Kindergarten to Grade 4

Suggestions for Instruction and Assessment
The suggestions for instruction and assessment contained in this section of the document provide teachers with a foundation for implementing the Kindergarten to Grade 4 student learning outcomes identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.

**Student Learning Outcomes**

This section of the Kindergarten to Grade 4 document is organized by grade. Each grade is further divided into the five general learning outcomes (GLOs):

- **GLO 1—Movement**: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

- **GLO 2—Fitness Management**: The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

- **GLO 3—Safety**: The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.

- **GLO 4—Personal and Social Management**: The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

- **GLO 5—Healthy Lifestyle Practices**: The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

The specific learning outcomes (SLOs) are listed at the end of each GLO section for each grade. They also appear on the poster charts included with this document.
The Four-Column Format

A two-page, four-column format is used for each grade:

- Column one cites the specific learning outcomes that define what students are expected to achieve at the end of each grade. They include knowledge- and skill-related learning outcomes for each of the general learning outcomes.
- Column two contains suggestions for instruction directly related to the attainment of specific learning outcomes.
- Column three contains teacher notes that provide background information and/or planning hints.
- Column four contains suggestions for assessing specific learning outcomes.

The following pages provide further clarification on reading the four-column format and the specific learning outcomes.

Blackline Masters

Grade-specific blackline masters (BLMs) that are intended to support and enhance student learning and assessment follow the suggestions for instruction and assessment for each grade. (Additional BLMs that apply to all grades appear in Appendix H: General Blackline Masters.) Teachers can adapt and personalize the electronic version of the BLMs for classroom use. (Refer to the Manitoba Education, Training and Youth website: <http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/physhlth/index.html>.)

Resources to Support Integration

To facilitate curricular connections and integration and the application of content within a physical education/health education context, this document contains references to other departmental resources (cited in the Bibliography):

- Basic Movement Skills (K–3)
- Curricular Connections: Elements of Integration in the Classroom
- Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators
- Éducation Physique : Guide pédagogique, Première année
- A Foundation for Excellence
- Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years
- K–4 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards
- Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation (referred to in this document as K–4 ELA)
- Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards
- Kindergarten to Grade 4 Mathematics: A Foundation for Implementation
- Kindergarten to Grade 4 Science: A Foundation for Implementation (referred to in this document as K–4 Science)
• Kindergarten to Grade 4 Science: Manitoba Curriculum Framework of Outcomes
• Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (referred to in this document as the Framework)
• Native Games: Teacher Handbook
• Native Studies: Early Years (K–4): A Teacher’s Resource Book
• Native Studies: Early Years (K–4): A Teacher’s Resource Book Framework
• Physical Education K–4: Movement with Meaning
• Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents
• Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools
• Technology As a Foundation Skill Area: A Journey Toward Information Technology Literacy
Suggestions • Kindergarten to Grade 4 Physical Education/Health Education

Guide to Reading the Four Columns

- GLO—general learning outcome
- SLO—specific learning outcome

Reading the Code

Example 1:
- K—Knowledge
- 1—GLO #
- K—Grade
- B—Strand
- 1—Sub-strand

Example 2:
- S—Skill
- 2—GLO #
- A—Strand
- 1—Sub-strand
- b—Sub-theme

- Prescribed learning outcome statements define what the student is expected to know and be able to do by the end of the grade

- Suggestions for student learning experiences directly related to the attainment of the specific learning outcome(s)

- Give a Star, Give a Suggestion
  As students practice their skills with partners, encourage them to help each other. Each partner will say something positive (a star) to the other, followed by a suggestion for improvement. Ask students to think about what helps them to improve and what kind of attitude they need to have.

- Good Practice Makes Perfect
  Have students reflect on their practice of skills in activities suggested for learning outcomes S.1.K.A.1 to S.1.K.A.3. Use a Sharing Circle (also known as a Talking Circle) to have students listen to a story from the teacher, other students, or a book, based on practice and skill development. Using the example in the story, ask students to discuss what practice and patience mean. (See Talking Circle, Success for All Learners, 7.5.)

  Questions for Discussion:
  - How will you learn skills more quickly?
  - Is it okay to make a mistake?
  - What helps you not to make a mistake again?

- Acquisation Stage: Indicates the SLO is expected to be observed, measured, and reported in this grade

- Maintenance Stage: Indicates the SLO from previous year(s) is to be reviewed, reinforced, and maintained in this grade

- Introductory Stage: Indicates the SLO may be introduced in this grade. Suggestions for instruction and assessment are not provided

- Curricular Connections
  ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas) K–6

- An explanation of the ★ and ☾ icons is provided where the icons appear for the first time in each grade

- Prescribed Learning Outcomes
  Students will...

  ☾ K.1.K.B.1 Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again...).

  ☾ K.1.K.B.2* Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position (i.e., bent knees, feet apart in direction of movement, arms spread) in stopping and landing activities (e.g., steps and starts, jumping from low heights, movement exploration...).

  ★ The flower (☉) indicates that the learning outcome could be introduced in this grade.

  ☾ S.3.K.A.1 ☾ S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly... in selected activities.)
Teacher notes provide background information and/or planning hints.

Suggestions for assessing student achievement of the specific learning outcome(s).

Header identifies the grade, GLO, knowledge- or skill-related learning outcome, and GLO icon.

Kindergarten: Movement–Knowledge

Suggestions for Assessment

- **Questioning/Interview: Give a Star, Give a Suggestion**
  
  Teacher: Inventory
  
  Confer with students, in pairs, on discussing what they discussed. Use questioning to determine their understanding that practice and patience are important for skill development.

- **Learning Log: Good Practice Makes Perfect**
  
  Teacher: Inventory
  
  Have students draw themselves practising a skill they feel needs practice. Ask them to describe what they are practising and how they feel about their progress. Teachers could also photograph students practising the skill.

  Refer to BLM K–1: Good Practice Makes Perfect.

  **Suggested Criterion:**
  
  The student
  
  ❑ realizes that good practice is required when learning movement skills

- **Reflection: Good Practice Makes Perfect**
  
  Teacher: Inventory
  
  Have students reflect on their practice of skills in activities suggested for learning outcomes S.I.K.A.1 to S.I.K.A.3. Have them choose one skill that they feel requires more practice and patience in learning.

  **Suggested Criterion:**
  
  The student
  
  ❑ realizes that good practice is required when learning movement skills

Use active strategies when addressing knowledge-based learning outcomes. However, paper and pencil tasks could be done in the classroom as extension activities following the active sessions in the gymnasium. Journal entries/reflections and paper and pencil activities are excellent items for portfolios.

Discuss and establish cooperative learning and peer teaching skills and strategies, such as the following:

- Peer Coaching: Show and tell, correct, encourage, and inspire each other.
- A “Star and a Suggestion”: Tell a friend one great observation about his or her practice and offer one suggestion for improved performance.

Reflect to BLM K–1: Good Practice Makes Perfect.