes of activity to prevent time off task.
    - Minimum of five distinct activity transitions in 20 minute lesson.
      - At least a warm-up, direct teaching, guided discovery (practice), exploration, and closure.
  - Flexibility to modify and end lesson segments that are not going well.
- Verbal Directions
  - Clear, short, simple, and to the point.
  - Frequent.
  - Phrased in different ways.
  - Used with demonstrations.
- Demonstrations
  - Done in the child's field of vision.
  - Use students to demonstrate when appropriate.
  - Demonstrate in slow motion and multiple times with verbal cues.
- Physical Assistance or Guidance
  - This method is only used when the above methods have not been successful.
  - Hand over hand assistance to guide him/her through the movement motion.
- Enthusiasm of Teacher
- Develop Routines.

**Environment:** Any modification that would make the participant more successful than using pre-existing equipment.

- Free of distractions
  - Minimize extraneous auditory distractions.
    - Use ear muffs if necessary for those students who are hypersensitive to noise.
  - Minimize extraneous visual distractions.
    - Close blinds, turn off light, use plain room dividers if available, minimize or eliminate decorations.
- Free of hazards
  - Avoid wet floors, sharp corners, tables, chairs, and other objects that may prove hazardous to the lesson.
- Boundaries
  - Students understand their boundaries.
    - Establish boundaries using floor tape, walls, cones, partitions and poly spots.
  - Decrease the field of play.
- Routines
  - Use floor tape, poly spots or carpet squares for children to sit and receive instruction. Use these markers for transition into a new task.
  - Keep the same structure to each lesson.
  - Enter the room the same way everyday and exist the room the same way every day.
  - Use the same transition methods from one lesson to the next
- Staging Area
  - A safe place outside of the instructional area for the teacher and students to wait until class begins.

**Rules:** Anything that deviates from the original or culturally accepted rules of the game.

- Decrease number of rules
- Slow down pace of game
- Make rules short, clear, simple and visual (when possible)
- Allow for more chances/practice time
- Limit or add responsibility
- Allow reduction or elimination of defenders
- Teacher models rules as a participant in the game
- One step directions
- All children are involved

\*Don't change the structure of the game when modifying. Don't allow students to use their hands in soccer when your objective is kicking.

**Equipment:** Any modification that will make the participant more successful than when using pre-existing equipment.

- Striking
  - Shorter, lighter rackets/implement with larger surface area.
  - Strike slow moving objects (beach ball, scarves, balloons, etc.).
  - Strike bright colored objects.
  - Strike larger objects.
- Catching
  - Use baskets to catch thrown objects.
  - Use Velcro mitts/vests.
  - Catch slow moving objects.
  - Catch bright colored ball.
  - Catch soft collapsible object (teddy bears, pillows, deflated balls).
  - Catch tactile balls (Bumpy balls, Slomo balls, Sensation bell balls, Koosh balls, Grabball).
  - Catch auditory balls (bell/beeper balls).
  - Use various size objects depending on the individual and task.
- Kicking/Throwing
  - Use of deflated balls and bean bags in order to gain more practice time and opportunities.
  - Use of motivational objects.
  - Use of large motivational targets.
  - Use of high net in order to facilitate underhand throwing pattern (throw under the net).
  - Use lower net in order to facilitate overhand throwing pattern (throw over the net).
- Gymnastics
  - Use of incline mat to facilitate rolling.
- Rhythms/Dance
  - Use of slower music to facilitate slower movements.
  - Modify choreography to make it simpler.
- Visual Aids
  - Use of poly spots.
  - Use of floor tape.

## **Adapting/Modifying Equipment for Children with Orthopedic Impairments**

- Decrease the size of the playing field
- Use of assistive technology
  - Bubble machine.
  - Personal talk machine.
  - Picture communication symbols (PCS).
    - Schedule boards.
    - Eye gazing.
    - Finger pointing.
  - BigMac.
- Velcro wrist band
  - Enhances grip.
- Suspended objects for striking and catching
- Use of multiple balls for throwing
- Extension devices held by hand to simulate kicking
- Scooters adaptations
  - Attach chair seat with seatbelt.
  - Use of oversized scooter (with mat for padding and larger surface area).
- Exploration area
  - Make accessible to students crawling.
  - May need adult facilitation.
- Locomotor skills
  - Independent movement of wheelchair.
  - Indicate certain movement the child using a wheelchair can perform that will substitute for a locomotor skill.
    - Pushing up on the arms of the chair for jumping or hopping.
    - Pushing forward/driving the chair at specific speeds to indicate walking or running.
- Use of peer partner
- Use of paraprofessional

## **Early Childhood Center Adapted Physical Education/Motor Development Model for Including Students with Disabilities in General Physical Education (GPE)**

- Determine what to teach
  - Determine student's present level of performance.
  - Prioritize long-term goals and short-term instructional objectives.
- Analyze the regular physical education curriculum
  - What GPE activities match the student's IEP?
  - What GPE activities do not match the student's IEP, but still are important for the student?
  - What GPE activities are inappropriate for a particular student?
  - Which teaching style(s) best meet the student's learning style?
- Determine modifications needed in GPE
  - How often will the student receive instruction?
  - Where will the student receive instruction?
  - How will the student be prepared for the instruction?
  - What instruction modifications are needed to elicit desired performance?
  - What curricular adaptations will be used to enhance performance?
  - How will performance be assessed?
- Determine how much support the student with disabilities will need
  - Base on type of activities and abilities (cognitive, psychomotor, and affective) of student.
- Prepare GPE teacher
  - Discuss the amount of support that will be provided.
  - Discuss the availability of consultation with APE and Special Education teacher.
  - Explain that he/she is responsible to teach the whole class including the student with disability.
- Prepare support personnel
  - Discuss classroom structure.
  - Discuss his/her responsibilities within the class.

Block, M.E. (1994)

## **Early Childhood Center Adapted Physical Education/Motor Development Referral Process**

### **Students Who Qualify:**

- 1) Students unable to demonstrate the acquisition of the grade level gross motor skills as identified in the K-12 General Physical Education Scope and Sequence. (Demonstrate a 25% delay or greater)
- 2) Children whose Gross Motor Developmental Age Equivalency (months) is significantly below the CA (chronological age-months) as measured by the CRT (criterion-referenced test) for children birth to 60 months.

### **Referrals:**

- 1) The IEP team will meet to discuss areas of concern.
- 2) Go to the **Blackboard** site for PGCPSS and get a referral form to be filled out by the IEP Team.
- 3) Submit completed referral form to the Motor Development Office with copy of Permission for testing form.

### **Delivery of Services:**

Services are delivered directly by a certified Motor Development/Adapted Physical Education Teacher in the following programs:

- Regional Early Childhood Centers
- Regional Schools
- Comprehensive Schools having CRI, CSEP, and Transition classes

### **The timeline for completing an assessment to determine a student's needs:**

The teacher has 90 days from the written referral, or 60 days from consent in the event of an initial evaluation. If the IEP Team determines that an assessment is required, it must be completed even if the related service provider was not in attendance at the meeting. Concerns about the recommendation of assessment should be discussed with the appropriate supervisor. However, all IEP Team decisions must be implemented in accordance with timelines.

# Early Childhood Center Adapted Physical Education/Motor Development Reevaluation

## 1. Introduction

A student with a disability must be reevaluated if PGCPS determines that the student requires a reevaluation, or if the student's parent or teacher requests a reevaluation.

## 2. Frequency of Reevaluation

Reevaluations must occur at least once every three years, but not more frequently than once a year.

## 3. Date Which Determines Reevaluation

The IEP Team should hold a reevaluation meeting within three years of the date when the initial evaluation or last reevaluation was *completed*. Completion of the reevaluation means that the IEP Team reviewed the data and determined that the student continues to have a disability, or is no longer disabled.

## 4. Scheduling the Reevaluation Meeting

The reevaluation meeting should be scheduled in time to allow the IEP Team to conduct assessments, if needed, and to reconvene within three years of the previous evaluation/reevaluation. The reevaluation meeting should also be scheduled to coincide with the *annual review* of the student's IEP. The IEP Team *must* consider whether the results of the reevaluation warrant modifications to the student's IEP, and therefore, it is a best practice to complete a reevaluation prior to or at the time of the annual review IEP meeting. If the reevaluation is completed *after* the annual review process, the IEP team will need to modify the IEP to include the new data. The IEP Team should attempt to consolidate meetings whenever possible for the convenience of both parents and teachers.

## 5. Purpose of Reevaluation

The purpose of a reevaluation is to determine whether a student continues to need special education and related services, whether the IEP requires additions or modifications to help the student meet annual goals and participate in the general curriculum, and/or to determine the student's present levels of academic achievement and developmental needs.

## 6. Information to Be Considered

The IEP Team must consider existing evaluation data, including information from the parents, performance on state and district assessments, teacher observations, and all other relevant data. If the IEP Team determines that additional assessments are needed, the data (once completed) must be considered as well.

## **7. Determining Need for Assessments as Part of the Reevaluation**

The IEP Team is only required to administer assessments if *new* data is needed. The team must consider whether a particular assessment is needed to:

- determine whether the student still has a disability;
- determine present levels of performance; or
- determine necessary modifications to the IEP.

If the IEP Team does not need formal assessments to answer these questions because classroom data and performance on state and district assessments provide sufficient information, no assessments are required. Further, if the IEP Team determines that additional data are required, it should determine the areas that require updated assessments.

## **8. When IEP Team Determines That Assessments are Not Required**

The IEP Team shall include the following information in the Prior Written Notice when assessments are not required:

- a statement that the IEP Team decided not to assess and the reasons for the decision; and
- the right of the parent to request an assessment to determine whether the student continues to have a disability and to determine the student's educational needs.

## **9. Parental Requests for Assessments as Part of Reevaluation**

IDEA 2004 states that a public agency must conduct assessments as part of a reevaluation if the parent asks for an assessment to determine:

- whether their child continues to have a disability; or
- the educational needs of their child.

In order to avoid a disagreement about the need for assessments, the IEP Team is encouraged to explain to the parent why standardized assessments are not needed, and why existing information is sufficient.

### ***How long does the IEP Team have to complete a reevaluation?***

Assessments recommended as part of a reevaluation must be completed and reviewed within **90 days** of the meeting at which the assessments were recommended. Therefore, the IEP Team should schedule the reevaluation meeting two years and 9 months after the date of the last evaluation/reevaluation. For example, if the last evaluation was completed on December 15, 2005, the current reevaluation meeting should be scheduled on or before September 15, 2008, to allow sufficient time to complete assessments (if needed) so that the reevaluation can be completed by December 14, 2008.

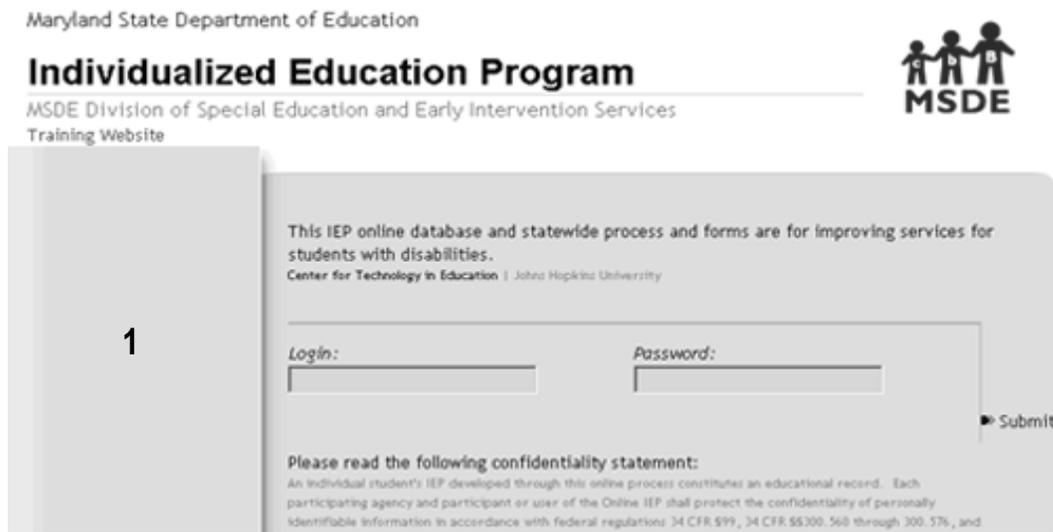
## **Early Childhood Center Adapted Physical Education/Motor Development Annual Review Conference Planning Checklist**

- Review "Annual Review Process Procedures & Forms Guide"
- Review caseload of students receiving direct Adapted Physical Education/Motor Development services
- Providing teachers and coordinators with a schedule of times and days you are available for conferences along with your caseload
- Obtain a master schedule of all scheduled conferences from your teachers
- Gather all relevant data and compile to evaluate mastery of goals and objectives
- Complete progress reports for 2008-2009 school year (Online State IEP)
- Compile all relevant data and assessments to generate present levels of performance
- Complete present levels of performance for 2009-2010 IEP (Online State IEP)
- Draft IEP goals and objectives (Online State IEP)
- Complete service/interagency (Online State IEP)
- Complete statement of delivery of services section (Online State IEP)
- Complete special considerations section (Online State IEP)

## Adapted Physical Education/Motor Development Individual Education Plan (IEP) On-line Information Parts of the IEP to be completed by the Adapted Physical Educator

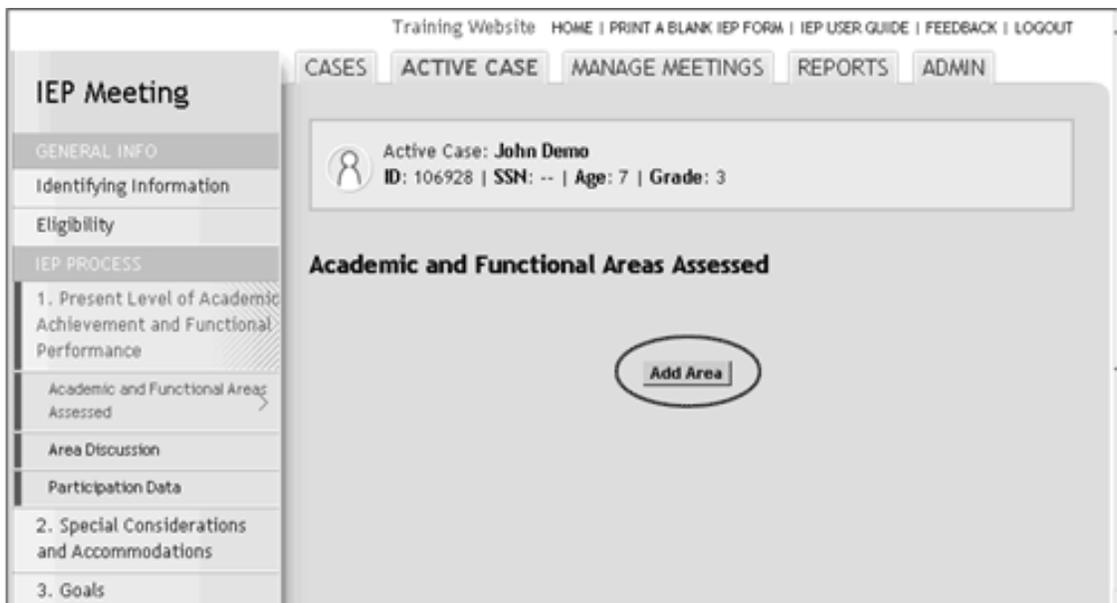
<http://mdiep.org>

1. Type in Login and Password
2. Either type in specific child's name or click "CASE MATRIX" to search for a specific child
3. Click the name of the student
4. Click "IEP" top right hand corner
5. Click "Work on Next IEP, Service Plan, or Eligibility 3 Status Report"

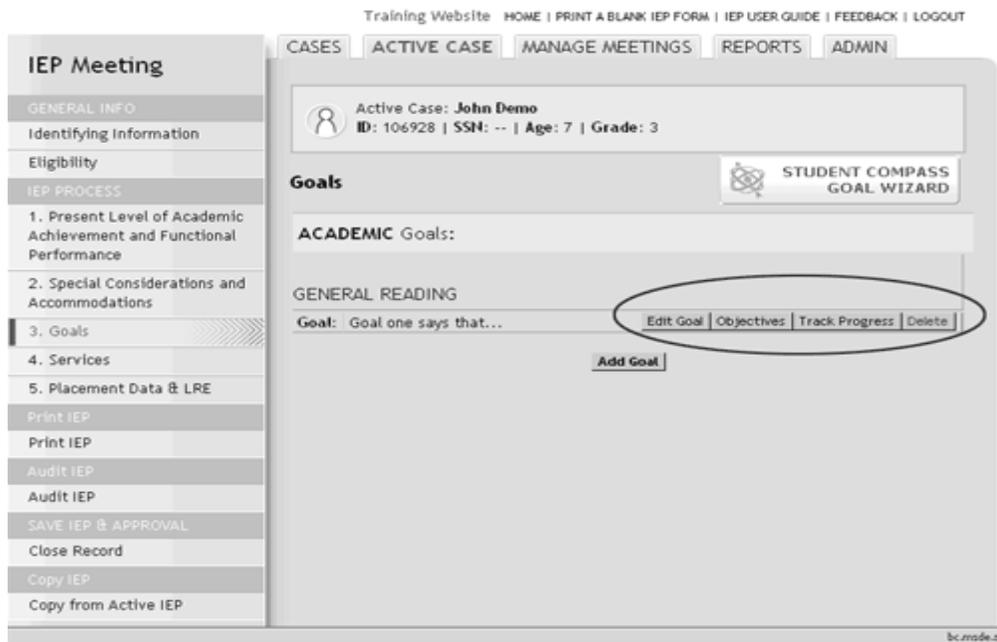
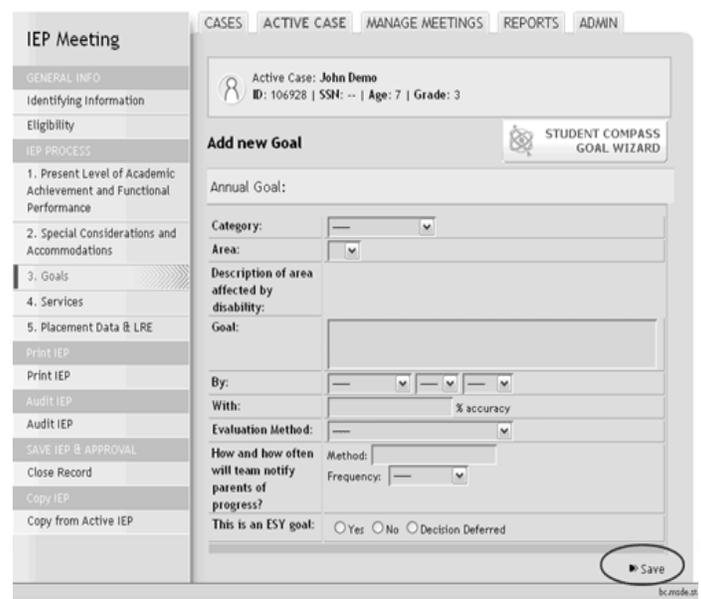


Parts	How to find it: click the tabs in the order listed	What to write or do
<p>Present Level of Academic Achievement and Functional Performance (PLAAPF)</p> <p>*Formally known as Present Level of Performance (PLOP)</p>	<p>1. PLAAPF, Edit (PHYSICAL – GROSS MOTOR)</p> <p>*If Physical – Gross Motor is not shown:</p> <ul style="list-style-type: none"> <li>• Click “Add Area”</li> <li>• Category: Physical</li> <li>• Area: Gross Motor</li> <li>• Complete the sections listed in the box to the right (Starting at the Top)</li> </ul> <p>** Click Area Discussion on the left if there is any extra information about the child that needs to be written into the IEP</p> <ul style="list-style-type: none"> <li>• Parental Input</li> <li>• Student’s strengths, interests, significant personal attributes and accomplishments</li> <li>• How the student’s disability affects his/her involvement within the general Physical Education setting</li> <li>• How his/her disability affects participation in appropriate activities</li> </ul> <p>*** Indicate your section as Adapted Physical Education, in order to differentiate it from Physical Therapy</p>	<ul style="list-style-type: none"> <li>➤ Summary of Assessment Finding (including dates of administration): Complete the following... <ul style="list-style-type: none"> <li>○ Formalized testing results</li> <li>○ Informal data collection <ul style="list-style-type: none"> <li>❖ i.e.: ECC-CRT</li> </ul> </li> <li>○ Strengths</li> <li>○ Weaknesses</li> </ul> </li> <li>➤ Source(s): <i>Click “Edit”</i> <ul style="list-style-type: none"> <li>○ Click the box of the appropriate formalized assessments performed</li> <li>○ Scroll down to “Other” – click box <ul style="list-style-type: none"> <li>❖ Type the formal and informal assessment tools utilized <ul style="list-style-type: none"> <li>• Adapted Physical Educator/Physical Educator Observation, collaboration, data collection, ECC-CRT (if appropriate), informal assessments.</li> </ul> </li> </ul> </li> </ul> </li> <li>➤ Level of Performance: <ul style="list-style-type: none"> <li>○ Write either, functioning within normal limits of development or functioning significantly below chronological age.</li> </ul> </li> <li>➤ Is this area affected by disability? <ul style="list-style-type: none"> <li>○ Click “Yes”</li> </ul> <p>Click:</p> <ul style="list-style-type: none"> <li>❖ A specific goal aligned to this area of impact: <b>Direct Service</b></li> <li>❖ Supplementary Aids, Services, Program Modifications, and Supports: <b>Consult Services</b></li> <li>❖ Embedded IEP Goals: <b>Student has services, but goal/objectives worked on are in another area (i.e.: Behavioral)</b></li> <li>❖ Services: <b>Student will receive APE service with no goals and objectives due to the severity of the disability</b></li> </ul> </li> </ul>

Present Level of Academic Achievement and Functional Performance Continued...



Parts	How to find it: click the tabs in the order listed	What to write or do
Goals	<p>3. Goals, PHYSICAL – Gross Motor, Edit Goal</p> <p>* If Physical – Gross Motor is not shown:</p> <ul style="list-style-type: none"> <li>• Click “Add Goal”</li> <li>• Category: Physical</li> <li>• Area: Gross Motor</li> <li>• Complete the sections listed in the box to the right</li> </ul> <p>**After goal is created click objective</p> <ul style="list-style-type: none"> <li>• Add Objective</li> </ul>	<ul style="list-style-type: none"> <li>➤ One goal <ul style="list-style-type: none"> <li>○ Type goal (no banks available)</li> <li>○ By: The time you expect the goal to be met (one year)</li> <li>○ Evaluation Method: Other <ul style="list-style-type: none"> <li>❖ Adapted Physical Educator/Physical Educator observation, data collection, collaboration, informal assessment</li> </ul> </li> <li>○ With: ___out of ___ trials : Often type 4 out of 5</li> <li>○ ESY Goal? <ul style="list-style-type: none"> <li>❖ Click: Yes or No</li> </ul> </li> </ul> </li> </ul>



Parts	How to find it: click the tabs in the order listed	What to write or do
Objectives	<p>3. Goals, PHYSICAL – Gross Motor, Objective, Add Objective</p> <p>* You need a goal to have an objective!</p> <p>** After an objective is written, press save and click Add Objective</p>	<ul style="list-style-type: none"> <li>➤ No more than three objectives</li> <li>➤ Objectives are written as benchmarks to completion of the goal</li> </ul>

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CASES ACTIVE CASE MANAGE MEETINGS REPORTS ADMIN

### IEP Meeting

GENERAL INFO

Identifying Information

Eligibility

IEP PROCESS

1. Present Level of Academic Achievement and Functional Performance

2. Special Considerations and Accommodations

3. Goals

4. Services

5. Placement Data & LRE

Print IEP

Print IEP

Audit IEP

Audit IEP

SAVE IEP & APPROVAL

Close Record

Copy IEP

Copy from Active IEP

Active Case: **John Demo**  
ID: 106928 | SSN: -- | Age: 7 | Grade: 3

STUDENT COMPASS GOAL WIZARD

**Goals**

ACADEMIC Goals:

GENERAL READING

Goal: Goal one says that... [Edit Goal](#) [Objectives](#) [Track Progress](#) [Delete](#)

[Add Goal](#)

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CASES ACTIVE CASE MANAGE MEETINGS REPORTS ADMIN

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Active Case: **John Demo**  
ID: 106928 | SSN: -- | Age: 7 | Grade: 3

**Add New Objective**

Objective:

Objective: Objective 1 says that...

[Add](#)

GENERAL INFO

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Copy from Active IEP

Active Case: **John Demo**  
ID: 106928 | SSN: -- | Age: 7 | Grade: 3

[Goal Home](#)

**Goal:**

<b>Category:</b>	Academic
<b>Area:</b>	General Reading
<b>Description of area affected by disability:</b>	
<b>Goal:</b>	Goal one says that...
<b>By:</b>	6/30/2006 12:00:00 AM
<b>Width:</b>	100 of accuracy
<b>Evaluation Method:</b>	Classroom Based Assessment
<b>How and how often will team notify parents of progress?</b>	Method: report card, Interim report Frequency: Quarterly
<b>This is an ESY goal:</b>	Decision Deferred

**Objectives:**

Objective 1: Objective 1 says that... [Edit](#) [Delete](#)

Objective 2: Objective 2 says that... [Edit](#) [Delete](#)

[Add Objective](#)

Parts	How to find it: click the tabs in the order listed	What to write or do
Services	<p>4. Services, Edit Physical Education</p> <p>*If Physical Education is not shown, click: Add Service</p> <p>**Place ESY here if recommended</p> 	<ul style="list-style-type: none"> <li>➤ Service Category: Special Education</li> <li>➤ Service Nature: Physical Education</li> <li>➤ Location: <ul style="list-style-type: none"> <li>○ In General Education or <ul style="list-style-type: none"> <li>❖ More than 50% of students in Regular Ed.</li> <li>❖ Pre-K, Headstart, Co-Taught</li> </ul> </li> <li>○ Outside General Education <ul style="list-style-type: none"> <li>❖ Less than 50% of students in Regular Ed.</li> <li>❖ Self-contained, Consult</li> </ul> </li> </ul> </li> <li>➤ Number of Sessions: <ul style="list-style-type: none"> <li>○ 2 (if direct service)</li> </ul> </li> <li>➤ Length of Time: <ul style="list-style-type: none"> <li>○ Direct: <ul style="list-style-type: none"> <li>❖ 40 Minutes (Early Childhood)</li> <li>❖ 1 Hour (Kindergarten and up)</li> </ul> </li> <li>○ Indirect: <ul style="list-style-type: none"> <li>❖ 30 Minutes</li> </ul> </li> </ul> </li> <li>➤ Frequency: <ul style="list-style-type: none"> <li>○ Direct: <ul style="list-style-type: none"> <li>❖ Weekly</li> </ul> </li> </ul> </li> <li>➤ Begin Date:</li> <li>➤ End Date:</li> <li>➤ Primary Provider <ul style="list-style-type: none"> <li>○ Other Agencies (Direct) <ul style="list-style-type: none"> <li>❖ Adapted Physical Educator</li> </ul> </li> </ul> </li> <li>➤ Other Providers: <ul style="list-style-type: none"> <li>○ Physical Educator (Direct)</li> </ul> </li> <li>➤ Discussion of Service Delivery: <ul style="list-style-type: none"> <li>○ Write in Sentence Form: <ul style="list-style-type: none"> <li>❖ What service will be provided</li> <li>❖ Who is the providing the service</li> <li>❖ Where the service is performed</li> <li>❖ When the services starts and ends</li> <li>❖ How often the service is</li> </ul> </li> </ul> </li> </ul> <p>* Repeat Process for ESY</p>

# Services Continued:

**IEP Meeting**

CASES ACTIVE CASE MANAGE MEETINGS REPORTS ADMIN

Active Case: **John Demo**  
ID: 106928 | SSN: -- | Age: 7 | Grade: 3

**Add Services**

Service Category:

Service Nature:

Frequency:

Weekly  
 Monthly  
 Yearly  
 Only once  
 Recheck periodically (includes indirect services and periodic evaluations)  
 Residential (24 hours special education services)

Number of Session:  1  2  3  4  5  6  Other  
Other text:

Service Time:  15  30  45  60  75  
 90  120  180  240  Other  
Other text:

Begin Date:

End Date:

**IEP Meeting**

CASES ACTIVE CASE MANAGE MEETINGS REPORTS ADMIN

Active Case: **John Demo**  
ID: 106928 | SSN: -- | Age: 7 | Grade: 3

**Add Services**

Service Category:  Special Education

Service Nature:

Frequency:

Only once  
 Recheck periodically (includes indirect services and periodic evaluations)  
 Residential (24 hours special education services)

Number of Session:  1  2  3  4  5  6  Other  
Other text:

Service Time:  15  30  45  60  75  
 90  120  180  240  Other  
Other text:

Begin Date:

End Date:

2. Special Considerations and Accommodations

3. Goals

4. Services

5. Placement Data & LRE

Print IEP

Print IEP

Audit IEP

Audit IEP

SAVE IEP & APPROVAL

Close Record

Copy IEP

Copy from Active IEP

Frequency:

Weekly  
 Monthly  
 Yearly  
 Only once  
 Recheck periodically (includes indirect services and periodic evaluations)  
 Residential (24 hours special education services)

Number of Session:  1  2  3  4  5  6  Other  
Other text:

Service Time:  15  30  45  60  75  
 90  120  180  240  Other  
Other text:

Begin Date:

End Date:

Total Time in School Day:  hrs and  mins/wk.

Time in General Education (for this service):  hrs and  mins/wk.

Time out of General Education (for this service):  hrs and  mins/wk.

Duration:  weeks per year (The number of weeks a student is served)

Provider/Agency:  Audiologist

**ESY Service**

Is this an ESY service?  Yes  No  Decision Deferred

Explain:

Frequency:

Weekly  
 Monthly  
 Yearly  
 Only once  
 Recheck periodically (includes indirect services and periodic evaluations)  
 Residential (24 hours special education services)

Number of Session:  1  2  3  4  5  6  Other  
Other text:

Service Time:  15  30  45  60  75  
 90  120  180  240  Other  
Other text:

Begin Date:

End Date:

Duration:  Number of weeks a student is served

Clear All

## Service Continued:

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CASES ACTIVE CASE MANAGE MEETINGS REPORTS ADMIN

**IEP Meeting**

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Active Case: **John Demo**  
 ID: 106928 | SSN: -- | Age: 7 | Grade: 3

**Services**

**Special Education**

Classroom Instruction (Feb 09, 2006 - Jun 16, 2006) [Edit](#) [Delete](#)

[Add Service](#)

Parts	How to find it: click the tabs in the order listed	What to write or do
Supplementary Aids, Services, Program Modifications and Supports <b>(Adapted Physical Education consult services are now listed here)</b>	2. Special Considerations and Accommodations located on left hand Navigation Bar <ul style="list-style-type: none"> <li>○ Click on Supplementary Aids, Services, Program Modifications and Supports</li> </ul>	<ul style="list-style-type: none"> <li>○ Select Supplementary, Aids, Services, Program Modifications and Supports</li> <li>○ <b>Service Nature:</b> Adapted Physical Education Consult</li> <li>○ <b>Anticipated Frequency:</b> Daily, Weekly, Monthly, Yearly, Periodically, Only Once, Other</li> <li>○ <b>Begin Date:</b> Day after Annual Review Meeting</li> <li>○ <b>End Date:</b> When the service will end</li> <li>○ <b>Primary Provider:</b> Select other agency and write Adapted Physical Education</li> <li>○ <b>Clarify location and Manner of Service:</b> Statement of delivery of service</li> <li>○ <b>Discussion to support decision:</b> Include documentation and statements such as “John needs adaptations and modifications in order to successfully participate in general physical education.”</li> </ul>

Parts	How to find it: click the tabs in the order listed	What to write or do
Progress Report	<p>Click on IEP (top of page)  Click on “View Active IEP, Service Plan or Eligibility 3 Status Report”  Click Below in Order  3. Goals, PHYSICAL – Gross Motor, Track Progress, Add Progress</p>	<p>Provide current progress and written report  Click:</p> <ul style="list-style-type: none"> <li>○ Achieved</li> <li>○ Making Sufficient progress to meet goal</li> <li>○ Not making sufficient progress to meet goal (IEP team needs to meet to address insufficient progress)</li> <li>○ Not yet introduced</li> </ul> <p>Write any necessary comments that will back up the indicated progress</p>

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CASES ACTIVE CASE MANAGE MEETINGS REPORTS ADMIN

### IEP Meeting

GENERAL INFO  
Identifying Information  
Eligibility

IEP PROCESS

1. Present Level of Academic Achievement and Functional Performance
2. Special Considerations and Accommodations
3. Goals
4. Services
5. Placement Data & LRE

Print IEP  
Print IEP  
Audit IEP  
Audit IEP  
SAVE IEP & APPROVAL  
Close Record  
Copy IEP  
Copy from Active IEP

Active Case: John Demo  
ID: 106928 | SSN: -- | Age: 7 | Grade: 3

STUDENT COMPASS GOAL WIZARD

**Goals**

ACADEMIC Goals:

GENERAL READING

Goal: Goal one says that... [Edit Goal](#) [Objectives](#) [Track Progress](#) [Delete](#)

[Add Goal](#)

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CASES ACTIVE CASE MANAGE MEETINGS REPORTS ADMIN

### IEP Meeting

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Active Case: John Demo  
ID: 106928 | SSN: -- | Age: 7 | Grade: 3

**Track Progress for Goal**

[Goal Home](#)

**Goal & Objectives:**

Goal:	Goal one says that...
Objective 1:	Objective 1 says that...
Objective 2:	Objective 2 says that...

**Progresses:**

Progress: There's no available progress.

[Add Progress](#)

## Progress Report Continue

GENERAL INFO	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Active Case: <b>John Demo</b>                  ID: 106928   SSN: --   Age: 7   Grade: 3</p> </div> <h3>Add New Progress</h3> <p>Progress:</p> <table border="1"> <tr> <td>Progress:</td> <td><input type="text"/></td> <td>%</td> </tr> <tr> <td>Progress Code:</td> <td colspan="2"> <input type="radio"/> Achieved  <input type="radio"/> Making sufficient progress to meet goal  <input type="radio"/> Not making sufficient progress to meet goal (IEP team needs to meet to address insufficient progress)                 </td> </tr> <tr> <td>Description:</td> <td colspan="2" style="height: 100px;"></td> </tr> <tr> <td>Date of Progress Report:</td> <td colspan="2">                     -- -- --                      -- -- --                 </td> </tr> </table> <p style="text-align: center;"><a href="#">Save</a></p> <p><a href="#">Clear All</a></p>	Progress:	<input type="text"/>	%	Progress Code:	<input type="radio"/> Achieved <input type="radio"/> Making sufficient progress to meet goal <input type="radio"/> Not making sufficient progress to meet goal (IEP team needs to meet to address insufficient progress)		Description:			Date of Progress Report:	-- -- -- -- -- --	
Progress:		<input type="text"/>	%										
Progress Code:		<input type="radio"/> Achieved <input type="radio"/> Making sufficient progress to meet goal <input type="radio"/> Not making sufficient progress to meet goal (IEP team needs to meet to address insufficient progress)											
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<h2>IEP Meeting</h2> <p>GENERAL INFO</p> <p>Identifying Information</p> <p>Eligibility</p> <p>IEP PROCESS</p> <p>1. Present Level of Academic Achievement and Functional Performance</p> <p>2. Special Considerations and Accommodations</p> <p>3. Goals</p> <p>4. Services</p> <p>5. Placement Data &amp; LRE</p> <p>Print IEP</p> <p>Print IEP</p> <p>Audit IEP</p> <p>Audit IEP</p> <p>SAVE IEP &amp; APPROVAL</p> <p>Close Record</p> <p>Copy IEP</p> <p>Copy from Active IEP</p>	<a href="#">CASES</a>   <a href="#">ACTIVE CASE</a>   <a href="#">MANAGE MEETINGS</a>   <a href="#">REPORTS</a>   <a href="#">ADMIN</a>														
	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Active Case: <b>John Demo</b>                  ID: 106928   SSN: --   Age: 7   Grade: 3</p> </div> <h3>Track Progress for Goal</h3> <p><a href="#">Goal Home</a></p> <p><b>Goal &amp; Objectives:</b></p> <table border="1"> <tr> <td>Goal:</td> <td>Goal one says that...</td> </tr> <tr> <td>Objective 1:</td> <td>Objective 1 says that...</td> </tr> <tr> <td>Objective 2:</td> <td>Objective 2 says that...</td> </tr> </table> <p><b>Progresses:</b></p> <table border="1"> <tr> <td>Progress 1:</td> <td>70 %</td> </tr> <tr> <td>Progress Code:</td> <td>Making sufficient progress to meet goal</td> </tr> <tr> <td>Description:</td> <td>Description of student progress goes here...</td> </tr> <tr> <td>Date of Progress Report:</td> <td>02/14/2006</td> </tr> </table> <p style="text-align: center;"><a href="#">Edit</a>   <a href="#">Delete</a></p> <p style="text-align: center;"><a href="#">Add Progress</a></p>	Goal:	Goal one says that...	Objective 1:	Objective 1 says that...	Objective 2:	Objective 2 says that...	Progress 1:	70 %	Progress Code:	Making sufficient progress to meet goal	Description:	Description of student progress goes here...	Date of Progress Report:	02/14/2006
	Goal:	Goal one says that...													
	Objective 1:	Objective 1 says that...													
	Objective 2:	Objective 2 says that...													
	Progress 1:	70 %													
	Progress Code:	Making sufficient progress to meet goal													
	Description:	Description of student progress goes here...													
	Date of Progress Report:	02/14/2006													

**Early Childhood Center  
Adapted Physical Education/Motor Development  
Sample IEP Objectives**

- Psychomotor
  - (Name) will demonstrate the ability to pull a heavy object (around \_\_\_\_ pounds) for a distance of at least \_\_\_\_\_ feet throughout the school environment, four out of five trial attempts across all settings, in order to enhance muscular strength.
  
- Cognitive
  - (Name) will be able to differentiate (verbally/physically) between their resting heart rate versus his/her active heart rate, four out of five trial attempts across all settings, in order to enhance his/her knowledge of the body.
  
- Affective
  - (Name) will demonstrate (verbally/physically) his/her personal value for physical activity and exercise, four out of five trial attempts across all settings in order to enhance his/her over-all physical fitness and self-worth.

## **Early Childhood Center Adapted Physical Education/Motor Development Sample IEP Statements**

### **Impact Statements:**

The student's education in the general physical education setting without modifications/adaptations is impacted by the gross motor delays (List areas of gross motor delays: muscular strength, hand-eye coordination, flexibility, attention span, object control, etc.) indicated by classroom observation, data collection, assessments, and/or collaboration.

### **Discussion of Service Delivery:**

#### Child staying in the Early Childhood setting:

Starting on (Date), the student will receive direct Adapted Physical Education/Motor Development services by an Adapted Physical Educator/Physical Educator over a period of 36 weeks. This service will be delivered 2 times per week for a total of 45 minutes per week within the least restrictive environment.

#### Child leaving the Early Childhood setting at the end of the year:

From (date) to (last day of school year), the student will receive direct Adapted Physical Education/Motor Development services by an Adapted Physical Educator/Physical Educator over a period of \_\_\_\_ weeks. This service will be delivered 2 times per week for a total of 45 minutes per week within the least restrictive environment.

Start on (First day of school), the student will receive direct Adapted Physical Education/Motor Development services by an Adapted Physical Educator/Physical Educator over a period of \_\_\_\_ weeks. This service will be delivered 2 times per week for a total of 1 hour per week within the least restrictive environment.

#### Child being dismissed from services at the end of the year:

From (date) to (last day of school year), the student will receive direct Adapted Physical Education/Motor Development services by an Adapted Physical Educator/Physical Educator over a period of \_\_\_\_ weeks. This service will be delivered 2 times per week for a total of 45 minutes per week within the least restrictive environment.

#### Child receiving consult services:

Starting on (date), the student will receive consult Adapted Physical Education/Motor Development services by an Adapted Physical Educator/Physical Educator for a total of 4 sessions over a period of 36 weeks. This service will be delivered 1 time per quarter within the least restrictive environment.



# Early Childhood Center

## Adapted Physical Education/Motor Development

### IEP Curricular Sample Objectives

#### Content Area: **Health-Related Fitness**

Standard: The students will demonstrate their knowledge of, ability to, and value for staying physically healthy.

#### Objectives:

##### A. Cardiovascular Fitness

- The student will sustain moderate physical activity for \_\_\_\_ minutes of the total \_\_\_\_ minutes per each Physical Education/Adapted Physical Education class.
- The student will sustain vigorous physical activity for \_\_\_\_ minutes of the total \_\_\_\_ minutes per each Physical Education/Adapted Physical Education class.
- The student will be able to differentiate (verbally/physically) between their resting heart rate versus their active heart rate, 4 out of the 5 trial attempts.
- The student will correctly demonstrate (verbally/physically) their knowledge for the location of their heart, 4 out of the 5 trial attempts.
- The student will demonstrate (verbally/physically) their personal value for physical activity and exercise, 4 out of the 5 trial attempts.

##### B. Muscular Strength

- The student will demonstrate the ability to pull a heavy object (around \_\_\_\_ pounds) for a distance of at least \_\_\_\_ feet throughout the school environment, 4 out of 5 trial attempts.
- The student will demonstrate the ability to push a heavy object (around \_\_\_\_ pounds) for a distance of at least \_\_\_\_ feet throughout the school environment, 4 out of 5 trial attempts.
- The student will demonstrate the ability to carry a heavy object (around \_\_\_\_ pounds) for a distance of at least \_\_\_\_ feet throughout the school environment, 4 out of 5 trial attempts.
- The student will demonstrate (verbally/physically) their knowledge for the location of their biceps (muscles), 4 out of 5 trial attempts.
- The student will demonstrate the ability to hold upper body positions (i.e.: bridge, push up, animals), 4 out of 5 trial attempts.
- The student will be able to climb up and on playground equipment (bolsters, mats, and/or ladders), 4 out 5 trial attempts.
- The student will grasp and squeeze a small ball (rope swing, stick, deflated ball, and/or balloon), 4 out of 5 trial attempts.
- The student will demonstrate core stability by sitting up straight on the floor (scooter board, t-stool, in a chair, bolsters and/or Physio-balls), 4 out of 5 trial attempts.
- The student will demonstrate core stability by sitting up from supine position, 4 out of 5 trial attempts.

##### C. Muscular Endurance

- The student will demonstrate the ability to hang from a horizontal high bar for at least \_\_\_\_ consecutive seconds, 4 out of 5 trial attempts.
- The student will demonstrate the ability to hold upper body positions (i.e.: bridge, push up, animals) at least \_\_\_\_ seconds, 4 out of 5 trial attempts.

- The student will grasp and squeeze a small ball (rope swing, stick, deflated ball, and/or balloon) for at least \_\_\_\_ seconds, 4 out of 5 trial attempts.
- The student will demonstrate core stability by sitting up straight on the floor (scooter board, t-stool, in a chair, bolsters and/or physio-balls) for at least \_\_\_\_ seconds, 4 out of 5 trial attempts.

D. Flexibility

- The student will bend at the waist to touch his/her toes, 4 out of 5 trial attempts.
- The student will follow controlled stretching (reaching, twisting, bending, and/or lunging) exercises/games demonstrated by the instructor, 4 out of 5 trial attempts.

E. Nutrition and Personal Hygiene

- The student will demonstrate their knowledge for eating foods that are nutritious in value by choosing at least 3 out of 5 presented to them.
- The student will demonstrate the knowledge for the need and benefits of nutritious foods and how they help us grow, 4 out of 5 trial attempts.
- The student will demonstrate their ability to indicate (verbally and/or physically) when they have to use the restroom 4 out of 5 times without having an accident in order to enhance his/her personal hygiene.

**Content Area: Skill Related Fitness**

Standard: The students will demonstrate their knowledge of, ability to control their body in active movement.

Objectives

A. Balance

- The student will slowly release support and stand independently for four to five seconds for at least 4 out of 5 trial attempts, across all settings.
- The student will independently pull to stand from a sitting position for at least 4 out of 5 trial attempts, across all settings.
- The student will independently stand from a sitting position without support for at least 4 out of 5 trial attempts, across all settings.
- The student will independently walk across uneven surfaces without assistance for \_\_\_\_\_ distance, at least 4 out of 5 trial attempts, across all settings.
- The student will independently step onto a 4" balance beam (4" in height) and maintain balance with 2 feet on the beam for 4-5 seconds, followed by stepping down safely, at least 4 out of 5 trial attempts, across all settings.
- The student will independently stand on either foot momentarily without support, at least 4 out of 5 trial attempts, across all settings.
- The student will independently stand on his/her dominant foot for 5 seconds without support, at least 4 out of 5 trial attempts, across all settings.
- The student will independently stand on his/her non-dominant foot for 5 seconds without support, at least 4 out of 5 trial attempts, across all settings.
- The student will assume and hold the following balance positions for 3 seconds upon request: a) 2 hands / 2 feet, b) 1 hand / 2 feet, c) 2 hands / 1 foot, d) 1 hand / 1 foot, for at least 4 out of 5 trial attempts each, across all settings.

- The student will enhance their dynamic balance by running and stopping on a line 30 feet away, 4 out of 5 trial attempts.
  - The student will remain in an upright position while exploring a play area that includes a variety of levels, inclines, and surface textures, 4 out of 5 times, across all settings.
  - The student will maintain his/her balance while manipulating his/her body over, through, and on at least 4 various obstacles without falling down more than 2 times, 4 out of 5 trials.
- B. Bi-Lateral Coordination
- While sitting, student will push an 8" ball, using both hands simultaneously, 4 out of 5 times upon request across all settings.
  - While in a prone position, student will push an 8" ball, using both hands simultaneously, with elevated elbows and head raised, upon request 4 out of 5 times across all settings.
  - While in a sitting position with hands placed on the floor behind them, student will push a cage ball by elevating both feet together and pushing with both feet together, 4 out of 5 times across all settings.
  - The students will jump in place demonstrating a symmetrical two foot take off and landing, 4 out of 5 times across all settings.
- C. Agility
- The student will move in a sideways direction on a line. Upon a verbal/auditory/tactile signal, the student will change direction without losing balance and his/her feet will maintain contact with the line, 4 out of 5 times across all settings.
  - The student will demonstrate ability to change directions to avoid obstacles and other students, while moving from one of the room to the other, 4 out of 5 times upon request, across all settings.
  - While involved in a tag/chase game, the Student will demonstrate the ability to change direction quickly in order to avoid being tagged more than 2 times within a 30 second period, 4 out of 5 times across all settings.
- D. Reaction Time
- The student will initiate or end an action within 2 seconds of a specific signal or command, 4 out of 5 times across all settings.
  - The student will immediately start and stop moving throughout general space on cue in order to enhance their reaction time, 4 out of 5 times across all settings.
  - The student will demonstrate his/her ability to raise his/her hands in time to catch, strike, and/or block a ball tossed at him/her, 4 out of 5 times across all settings.
  - On the instructor's cue, the student will start and stop moving throughout general space without a second cue, 4 out of 5 times across all settings.
  - The student will begin moving in general space when the instructor raises the "green" sign and stop on when the instructor raises the "red" sign without redirection, 4 out of 5 times across all settings.
- E. Force Patterns
- The student will demonstrate the ability to slide a bean bag along the floor into a target circle five feet away, 4 out of 5 trial attempts in order to enhance his/her force patterns.
  - The student will toss an 8" playground ball underhand to an instructor standing six feet away with an appropriate force so that the instructor can easily catch without moving, 4 out of 5 times across all settings.

- The student will use a lollipop paddle to strike a ball placed on the floor, using appropriate force so that the ball will stop inside a 6 foot diameter circle that is 10 feet away, 4 out of 5 times upon request, across all settings.

#### F. Speeds

- The student will demonstrate the ability to change speeds with the change of music tempo (walk during the slow tempo and run during the fast tempo), 4 out of 5 times across all settings.
- The student will demonstrate a change of speed while walking or running at least one time, during a game of “What Time is it Mr. Fox?” or “Red Light, Green Light”, 4 out of 5 times.
- The student will have the knowledge and ability to move throughout a crowded space slowly without bumping into more than 2 peers within a 2 minute time period, 4 out of 5 trials across all settings.
- During a relay race, the student will demonstrate the ability to move quickly for at least 2 turns in order to enhance their knowledge for appropriate speed, 4 out of 5 trials.

#### G. Stability

- The student will sit cross legged on the floor, with hands placed on the lap and the head erect for a 30 second time period, 4 out of 5 times across all settings.
- The student will maintain a sitting position on a 24” physioball with both feet on the floor and hands held out to the side for a thirty-second time period, with minimal ball movement, 4 out of 5 times upon request.
- The student will remain standing on a 4” wide balance beam when handed a 10” playground ball for at least four seconds, 4 out of 5 times upon request.

### **Content Area: Personal, Social, and Emotional Skills**

Standard: The students will demonstrate their knowledge of, ability to, and value for enhancing their emotional health

#### Objectives:

##### A. Safety/Rules

- The student will indicate their knowledge for at least 3 of the 4 classroom rules (hands to self, listening ears, mouths quiet when teacher talks and/or cooperatively interacting with peers) by physically demonstrating them, 4 out of 5 trial attempts.
- The student will demonstrate value for class rules by avoiding inappropriate hand or body contact with peers and adults during at least 3 lesson segments, 4 of the 5 trial attempts time.
- The student will demonstrate his/her ability to move throughout the lesson activities safely by physically demonstrating at least 3 of the 4 safety indicators (eyes watching, avoid bumping into peers/equipment, use equipment properly, and/or follow adult directions), 4 out of 5 trial attempts in order to prevent self and peer injury.

##### B. Following Directions

- The student will demonstrate the ability to follow 2 of the 3 class routines by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, with minimal adult direction, 4 out of 5 trials.

- The student will demonstrate attending to direction by properly demonstrating at least 1 of the 3 indicators (demonstrating the skill/task, repeating directions and/or correctly answer questions), 4 out of 5 trial attempts.
- The student will execute actions that demonstrate an understanding of the rules of “Red Rover” by starting on command, performing the stated locomotor pattern, and stopping at the stated location, 4 out of 5 times upon request.
- The student will successfully engage in the game “What Time is it Mr. Fox?” by demonstrating at least 2 of the 3 rules (stating the appropriate question, counting out the number of steps Mr. Fox dictates(then stopping immediately), and/or running away when the “midnight” signal is given), 4 out of 5 trial attempts.

#### C. Social Skills

- The student will demonstrate the ability to cooperatively participate with a peer during a throwing activity by demonstrating 2 of the 3 indicators (taking turns without a fuse, retrieving the ball, and/or gently handing the ball to their partner), 4 out of 5 trial attempts across all settings.
- The student will demonstrate the ability to move throughout a crowded space without intentionally pushing/bumping into a peer/adult for 3 of the 4 lesson segments, 4 out of 5 trial attempts.
- The student will demonstrate empathy for another student by performing 2 of the 3 indicators (helping the peer up, giving the peer a hug, and/or asking if they are ok), 4 out of 5 trial attempts across all set

#### D. Body Image/Self Esteem

- The student will demonstrate good self-esteem by initiating the clapping motion or smiling after completing a task, 4 out of 5 trials.
- The student will demonstrate good self confidence by attempting 2 of 3 lesson segments without one-on-one adult persuasion, 4 out of 5 trials.
- The student will demonstrate an observable act of self confidence upon completion of an activity, either through language (“I did a good job”, “I have the POWER!”) or through gestures (arms raised up in a “tadaa” position), 4 out of 5 times across all settings.
- The student will develop self advocacy by initiating communication with staff to express a need or want (“I need a ball”, “He took my ball”), 4 out of 5 times across all settings.
- The student will demonstrate initiative by attempting at least one acceptable variation of the activity or skill being presented, unassisted, 4 out of 5 trials across all settings.

#### E. Cooperative Games

- The student will actively engage and positively interact with peers and instructors during at least 2 out of 3 lesson segments games, 4 out of 5 trials.
- The student will cooperatively and properly take turns during peer group games for at least 3 consecutive turns, 4 out of 5 trials.

**Content Area: Rudimentary Movements**

**Standard:** The students will demonstrate their knowledge of, ability to, and value enhancing their prerequisite functional movements.

**Objectives:**

**A. Crawling**

- The student will move a three foot distance, in a prone position using a homolateral pattern in order to retrieve a toy, 4 out of 5 trials.
- The student will move a five foot distance in a prone four-point position, using a contra-lateral pattern in order to retrieve a toy, 4 out of 5 trials.

**B. Sitting**

- The student will demonstrate the ability to independently sit up with back support for 30 seconds in order to enhance his/her functional sitting ability, 4 out of 5 trials.
- The student will demonstrate the ability to independently sit up without support for 30 seconds in order to enhance his/her core stability, 4 out of 5 trials.
- The student will independently sit cross-legged on the floor with the hands placed on the floor to the side or in front of the body, for thirty seconds, 4 out of 5 trials.
- The student will independently sit cross-legged on the floor with the hands placed in the lap, for thirty seconds, 4 out of 5 trials.
- While in the sitting position, the student will demonstrate protective responses (placing hands to the floor) when gently pushed, 4 out of 5 trials in order to prevent falling backward.

**C. Reaching**

- While in a supported sitting position, the student will stretch one arm to touch a toy that is held at midline and arms length away, 4 out of 5 trial attempts.
- While in a prone position, the student will shift weight and stretch one arm in order to touch a toy placed on the floor in front at an arms length distance, 4 out of 5 trial attempts.
- While in supine, the student will stretch one or both arms in order to touch a toy placed above him/her at midline, 4 out of 5 times.

**D. Grasping/Releasing**

- The student will grasp a toy presented to him/her, 4 out of 5 times across all settings.
- The student will release an object upon request, 4 out of 5 trial attempts.
- The student will grasp and release a toy upon request, 4 out of 5 times across all settings.

**E. Push/Pull**

- The student will pull a wheeled toy for a distance of 15 feet upon 4 out of 5 trials, across all settings.
- While in a sitting position, the student will pull a 3 foot rope that has a toy attached to the opposite end, until the toy is close enough for the student to grasp it, 4 out of 5 trial attempts.
- While in a sitting position, the student will push a ball using both hands simultaneously, using enough force to make the ball roll, 4 out of 5 trial attempts.
- The student will demonstrate the ability to stretch his/her arm out and push a ball down a ramp in order to knock down a target, 4 out of 5 trial attempts.

- While sitting on a scooter, the student will demonstrate the ability to pull him/herself forward for a distance of 10 feet without stopping, 4 out of 5 trial attempts.
- While sitting on a scooter, the student will demonstrate the ability to push him/herself backwards for a distance of 15 feet without stopping, 4 out of 5 trial attempts.

**Content Area: Movement Education/Fundamental Movements**

**Standard:** The students will demonstrate their knowledge of, ability to develop, and value for functional and creative movements.

**Objectives:**

**C. Body Awareness**

- Upon request and after a demonstration, the student will independently move specific body parts in isolation, 4 out of 5 times across all settings.
- The student will demonstrate awareness of at least 3 of the 4 body parts by placing a bean bag on a requested part (shoulder, knee, head, and/or foot) 4 out of 5 times across all settings.
- The student will demonstrate body awareness by holding the beanbag in 3 of the 4 desired planes (front, behind, above, and/or below) 4 out of 5 trial attempts, across all settings.
- From a standing or sitting position, the student will rhythmically move isolated body parts with the same tempo as the demonstrating instructor, 4 out of 5 times upon request.
- The student will demonstrate the ability to push a ball utilizing many and varied body parts, making all necessary postural adjustments in order to successfully complete a task, 4 out of 5 times upon request.
- The student will demonstrate the ability to strike a balloon in an upward direction utilizing many and varied body parts, making all necessary postural adjustments in order to successfully complete a task 4 out of 5 times, across all settings.
- While throwing a small object forward, the student will demonstrate the ability to step forward with opposition, 4 out of 5 trial attempts.
- While imitating the instructor's movements, the student will demonstrate the ability to move his/her body with opposition in at least 2 different ways, 4 out of 5 trial attempts across all settings.
- After a demonstration, the student will demonstrate the ability to imitate at least 4 of the 5 movement patterns (crab walk, bear walk, seal walk, snake crawl, and frog leap), independently 4 out of 5 trial attempts across all settings.

**D. Spatial Awareness**

- The student will demonstrate the ability to move throughout a crowded environment without bumping into anyone or thing more than 2 times within 2 of the 3 lesson segments, 4 out of 5 trial attempts.
- While running throughout a designated space, the student will demonstrate the ability to quickly change direction at least 3 times in order to avoid bumping into a peer or obstacle, 4 out of 5 trial attempts across all settings.
- The student will demonstrate knowledge of at least 4 of the 7 prepositions (in, out, around, through, over, under, beside) by placing his/her body in the correct position related to a hula hoop, 4 out of 5 trials across all settings.

#### E. Locomotor

- The student will demonstrate a walking pattern that includes reciprocal and oppositional arm swing 4 out of 5 trials, across all settings.
- The student will demonstrate a running pattern that includes a reciprocal and oppositional arm-leg pattern, a non-support phase, and inline leg recovery, 4 out of 5 times across all settings.
- The student will demonstrate a bilateral jump that includes 2 of the 3 indicators (symmetrical flexion and extension of the knees and hips, two feet take off and landing, and a nonsupport phase) 4 out of 5 times, across all settings.
- The student will demonstrate a one footed hop, taking off and landing with the same foot, at least two consecutive times 4 out of 5 trials, across all settings.
- The student will demonstrate a smooth forward galloping pattern with the same foot leading throughout the step-slide pattern for a distance of 5 feet, 4 out of 5 times.
- The student will demonstrate a sliding sideways pattern in either direction with the lead leg moving to the side and the trailing leg following, 4 out of 5 times.

#### F. Non-Locomotor

- The student will demonstrate knowledge of the difference between bending and stretching by executing a given direction using a specific body part (bend your arm, stretch your arm), 4 out of 5 times.
- The student will demonstrate a nonlocomotor twisting pattern by standing with feet, shoulder width apart, stationary, and slowly rotating the upper body from side to side smoothly 4 out of 5 times, across all settings.
- The student will demonstrate a controlled turning pattern by performing 2 of the 3 indicators (keeping the head erect, looking straight ahead, and/or having the feet move in a step-slide circular pattern 4 out of 5 times, across all settings.
- The student will balance on one foot (dominant) for one second, 4 out of 5 times.
- The student will balance on one foot (non-dominant) for one second, 4 out of 5 times.
- The student will balance on one foot (dominant) for 5 seconds demonstrating stable upper body, 4 out of 5 times across all settings.
- The student will balance on one foot (non-dominant) for 5 seconds demonstrating stable upper body, 4 out of 5 times across all settings.

#### Content Area: **Manipulative Skills**

Standard: The students will demonstrate their knowledge of, ability to, and value for enhancing their ball control skills.

#### Objectives:

##### A. Kicking

- The student will kick a stationary object by walking into the object, 4 out of 5 times.
- The student will kick a stationary ball, demonstrating 2 of the 3 indicators (knee flexion, knee extension and/or by placing the non-kicking foot beside the ball) 4 out of 5 times.
- The student will run up to a ball and kick it, demonstrating a rapid and smooth approach, placing the non-kicking foot beside the ball 4 out of 5 times.

- The student will kick a ball rolled towards him/her demonstrating 2 of the 3 indicators (minimum of one step, placing the non-kicking foot beside the ball, and/or kicking the ball forward), 4 out of 5 times.
- Using the inside of the foot, the student will kick a ball within 2 feet of a target/peer without losing his/her balance, 4 out of 5 times.

#### B. Striking

- The student will strike a stationary ball with the hand, demonstrating upper body twisting in both the preparatory phase and follow through 4 out of 5 times, across all settings.
- The student will strike a stationary ball with a striking implement, demonstrating upper body twisting in both the preparatory phase and the follow through, 4 out of 5 times.
- The student will strike a suspended ball with the hand, demonstrating upper body twisting in both the preparatory phase and the follow through, 4 out of 5 times.
- The student will strike a suspended ball with an implement, demonstrating upper body twisting in both the preparatory phase and the follow through, 4 out of 5 times.
- The student will strike a slow moving object (balloon, scarf) with the hand demonstrating upper body twisting in both the preparatory phase and follow through, 4 out of 5 times.
- The student will strike a slow moving object (balloon, scarf) with a striking implement, demonstrating upper body twisting in both the preparatory phase and follow through, 4 out of 5 times.
- While striking a slowly tossed large beach ball with the hand, the student will demonstrate upper body twisting in both the preparatory phase and follow through 4 out of 5 times.
- While striking a slowly tossed large beach ball with an implement, the student will demonstrate upper body twisting in both the preparatory phase and follow through, 4 out of 5 times, across all settings.
- While striking a slowly tossed 8" ball with an implement, the student will demonstrate upper body twisting in both the preparatory phase and follow through, 4 out of 5 times.

#### C. Rolling

- While sitting on the floor with legs spread, the student will demonstrate rolling an 8" ball using one or two hands, making the ball travel a distance three feet to a peer, 4 out of 5 times, across all settings.
- While starting in the standing position, the student will demonstrate rolling an 8" ball towards a target by bending/squatting down, pushing the ball with two hands and making it roll a distance of at least ten feet, 4 out of 5 times across all settings.
- While starting in the standing position, the student will demonstrate rolling a 3" ball by squatting/bending down and rolling it with the dominant hand for a distance of at least ten feet towards a target, 4 out of 5 times across all settings.
- While starting in the standing position, the student will demonstrate rolling a 3" ball by squatting/bending down and rolling it with the non-dominant hand for a distance of at least ten feet towards a target, 4 out of 5 times across all settings.
- While starting in the standing position, the student will demonstrate rolling a 3" ball by squatting/bending down and rolling it with the dominant hand in order to knock down at least 1 of 3 bowling pins (at a distance of ten feet away), 4 out of 5 times across all settings.

- While starting in the standing position, the student will demonstrate rolling a 3" ball by squatting/bending down and rolling it with the non-dominant hand in order to knock down at least 1 of 3 bowling pins (at a distance of ten feet away), 4 out of 5 times across all settings.
- While starting in the standing position, the student will demonstrate rolling a 3" ball, by stepping forward with the non-dominant foot and rolling the ball with the dominant hand in order to hit 1 of 3 bowling pins placed ten feet away, 4 out of 5 times.
- While starting in the standing position, the student will demonstrate rolling a 3" ball, by stepping forward with the dominant foot and rolling the ball with the non-dominant hand in order to hit 1 of 3 bowling pins placed ten feet away, 4 out of 5 times.

#### D. Bouncing

- While in a standing position with a wide stance, the student will drop an 8" ball demonstrating a symmetrical two hand release, 4 out of 5 trials in order for the ball to bounce vertically in the same spot in front of the student's body.
- While in a standing position with a wide stance, the student will push an 8" ball (symmetrical two hand release) downward, allow it to bounce 3 times and catch it, 4 out of 5 trials.
- While in a standing position with a wide stance, the student will push an 8" ball (symmetrical two hand release) downward, allow it to bounce 2 times and catch it, 4 out of 5 trials.
- While in a standing position with a wide stance, the student will push an 8" ball (symmetrical two hand release) downward, allow it to bounce 1 time and catch it, 4 out of 5 trials.
- While in a standing position with a wide stance, the student will bounce and catch a ball to his/herself 3 consecutive times in order to enhance his/her ball handling skills, 4 out of 5 trials.

#### E. Throwing

- The student will hurl a tennis ball, using one hand, in a forward or sideways direction, for a distance of 3 feet, 4 out of 5 times.
- The student will toss an 8" ball underhand with two hands for a distance of 4 feet, 4 out of 5 times.
- The student will toss an 8" ball upward with two hands for a distance of 5 feet, 4 out of 5 times.
- The student will throw an 8" ball overhand for a distance of 6 feet, 4 out of 5 times.
- Using two hands, the student will throw an 8" ball overhand for a distance of 10 feet, 4 out of 5 times.
- Using one hand, the student will throw a tennis ball overhand for a distance of five feet, demonstrating elbow flexion and extension, 4 out of 5 times.
- While throwing a tennis ball with one hand, the student will demonstrate at least 2 of the 3 indicators (stepping with opposition, shifting weight, and/or elbow extension) 4 out of 5 times in order to throw for a distance of 10 feet.
- While throwing a tennis ball with one hand, the student will demonstrate at least 4 of the 5 indicators (stepping with opposition, shifting weight, shoulder rotation, elbow extension, and/or follow through) 4 out of 5 times in order to throw for a distance of 20 feet.
- While throwing a tennis ball overhand with one hand, the student hit a target (2'x2' placed chest high on a wall) 5 feet away, 4 out of 5 times.

- While throwing a tennis ball overhand with one hand, the student demonstrates, 4 out of 5 indicators (stepping with opposition, shifting weight, shoulder rotation, elbow extension, and/or follow through) in order to hit a target (4'x4' placed chest high on a wall) 20 feet away, 4 out of 5 times.
- The student will toss an 8" ball underhand to a peer's hands (midsection) 5 feet away, 4 out of 5 times.

#### F. Catching

- The student will visually track a slow moving object(bubbles, scarves, balloons) by following the flight of the object by moving his/her head and eyes, 4 out of 5 times.
- The student will visually track a suspended object with a predictable arc, following the flight of the object, by moving his/her head and eyes, 4 out of 5 times.
- While in a sitting position, the student will catch a slowly falling object (scarves, balloons), held and released from above, demonstrating ability to visually track and catch the object before it hits the floor, 4 out of 5 times.
- While in a sitting position, the student will catch a ball rolled to midline, visually tracking the path of the ball, 4 out of 5 times.
- While in a standing position, the student will throw and catch a slow moving object (balloons, scarves, and bubbles), visually tracking the path of the object, 4 out of 5 times.
- While in a standing position, the student will catch a ball rolled to midline from ten feet away, visually tracking the path of the ball, 4 out of 5 times.
- While in a standing position, upon signal the student will assume at least 3 of the 4 "ready to catch" position indicators (eyes focused on object, thumbs up, arms extended, elbows slightly bent, knees bent) in order to enhance his/her catching ability, 4 out of 5 times.
- While in the "ready to catch" position (eyes focused on object, thumbs up, arms extended, elbows slightly bent, knees bent) the student will catch an 8" ball bounced to midline from 5 feet away, 4 out of 5 times.
- While in the "ready to catch" position (eyes focused on object, thumbs up, arms extended, elbows slightly bent, knees bent), the student will catch an 8" ball bounced to midline from 5 feet away, using only the hands, 4 out of 5 times.
- While in the "ready to catch" position (eyes focused on object, thumbs up, arms extended, elbows slightly bent, knees bent), the student will catch an 8" ball thrown to midline from 5 feet away, 4 out of 5 times.
- While in the "ready to catch" position (eyes focused on object, thumbs up, arms extended, elbows slightly bent, knees bent), the student will catch an 8" ball thrown to midline from 5 feet away, using hands only, 4 out of 5 times.
- The student will toss and catch an 8" ball to self using arms and chest to trap the ball, 4 out of 5 times.
- The student will toss and catch an 8" ball to self using only the hands to catch it, 4 out of 5 times.

**Content Area: Low Organized Games/Skills**

**Standard:** The students will demonstrate their knowledge of, ability to, and value for participating within cooperative coordinated games/activities with limited structure.

**Objectives:**

**A. Rhythm/Dance**

- From a standing or sitting position, the student will move about the room when the music starts playing and completely stop when the music stops, 4 out of 5 times.
- While listening to music with distinct beat, the student will move one hand to the beat of the music, for 20 seconds.
- While listening to music with a distinct beat, the student will move one foot to the beat of the music, for 20 seconds.
- While listening to music with a distinct beat, the student will play a simple, one-handed musical instrument, keeping to the tempo of the music, for 20 seconds.
- While listening to music with a distinct beat, the student will clap his/her hands to the beat of the music, for 30 seconds.
- While listening to a regular drum beat, the student will march about the room, maintaining the cadence of his/her foot steps to the cadence of the drum, for 30 seconds.
- While listening to a regular drum beat, the student will clap his/her hands and march about the room, with both the hands and feet matched to the tempo of the drumbeat, for 30 seconds.
- While listening to drum beats of different tempo, the student will march about the room, maintaining the cadence of his/her footsteps to the cadence of the drumbeat, making necessary changes as the beat changes, for 45 seconds.
- While listening to two segments of music with different tempo, the student will move freely about the room, holding and moving a wand with a streamer attached, with both body and streamer moving to the tempo of each segment of music, for 45 seconds.

**B. Tumbling/Gymnastics**

- The student will jump in place one time, demonstrating feet taking off and landing together, 4 out of 5 times.
- The student will jump forward a three-inch distance, demonstrating feet taking off and landing together, 4 out of 5 times.
- The student will jump in place and execute a  $\frac{1}{4}$  turn, demonstrating arm swing and knee extension in the takeoff phase, landing with control, 4 out of 5 times.
- The student will jump in place and execute a  $\frac{1}{2}$  turn, demonstrating arm swing and knee extension in the takeoff phase, landing with control, 4 out of 5 times.
- The student will jump forward a distance of ten inches, demonstrating arm swing and knee extension in the takeoff phase, knee flexion in the landing phase, 4 out of 5 times.
- The student will jump forward a distance of 24 inches, demonstrating arm swing and knee extension in the takeoff phase, knee flexion in the landing phase, 4 out of 5 times.
- The student will freely move about a matted area, climbing on, jumping down and stepping down surfaces that are 18" in height, walking/running up and down inclined surfaces without losing his/her balance, and crawling through tunnels, performing all three tasks within a seven-minute time period.

- Upon a verbal signal and from a sitting position, the student will assume three different gymnastic positions: when the instructor says “tuck” the student will wrap his/her arms around his/her legs and maintain position for five seconds, when the instructor says “pike” the student will sit straight-legged with toes pointed and arms are out to the side, when the instructor says “layout” the student will lay on his/her back with the arms straight over the head, when the instructor says “bridge” the student will assume a hands and feet position with an arched back, 4 out of 5 times.
- While sitting, the student will assume a tuck position, rock back onto his/her back and immediately rock forward into a seated tuck position, 4 out of 5 times.
- While standing on an inclined mat, the student will execute a forward roll while demonstrating the following technique: will place both hands on the mat in front of feet, look between his/her legs, bend knees, place upper back on mat, quickly assume the tuck position, finish in a sitting position, 4 out of 5 times.
- While in a layout position on an inclined mat, the student will execute a log roll, demonstrating a layout position throughout the roll, 4 out of 5 times.
- While in a tucked position on an inclined mat, the student will execute an egg roll by demonstrating a sideways roll maintaining the tuck throughout the roll, 4 out of 5 times.
- The student will execute a seal walk, demonstrating prone position with legs straight, toes pointed, upper body supported by straight arms, performing the walk with alternate arm placement, keeping the arms straight and dragging the feet behind, 4 out of 5 times.
- The student will execute a bear walk, demonstrating a four-point stance using hands and feet, moving in a homolateral pattern, for a ten-foot distance, 4 out of 5 times.
- The student will execute a dog walk, demonstrating a four point stance using hands and knees, moving in a crawling pattern, for a ten-foot distance, 4 out of 5 times.
- The student will execute a crab walk, demonstrating a supine four-point stance using hands and feet, moving in a reciprocal pattern, for a ten-foot distance, 4 out of 5 times.

C. Lead-up Sport Games

D. Dodging/Tag Games

E. Noncompetitive Partner Games

- The student will play catch with another student positioned ten feet away, using an 8” ball, demonstrating eye contact with the ball when catching and eye contact with the partner when throwing, 4 out of 5 times.
- The student will play dodgeball with another student positioned ten feet away, using an 8” nerf ball, when dodging he/she will demonstrate quick sideways movements to avoid being hit and maintain eye contact with the ball, when throwing he/she will demonstrate eye contact with the target, 4 out of 5 times.
- The student will play balloon tennis with another student, using a lollipop paddle, demonstrating alternate turns striking the balloon up, 4 out of 5 times.

**Content Area: Recreational/Leisure Activities**

Standard: The students will demonstrate their knowledge of, ability to, and value for independent and group play.

## Objectives:

### A. Tricycle/Scooter Skills

- The student will sit on the tricycle with his/her hands on the pedals and feet on the ground 4 out of 5 trial attempts across all settings, in order to propel it forward.
- The student will propel the tricycle forward with his/her feet on the ground for a distance of \_\_\_\_\_ for 4 out of 5 trial attempts across all settings.
- The student will sit on a tricycle properly, placing his/her hands on the handles and feet on the pedals 4 out of 5 trial attempts across all settings, in order to correctly move it.
- The student will properly pedal the tricycle for a distance of \_\_\_\_\_ for 4 out of 5 trial attempts across all settings.
- The student will properly pedal the tricycle around corners without bumping into anyone or thing for a distance of \_\_\_\_\_ for 4 out of 5 trial attempts across all settings.
- The student will properly pedal the tricycle using appropriate speed and direction while avoiding obstacles for a distance of \_\_\_\_\_ for 4 out of 5 trial attempts across all settings.

### B. Supplemented Skating

- No need to have an objective for this

### C. Swings

- The student will properly sit on an appropriate sized swing independently 4 out of 5 trial attempts, across all settings.
- The student will properly sit and hold on to an appropriate sized swing independently while being pushed 4 out of 5 trial attempts, across all settings.
- The student will sit on the swing and independently pump his/her legs for movement 4 out of 5 trial attempts across all settings.

### D. Slides

- The student will independently sit down at the top of the slide in preparation to go down 4 out of 5 trial attempts across all settings.
- The student will sit down and properly go down a slide independently, followed by walking to the climbing ladder 4 out of 5 trial attempts across all settings.

### E. Exploration, Obstacle Course, Playground

- The student will creatively explore his/her environment within a child-centered play situation, 4 out of 5 trial attempts.
- The student will demonstrate problem-solving techniques to manipulate his/her body around large mats within the free play situation, 4 out of 5 trial attempts across all settings.
- The students will correctly follow the pathway of an obstacle course (playground), 4 out of 5 trial attempts across all settings.
- The student will demonstrate creative movements while exploring a child-centered play area, 4 out of 5 trial attempts across all settings.
- The student will move throughout the exploration, obstacle course, and playground area in a safe manner, 4 out of 5 trial attempts across all settings.
- The student will cooperatively interact with peers throughout the exploration, obstacle course, and playground area, 4 out of 5 trial attempts across all settings.

## **Early Childhood Center Adapted Physical Education/Motor Development Program/Teaching Suggestions**

### **Building A Movement Program**

- Create a welcoming environment
  - Have equipment ready for when students enter
  - Hang up posters, attractive cartoon characters, and decorate the area
- Establish routines
  - Enter room, warm-up, introduction of the lesson concepts, activities to practice skills, and cool-down with a lesson summary
- Use music as a cue
  - Doesn't have to be music, but use distinct signals to start and stop an activity
- Establish clear boundaries
  - Young children understand visual concrete boundaries more easily
- Conduct open-ended activities
  - Allow for more than one way of performing a skill
  - Provide a variety of targets at varying distances, allowing children to choose target
- Provide for repeated practice for a wide variety of skills

### **Teaching For Children's Success**

- Provide repetition until mastery; then increase the challenge
- Change the task until a child is successful at least 75 percent of the time
- Strive to provide at least four positive comments to every one corrective comment

**“A good teacher is a reflective teacher”**

McCall, R.M., & Craft, D.H. (2004).



## Early Childhood Center Adapted Physical Education/Motor Development Behavior Management Strategies

### Develop Rules:

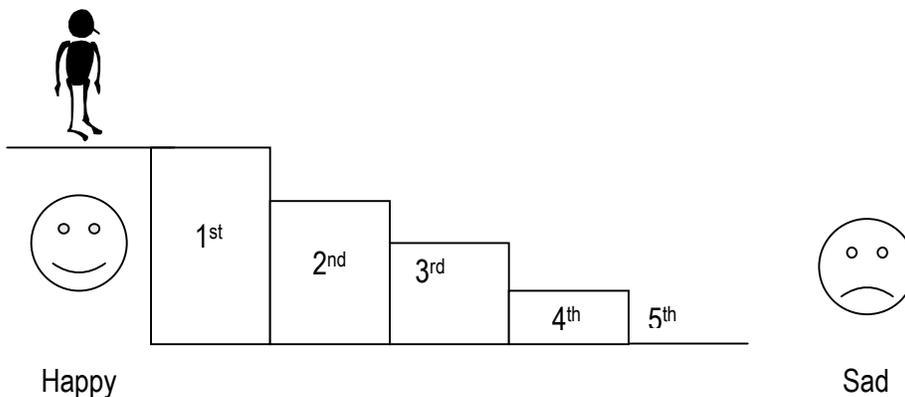
- 3 – 5 short and simple
- Post them visually (in terms the students can understand)
- Constantly review the rules
- Should reflect the positive behavior
- Have an easy-to-understand warning/consequence system (that is also posted)
- Always keep your cool and be “with-it”

### Sample Rules:

- Listening ears are turned on (picture symbol of ear)
- Eyes are open and looking (picture symbol of eyes)
- Hands and feet play nicely (picture symbol of child pushing with a red x on it)
- Have fun and play safely (picture symbol of child with smile)

### Intervention Strategy:

- 1st: Warning
- 2nd: Quick verbal reminder of rules
- 3rd: Visual reminder of the rules and sit in the thinking chair for 1 minute
  - timer works well, when the child hears the bell they can rejoin the group
- 4th: Guided discovery conversation (one on one session)
  - Teacher asks probing questions to see if the child realizes the rule being broken
  - Teacher uses the visual pictures to show which rule the child is not following and explains how that makes the teacher sad
  - Teacher asks the student to show the correct behavior
  - If necessary, the student will sit in the thinking chair for 1 minute past the conversation
- 5th: Student completes the teacher-directed activity for the day and misses out on the movement exploration portion of the lesson (repeat as needed)



**Things to keep in mind:**

- The student should always exit the classroom with the understanding that the teacher was unhappy with the behavior and not the student
- The student should always enter the class with a clean slate, feeling comfortable and happy to be in class
- Decrease negative behavior of a single student by praising positive behavior of others
- Praise child's positive behavior in order to eliminate his/her negative behavior

**Helpful tips:**

- Ignore child's negative behaviors that will not cause harm to anyone (child seeking attention)
- Ask paraprofessionals to help follow through with intervention strategies
- Find out behavioral strategies being used by child's teacher and paraprofessional(s)
- Learn behavioral strategies from other teachers within the building
- Use thinking chair with timer
- Keep behavioral data to monitor daily behavior and intervention strategies that work

**Research states:**

- Students should not remain in time-out (social isolation) for more than one minute for each year of his/her life. (Henderson, French, Fritsch, and Lerner, 2000)
- Often students are not able to report an understanding for the event that led them to time-out (Readdrick and Chapman, 2000)
- Studies show that students feel disliked by the teacher when sent to time-out (Readdrick and Chapman, 2000)

## Early Childhood Center Adapted Physical Education/Motor Development No Gym! No Problem! Activities for the Classroom Teacher

The gross motor games/activities explained below have been developed for all teachers to use within the classroom (with limited space). The games/activities do not require much equipment or space. They have been designed to correlate with both the Early Childhood Center curriculum themes and the Adapted Physical Education Early Childhood Center curriculum skills. Please refer to your Adapted Physical Educator/Physical Educator for equipment and more game/activity ideas. It is recommended that at least 3-5 minutes of vigorous physical activity be included either before or after morning meeting to prepare the students' minds and attitudes for a fun day of learning. A routine warm-up can include jumping in place continuously, stretching, bending, twisting, hopping in place continuously and/or balancing on each foot.

### Welcome to School:

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Moving around the room to music. (Keep head up and eyes watching)
  - When the music stops, the students “freeze”.
    - Students can walk with...
      - ❖ Big steps, small steps, wide, narrow, fast, slow, silly, etc.
  - When the music stops, the students find their chair and sit. When the music starts, they move throughout the room again.
- Laminate yellow circles and pretend they are steering wheels to a school bus. Each student will have one and pretend to be a bus driver. When the teacher says “Bus Stop”, the students freeze (or find a chair and sit)
- Stretching
  - Reaching, Bending, Twisting, Turning, Jumping in place, Balancing on one foot, and Hopping in place.
- Following Directions and Body Identification
- Follow the leader (creative movements)
- Position Words (over, under, around, in, out, on, off, through)
  - Step over a friend lying on the ground, crawl through a peer’s legs, crawl under a table, walk around tables, chairs, desks, etc...
- Shape Hunt
  - The teacher will place laminated shapes around the room. The students will walk around the room to music. When the music stops, the teacher will indicate (verbally/visually) which shape the students need to find and stand on. Recommended shapes are: circle, square, triangle, and rectangle. It is also recommended to start with 1 shape, and progress to using all 4 at once. There should be enough shapes so that each student can find their own.
- Shape Twister
  - Laminated shapes will be placed throughout the room. The teacher will call out for students to place their body part on a shape. The students will locate the shape and place that body part on it. Ex: Teacher calls out for the students to place one hand on a circle. There should be enough shapes so that each student can find their own.

## **My Family, My Community:**

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Mail Carrier
  - Place a mailbox at one end of the room and a collection of envelopes at the other end. The students will have to pick up one envelope and travel across the room in order to mail the letter. It is important to remind the students to keep their heads up and eyes watching. Place obstacles with their path to encourage the students to avoid obstacles. It is recommended that students walk quickly and do not run.
- Fire Safety (Crawl under Smoke)
  - Borrow a parachute from your Physical Educator/Adapted Physical Educator. Have all the students hold the parachute and make small waves while one child crawls underneath. The child stands up, holds onto the parachute and another student gets the opportunity to crawl underneath.
  - Introduce the parachute:
    - Up high, down low
    - Small waves, large waves
    - Move in a circle, switch directions
    - Walk to the center, spread back out
- Fire Safety (Stop, Drop, and Roll)
  - Borrow a panel mat from your Physical Educator/Adapted Physical Educator. Have the students practice their stop, drop, and roll (like a log with their hands covering their face).
- Stretching
  - Reaching, Bending, Twisting, Turning, Jumping in place, Balancing on one foot, and Hopping in place.
- Exercise Count
  - The students can stand on a laminated spot. The teacher and students can count together as they perform the exercise on the spot. Start with one jump, one foot balance, one hop, etc... Then perform two jumps, two hops, two big steps, two small steps, stretching high for two seconds, bending low for two seconds, etc...
  - In progressions, students can work on counting the various movements they perform.
- Follow the leader (creative movements)
  - Work on first/middle/last.
- News Paper Delivery
  - A drawing of a house is attached to a wall. This drawing should be placed above a large box. Another large box filled with rolled up newspapers is placed about five to seven feet away from the house. Students will attempt to throw the rolled up newspapers at the house. As the newspaper is thrown against the wall, it will fall into the box, acting both as a receptacle for the tossed papers and as a means of evaluating the success of the throw.
- Nurse/Doctor
  - One student will stand still (with legs together and arms by his/her side) while another student or two wrap him/her up in toilet paper. This activity works on fine motor skills, cooperative play, and body coordination.

## My Five Senses:

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Perform the movements to the song “Head, Shoulders, Knees, and Toes”
- Perform simple “Simon Says..” without elimination or a winner
  - Ms./Mr. Teacher says put your hands on your head.
- Move to the Beat
  - Students arranged in a semicircle. All rhythmic activity can be done in place-bodies do not need to travel about the room.
  - The teacher will play a slow beat on a drum, table, bucket and the students will move slowly around the room. When the teacher plays the fast beat, the students will move quickly and safely around the room. A good phrase to use when drumming is “Every time you hear the beat, that’s when you move your feet”. They should be reminded to walk quickly (not run) with their heads up and their eyes open. The students need to listen to the change of the beat so that they can move at the correct speed. The difference in tempo between fast and slow should be exaggerated (very fast to very slow).
  - Allow a student who demonstrates knowledge of change of tempo to become the drummer.
- Creative Free Dance
  - The teacher will play a song with a quick beat. The students will be instructed to dance freely to the music.
  - Play “follow the leader” with a student demonstrating a dance and everyone must follow.
  - When the music stops the teacher says “freeze like me”! Students assume the silly positions of the teacher—and hold that position until the music starts again.
- Catching
  - The students will sit in their chairs. The teacher will instruct the students to stand up one at a time.
  - Teachers are encouraged to ask the Physical Educator to borrow a ball.
    - Progressions:
      - ❖ Roll, bounce, and toss (underhand) a ball to the student
    - Encourage the students to show their hands, look at the ball, and hug the ball
    - If no ball is available, use an empty plastic milk jug for catching a tossed object
    - Pillows or stuffed animals can be exciting and motivating objects to catch—and these items will not bounce or roll away.
- Play the “Freeze” song by Greg and Steve to enhance the students listening skills
- Busy Body
  - Students will be directed to stand in a hula-hoop with a partner. Each time the leader calls “Busy Bee”, all students must find a different hula-hoop to stand in with another partner. The teacher will then call out different body parts for the students to put together. For instance, when the teacher says, “Knees,” the students will stand knee to knee. “Busy Bee” is called again, and students find their new partner and hula-hoop.

## Seasons All Around:

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Collecting Leaves
  - Laminate paper leaves and place them on the wall. Explain to the students how leaves fall to the ground during the Fall season. The students will quickly walk across the room, pull a leaf off the wall and take it to a basket located on the opposite side of the room. Obstacles can be placed to encourage students to change their pathway. The students are allowed to take one leaf at a time.
- Snowball Throw
  - Ball up white paper into small balls and place them around the room. The students will be split up into two designated areas that are split by a physical barrier of tables or chairs. The students will be instructed to stay in their designated area and to pick up one “snowball” at a time. They will then throw the snowball over the physical barrier onto the other side.
- Supplemental Skating
  - Cut up stockings, tie one end, and place them over the feet of the students. The students will be instructed to slide their feet across the ground on a tiled surface. Start by placing one stocking on first, followed by both feet with stockings.
- Beanbag Toss
  - A toss is performed in an underhand fashion. Each student is given a beanbag. They will stand 5-7 feet away from their chairs and try to toss their beanbag so that it lands on and stays on their chair. If the students find difficulty in this task, they move closer to the chair and with success, they move further away.
  - The concept of force can be reinforced during this activity. “I threw too hard, too easy, perfect---YES!!”
- Jumping over/in Leaves
  - Laminated paper leaves should be placed on the floor. Each student will stand on a leaf. The teacher will hold up and say a number and the students have to jump up and down on their leaf for the indicated number of times without stopping. Encourage students to say the number of times they have to jump.
  - Laminated paper leaves should be placed on the floor. The teacher will hold up and say a number. The students will have to jump over that number of leaves. Encourage the students to count the leaves while they are jumping. Students should be instructed to keep their heads up and eyes watching for safety.
- Dress for the Occasion
  - Clothing will be lying in a pile on the floor on one side of the room. The students will be standing in groups on the other side of the room. The teacher will verbally say and show a picture of a season (summer, fall, spring, winter). Three to Four students at a time will run across the room and put two items of clothing on for that season, then run back to their group.
    - Winter: boots, gloves, heavy coat, hat, etc...
    - Fall: Sweat shirt, light jacket, baseball cap, etc...
    - Spring: umbrella, raincoat, long sleeve shirt, etc...
    - Summer: sunglasses, baseball cap, towel, etc...

## **Animals Everywhere:**

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Animal Movements
  - The teacher holds up a picture of an animal and the students pretend to be that animal. The students will pretend to move like it and sound like it.
  - The teacher places pictures of animals on the board and the students are given the opportunity to choose an animal they like to pretend to be.
  - Music that fosters animal movements:
    - Old McDonald Had A Farm, Animal Action I by Greg and Steve ,Animal Action II by Greg and Steve, Snake Dance by Jo Jo Circus, Elephant Walk by Jo Jo Circus
- Animal Walks
  - Seal: lay flat on stomach, arms push up and pull body forward.
  - Bear: On hands and feet with back arch high to the ceiling.
  - Penguin: Arms straight and close to body with hands palm down, legs closed and feet pointing outward. Stand tall and waddle side to side while moving forward.
  - Kangaroo: Jumping with two feet with hands held in front.
- Visual Tracking/Catching the Animals
  - Each student has a stuffed animal that they toss and catch to self. Every time he/she makes a successful catch, he/she makes that animal's sound (roar, meow).
  - Teacher has all of the animals and will throw one animal at one student while making the animal's sound. The student will have to identify the name of the animal.
- Hay baling for the Horses
  - Line up chairs in a line. Each student has a partner on the other side of the chairs. Each pair has a large pillow. Students take turns throwing pillows over the chairs at their partners. If there is only one pillow, the teacher can throw it to each student and have the student throw it back.
- Mouse Trap
  - The class of students will stand in a circle (facing the outside) holding hands (up high) with their peers by their sides. These students are the mouse trap. One student will be the mouse, starting in the middle of the trap. When the mouse touches the object "cheese" in the middle, the teacher calls out "mouse trap". The mouse trap drops their hands in order to catch the mouse. The mouse tries to get out of the mouse trap safely with the "cheese".
- Safari Walk
  - The teacher will place laminated pictures of animals on the walls around the room. The students will meet outside the room and will be given binoculars (two toilet paper rolls taped together) and an animal picture card. The students will enter the room and seek to match their picture card with the animal on the wall. The teacher should remind the students that when on a safari they need to be quiet, and slowly move throughout the room (so they don't scare the animals away). The bird picture should be placed up high and the lion can hide in a "cave". When the students find their animal, they come to the center of the room, place their card in the pile and take a new one.
  - Music: "Jungle Walk" on the Large Music Skills CD by Newbridge Songs.

## **Construction Zone:**

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Demolition Worker
  - The students will take a soft ball and toss/throw it at empty soda bottles in order to knock them over. The students should stand at a distance that challenges them, but likewise allows for success.
- Tool Store
  - The students will move throughout the room collecting one laminated tool at a time and sorting it into the correct “tool box” For motivational purposes, the teacher should play music. While the students are collecting the tools the teacher should be asking them to move in various ways (wide, narrow, take big steps, take small steps, jump, hop, slowly turn, etc...).
- Wheelbarrow
  - Students will lie down on their stomachs, placing their shins on a scooter. The students will lift their trunk up with their arms and try to pull themselves forward.
  - A beanbag can be placed on their back and the students can try to safely transport the beanbag across the room to a bucket.
    - If no scooter is available, they can make wheelbarrows that don’t move by placing their feet on the seat of their chair.
- Bridges
  - The students can lift their bodies up on their hands and feet to create bridges.
    - See how long the students can hold their bridges.
    - While one student makes a bridge, ask the other students to crawl under.
  - Draw Bridge: Have the students make a bridge on their hands and feet with their stomach facing the ceiling.
    - Ask the students to lift up one leg or an arm to allow the pretend-boats to go underneath.
- Construction Vehicles
  - The teacher will show the students pictures of construction vehicles. For each picture there will be a discussion about the name of the vehicle, its purpose, and how it moves. The teacher will then ask the students if they can move like that vehicle (bulldozer, crane, fork lift, tractor, scraper, cement truck and dump truck).
- Buildings
  - The teacher will construct a structure using plastic cups (two upside down cups sit side by side with one upside down cup on top of them). The students will each have their own space “construction site”. They will move to the middle of the room like a construction vehicle, pick up one cup at a time and bring it back to their construction site. They will return to the middle of the room to get another cup until they have enough. The students will build the same structure that the teacher built.
- Dramatic and Incredible Machine (Pre-requisite: Creative Machine Sounds)
  - The class sits in a circle. One person comes to the center of the circle. That person is the first part of the machine and he/she performs a non-locomotor movement with an accompanying sound. The next student comes up and touches the first person (while the first person continues to perform) and performs a different non-locomotor movement and different sound. This continues until the whole class is up performing their non-locomotor movements and sounds.

### **In the City, In the County:**

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Egg Balance
  - The students will place a plastic egg onto a spoon (or other implement to balance an egg on) and balance it while slowly walking across the room in order to drop it in a bowl/pot. The distance the students have to walk will vary depending on their ability level. If the students can complete this task correctly, they will be given one dollar to take back across the room and place it in a box. At the end of the activity, the students and teacher should count up the amount of money the students earned.
- Walking the farmer's market
  - The students will walk to music around the designated area of the room. Pictures of fruits and vegetables will be placed on the ground. When the music stops, the students need to find and stand on one fruit or vegetable. The teachers will walk around asking the students to indicate which fruit or vegetable they stopped on.
  - To challenge the students, the teacher can have them place a specific body part on the fruit/vegetable when they stop.
- Traffic Jam In the City
  - Students will be instructed to move around a small space without crashing into another person. The teacher should cue the students to move slowly because if they do crash, then they will have to go to the body shop and get fixed (for 1-2 minutes). Once they are fixed, the students who crashed can return to the game.
  - While the students are moving throughout the small designated area, the teacher should call out locomotor movements such as: jump, hop, big steps, small steps, narrow, wide, low, high, etc...
  - An adaptation is for each student to walk around while holding a hula hoop by their waist. When teacher says "red light", everyone stops and drops their hoop.
- Flip Flop
  - The students will start out by lying on their backs (stomachs facing the ceiling). When the teacher says "front", the students have to turn over and place their stomachs on the ground. When the teacher says "back", the students have to place their back on the ground and their stomachs facing the ceiling. As the students get the idea of the game, the teacher can call out positions faster.
  - The concepts work on front and back.
- Get on the Bus
  - One student will start by walking around a designated area, while the rest of the students stand by their chairs. The student walking around the room will be the bus driver. When the teacher says "Bus Stop", the driver moves to a chair. The student standing at that chair will place their hands on the driver's shoulders or hips. The driver will continue to walk around the designated area until the teacher says "Bus Stop" again. The bus driver will find another chair with a person. The new person will go to the back of the bus and place their hands on the person's shoulders/hips. The bus continues to get larger until all the students are on the bus.

## Let's Move:

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Duck, Duck, Goose (No Elimination)
  - Teach soft safe tagging.
- Morning/Night
  - When the leader calls out, “night time,” all students lie down and pretend to sleep. When the leader calls out, “day time,” all students stand up and jump in place until the leader again calls, “night time.”
- Imitate the Leader
  - Create a circle in the open area of the room using tape or chairs (with seats facing the middle). One student is designated the leader and is told to walk around the chairs with his/her classmates following behind. The students are instructed to perform locomotor movements while moving around the circle and the classmates are supposed to imitate those movements. \*It is recommended for the teacher to be the first leader.
- Beanbag Boogie
  - Each student will have a beanbag. The teacher will instruct the students to place the beanbag on various body parts.
  - “Place the beanbag on your head, Place the beanbag on your head, Now Shake your head”.
    - Do the same thing for hand, elbow, shoulder, foot, nose, back, etc...
- Beanbag Fun
  - Working on position words, each student will have a beanbag. The teacher will tell the students to stand in relation to the beanbag.
    - Stand over, lie under, stand next to, stand behind, stand in front, etc...
- Bicycle Inner tube/Dynaband Activities (Bicycle Inner Tubes - purchased at Bicycle Shops)
  - Row Row Your Boat (pushing and pulling).
    - Class sits in a circle holding the tube. Everyone sings the “Row Row Your Boat” song. Everyone pulls towards their body and pushes towards the middle
  - Bubble Pop.
    - Class sits in a circle holding the tube (palms down and hands apart). Teacher says “make a bubble” and students bring their hands together (squeeze tube). When the teacher says “pop”, the students release the pressure (stretch tube)
  - Blowing in the Wind.
    - Class sits in a circle holding the tube above their head. Students as a whole move sit to sit (like blowing in the wind)
- Feed the Dinosaur
  - After you teach the students about herbivores and carnivores, place a picture of a dinosaur for each on the wall. Either on the floor or on the opposite wall, place laminated pictures of leaves and meat. The students will be instructed to feed the dinosaurs the correct food by taking one leaf or piece of meat at a time to take over to the dinosaur. They will then return for more food.

## **Growing and Changing:**

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Hatching
  - All students are on the floor in the “egg” position (on back, knees to chest, holding knees). Slowly they rock forward and back, keeping the head tucked. Slowly they imitate the hatching of a bird, first one arm comes out, then a leg, etc.
- Flowers growing
  - Students start as a seed (on feet, squatting, holding knees), slowly they begin to come out of their crouch until they are tall flowers swaying in the breeze.
  - Teachers can go through the dramatic play of flowers growing.
    - Tell the story of how the students are the teacher’s garden and the teacher is planting small seeds
    - Components for the flowers to grow: soil, water, and sun
- Butterfly Jam
  - Each student is standing with a picture of a butterfly growth stage (egg, caterpillar, pupae, butterfly). Each student identifies their “stage”. When the music plays, the students dance. When the music stops, the teacher says “Change”. Students then trade pictures with each other, making sure they get a different stage. They identify their new stage. The music begins and the students dance.
- Caterpillar to Butterfly
  - The students start as an egg (on their backs with their knees to their chest and arms holding their knees). They rock back and forth until they hatch. The students start to crawl on the floor like caterpillars. They stop moving, get into a ball and start to slowly standing up and grow into a butterfly. The students safely and slowly fly throughout the room like a butterfly.
- Magic Wand
  - The teacher’s magic wand makes everything change. Students are standing and sitting in alternate formation. Each time the teacher touches the shoulder of a student the student changes position (standing to sitting, sitting to standing). You may vary the tempo of the changes, have a student perform the changes, vary the two body positions.
- Animal Match
  - Each child is given a picture of either a baby animal or an adult animal. Music is played and the students move around pretending to be the animal on their picture. When the music stops the students have to find their friend with the same animal. The baby animals seek out the adult animals and vice versa. (tiger finds the cub, chicken finds the chick, etc..).
- Grow with the Light
  - All the students sit in their chairs and the lights are off. When the lights turn on, they stand up and stretch to the ceiling as if they are sunflowers growing and stretching to the sun. When the lights turn off, the students sit back down.

## Ready For Kindergarten:

*\*It is recommended that there is at least a 3-5 minute routine warm-up*

- Teachers are encouraged to take their students to the playground throughout this theme
- Teachers are recommended to give their students opportunities to ride tricycles
- “What Time is it Mr. Fox?”
  - Students stand in front of their chairs and say the phrase: “What time is it Mr. Fox?” One student who is appointed Mr. Fox will give a time between 1 - 5 o’clock. “Three o’clock”, the students would then take three steps and then stop. They would repeat the question “What time is it Mr. Fox?” Mr. Fox would then say “midnight”, all students would then walk quickly back to their seats while screaming.
- Duck, Duck, Goose (No Elimination)
  - Teach soft safe tagging.
- Simon “Pattern Motion”
  - The teacher will initiate pattern movements that the students have to imitate after they watch the teacher perform the skills.
  - Start simple: Jump, Clap.
  - More complex: Hop, Jump, Hop.
  - Very complex: Jump, Jump, Hop, Balance.
- Movement Direction
  - The teacher will tell the students to perform a two to three-step directions. Students perform the action after the directions are given. Provide picture cues for students to refer to if necessary.
    - Movements to use: stomp, jump, hop, turn, and/or clap
    - Ex: Stomp and Turn (2 step directions)
    - Ex: Jump, Stomp and Clap (3 step directions)
  - If appropriate, have the students come up with the combinations.
- Relay Races
  - The students will be in groups of 3. Two students (A and B) stand one behind the other facing another student (C) standing 20 yards away. The first person (A) in the pair runs across the 20 yards and gives their partner (C) a high five. Student (A) stays and (C) runs the 20 yards to give student (B) a high five. Student (B) runs across to student (A).
- Musical Chairs
- Hot Potato

### Other Classroom Game/Activities:

- Grocery Bag Kick
  - Children will place one foot in a grocery bag. They then kick the leg that is in the bag, causing the bag to fly off and land on the floor. They then place their foot back in the bag and attempt to kick the bag higher.
- Balloon Play
  - Allow students to practice their hand-eye coordination skills by trying to keep a balloon off the ground.
    - The students can perform this in pairs
- Balance Walking
  - The students will place a beanbag on their head and move throughout the room without allowing the beanbag to fall off.
- Alphabet Sea
  - 3 laminated alphabet sets will be spread throughout the floor. The students will be paired up into groups of two. The teacher will give the students a grocery list of letters to find. One student from each group will jump, crawl, or hop, etc., to the middle to find one of the letters on their list. When the student returns to his/her partner, they swap positions. They continue this game until all the letters on the list have been found.
- Find It
  - Teacher say “Find something \_\_\_\_\_ and touch it.” The students respond by doing just that. Teachers can tell the students that if they find something out of their reach, they may point to it.
  - Examples:
    - Find something blue and touch it
    - Find something with the number 3 on it and touch it
    - Find something square and touch it
    - Find something with the letter N and touch it
- Letter Formation
  - The students will be in groups of four. The teacher will show the group a letter and the students will work together to create the letter with their bodies. The teacher should start with easier letters such as: C, A, F, E, H, K, L, M, N, T, V, X, Y, Z.
- Red Light, Green Light
  - The students will move throughout the room avoiding obstacles and people while the teacher holds up a green light (paper). When the teacher puts up the red light, the students have to stop. The teacher will use verbal commands with the changing of the lights. The students need to stay still until the green light is shown again.
- Listening and Freeze
  - The students will stand on a designated spot. The teacher will tell the students to jump up and down multiple times consecutively until they hear the teacher say “freeze”. The students freeze until they hear the teacher say “jump” again.
- Obstacle Course
  - Using the chairs, tables and borrowed equipment from the Physical Educator (parachute, jump ropes and hula hoops), the teacher can create a small obstacle course in the class for the students to go over, under, around and through.







## Early Childhood Center Adapted Physical Education/Motor Development Resources

### Books

- Allison, P.C., & Barrett, K.R. (2000). *Constructing children's physical education experiences: Understanding the content for teaching*. Needham Heights, MA: Alley and Bacon.
- Block, M.E. (1994). *A teacher's guide to including students with disabilities in regular physical education*. Baltimore: Paul H. Brookes
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- Landy, J.M., & Landy, M.J. (1992). *Introductory activities for physical education: Ready-to-use p.e. activities for grades k-2*. West Nyack, N.Y: Parker Publishing Company.
- Lepore, M., Gayle, G.W., & Stevens, S. (1998). *Adapted aquatics programming: A professional guide*. Champaign, IL: Human Kinetics.
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- Lieberman, L.J., & Houston-Wilson, C. (2002). *Strategies for inclusion: A handbook for physical educators*. Champaign, IL: Human Kinetics.
- Malmberg, E. (2003). *Kidnastics: A child-centered approach to teaching gymnastics*. Champaign, IL: Human Kinetics.
- Mastropieri, M.A., & Scruggs, T.E. (2004). *The inclusive classroom: Strategies for effective instruction* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
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- McCall, R.M., & Craft, D.H. (2004). *Purposeful play: Early childhood movement activities on a budget*. Champaign, IL: Human Kinetics.
- Metzler, M.W. (2000). *Instructional models for physical education*. Needham Heights, MA: Alley and Bacon.
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- Uhrich, T., & Mchall-Small, M. (1999). *Simon says... "Reading is fun": Movement – based activities to reinforce beginning reading skills*. Champaign, IL: Human Kinetics
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## Journals

- Journal of Physical Education Recreation and Dance (JOPERD)
- Teaching Elementary Physical Education (TEPE)
- Journal of Teaching Physical Education (JTPE)
- Adapted Physical Activity Quarterly (APAQ)
- Quest
- Strategies: A Journal for Physical and Sport Educators
- American Journal of Health Education
- Research Quarterly for Exercise and Sport
- PE Digest
- PALAESTRA (Forum of Sport, Physical Education and Recreation for those with Disabilities)
- The Physical Educator (from Phi Epsilon Kappa)

## Music

- Greg and Steve
  - <http://www.gregandsteve.com/>
- Hap Palmer
  - <http://www.happalmer.com/>
- Wiggles
  - <http://www.thewiggles.com.au/CD/cdindex.html>
- Jo Jo Circus
  - <http://www.amazon.com>
- Disney
  - <http://www.amazon.com>
- Kimbo Music and Movement
  - <http://www.kimboed.com/>
- Tony Chestnut and Fun Time Action Songs, Physical Ed
  - <http://www.learningstationmusic.com>
- Dragon Tales” Dragon Tunes CD
  - [http://www.kidrhino.com/kids25htm.](http://www.kidrhino.com/kids25htm)

## Equipment

- Gopher
  - <http://www.gophersport.com>
- Flaghouse
  - <http://www.flaghouse.com>
- S & S Discount
  - <http://www.ssw.com>
- Sportime
  - <https://www.sportime.com>
- US – Games
  - <http://www.usgames.com>
- Athletic Stuff
  - <http://www.athleticstuff.com>
- Rifton Equipment
  - <http://www.rifton.com>

## Websites

- Lesson Ideas, Equipment and Books for Sale, Assessment Ideas, etc.  
<http://www.pecentral.com>  
<http://www.lessonplanspage.com>  
<http://www.mrgym.com>
- Articles, Update Information, Equipment, and More  
<http://www.pelinks4u.org>
- Adapted Physical Activity Council of the American Association for Active Lifestyles and Fitness  
[http://www.aahperd.org/aaalf/pdf\\_files/pos\\_papers/inclusion\\_position.rtf](http://www.aahperd.org/aaalf/pdf_files/pos_papers/inclusion_position.rtf)
- Adapt-Talk (Post questions, Read Questions by others, Answer questions)  
<http://www.lyris.sportime.com/adapt-talk-index.html>
- American Alliance for Health, Physical Education, Recreation and Dance  
<http://www.aahperd.org>
- Glossary of Instructional Strategies  
<http://glossary.plasmalink.com/glossary.html>
- The National Center on Physical Activity and Disability  
<http://ncpad.cc.uic.edu/home.htm>
- The National Consortium on Physical Education and Recreation for Individuals with Disabilities  
<http://ncperid.usf.edu/index.html>
- Adapted Physical Education National Standards (APENS)  
<http://www.cortland.edu/apens>
- Houghton Mifflin  
<http://www.eduplace.com/prek/>
- Sign Language  
<http://www.handspeak.com>

## Parental Supports and Resources

- <http://www.specialchild.com/index.html>
- <http://www.childrenwithdisabilities.ncjrs.org/>
- <http://www.usd.edu/cd/dictionary/dictionary.htm>
- [http://www.kidsource.com/kidsource/content2/parents\\_of\\_children.html](http://www.kidsource.com/kidsource/content2/parents_of_children.html)
- <http://www.kidsource.com/kidsource/content5/rights.child.w.dis.html>
- <http://www.eparent.com/>
- <http://tvturnoff.org> (National TV-Turnoff Week)
- <http://www.fns.usda.gov/eatsmartplayhard/> (Eat Smart, Play Hard)
- <http://www.somd.org/> (Special Olympics)
- <http://www.nichcy.org/> (National Dissemination Center for Children with Disabilities)
- <http://www.pgcc.edu/pgweb/pgdocs/CDC/cdc3.htm> (Children Developmental Clinic)
- <http://www.nichcy.org/stateshe/md.htm> (Maryland Dissemination Center for Children with Disabilities)
- <http://www.pgsportsandlearn.com/> (Sports and Learning Complex: Gymnastics, Swimming)

## Formal Assessment Tools

Test Name	Type of Test	Description	Age	Time	Score
Early Childhood Center Criterion Referenced Test (ECC-CRT)	Academic, Fine Motor, Gross Motor, Emotional, Functional, Communication (Expressive and Receptive),	Identify developmental strengths and weaknesses of children with and without disabilities	Birth – 7 years	30 Minutes	Criterion Referenced Test
Battelle Developmental Inventory 2 <sup>nd</sup> (BDI-2 <sup>nd</sup> )	Motor Abilities, Early Movement Milestones, Fundamental Movement Skills	Identify developmental strengths and weaknesses of children with and without disabilities	Birth – 8 years	Entire Test: 1 to 2 hours Gross Motor: 30 Minutes	Norm Referenced
Hawaii Early Learning Profile (HELP)	Structured Observation and Checklist	Cognitive, language, fine motor, gross motor, social-emotional, and self-help	Birth – 3 years	30 Minutes to 1 hour	Age Equivalencies
Miller Assessment for Preschoolers (MAP)	Movement Skills, Motor Abilities, Early Movement Milestones, Fundamental Movement Skills	Gross motor, fine motor, oral motor, language, problem-solving, and combined abilities	2.9 - 5.8 years	30 Minutes	Norm Referenced
Peabody Developmental Motor Scales	Standardized	Gross and fine motor	Birth – 6.5 years	30 Minutes to 1 Hour	Age Equivalencies
Test of Gross Motor Development II (TGMD-II)	Motor Development	Provides performance criteria for different locomotor skills and object control skills	3 to 10 years	30 Minutes	Percentile, Standard Score

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## CURRICULUM GUIDE EVALUATION FORM

This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to the Coordinating Supervisor of Special Area Programs, Department of Curriculum and Instruction, ISSC Building. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

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PGIN: 7690-3483

Adapted Physical Education Early Childhood Center  
Name of Document

\_\_\_\_\_  
Name of Unit/Chapter Evaluated

\_\_\_\_\_  
Instructional/Grade Level

\_\_\_\_\_  
Publication Date

1. In-service was received on this publication. Yes \_\_\_\_\_ No \_\_\_\_\_

2. The in-service was (adequate, inadequate) for using this document.

3. Teachers could use further in-service on the following topics/chapters/units:

\_\_\_\_\_  
\_\_\_\_\_

4. The errors/omissions noted in the document are on page(s) \_\_\_\_\_

\_\_\_\_\_

5. The best written and most helpful sections or pages of this document are:

\_\_\_\_\_  
\_\_\_\_\_

6. Information needs to be revised on the following:

\_\_\_\_\_  
\_\_\_\_\_

7. The attached material (outline, lesson plan, etc.) should be added to the document.

\_\_\_\_\_

8. Did the format of the guide make it easy to use? Yes \_\_\_\_\_ No \_\_\_\_\_
9. What changes would you like to see included? \_\_\_\_\_  
\_\_\_\_\_
10. Do the lessons contain realistic teaching time frames? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Are there a sufficient number of teaching lessons/activities? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Are there a sufficient number of available resources listed? Yes \_\_\_\_\_ No \_\_\_\_\_
13. Was the content appropriate for the level of teaching? Yes \_\_\_\_\_ No \_\_\_\_\_
14. Does the content adequately provide for Title IX (sex equality) guidelines?  
Yes \_\_\_\_\_ No \_\_\_\_\_
15. Does the content adequately provide for inclusion of information about  
multi-cultural and multiracial relationships? Yes \_\_\_\_\_ No \_\_\_\_\_
16. The following suggestions would improve this document: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name (if desired) \_\_\_\_\_

School \_\_\_\_\_