

## **SUNY CORTLAND MOTOR DEVELOPMENT LAB**

**Spring 2010 – Professor. Yang**  
**Locomotor Lab Part A: Lab Two**

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Date: 02/28/2011

Lab Group Day and #: Hopscotch Heros, Monday 3:00-5:00 P.M.

### *Tasks*

- A. To observe the interaction between Cortland students and St. Mary's students while playing the pre-planned games with an Olympic Theme:
- B. Locomotor Tasks Part A Worksheet.

### **TASK A – OBSERVATION/REFLECTION**

Observe the interaction between St. Mary's students and Cortland students.

1. Observe the St. Mary's student(s) as they participate in the activities. Describe the variability of the movement patterns you observed in your students. Be sure to note with whom you worked , what grade they were in, and any differences in age, gender, or ability.

- It is very important for young children to learn how to perform locomotor skills. The hard part for these kids is they need to be taught the proper way, completing certain performance criteria. Each skill has certain key points that the children need to be able to perform. Lori for example, performed the run skill very well, with certain body parts coming off the ground and in certain positions at all times. Lori on the other hand, had some trouble performing the hop. Alexander had some trouble with all of the three skills. I observed that the kids perform better in certain games that they like, as opposed to games they didn't.

2. Describe the effective “teaching strategies” that you observed. What were they and on whom did you use them? How were they used? What was the effect? Were there any strategies that were more effective than others? If so, why?

- Like I said above, it is very important for the children to learn the proper way when learning these skills. Lori for example, had some trouble with the gallop at first. I began to verbally tell her how to perform the gallop the correct way. After a few minutes, I observed that she was still having some trouble with the gallop. I then showed her how to do the gallop instead of just telling her. Showing her the skill worked much better, which resulted in her improving her skill. Showing the children how to do a skill works much better than just telling them, which is a key to teaching the young children.



# MOTOR DEVELOPMENT LAB- Locomotor Skills Part A

## TGMD-2: Test for Gross Motor Development- Second Edition- Revised

Name of Students (first names only): Lori/Alexander

Grades: K/K

Ages: 6/6

Gender: Female/Male

### Locomotor Skills- (Lab 2) Part A

Skill	Materials	Directions	Performance Criteria	Child 1	Child 2
1. Run	Use a clear space	During a game or activity, watch a student run. They may not run as fast as they can or for a long period of time due to space but do your best.	1. Brief period where both feet are off the ground.	Y	Y
			2. Arms in opposition to legs, elbow bent.	Y	N
			3. Foot placement near or on a line (not flat footed).	Y	N
			4. Nonsupport leg bent approximately 90 degrees (close to buttocks).	Y	N
2. Gallop	Use a clear space	During a game or activity, watch a student gallop. Tell the student to gallop leading with one foot and then the other.	1. A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot.	N	N
			2. Brief period where both feet are off the ground.	Y	Y
			3. Arms bent and lifted to waist level.	Y	Y
			4. Able to lead with the right and left foot.	N	N
3. Hop	Use a clear space	During a game or activity, watch a student hop. Ask the student to hop first on one foot and then on the other foot.	1. Foot for nonsupport leg is bent and carried in back of the body.	N	N
			2. Nonsupport leg swings in pendulum fashion to produce force.	N	N
			3. Arms bent at elbows and swing forward on take off.	N	N
			4. Able to hop on the right and left foot.	N	Y