



Physical Development & Movement Follow-up

California Kindergarten Association

You know how it is – you do a lesson and a week later you discover a really great resource you wish you could have included. We found lots of great resources for CKA’s March 2012 Curricular Focus on Physical Development & Movement. As usual, if you have comments, please post to our [CKA website](#).

Research

- Nearly half of 9,000 preschoolers in the U.S. don’t go outside daily to play, according to a study in the Archives of Pediatrics & Adolescent Medicine. Researchers noted that mothers are more likely than fathers to take their children outside and that preschool boys had more opportunities for outdoor recreation than did girls. [Click here](#) to read the article entitled “Nearly Half of Pre-Schoolers Not Playing Outside”.
- Educators at a Colorado elementary school have students take 10-minute "brain breaks" to improve their focus throughout the school day. The breaks are used for activities, such as yoga and trashcan basketball, and provide students with some exercise as well. [Click here](#) to read the article entitled “‘Brain Break’ Activities Give Students Fun Exercise in the Classroom”.
- A review of 14 studies revealed that schoolchildren who were more physically active performed better academically. In the journal Archives of Pediatrics & Adolescent Medicine, researchers said that the improved academic performance of these children may be attributed to increases in blood and oxygen flow to the brain during exercise. The following articles support this research: “[Lots of Exercise May Boost Kids’ Grades](#)” and “[Physical Activity and School Performance: A Closer Look](#)”.
- ASCD Healthy School Communities Director Sean Slade recent posted on his Whole Child Blog post the benefits of integrating movement into the school day and ideas for incorporating physical activity into a range of lessons. [Click here](#) to read “The Movement Continuum” from The Whole Child Blog.

Resources

- Carrie Flint again shares with us [great tips to start the school year](#) for K and TK. Included are classroom management ideas to get you started with movement activities in your classroom. Let's get moving! Also, take a look at Carrie Flint’s Musical PE Plus website (<http://www.musicalpeplus.com/>) for monthly ideas for movement and physical development. Carrie will be a featured presenter at the 2013 PK1 - A Conference for Preschool, Kindergarten and 1st Grade Educators.

- Take a visit to www.writeoutofthebox.com for ideas on fine motor development that prepare children appropriately for future handwriting and compositional writing skill acquisition. Dr. Marianne Gibbs, an occupational therapist, offers information on fine motor development in children ages three to six. Her Teacher Tip webpage has a sequence of lessons on scissor cutting for preschool and later grades. Here's information on ["A Sequenced Approach to Teaching Letter Formation"](#) and a handout for parents, ["Fine Motor Development Information to Assist Parents of Young Children"](#).
- Do you need help with physical education? Some parent-teacher groups are stepping in to provide exercise programs at California schools that struggle to meet state requirements for physical education because of budget cuts. [Click here](#) to read about "Outsourcing Gym Class".
- Try the web for Active Schools Acceleration Project (<http://www.activeschoolsasap.org/>). This organization funded schools with grant money to improve physical activity.

Teaching Ideas

- Coupon Cutter (for preschool) – (Fine Motor skills, inside) Parents turn in to the preschool the coupon section of the newspaper or they do this activity at home. Explain that coupons help you buy food for less money. Using children's scissors, show the child how to cut. (You can practice ahead of time by cutting newspaper strips.) The child cuts coupons and you can use them in the dramatic play area. Talk about the numbers shown on the coupon.
- Body Charades (for TK or K) – (Large motor skills, inside or outside) Accumulate pictures of animals that have distinctive movements such as a rabbit, penguin, elephant, frog, etc. Split the whole class into groups of four each. Each group gets its own animal pictures that are upside down. One child in each group draws the card and performs the movement that animal makes. Other children try to guess the correct animal.
- Jump-a-Rama (for First Graders) – (Large motor skills, outside) Divide class into groups of four students to a group. Each team has a jump rope and a chart with squares for numbers 1-120. Only 5 to 10 numbers have been pre-written in the boxes. Each group tries to reach 120 jumps. Player A jumps the first set of 30, for example and then fills in the numbers on a grid chart 1 through 30. Player B jumps the second set 31-60 and then fills in the numbers on the same grid chart. Players C & D jump and write in a similar manner. To build endurance, reduce the number of children in the group.

