

Key Education Publishing Standards Correlation for *Gross Motor Fun*

This book supports the NCTE/IRA Standards for the English Language Arts, the recommended teaching practices outlined in the NAEYC/IRA position statement *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, the NCTM Principles and Standards for School Mathematics, and the National Association for Sport and Physical Education's National Standards for Physical Education.

NCTE/IRA Standards for the English Language Arts

Certain activities in this book support one or more of the following standards:

1. **Students read many different types of print and nonprint texts for a variety of purposes.** Students must read words, letters, or pictures for many of the games in *Gross Motor Fun*.
2. **Students use a variety of strategies to build meaning while reading.** Language arts activities in *Gross Motor Fun* focus on many skills including vocabulary, classification, letter and word identification, phonemic awareness, rhyming, sequencing, following directions, and spelling.
3. **Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** While doing the activities in *Gross Motor Fun*, students communicate both verbally and visually (through movement.)
4. **Students become participating members of a variety of literacy communities.** The group language arts games in *Gross Motor Fun* help teachers begin to build a literacy community.

NAEYC/IRA Position Statement *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*

Certain activities in this book support one or more of the following recommended teaching practices for **Preschool students**:

1. **Adults create positive relationships with children by talking with them, modeling reading and writing, and building children's interest in reading and writing.** The many active language arts games in *Gross Motor Fun* help teachers build student interest in reading through movement.
2. **Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** Several of the language arts activities in *Gross Motor Fun* begin with the teacher reading a passage aloud to her students.
3. **Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** *Gross Motor Fun* includes several phonemic awareness and rhyming games.
4. **Teachers provide opportunities for children to participate in literacy play, incorporating both reading and writing.** The fun and active literacy games in *Gross Motor Fun* engage students in reading through play.
5. **Teachers provide experiences and materials that help children expand their vocabularies.** The activities in *Gross Motor Fun* help build students' vocabularies in many areas, including the area of physical activity and movement.

Certain activities in this book support one or more of the following recommended teaching practices for **Kindergarten and Primary students**:

1. **Teachers read to children daily and provide opportunities for students to independently read both fiction and nonfiction texts.** Several of the language arts activities in *Gross Motor Fun* begin with the teacher reading a passage aloud to her students.
2. **Teachers provide opportunities for children to work in small groups.** Many of the games in *Gross Motor Fun* are played in small groups.
3. **Teachers provide challenging instruction that expands children's knowledge of their world and expands vocabulary.** The activities in *Gross Motor Fun* help build students' vocabularies in many areas, including the area of physical activity and movement.

4. **Teachers adapt teaching strategies based on the individual needs of a child.** Because many children learn kinesthetically, or through movement, the language arts games in *Gross Motor Fun* are a great way to adapt teaching to individual student needs.

This book supports the NCTM Principles and Standards for School Mathematics

This book and select activities in it support the following Number and Operations Standard Expectations for Grades Pre-K–2:

1. **Students count and recognize the number of objects in a set.** Many of the math games in *Gross Motor Fun* require students to count and recognize sets of objects.
2. **Students understand the relative position and size of ordinal and cardinal numbers.** Selected math games in *Gross Motor Fun* help students learn to compare and order numbers.
3. **Students understand and represent common fractions, such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.** The “Cut Out The Fractions Relay” supports this standard.
4. **Students understand the meanings of addition and subtraction of whole numbers and how the two operations relate to each other.** *Gross Motor Fun* contains many addition and subtraction games that support this standard.
5. **Students understand what happens when they add or subtract whole numbers.** *Gross Motor Fun* contains many addition and subtraction games that support this standard.
6. **Students develop fluency in basic facts for addition and subtraction.** The addition and subtraction games in *Gross Motor Fun* help students become fluent in simple addition and subtraction.
7. **Students use different methods and tools to compute, including concrete objects, mental math, estimation, paper and pencil, and calculators.** The addition and subtraction games in *Gross Motor Fun* require students to compute using mental math.

This product and select activities in it support the following Algebra Standard Expectations for Grades Pre-K–2:

1. **Students sort, classify, and order objects by a variety of properties.** Several math games in *Gross Motor Fun* support this standard.
2. **Students recognize, describe, and extend simple sound, shape, or numeric patterns and change patterns from one form to another.** The “Clothespin Pattern Relay” game supports this standard.

This product and select activities in it support the following Geometry Standard Expectations for Grades Pre-K–2:

1. **Students identify, create, draw, compare, and sort two- and three-dimensional shapes.** Several games in *Gross Motor Fun* help students learn to identify shapes.
2. **Students describe, name, and interpret direction and distance and use ideas about direction and distance.** For many of the games in *Gross Motor Fun* that involve running, hopping, or tossing, students must use ideas about direction and distance.
3. **Students can interpret the relative position of objects.** The vocabulary taught in *Gross Motor Fun* includes positional concepts.

National Association for Sport and Physical Education National Standards for Physical Education

This book and the activities in it support the following Standards and Sample Performance Outcomes for K-2 Students:

A physically educated person:

Standard 1: Shows skill in movement skills and patterns needed for a variety of physical activities.

1. **Skips, hops, gallops, slides, etc. using proper form.** The tag, hopscotch, relay, and stop and go games in *Gross Motor Fun* support this standard.

2. **Performs simple dance steps in time with a particular tempo.** Activities in the “Creative Rhythms and Movement” chapter supports this standard.
3. **Shows the contrast between slow and fast movement when skipping, hopping, galloping, sliding, etc.** The simple movement explorations activities in the “Creative Rhythms and Movement” chapter support this standard.
4. **Can change directions quickly when traveling forward or sideways in a variety of ways.** The relay games in *Gross Motor Fun* support this standard.
5. **Makes smooth transitions between different kinds of movement in time to music.** The activities in the “Creative Rhythms and Movement” chapter support this standard.
6. **Taps a ball from foot to foot while standing in one place, shifting weight from foot to foot.** The Foot Dribbling Relay in *Gross Motor Fun* supports this standard.
7. **Drops a ball and catches it at the highest point of its bounce.** The Bounce and Catch Relay in *Gross Motor Fun* supports this standard.
8. **Throws a ball underhand using proper form.** The hopscotch games and various relay games in *Gross Motor Fun* support this standard.
9. **Balances on different body parts, like a statue.** Number Balance Tag, Stop and Go Statues, and various activities in the “Creative Rhythms and Movement” chapter support this standard.

Standard 2: Understands movement concepts, principles, strategies, and tactics as they apply to learning and doing physical activities.

1. **Correctly identifies body parts such as knee, foot, arm, palm, etc.** Several games in *Gross Motor Fun* specifically address knowing the parts of the body.

Standard 3: Regularly takes part in physical activity.

1. **Participates in moderate to vigorous physical activity on a regular basis.** All the games in *Gross Motor Fun* encourage moderate to vigorous physical activity.
2. **Takes part in a variety of physical activities that include the manipulation of objects (such as tossing a ball) both in and outside physical education class.** *Gross Motor Fun* includes many games that involve tossing objects such as balls or beanbags.

Standard 4: Attains and preserves a healthy level of physical fitness.

1. **Participates in a group of locomotor activities (including hopping, walking, jumping, galloping, and running) without getting tired easily.** The tag, relay, and stop-and-go games in *Gross Motor Fun* support this standard.
2. **Takes part in different games that increase breathing and heart rate.** Some games, in particular the tag and relay ones, in *Gross Motor Fun*, can support this standard.

Standard 5: Shows self-respect and respect for others while participating in physical activity.

1. **Follows directions for all-class activities.** All the games in *Gross Motor Fun* support this standard.
2. **Works in a group setting without interfering with others.** All the games in *Gross Motor Fun* support this standard.
3. **Talks with a partner about how they are doing during practice.** The partner dance activities in the “Creative Rhythm and Movement” chapter support this standard.
4. **Enjoys exploring movement in tasks they do alone.** Activities in the “Creative Rhythm and Movement” chapter support this standard.