

# 03\_Manipulative Skills Copied from: K-2, Copied on: 01/13/23

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

---

The K-2 physical education curriculum provides experiences for students to utilize and strengthen their bodies while participating in physical activities which benefit one's personal wellness. In this course, students will be exposed to various physical activities and provided with experiences to develop their movement skills, knowledge of wellness and enjoyment of sport, awareness of their body movements, and enhanced teamwork and cooperation. The success of body control and enjoyment of sport is determined by the student's ability to participate in various physical activities, and to identify ways in which physical movement brings joy and benefits to one's life.

Students will be introduced to using manipulative objects in various ways and settings. They will use rackets, balls, hands, feet, and various pieces of equipment which can maneuver an object in the desired direction. They will work on dribbling, throwing, catching, dribbling, and striking in various sports. Students will focus on using body control and improving accuracy in performing skill. Feedback provided will impact and improve the learning of movement skills and concepts.

### Kindergarten

Students will be introduced to and grow towards meeting standard of basic skill concepts. The standard benchmark is "by the end of 2nd grade." Students will build and improve current level of skill, working towards meeting standard by the end of second grade. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

### First Grade

By the end of first grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. The standard benchmark is "by the end of 2nd grade" and students will work towards standard. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

### Second Grade

By the end of second grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. Students will refine current level, and work towards personally meeting standard by the end of 2nd grade. Students will build on knowledge and ability from previous year and will refined skill this year. Variations in student ability and skill level may occur. Students will grow personally based on their level on ability continuum.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

Students will be introduced to using manipulative objects in various ways and settings. They will use rackets, balls, hands, feet, and various pieces of equipment which can maneuver an object in the desired direction. Students will focus on using body control and improving accuracy in performing skill. Feedback provided will impact and improve the learning of movement skills and concepts.

Students will understand that:

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Skill development involves an understanding of movement concepts as a means to analyze movement performance and make adjustments
- People who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills
- What are some ways that I can use equipment safely in PE?
- Manipulative Skills, Kicking, Throwing, Striking, Volleying, Catching
- Where do we use manipulative items in places besides sports? (shoveling, raking, every day activities)
- What is the correct form to throw, kick, dribble, strike? How do we do this skill?
- What makes participating in manipulative activities helpful for our lives?
- How does communication play a big part in a team activity?
- How and why do people need to move their bodies safely?
- Everyone has different preferences for which physical activity brings joy to their lives.

## **CONTENT AREA STANDARDS**

---

HE.K-2.2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
HE.K-2.2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
HE.K-2.2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
HE.K-2.2.2.2.MSC.8	Explain the difference between offense and defense.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion)**

---

## **Standards are Required)**

---

LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.

## **STUDENT LEARNING TARGETS**

---

Student will be able to perform, explain, and apply in gameplay/activity how to:

Roll ball with correct form

Dribble basketball with correct form

Dribble soccer ball with correct form

Throw (underhand and overhand) with correct form

Strike with correct form (hand and implement)

## **Declarative Knowledge**

---

Students will understand:

- How to use manipulatives in gameplay safely
- How to perform a specific skill with manipulatives
- Proper technique of striking with hands
- Proper technique of striking with implement
- Proper technique of rolling
- Proper technique for dribbling
- Proper technique for throwing/tossing
- How to correct specific skill based on feedback given
- How to GIVE skill feedback to others as a feedback sandwich (positive, corrective, positive)

## **Procedural Knowledge**

---

Students will be able to:

- Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges with correct form
- Differentiate manipulative movements (e.g., throwing, catching, dribbling)
- Adjust and correct movements and skill in response to feedback

## **EVIDENCE OF LEARNING**

---

Student safely participates in manipulative activities in PE class.

Student can identify 3 main cues HOW to perform specific skill (listed in attached learning target)

Student can identify benefit of participating in manipulative activities

Student can safely maneuver and control body in various settings (blacktop, gym, field, playground area, wet surface)

Student shows progress in respecting personal space and boundaries in PE and school setting

Student participates in PE activities safely and appropriately

Students will show evidence of learning by participating in the activities, sharing content and knowledge learned, application of both skill and content, and completion of summative and formative assessments.

## **Summative Assessments**

---

For this unit, summative assessments can/will include:

- Participation in PE units and events
- Fitness Expert Journal Log
- Field Day
- Heart Week

- Fun Fitness Day

## **Formative Assessments**

---

### Questions & Answers

- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket
- What Stuck post-it
- Pair share for problem solving and skill feedback
- Demonstrating safety
- Chat and Stretch review of lesson and skill

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

NJAHPHERD conferences, Lake Conference, PE Central, PE Universe, Standards-based Physical Education Curriculum Development, PE Jam sessions, Professional Learning Community Seminars

## **INTERDISCIPLINARY CONNECTIONS**

---

Science- Modifying the force and angle that object is being thrown/hit.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.

## Modifications:

- Special Education Students

-Allow errors

-Rephrase questions, directions, and explanations

-Allow extended time to answer questions, and permit drawing, as an explanation

-Accept participation at any level, even one word

-Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners

-Assign a buddy, same language or English speaking

-Allow errors in speaking

- At-Risk Students

-Provide extended time to complete tasks

-Consult with Guidance Counselors and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary

- Gifted and Talented Students

-Provide extension activities

- Build on students' intrinsic motivations