

Indicator #30  
Control and Coordination – Gross Motor

Student demonstrates coordination of body movements.

**Research**

Large body movements can help children develop gross motor skills while also helping children emotionally and socially. Maturation helps aid children's gross motor development but the kindergarten teacher also plays an integral role in giving children opportunities to help refine these skills. Poor movement habits from childhood tend to remain into adulthood which can cause health risks later in life such as obesity, heart disease, and diabetes. Research shows that through the use of gross motor experiences educators can help stimulate problem-solving abilities, critical thinking, and reinforce a variety of academic concepts for students. Physical activity is a strong determinant in the early development of the brain. For a student's learning to reach its full potential it must be directly connected to physical movement and gross motor activities.

Pica, R. (2008, July). Why Motor Skills Matter. *Beyond the Journal*. Retrieved June 06, 2016, from <https://www.naeyc.org/files/yc/file/200807/BTJLearningLeapsBounds.pdf>

Control and Coordination  
10.4.PK.A

**Demonstrate coordination of body movements in active play.**

The learner will:

- Perform a variety of complex movement skills with confidence and ease

The learner may also:

- Combine large motor movements with the use of equipment (e.g. ride a tricycle, using feet to pedal, catch a ball, throw a bean bag or ball overhand with aim, kick a ball)
- Move and stop with control
- Use outdoor gross motor equipment
- Run with control and direction
- Engage in gross motor games (e.g. Hokey Pokey, London Bridge, Simon Says)
- Perform a variety of movement alongside and with a partner

Effective Practices:

- Provide light balls that easily fit in a hand. Encourage child to throw with one hand while stepping forward
- Provide targets for children to throw toward (e.g. hula hoops or baskets)
- Include toys and equipment that encourage active play (e.g. three- or four-wheeled steerable vehicles, balls, climbers, slides, ramps)
- Provide outside time daily
- Create opportunities for children to participate in large motor movement games that involve partners
- Incorporate movement activities from *I am Moving, I am Learning* or other physical activity professional development
- Engage in physical activity with the children

## ACTIVITIES

**Activity:**

Yoga movements

**Extension Activity:**

Transportation Yoga: Children act out yoga poses that are transportation related.

<http://www.kidsyogastories.com/transportation-activities-for-kids-yoga/>

**Evidence Collection Strategies:**

- Teacher observes and documents students' ability to engage in activity.

**Activity:**

Take children outdoors for recess.

**Evidence Collection Strategies:**

- Teachers observe students and document ability to move and stop with control, use outdoor gross motor equipment etc. (NOTE: look at the learner may section of this document, highlighted in blue)

**Home School Connection:**

- Encourage families to take their children outdoors (e.g., local park, hiking, riding a bike, neighborhood game of kickball etc.)