

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

PHYSICAL EDUCATION

Georgia Standards of Excellence (GSE)

Grade 4

SAMPLE Instructional Framework

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The following curriculum map is part of a GaDOE collection of Unit Frameworks for 4th Grade

MAP Grade 4

Unit #/Title	Unit 1 Throwing/Catching, Kicking, Fitness Assessment Intro	Unit 2 Chasing/Fleeing/Dodging, Volleying, Striking
GSE for Physical Education	P.E. 4.1. (e,f,g,h,i,j,k,l,q) P.E. 4.2 (a,b,c,d,e) P.E. 4.3 (c,d,e,) P.E. 4.4 (a,b,c,d) P.E. 4.5 (a,b,c)	P.E. 4.1. (a,m,n,o,p,q) P.E. 4.2 (a,b,c,d,e) P.E. 4.3 (a,h) P.E. 4.4 (a,b,c,d) P.E. 4.5 (a,b,c)
Key Concepts	<p>Motor Skills and Movement Patterns:</p> <ul style="list-style-type: none"> • Uses various locomotor skills in a variety of small-sided games • Underhand and overhand throwing • Throwing to a moving partner or target • Catching at low, medium, and high levels • Dribbling with hands • Dribbling with feet • Kicking • Punting • Passing and receiving with feet • Combines traveling with manipulative skills in small-sided games <p>Movement Concepts and Principles:</p> <ul style="list-style-type: none"> • Open and closed spaces • Combines pathways, shapes, and levels with skills in small-sided games • Speed, endurance, and pacing • Direction and force • Offensive and defensive strategies and tactics <p>Fitness:</p> <ul style="list-style-type: none"> • Components of health-related fitness 	<p>Motor Skills and Movement Patterns:</p> <ul style="list-style-type: none"> • Uses various locomotor skills in a variety of small-sided games • Underhand volleying • Overhead volleying • Striking with a short-handled Implement • Striking with a long-handled Implement • Combines traveling with manipulative skills in small-sided games <p>Movement Concepts and Principles:</p> <ul style="list-style-type: none"> • Open and closed spaces • Combines pathways, shapes, and levels with skills in small-sided games • Speed, endurance, and pacing • Direction and force • Offensive and defensive strategies and tactics <p>Fitness:</p> <ul style="list-style-type: none"> • Identifies activities that contribute to fitness • Compares opportunities for participating in physical activity outside of physical education class <p>Personal and Social Behavior, Rules, Safety, and Etiquette:</p> <ul style="list-style-type: none"> • Adheres to rules and procedures • Exhibits independent and cooperative responsibility

	<ul style="list-style-type: none"> • Proper protocol and form breaks for fitness assessment components • Healthy Fitness Zones and their significance <p>Personal and Social Behavior, Rules, Safety, and Etiquette:</p> <ul style="list-style-type: none"> • Adheres to rules and procedures • Exhibits independent and cooperative responsibility • Listens respectfully to corrective feedback • Works safely • Examines the health benefits of physical activity • Ranks the enjoyment and/or challenge of various physical activities • Describes and compares the positive social interactions when engaged in a variety of physical activities. 	<ul style="list-style-type: none"> • Listens respectfully to corrective feedback • Works safely • Examines the health benefits of physical activity • Ranks the enjoyment and/or challenge of various physical activities • Describes and compares the positive social interactions when engaged in a variety of physical activities.
Unit #/Title	Unit 3 Gymnastics, Jump Rope, Dance	Unit 4 Fitness Assessment, Teamwork, Special Events
GSE for Physical Education	P.E. 4.1. (a,b,c,d,r) P.E. 4.2 (a,b,c) P.E. 4.3 (b,h,j) P.E. 4.4 (a,b,c,d) P.E. 4.5 (a,b,c)	P.E. 4.1. (a,q) P.E. 4.2 (a,b,c,d,e) P.E. 4.3 (d,e,f,g) P.E. 4.4 (a,b,c,d) P.E. 4.5 (a,b,c)
Key Concepts	<p>Motor Skills and Movement Patterns:</p> <ul style="list-style-type: none"> • Uses various locomotor skills in a variety of dances and educational gymnastics experiences • Creates a repeatable dance, gymnastics, or exercise routine • Balances on different bases of support while transferring weight • Transfers weight in gymnastics and/or dance environments • Creates and/or performs a jump rope routine <p>Movement Concepts and Principles:</p> <ul style="list-style-type: none"> • Open and closed spaces • Combines pathways, shapes, and levels with skills in gymnastics and/or dance environments • Speed, endurance, and pacing 	<p>Motor Skills and Movement Patterns:</p> <ul style="list-style-type: none"> • Uses various locomotor skills in a variety of small-sided games, dances, and educational gymnastics experiences • Combines traveling with manipulative skills in small-sided games <p>Movement Concepts and Principles:</p> <ul style="list-style-type: none"> • Open and closed spaces • Combines pathways, shapes, and levels with skills in small-sided games • Speed, endurance, and pacing • Direction and force • Offensive and defensive strategies and tactics

	<p>Fitness:</p> <ul style="list-style-type: none"> • Demonstrates warm-up and cool-down activities • Compares opportunities for physical activity outside of class • Discusses the importance of hydration <p>Personal and Social Behavior, Rules, Safety, and Etiquette: Adheres to rules and procedures</p> <ul style="list-style-type: none"> • Exhibits independent and cooperative responsibility • Listens respectfully to corrective feedback • Works safely • Examines the health benefits of physical activity • Ranks the enjoyment and/or challenge of various physical activities • Describes and compares the positive social interactions when engaged in a variety of physical activities. 	<p>Fitness:</p> <ul style="list-style-type: none"> • Proper protocol and form breaks for fitness assessment components • Healthy Fitness Zones and their significance • Participates in fitness assessment programs and determines if he/she is in the Healthy Fitness Zone • Identifies areas to improve based on fitness assessment results <p>Personal and Social Behavior, Rules, Safety, and Etiquette:</p> <ul style="list-style-type: none"> • Adheres to rules and procedures • Exhibits independent and cooperative responsibility • Listens respectfully to corrective feedback • Works safely • Examines the health benefits of physical activity • Ranks the enjoyment and/or challenge of various physical activities • Describes and compares the positive social interactions when engaged in a variety of physical activities.
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Physical Education (4th Grade): Unit #1: Throwing/Catching, Kicking, and Fitness Assessment Intro

Unit #1: Throwing/Catching, Kicking, and Fitness Assessment Intro

Course: 4th Grade
Physical Education

UNIT #1: Throwing/Catching,
Kicking, Fitness Assessment Intro

PACING: 9 Weeks

UNIT FOCUS: Throwing/Catching, Kicking, Fitness Assessment Intro

STANDARDS AND ELEMENTS

MOTOR SKILLS – PE4.1

- e. Throws underhand and overhand using a mature form to a stationary partner or target with reasonable accuracy.
- f. Throws to a moving partner or target with reasonable accuracy.
- g. Catches a ball thrown from a partner at three different levels (high, medium, and low) with proper form.
- h. Dribbles with dominant and non-dominant hands in general space with control of ball and body while increasing and decreasing speed.
- i. Dribbles (with feet) in general space with control of ball and body while increasing and decreasing speed.
- j. Kicks an object along the ground and in the air.
- k. Punts a ball using a mature form.
- l. Receives and passes the ball with the inside and outside of the feet to stationary and moving targets.
- q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.

STRATEGIES – PE4.2

- a. Applies the concepts of open and closed spaces in a movement setting.
- b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments.
- c. Applies the concepts of speed, endurance, and pacing in movement activities.
- d. Applies the concepts of direction and force when manipulating an object.
- e. Applies simple offensive and defensive tactics and strategies in a variety of activities.

FITNESS – PE4.3

- a. Identifies the components of health-related fitness.
- b. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components.
- c. Identifies what the Healthy Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment.

RULES – PE4.4

- a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.
- b. Exhibits independent and cooperative responsibility.
- c. Listens respectfully to corrective feedback from others (peers and adults).
- d. Works safely with peers and equipment in physical activity settings.

VALUE AND JOY – PE4.5

- a. Examines the health benefits of participating in physical activity.
- b. Ranks the enjoyment and/or challenge of various physical activities.
- c. Describes and compares the positive social interactions when engaged in a variety of physical activities.

EXAMPLE LESSON PLANS

- Powerball
- Throw Me A Lifeline
- Soccer Golf
- Four Goal Soccer
- FitnessGram Practice

Physical Education (4th Grade): Unit #1: Throwing/Catching, Kicking, and Fitness Assessment Intro

EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> ○ Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) ○ Observation 	<ul style="list-style-type: none"> ○ Performance Rubric ○ Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> ○ Dual Performance Rubric ○ Academic Language Quiz
SUPPLEMENTAL RESOURCES		
<ul style="list-style-type: none"> ○ OPEN Online Physical Education Network 		

Physical Education (4th Grade) Unit 1 Lesson Plan 1

Lesson Plan 1: Powerball

Course: PE	Grade: 4 ^t	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 1
LESSON TITLE: Powerball				
ENDURING UNDERSTANDING: <ul style="list-style-type: none">• Throwing and catching skills are necessary to play many sports and physical activities.• Improved skills can lead to active participation and increased enjoyment of sports and physical activities.• Using strategies can change the outcome of an activity.• Rules are essential for keeping everyone safe in a PE/sports setting.• Teamwork enhances enjoyment and success.				
GSE TO ADDRESS IN UNIT				
SKILLS: <p>PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none">e. Throws underhand and overhand using a mature form to a stationary partner or target with reasonable accuracy.f. Throws to a moving partner or target with reasonable accuracy.g. Catches a ball thrown from a partner at three different levels (high, medium, and low) with proper form.q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.				
CONCEPTS: <p>PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none">a. Applies the concepts of open and closed spaces in a movement setting.b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments.c. Applies the concepts of speed, endurance, and pacing in movement activities.d. Applies the concepts of direction and force when manipulating an object.e. Applies simple offensive and defensive tactics and strategies in a variety of activities.				
FITNESS: <p>PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none">i. Independently engages in a physical education class.				
BEHAVIOR, RULES, SAFETY, ETIQUETTE: <p>PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none">a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.b. Exhibits independent and cooperative responsibility.c. Listens respectfully to corrective feedback from others (peers and adults).d. Works safely with peers and equipment in physical activity settings. <p>PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none">a. Examines the health benefits of participating in physical activity.b. Ranks the enjoyment and/or challenge of various physical activities.c. Describes and compares the positive social interactions when engaged in a variety of physical activities.				

Physical Education (4th Grade) Unit 1 Lesson Plan 1

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) Observation 	<ul style="list-style-type: none"> Performance Rubric Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> Dual Performance Rubric
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS:</p> <ul style="list-style-type: none"> Throwing Catching Teamwork Strategy Responsible behavior <p>VOCABULARY:</p> <ul style="list-style-type: none"> Throwing Underhand Throw Overhand Throw Force Catching Open Space Teamwork Strategy Offense Defense Responsible behavior Safety <p>LINKS:</p> <ul style="list-style-type: none"> OPEN Phys Ed 		
DIFFERENTIATED LEARNING		
<p>SPACE:</p> <ul style="list-style-type: none"> Struggling students can move closer to their partner to decrease the challenge. Advanced students can move farther away from their partners to increase the challenge. <p>TIME:</p> <ul style="list-style-type: none"> Students can travel at the speed that works best for their skill level. <p>TASK:</p> <ul style="list-style-type: none"> Allow students to throw underhand or overhanded. Allow struggling students to catch the scoring pass on the first bounce. Challenge advanced students by limiting the number of throws they can make to score. For example, an advanced group has to successfully move the ball down the floor and score in four or fewer passes. <p>EQUIPMENT:</p> <p>Provide various sizes of foam balls and allow students to choose the ball that works best for them.</p> <ul style="list-style-type: none"> Struggling students can decrease the catching challenge by using a larger, slower-moving ball. Advanced students can increase the catching challenge by using a smaller, faster-moving ball. 		

Physical Education (4th Grade) Unit 1 Lesson Plan 1

GROUPING:	
<ul style="list-style-type: none"> • Allow students to choose a partner with a similar skill level. 	
MATERIALS	
STUDENT EQUIPMENT:	TEACHER EQUIPMENT:
<ul style="list-style-type: none"> • 30 – 40 foam balls of various sizes (at least one ball for every two students) • 4 baskets to hold the foam balls • Mesh scrimmage vests for each team (optional) 	<ul style="list-style-type: none"> • Tape to mark goal lines • Tabletop scoreboard
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are the key elements of an overhand throw? • What are the key elements of catching? • What are strategies and why are they important in gameplay? • What are the benefits of teamwork? • Why are rules important in a PE or sports setting?
	HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins) <ul style="list-style-type: none"> • Review agenda for a class period. • Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> ○ Name some sports that involve throwing and catching. ○ Name examples of throwing and catching teamwork in these sports. • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How do you feel about your ability to throw overhand using proper form? ○ How do you feel about your ability to catch overhand throws from a partner? ○ How do you feel about your ability to cooperate with a partner during today’s activities? • Reference learning targets and essential questions. • Provide an explanation and demonstration of overhand throwing and catching. <ul style="list-style-type: none"> ○ Throwing cues – side to the target, arm way back, step with the opposite foot, and follow-through ○ Catching cues – hands in a ready position, trackball with your eyes, and reach, grab, give ○ Catch above your waist – thumbs together ○ Catch below your waist – pinkies together • Provide an explanation and demonstration of Three Passes (see directions below). • Allow students to play for three to five minutes. • Perform an informal diagnostic assessment (observation) during Three Passes to determine the students’ throwing and catching skills prior to moving to the focus activity. Use your observations to inform instruction during the focus activity. • At the end of the activity, instruct students to place the foam balls in baskets located on each end of the playing area.
	Activity Name: Three Passes Set-Up: <ul style="list-style-type: none"> • Scatter foam balls throughout the playing area (approximately one ball for every two students in the class)

Physical Education (4th Grade) Unit 1 Lesson Plan 1

	<ul style="list-style-type: none"> • Instruct students to sit in personal space within the playing area <p>Activity Procedure:</p> <ul style="list-style-type: none"> • The goal of Three Passes is for students to earn as many points as possible while working on throwing and catching skills with different partners. • To earn a point, each student has to find a partner and complete three passes. For example, Student A would throw it to Student B for pass number one. Student B would throw it back to Student A for pass number two. Then Student A would pass it to Student B again for pass number three. • Once the partners have completed three passes and earned a point, they give each other a high five, place the ball on the floor, and go find different partners. • Students are not allowed to use the same ball or same partner twice in a row. Each time he/she earns a point, he/she must leave the ball on the floor for the other teams to use and then find a new partner
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<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> • Divide students into two teams, and then instruct students to find a partner from their team. • Review cues for overhand throwing and catching. • Provide an explanation and demonstration of Powerball (see directions below). • Allow students to play Powerball. • Stop occasionally to check for understanding and discuss strategy. • Assess students’ skill levels during Powerball using the throwing and catching rubric from the OPEN Phys Ed Invasion Basics module (Grades3-5). <p>Activity Name: Powerball</p> <p>Set-Up:</p> <ul style="list-style-type: none"> • Set up the playing area as shown in the diagram below. <div style="text-align: center;"> </div> <ul style="list-style-type: none"> • Divide students into two teams, and then instruct students to find a partner from their team. • Distribute scrimmage vests to each team (optional based on teacher’s preference)
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Physical Education (4th Grade) Unit 1 Lesson Plan 1

Activity Procedure:

- The goal of Powerball is for partners to work together to score points for their team. Points are scored by moving the ball down the floor and across the goal line using a series of passes and catches.
- Partner 1 begins by selecting a ball from their team's basket. He/she then throws it into Partner 2. Once Partner 2 catches the ball, Partner 1 moves down the floor to receive the next pass. This process continues all the way down the floor and across the goal line.
- There are three main rules that govern play.
 - Any player in possession of the ball is not allowed to move or travel with the ball. He/she is allowed to pivot and to take a step to throw but has to stand still otherwise.
 - No defense allowed. This is an offense only game. No one is allowed to guard anyone or try to steal the ball from the opposing team.
 - The scoring pass and catch must be perfect. Passing and catching mistakes are ok as partners make their way down the floor, but the scoring pass that crossed the goal line has to be perfect – in the air and caught behind the line. If the scoring pass is dropped or the ball rolls and/or bounces across the line, no point is awarded. The partners must return to their team's basket and start again. Second attempts are not allowed – absolutely no redo.
- When a pair scores, they report to the scorekeeper to receive a point for their team. The partners then return to their team's basket and begin again. They may keep the same ball or trade it in for a different size or type.
- Discuss safety rules and stress the importance of following them for everyone's safety.
 - Students must walk or speed walk – no jogging or running allowed.
 - Students must maintain personal space while traveling and watch out for other students.
 - Students must stay off the floor – no diving to catch a ball or crawling around to pick up a ball.
- This activity works best when played in multiple rounds of five to ten minutes each. Short rounds help keep the score relatively close and provide each team with several opportunities to win.
- It is also a good idea, to begin with, a practice round that is played without scorekeepers. This allows students to focus on playing correctly without the pressure of scoring points or winning. Once students demonstrate their ability to play correctly and safely, scorekeepers can be added.
- Choose one scorekeeper from each team to be responsible for flipping the numbers on the scoreboard. Scorekeepers are not allowed to add points until both partners report to the scoreboard and say who threw the scoring pass and who caught it. This may seem like an unnecessary step, but it's a good way for students to practice basic communication skills in a competitive setting.
- If you choose to have classes play Powerball on multiple days, consider using one or more of the variations below.
 - Allow students to play with anyone on their team (not just a specified partner) and/or in larger groups (triplets or quads).
 - Add a variety of safe equipment like low-pressure tennis balls, foam footballs, foxtails, and foam flying discs to the baskets. The new equipment choices will make the activity more fun and challenging for the students.
 - Allow students to play defense.

Physical Education (4th Grade) Unit 1 Lesson Plan 1

CLOSING

REVIEW:

- Review key concepts with students by asking the essential questions and discussing the answers.
 - What are the key elements of an overhand throw?
 - What are the key elements of catching?
 - What are strategies and why are they important in gameplay?
 - What are the benefits of teamwork?
 - Why are rules important in a PE or sports setting?
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How would you rate your throwing skills during today's activity?
 - How would you rate your catching skills during today's activity?
 - How would you rate your teamwork skills during today's activity?
 - How would you rate your use of strategies during today's activity?
 - How would you rate your behavior during today's activity?

GRADE: _____ **CLASS:** _____

Invasion Performance Invasion Basics Rubric

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs throwing and catching skills with control and in combination with locomotor skills. Demonstrates an understanding of movement concepts within the context of game play.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs throwing and skills with occasional errors in both form and outcome. Is able to pass and catch in non-dynamic activities. Has demonstrated understanding of movement concepts.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs throwing and catching skills with frequent errors in both form and outcome. Does not demonstrate an understanding of movement concepts. Cannot perform skill combinations.	Occasionally creates unsafe situations.
Well Below Competence	Displays unsatisfactory effort toward skill development	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs throwing and catching skills with control and in combination with locomotor skills. Demonstrates an understanding of movement concepts within the context of game play. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs throwing and catching skills with occasional errors in both form and outcome. Is able to pass and catch in non-dynamic activities. Has demonstrated understanding of movement concepts. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs throwing and catching skills with frequent errors in both form and outcome. Does not demonstrate an understanding of movement concepts. Cannot perform skill combinations. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
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Physical Education (4th Grade) Unit 1 Lesson Plan 2

Lesson Plan 2: Throw Me a Lifeline

Course: PE	Grade: 4 ^t	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 2
LESSON TITLE: Throw Me A Lifeline				
ENDURING UNDERSTANDING: <ul style="list-style-type: none">• Throwing and catching skills are necessary to play many sports and physical activities.• Improved skills can lead to active participation and increased enjoyment of sports and physical activities.• Using strategies can change the outcome of an activity.• Rules are essential for keeping everyone safe in a PE/sports setting.• Teamwork enhances enjoyment and success.				
GSE TO ADDRESS IN UNIT				
SKILLS: <p>PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none">e. Throws underhand and overhand using a mature form to a stationary partner or target with reasonable accuracy.f. Throws to a moving partner or target with reasonable accuracy.g. Catches a ball thrown from a partner at three different levels (high, medium, and low) with proper form.q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.				
CONCEPTS: <p>PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none">a. Applies the concepts of open and closed spaces in a movement setting.b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments.c. Applies the concepts of speed, endurance, and pacing in movement activities.d. Applies the concepts of direction and force when manipulating an object.e. Applies simple offensive and defensive tactics and strategies in a variety of activities.				
FITNESS: <p>PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none">i. Independently engages in a physical education class.				
BEHAVIOR, RULES, SAFETY, ETIQUETTE: <p>PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none">a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.b. Exhibits independent and cooperative responsibility.c. Listens respectfully to corrective feedback from others (peers and adults).d. Works safely with peers and equipment in physical activity settings. <p>PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none">a. Examines the health benefits of participating in physical activity.b. Ranks the enjoyment and/or challenge of various physical activities.c. Describes and compares the positive social interactions when engaged in a variety of physical activities.				

Physical Education (4th Grade) Unit 1 Lesson Plan 2

ASSESSMENTS:

<p align="center">DIAGNOSTIC</p> <p>Gauge where students are in their learning prior to beginning the lesson.</p>	<p align="center">FORMATIVE</p>	<p align="center">SUMMATIVE</p> <p>Gauge student mastery of standards.</p>
<ul style="list-style-type: none"> • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding. • Performance Rubric • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Dual Performance Rubric • Academic Language Quiz

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Throwing
- Catching
- Teamwork
- Strategy
- Responsible behavior

VOCABULARY:

- Throwing
- Underhand Throw
- Overhand Throw
- Force
- Catching
- Open space
- Teamwork
- Strategy
- Offense
- Defense
- Responsible behavior
- Safety

DIFFERENTIATED LEARNING

SPACE:

- Move holding areas closer together to decrease the challenge.
- Move holding areas farther apart to increase the challenge.

TASK:

- Students can choose their own roles within the game based on their skill and comfort levels. For example, a student who struggles with throwing may choose to focus on sliding bean bags or playing defense. An advanced student may choose to multitask – slide bean bags, attempt to rescue captured teammates, and play defense.
- Allow students to throw underhand or overhanded based on their skill level.
- Allow struggling students to catch the scoring pass on the first bounce instead of in the air.

Physical Education (4th Grade) Unit 1 Lesson Plan 2

EQUIPMENT:

Provide various sizes of foam balls and allow students to choose the ball that they can throw the best.

MATERIALS

STUDENT EQUIPMENT:

- 50 bean bags
- 20 - 30 foam balls of various sizes
- Mesh scrimmage vests for each team (optional)

TEACHER EQUIPMENT:

- Tape to mark holding areas and bean bag lines

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

- What are the key elements of an overhand throw?
- What are the key elements of catching?
- What are strategies and why are they important in gameplay?
- What are the benefits of teamwork?
- Why are rules important in a PE or sports setting?

HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

- Review agenda for a class period.
- Pose the following questions to students. Allow them to respond or brainstorm with a partner.
 - What are some important things to do when making an overhand throwing?
 - What are some important things to do when attempting to catch a thrown ball?
- Review cues for overhand throwing and catching.
 - Throwing cues – side to the target, arm way back, step with the opposite foot, and follow-through
 - Catching cues – hands in the ready position, trackball with your eyes, and reach, grab, give
 - Catch above your waist – thumbs together
 - Catch below your waist – pinkies together
- Discuss the importance of using strategies to improve success.
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How do you feel about your ability to throw overhand using proper form?
 - How do you feel about your ability to catch overhand throws from a teammate?
 - How do you feel about your ability to cooperate with your teammates during today's activities?
 - How do you feel about your ability to create and use strategies during today's activities?
- Reference learning targets and essential questions.

Physical Education (4th Grade) Unit 1 Lesson Plan 2

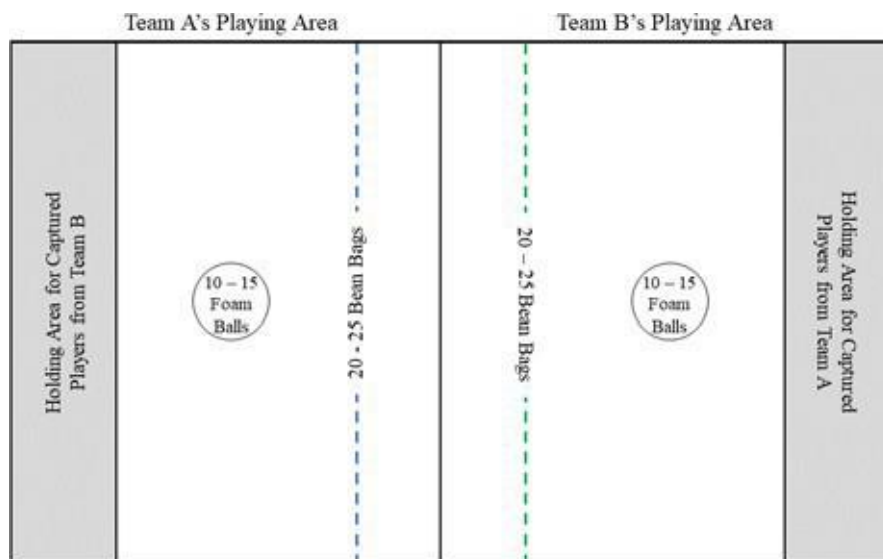
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: <ul style="list-style-type: none">• Divide students into two teams.• Distribute scrimmage vests to each team (optional based on teacher preference).• Provide an explanation and demonstration of Throw Me A Lifeline (see directions below).• Allow students to play Throw Me A Lifeline.• Stop occasionally to check for understanding and discuss strategies to improve success.• Assess students' skill levels during Throw Me A Lifeline using the throwing and catching rubric from the OPEN Phys Ed Invasion Basics module (Grades 3-5). The academic language quiz from the OPEN Phys Ed Invasion Basics module (Grades 3-5) can also be used to assess student learning.
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Physical Education (4th Grade) Unit 1 Lesson Plan 2

Activity Name: Throw Me A Lifeline

Set-Up:

- Set up the playing area as shown in the diagram below.



Activity Procedure:

- In Throw Me A Lifeline, each team is trying to capture as many opponents as possible. At the same time, players are also trying to rescue any teammates who have been captured by their opponents. The team that captures the most players wins the game.
- Bean bags are used to capture opponents. Both teams slide the bean bags across the centerline towards the opposing team in an attempt to hit players in the feet. When a player gets hit in the foot by an opponent, he/she has been captured and must immediately move across the floor to the other team's holding area. The captured player must stay in their opponent's holding area until they are rescued by a teammate.
- Foam balls are the "lifelines" used to rescue players. Teams may rescue teammates by throwing them a lifeline. If the captured player catches the ball in the air behind the holding area line, he/she has been rescued and quickly returns back to their team's side. The rescued player may bring the ball back with them and begin sliding bean bags again.
- In addition to capturing opponents and rescuing teammates, students can also play defense. They can block or intercept lifelines thrown by their opponents and keep the balls for their team to use. Students are not allowed to play defense inside the holding area. Players may go into the holding area to retrieve equipment, but they can't block or steal the ball while doing so.
- Any beanbag that slides into a holding area can be picked up by a captured student and slid back to their team. Any ball that bounces or rolls into the holding area can be picked up by a captured student and thrown/rolled back to their team.
- Players must stay in their team's playing area and not cross the center line when sliding bean bags and throwing lifelines. Players will only cross the centerline upon being captured or rescued.
- The game continues until all opponents have been captured or the teacher blows the whistle. If all opponents have not been captured, the team that has the most captured

Physical Education (4th Grade) Unit 1 Lesson Plan 2

	<p>opponents in their holding area wins. This activity works best when played in multiple rounds of five to ten minutes each. Short rounds help keep the score relatively close and provide each team with several opportunities to win.</p> <ul style="list-style-type: none">• Discuss safety rules and stress the importance of following them for everyone’s safety.<ul style="list-style-type: none">○ Students must slide the bean bags using a bowling motion. Do not allow students to throw or sling them. Bean bags that do not stay on the floor as they travel across the room will cause injuries.○ Students must walk or speed walk – no jogging or running allowed.○ Students must maintain personal space while traveling and playing defense.○ Students must stay off the floor – no diving to catch a ball or crawling around to pick up a ball.• Discuss the importance of playing fairly and being honest.
CLOSING	REVIEW: <ul style="list-style-type: none">• Review key concepts with students by asking the essential questions and discussing the answers.<ul style="list-style-type: none">○ What are the key elements of an overhand throw?○ What are the key elements of catching?○ What are strategies and why are they important in gameplay?○ What are the benefits of teamwork?○ Why are rules important in a PE or sports setting?• Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)<ul style="list-style-type: none">○ How would you rate your throwing skills during today’s activity?○ How would you rate your catching skills during today’s activity?○ How would you rate your teamwork skills during today’s activity?○ How would you rate your use of strategies during today’s activity?○ How would you rate your behavior during today’s activity?

ACADEMIC LANGUAGE QUIZ

Language Quiz Invasion Basics

Moving into open space can give the offense an _____.

1

- a. arrangement
- b. arm length
- c. advantage
- d. air ball

Jack's throws are not accurate because he stops his arm above his shoulder and doesn't _____.

2

- a. try hard enough
- b. follow-through
- c. show hands
- d. keep thumbs together

The player that defends a target is called the _____.

3

- a. striker
- b. full back
- c. star
- d. goalie

Relationship to the goal and ball, awareness of open/closed space, and effort are all important _____.

4

- a. movement concepts
- b. skills
- c. theories
- d. rules

An area of general space with no obstacles is called _____.

5

- e. traffic zone
- f. open space
- g. shooting space
- h. passing zone

Defensive involves knowing where to be in relation to the ball, the offense, and the goal.

6

- a. hustle
- b. targeting
- c. positioning
- d. help

When a player shoots the ball, she/he sends it toward the _____.

7

- a. sideline
- b. backfield
- c. centerline
- d. goal/target

Staying spread out and moving to open space is a part of the offense's _____.

8

- a. rule book
- b. strategy
- c. etiquette
- d. team promise

GRADE: _____

CLASS: _____



TOOLS FOR LEARNING INVASION BASICS



INTERMEDIATE (3-5)

HOLISTIC DUAL PERFORMANCE RUBRIC

Invasion Basics Performance Rubric

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs throwing and catching skills with control and in combination with locomotor skills. Demonstrates an understanding of movement concepts within the context of game play.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs throwing and skills with occasional errors in both form and outcome. Is able to pass and catch in non-dynamic activities. Has demonstrated understanding of movement concepts.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs throwing and catching skills with frequent errors in both form and outcome. Does not demonstrate an understanding of movement concepts. Cannot perform skill combinations.	Occasionally creates unsafe situations.
Well Below Competence	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning

Student Name	Skill	PSR	Comments
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GRADE: _____

CLASS: _____



TOOLS FOR LEARNING INVASION BASICS



INTERMEDIATE (3-5)

HOLISTIC PERFORMANCE RUBRIC

Proficient 4	<p>Consistently performs throwing and catching skills with control and in combination with locomotor skills. Demonstrates an understanding of movement concepts within the context of game play. Conducts herself/himself safely and with consideration for others.</p>
Competent 3	<p>Performs throwing and catching skills with occasional errors in both form and outcome. Is able to pass and catch in non-dynamic activities. Has demonstrated understanding of movement concepts. Conducts herself/himself safely without disrupting the learning environment.</p>
Lacks Competence 2	<p>Performs throwing and catching skills with frequent errors in both form and outcome. Does not demonstrate an understanding of movement concepts. Cannot perform skill combinations. Occasionally creates unsafe situations.</p>
Well Below Competence 1	<p>Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts the learning environment.</p>

	Score	Comments
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Physical Education (4th Grade) Unit 1 Lesson Plan 3

Lesson Plan 3:Soccer Golf

Course: PE	Grade: 4 ^t	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 3
LESSON TITLE: Soccer Golf				
ENDURING UNDERSTANDING: <ul style="list-style-type: none">• Kicking and ball-handling skills are necessary to play many sports and physical activities.• Improved skills can lead to active participation and increased enjoyment of sports and physical activities.• Using strategies can change the outcome of an activity.• Rules are essential for keeping everyone safe in a PE/sports setting.• Teamwork enhances enjoyment and success.				
GSE TO ADDRESS IN UNIT				
SKILLS: <p>PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none">i. Dribbles (with feet) in general space with control of ball and body while increasing and decreasing speed.j. Kicks an object along the ground and in the air.k. Punts a ball using mature form.l. Receives and passes the ball with the inside and outside of the feet to a stationary and moving target.q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.				
CONCEPTS: <p>PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none">a. Applies the concepts of open and closed spaces in a movement setting.b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments.c. Applies the concepts of speed, endurance, and pacing in movement activities.d. Applies the concepts of direction and force when manipulating an object.e. Applies simple offensive and defensive tactics and strategies in a variety of activities.				
FITNESS: <p>PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none">i. Independently engages in a physical education class.				
BEHAVIOR, RULES, SAFETY, ETIQUETTE: <p>PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none">a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.b. Exhibits independent and cooperative responsibility.c. Listens respectfully to corrective feedback from others (peers and adults).d. Works safely with peers and equipment in physical activity settings. <p>PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none">a. Examines the health benefits of participating in physical activity.b. Ranks the enjoyment and/or challenge of various physical activities.c. Describes and compares the positive social interactions when engaged in a variety of physical activities.				

Physical Education (4th Grade) Unit 1 Lesson Plan 3

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> Performance Rubric Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> Dual Performance Rubric Academic Language Quiz
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS:</p> <ul style="list-style-type: none"> Kicking Ball Handling Teamwork Strategy Responsible behavior <p>VOCABULARY:</p> <ul style="list-style-type: none"> Dribbling Passing Shooting Trapping Force Ball control Open space Teamwork Strategy Responsible behavior Safety 		
DIFFERENTIATED LEARNING		
<p>SPACE:</p> <ul style="list-style-type: none"> Move cones closer together to decrease the challenge. Move cones farther apart to increase the challenge. Students can increase or decrease the passing distance between each other to increase or decrease the challenge. <p>TASK:</p> <ul style="list-style-type: none"> Decrease the number of cones a struggling team must hit to complete a lap. Allow students who are struggling as partners to play as individuals. Allow advanced groups who have completed a designated number of laps with each type of equipment to switch to a one-on-one format. One partner would dribble and attempt shots while their partner plays defense against him/her. <p>EQUIPMENT:</p> <ul style="list-style-type: none"> Create increasing levels of difficulty by having students switch out equipment every two or three laps. <ul style="list-style-type: none"> Level 1 – Deck ring (moves slowly and easy to control with feet) Level 2 – Foam ball (moves faster and requires better footwork to control) Level 3 – Soccer ball or playground ball (moves quickly and requires a high level of footwork to control) <p>GROUPING:</p> <ul style="list-style-type: none"> Allow students to choose a partner with a similar skill level. 		

Physical Education (4th Grade) Unit 1 Lesson Plan 3

MATERIALS	
STUDENT EQUIPMENT: <ul style="list-style-type: none"> 15 – 30 deck rings (at least one for every two students) 15 – 30 foam balls 15 - 30 soccer balls or playground balls Basket of 75 – 100 wristbands or scrimmage vests 	TEACHER EQUIPMENT: <ul style="list-style-type: none"> 18 cones (numbered 1 -18)
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> What are the key elements of dribbling? What are the key elements of passing and shooting? What are strategies and why are they important in gameplay? What are the benefits of teamwork? Why are rules important in a PE or sports setting?
	HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins) <ul style="list-style-type: none"> Review agenda for a class period. Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> Raise your hand if you’ve played soccer before. What’s the primary way players move the ball in soccer? What does ball control mean? Why is ball control important in the game of soccer? Discuss dribbling, passing, and shooting with students. <ul style="list-style-type: none"> Dribbling – kicking or tapping the ball to yourself as you move down the field Passing – kicking the ball to a teammate Shooting – taking a shot at the goal Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> How do you feel about your ability to dribble using proper form? How do you feel about your ability to pass the ball to a teammate? How do you feel about your ability to shoot the ball at a target? How do you feel about your ability to cooperate with your partner today? How do you feel about your ability to create and use strategies today? Reference learning targets and essential questions.
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: <ul style="list-style-type: none"> Instruct students to find a partner and sit near one of the cones. Provide skills cues and a demonstration of dribbling, passing, and shooting. <ul style="list-style-type: none"> Dribbling – eyes up, quick look, and inside/outside taps Passing – non-kicking foot next to the ball, contact ball inside of your foot, and follow through towards your teammate Shooting – non-kicking foot next to the ball, contact ball inside of your foot, and follow through towards the goal

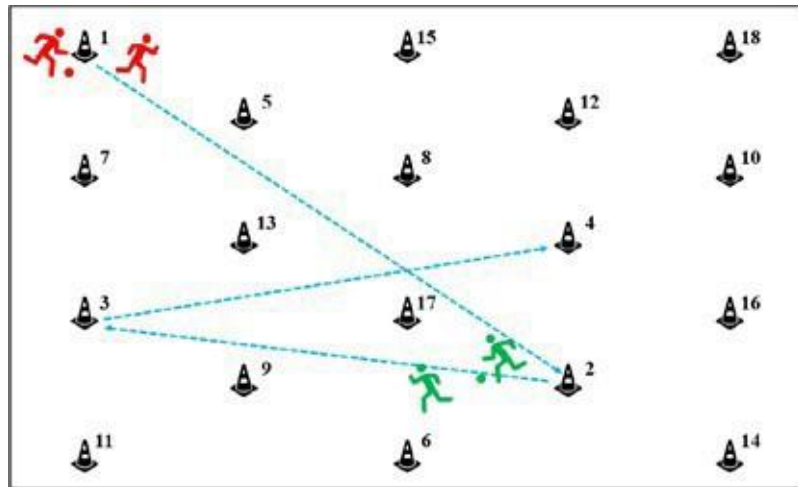
Physical Education (4th Grade) Unit 1 Lesson Plan 3

- Discuss the basic concepts of golf or mini-golf. Explain that Soccer Golf uses many of the same concepts.
 - There are 18 holes (cones) on the course.
 - Partners must successfully complete one hole before moving to the next.
 - Holes must be completed in order.
- Provide an explanation and demonstration of Soccer Golf (see directions below).
- Allow students to play Soccer Golf.
- Stop occasionally to check for understanding and discuss strategies to improve success.
- Assess students' skill levels during Soccer Golf using the rubric from the [OPEN Phys Ed Soccer module \(Grades 3-5\)](#). The academic language quiz from the [OPEN Phys Ed Soccer module \(Grades 3-5\)](#) can also be used to assess student learning.

Activity Name: Soccer Golf

Set-Up:

- Set up the playing area as shown in the diagram below.



Activity Procedure:

- In Soccer Golf, partners use soccer skills (dribbling, passing, and shooting) to move their ring/ball throughout the course and successfully hit all 18 cones in order. For example, Team A starts the game at cone #2. They must locate cone #3 and then move the ring/ball towards that cone by dribbling, passing, and trapping the ball with their feet. When Team A gets close to cone #3, they will take a shot and attempt to hit the cone with the ring/ball. Once one of the partners successfully hits the cone, they will proceed to cone #4 in the same manner. Team A will continue to make their way around the course in order until they make it back to their starting spot, cone #2.
- Each time a team completes an entire lap around the course by hitting all 18 cones in order, they will receive a point (wristband or jersey). Teams will continue playing and try to earn as many points as possible.
- Create increasing levels of difficulty by having students switch out equipment every two or three laps.
 - Level 1 – Deck ring (moves slowly and easy to control with feet)
 - Level 2 – Foam ball (moves faster and requires better footwork to control)

Physical Education (4th Grade) Unit 1 Lesson Plan 3

	<ul style="list-style-type: none">○ Level 3 – Soccer ball or playground ball (moves quickly and requires a high level of footwork to control)● Remind students to play fairly and safely.<ul style="list-style-type: none">○ Students must use their feet to move the ring/ball. No one is allowed to pick up the ring or move it with their hands.○ This is an offense only game. No one is allowed to play defense. Touching, stopping, blocking, or stealing another team’s equipment is not allowed.○ Students must speed walk or jog – no running allowed.○ Everyone must watch out for other students and maintain personal space while traveling.
CLOSING	REVIEW: <ul style="list-style-type: none">● Review key concepts with students by asking the essential questions and discussing the answers.<ul style="list-style-type: none">○ What are the key elements of dribbling?○ What are the key elements of passing and shooting?○ What are strategies and why are they important in gameplay?○ What are the benefits of teamwork?○ Why are rules important in a PE or sports setting?● Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)<ul style="list-style-type: none">○ How would you rate your dribbling skills during today’s activity?○ How would you rate your passing and shooting skills during today’s activity?○ How would you rate your teamwork skills during today’s activity?○ How would you rate your use of strategies during today’s activity?○ How would you rate your behavior during today’s activity?

ACADEMIC LANGUAGE QUIZ

Language Quiz Soccer Skills

The team in soccer with possession of the ball is called the _____?

1

- a. Offense
- b. Defense
- c. Open space
- d. Dribble

A player moving the ball down the field under control by himself/herself is _____?

2

- a. Passing
- b. Dribbling
- c. Trapping
- d. Punting

“Eyes up, quick looks, push with taps” are the cues for which skill?

3

- a. Passing
- b. Punting
- c. Dribbling
- d. Trapping

The team trying to stop the opponent from scoring is called the _____?

4

- a. Offense
- b. Defense
- c. General Space
- d. Dribble

A ball is kicked after it has been dropped from the hands. This is called a _____?

5

- a. Punt
- b. Dribble
- c. Pass
- d. Trap

What word describes a player who is not moving?

6

- a. Pacing
- b. Sway
- c. Strategy
- d. Stationary

Which skill was not practiced during the soccer unit?

7

- a. Dribbling
- b. Passing
- c. Trapping
- d. Catching

What is the last step you should do when making a pass or kick?

8

- a. Follow through
- b. Watch the ball
- c. Stand stationary
- d. Run to a crowded area

Soccer Skills Performance Rubric

GRADE: _____ **CLASS:** _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs dribbling, passing, trapping, and kicking skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy. Traps and dribbles with acceptable control. Has demonstrated skill combinations.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs dribbling, passing, trapping, and kicking skills with frequent errors in both form and outcome. Rarely passes and displays control/accuracy. Cannot perform skill combinations.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ **CLASS:** _____

Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs dribbling, passing, trapping, and kicking skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy. Traps and dribbles with acceptable control. Has demonstrated skill combinations. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs dribbling, passing, trapping, and kicking skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Cannot perform skill combinations. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

Student Name	Score	Comments
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Physical Education (4th Grade) Unit 1 Lesson Plan 4

Lesson Plan 4: Sideline Soccer

Course: PE	Grade: 4^t	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 4
LESSON TITLE: Sideline Soccer				
<p>ENDURING UNDERSTANDING:</p> <ul style="list-style-type: none"> • Kicking and ball-handling skills are necessary to play many sports and physical activities. • Improved skills can lead to active participation and increased enjoyment of sports and physical activities. • Using strategies can change the outcome of an activity. • Rules are essential for keeping everyone safe in a PE/sports setting. • Teamwork enhances enjoyment and success. 				
<p>GSE TO ADDRESS IN UNIT</p> <p>SKILLS:</p> <p>PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ol style="list-style-type: none"> i. Dribbles (with feet) in general space with control of ball and body while increasing and decreasing speed. j. Kicks an object along the ground and in the air. k. Punts a ball using mature form. l. Receives and passes the ball with the inside and outside of the feet to a stationary and moving target. q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games. <p>CONCEPTS:</p> <p>PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ol style="list-style-type: none"> a. Applies the concepts of open and closed spaces in a movement setting. b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments. c. Applies the concepts of speed, endurance, and pacing in movement activities. d. Applies the concepts of direction and force when manipulating an object. e. Applies simple offensive and defensive tactics and strategies in a variety of activities. <p>FITNESS:</p> <p>PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ol style="list-style-type: none"> i. Independently engages in physical education class. <p>BEHAVIOR, RULES, SAFETY, ETIQUETTE:</p> <p>PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ol style="list-style-type: none"> a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings. <p>PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ol style="list-style-type: none"> a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				

Physical Education (4th Grade) Unit 1 Lesson Plan 4

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> Performance Rubric Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> Dual Performance Rubric Academic Language Quiz
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS:</p> <ul style="list-style-type: none"> Kicking Ball Handling Teamwork Offense Defense Strategy Responsible behavior <p>VOCABULARY:</p> <ul style="list-style-type: none"> Dribbling Passing Shooting Trapping Force Ball control Open space Teamwork Offense Defense Strategy Responsible behavior Safety <p>LINKS:</p> <ul style="list-style-type: none"> PhyседGames – Sideline Soccer 		
DIFFERENTIATED LEARNING		
<p>SPACE:</p> <ul style="list-style-type: none"> Decrease the length of the sidelines to increase the challenge. Move sidelines closer to the center to decrease the challenge. <p>TASK:</p> <ul style="list-style-type: none"> Require advanced players/teams to make a set number of passes before taking a shot. <p>EQUIPMENT:</p> <ul style="list-style-type: none"> Decrease the challenge by using deck rings instead of foam balls. Decrease the challenge by adding more foam balls. Increase the challenge by removing foam balls. 		

Physical Education (4th Grade) Unit 1 Lesson Plan 4

MATERIALS	
STUDENT EQUIPMENT:	TEACHER EQUIPMENT:
<ul style="list-style-type: none"> • 3 – 6 foam balls • Mesh scrimmage vest for the team (optional) 	<ul style="list-style-type: none"> • Tape to mark sidelines and goal lines
<p style="text-align: center;">OPENING</p> <p style="text-align: center;">Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the key elements of defending an attacker? • What are the key elements of defending the goal? • What are strategies and why are they important in gameplay? • What are the benefits of teamwork? • Why are rules important in a PE or sports setting?
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> • Review agenda for a class period. • Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> ○ What is offense? ○ What is defense? • Review offensiveskills. <ul style="list-style-type: none"> ○ Dribbling – eyes up, quick look, and inside/outside taps ○ Passing – non-kicking foot next to the ball, contact ball inside of your foot, and follow through towards your teammate ○ Shooting – non-kicking foot next to the ball, contact ball inside of your foot, and follow through towards the goal • Introduce defensive skills. <ul style="list-style-type: none"> ○ Defending an attacker – guarding the person with the ball in an attempt to slow them down, prevent a pass/shot, or steal the ball ○ Defending the goal – protecting the goal and attempting to block shots • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How do you feel about your offensive skills? ○ How do you feel about your ability to defend an attacker? ○ How do you feel about your ability to defend the goal? ○ How do you feel about your ability to cooperate with your teammates during today’s activity? ○ How do you feel about your ability to create and use strategies during today’s activity? • Reference learning targets and essential questions.
<p style="text-align: center;">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> • Provide skills cues and a demonstration of defensive skills <ul style="list-style-type: none"> ○ Defending an attacker – approach the ball, knees bent, react quickly, and tackle the ball not the player ○ Defending the goal – position yourself between the ball and the goal, stay on your feet as long as possible, and get big (use your whole body to block) • Divide students into two or four teams depending upon the class size and have each team spread out across their sideline. Designate the front and back of the line for each team. • Distribute scrimmage vests to each team (optional).

Physical Education (4th Grade) Unit 1 Lesson Plan 4

- Provide an explanation and demonstration of Sideline Soccer (see directions below).
- Allow students to play Sideline Soccer.
- Stop occasionally to check for understanding and discuss strategies to improve success.
- Assess students' skill levels during Sideline Soccer using the rubric from the [OPEN Phys Ed](#) Soccer module (Grades 3-5). The academic language quiz from the [OPEN Phys Ed](#) Soccer module (Grades 3-5) can also be used to assess student learning.

Activity Name: Sideline Soccer

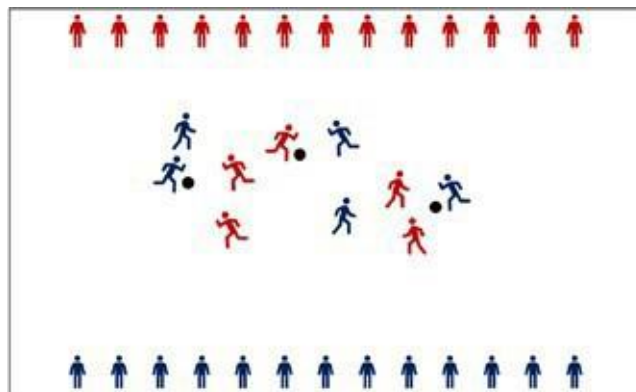
Set-Up:

- Set up the playing area as shown in the diagram below.



Activity Procedure:

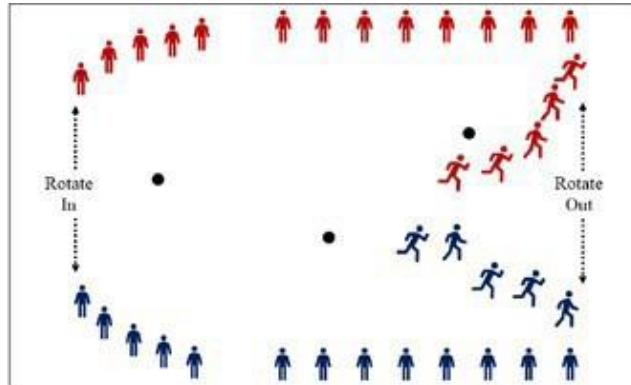
- In Sideline Soccer, teams compete against each other to score as many points as possible. There is a great video of this activity on the [PhysedGames](#) website.
- Students alternate between playing in the center and playing along the sidelines. The students in the center are basically playing regular soccer. They can use offensive skills to try to score and defensive skills to try to prevent other teams from scoring. The students along the sidelines are all goalkeepers trying to block shots from the players in the center.



- A goal is scored when one of the players in the center kicks the ball past the sideline goalkeepers. The scoring team receives one point, and the ball is tossed back into the game.

Physical Education (4th Grade) Unit 1 Lesson Plan 4

- Every 1 – 2 minutes the players will rotate. On the whistle/signal, the students in the center rotate to the end of their team's line. The first five students in each line rotate into the center, and then play resumes on the next whistle/signal.



- Remind students to play fairly and safely.
 - Teams are not allowed to score in their own goal. Points are only awarded for scoring in an opponent's goal.
 - Sideline goalkeepers play defense only. They are not allowed to take shots at other goals.
 - Offensive players must make safe passes and take safe shots. The ball is not allowed to travel above knee level.
 - Defensive players must maintain personal space while playing. They are not allowed to touch, bump, push, or kick offensive players.
 - Goalkeepers must stay on their feet. Diving or sliding to block a shot is not allowed.
 - Students must travel at a safe speed – no running allowed.

CLOSING

REVIEW:

- Review key concepts with students by asking the essential questions and discussing the answers.
 - What are the key elements of defending an attacker?
 - What are the key elements of defending the goal?
 - What are strategies and why are they important in gameplay?
 - What are the benefits of teamwork?
 - Why are rules important in a PE or sports setting?
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How would you rate your offensive skills during today's activity?
 - How would you rate your ability to defend an attacker during today's activity?
 - How would you rate your ability to defend the goal during today's activity?
 - How would you rate your teamwork skills during today's activity?
 - How would you rate your use of strategies during today's activity?
 - How would you rate your behavior during today's activity?

GRADE: _____ **CLASS:** _____

Soccer Skills Performance Rubric

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs dribbling, passing, trapping, and kicking skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy. Traps and dribbles with acceptable control. Has demonstrated skill combinations.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs dribbling, passing, trapping, and kicking skills with frequent errors in both form and outcome. Rarely passes and displays control/accuracy. Cannot perform skill combinations.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
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21.			

ACADEMIC LANGUAGE QUIZ

Soccer Skills Language Quiz

1

The team in soccer with possession of the ball is called the _____?

- a. Offense
- b. Defense
- c. Open space
- d. Dribble

2

A player moving the ball down the field under control by himself/herself is _____?

- a. Passing
- b. Dribbling
- c. Trapping
- d. Punting

3

“Eyes up, quick looks, push with taps” are the cues for which skill?

- a. Passing
- b. Punting
- c. Dribbling
- d. Trapping

4

The team trying to stop the opponent from scoring is called the _____?

- a. Offense
- b. Defense
- c. General Space
- d. Dribble

5

A ball is kicked after it has been dropped from the hands. This is called a _____?

- a. Punt
- b. Dribble
- c. Pass
- d. Trap

6

What word describes a player who is not moving?

- a. Pacing
- b. Sway
- c. Strategy
- d. Stationary

7

Which skill was not practiced during the soccer unit?

- a. Dribbling
- b. Passing
- c. Trapping
- d. Catching

8

What is the last step you should do when making a pass or kick?

- a. Follow through
- b. Watch the ball
- c. Stand stationary
- d. Run to a crowded area

HOLISTIC PERFORMANCE RUBRIC

INTERMEDIATE (3-5)

Soccer Skills Performance Rubric 2

GRADE: _____ **CLASS:** _____

Proficient 4	Consistently performs dribbling, passing, trapping, and kicking skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs dribbling, passing, trapping, and kicking skills with occasional errors in both form and outcome. Is able to pass and kick with accuracy. Traps and dribbles with acceptable control. Has demonstrated skill combinations. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs dribbling, passing, trapping, and kicking skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Cannot perform skill combinations. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

Student Name	Score	Comments
1.		
2.		
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Physical Education (4th Grade) Unit 1 Lesson Plan 5

Lesson Plan 5: FitnessGram Practice

Course: PE	Grade: 4 ^t	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 5
LESSON TITLE: FitnessGram Practice – Push-ups, Curl-ups, and Sit & Reach				
ENDURING UNDERSTANDING:				
<ul style="list-style-type: none"> • Increased physical activity leads to increased physical fitness. • Physical fitness is essential for overall health and well-being. • Rules are essential for keeping everyone safe in a PE/sports setting. 				
GSE TO ADDRESS IN UNIT				
CONCEPTS:				
PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
<ul style="list-style-type: none"> c. Applies the concepts of speed, endurance, and pacing in movement activities. 				
FITNESS:				
PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
<ul style="list-style-type: none"> a. Identifies the components of health-related fitness. b. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components. c. Identifies what the Healthy Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment. i. Independently engages in physical education class. 				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
<ul style="list-style-type: none"> a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings. 				
PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
<ul style="list-style-type: none"> a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) • Observation 	<ul style="list-style-type: none"> • Performance Rubric • MVPA Checks (pulse or heart rate monitor) • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) • Student Self-Assessment Worksheet 	<ul style="list-style-type: none"> • Performance Rubric 		

Physical Education (4th Grade) Unit 1 Lesson Plan 5

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Fitness
- Responsible behavior

VOCABULARY:

- Physical activity
- Fitness
- FitnessGram
- Health-related fitness
- Body composition
- Cardiovascular endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Aerobic capacity
- Static stretching
- Warm-up
- Cool-down
- Responsible behavior

LINKS:

- [FitnessGram – The Cooper Institute](#)
- [The PE Specialist – FitnessGram Resources](#)

DIFFERENTIATED LEARNING

TASK:

- Allow students to perform a modified version of the skills/exercise to decrease the challenge.
- Allow students to work at their own intensity level.
- Provide students with exercise choices at each station. Allow them to choose the exercise that best meets their skill level and interests.

EQUIPMENT:

- Provide various weights of medicine balls, kettle bells, and dumbbells. Allow students to choose the weight that best meets their skill level and strength.
- Provide light, medium, and heavy resistance bands. Allow students to choose the band that best meets their skill level and strength.

MATERIALS

STUDENT EQUIPMENT:

- 3 – 5 sit and reach boxes
- 3 – 5 curl-up strips
- 3 – 5 jump ropes
- 3 – 5 resistance bands
- 3 – 5 medicine balls
- 3 – 5 kettlebells

TEACHER EQUIPMENT:

- fitness circuit cards
- music

Physical Education (4th Grade) Unit 1 Lesson Plan 5

<ul style="list-style-type: none"> • 6 – 10 dumbbells • Heart rate monitors (optional) • Pedometers (optional) • Self-Assessment worksheet (optional) 	
<p style="text-align: center;">OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How will physical activity help me now and in the future? • Which health-related fitness components does each FitnessGram test item measure? • What are the skill cues for each FitnessGram test item? • Why are rules important in a PE or sports setting?
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> • Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> ○ What is the FitnessGram? ○ Raise your hand if you've ever taken the FitnessGram or some other type of fitness assessment? ○ Why is it important to participate in a fitness assessment program each year? • Discuss the importance of fitness testing. <ul style="list-style-type: none"> ○ FitnessGram measures health-related fitness, not athletic ability. ○ Participating in FitnessGram testing allows you to track changes in your fitness levels from year to year. ○ You can use your FitnessGram results to evaluate your current fitness levels and set goals for improvement. • Briefly introduce the FitnessGram testing components. <ul style="list-style-type: none"> ○ Body Composition ○ PACER ○ Push-ups ○ Curl-ups ○ Sit and Reach • Review agenda for the class period. <ul style="list-style-type: none"> ○ Push-ups ○ Curl-ups ○ Sit and Reach ○ Fitness Stations • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How do you feel about your ability to perform a push-up using proper form? ○ How do you feel about your ability to perform a curl-up using proper form? ○ How do you feel about your ability to perform sit and reach using proper form? • Reference learning targets and essential questions.
<p style="text-align: center;">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> • Instruct students to sit in personal space. • Instruct students to show you their five best push-ups. Scan the group as a quick pre-assessment. Make a mental note of the students who are doing excellent push-ups and consider letting them help you demonstrate. • Discuss the push-up component of the FitnessGram. Provide skill cues, form breaks, and a demonstration. <ul style="list-style-type: none"> ○ Push-ups measure your upper body strength and muscular endurance.

Physical Education (4th Grade) Unit 1 Lesson Plan 5

- Skill Cues
 - Keep your body in a straight line
 - Bend your elbows 90degrees
 - Keep your stomach, hips, and legs off the floor
- Demonstrate proper form or choose two or three students who used excellent form in the pre-assessment activity to demonstrate. You could also use a video or gif.
- Form Breaks
 - Bottom in the air or hips sagging
 - Elbows not bent 90degrees
 - Stomach, hips, or legs touching the floor
- Test guidelines
 - Cadence
 - The test is over after two form breaks
- Check for understanding.
 - What are the three things you must do for your push-ups to count on the test?
 - What are the three major mistakes that your scorekeeper will be looking for during the test?
 - How many mistakes (form breaks) can you make during the test?
- Instruct students to complete five more push-ups. Remind them to focus on using proper form. Scan the group, look for improvement, and provide positive feedback.
- Instruct students to show you their five best curl-ups. Scan the group as a quick pre-assessment. Make a mental note of the students who are doing excellent curl-ups and consider letting them help you demonstrate.
- Discuss the curl-up component of the FitnessGram. Provide skill cues, form breaks, and a demonstration.
 - Curl-ups measure your abdominal strength and muscular endurance.
 - Skill Cues
 - Knees bent and feet flat on the floor
 - Elbows locked
 - Slide your fingertips across the floor as you curl up (discuss that there will be a curl-up strip or tape on the floor during the actual test)
 - Return to the starting position – head must touch the flooreach time
 - Demonstrate proper form or choose two or three students who used excellent form in the pre-assessment activity to demonstrate. You could also use a video or gif.
 - Form Breaks
 - Straightening knees
 - Picking up your feet
 - Bending your elbows – no pushing with elbows or grabbing your legs
 - Not curling up far enough
 - Not putting your head back on the floor each time
 - Test guidelines
 - Cadence
 - The test is over after two form breaks
- Check for understanding.
 - What are the four things you must do for your curl-ups to count on the test?
 - What are the five major mistakes that your scorekeeper will be looking for during the test?
 - How many mistakes (form breaks) can you make during the test?

Physical Education (4th Grade) Unit 1 Lesson Plan 5

- Instruct students to complete five more curl-ups. Remind them to focus on using proper form. Scan the group, look for improvement, and provide positive feedback.
- Discuss the sit and reach component of the FitnessGram. Provide skill cues, form breaks, and a demonstration.
 - Sit and reach measures your hamstring flexibility.
 - Starting position
 - Remove shoes
 - Sit in front of the box (hips squared)
 - Bend one leg and place the foot flat on the floor
 - The other leg is straight with foot flat against the box
 - Skill Cues
 - Fingertips even
 - Knee down
 - Push the slide slowly
 - Hold the stretch
 - Demonstrate proper form using the sit and reach box. You could also use a video or gif.
 - Form Breaks
 - Uneven fingertips
 - Picking up your knee
 - Hitting the slide instead of pushing it slowly and holding the stretch
 - Test guidelines
 - Four stretches on each leg
- Check for understanding.
 - What are the four things you must do for each stretch to count on the test?
 - What are the three major mistakes that your scorekeeper will be looking for during the test?
 - How many stretches do you get on each leg?
- Tell the students to pretend they have a sit and reach box in front of them. Instruct students to complete four good stretches on each leg using their imaginary box. Remind them to focus on using proper form. Scan the group to assess understanding and provide positive feedback.
- Divide students into groups of three to five depending upon class size and the number of fitness circuit stations you choose to use. Assign each group to a station.
- Provide an explanation and demonstration of Fitness Stations (see directions below).
- Distribute pedometers, heart rate monitors, and or self-assessment worksheets. (optional based on teacher preference)
- Allow students to begin the circuit and give them a signal when it's time to rotate.
- Stay close to the push-up, curl-up, and sit and reach stations and provide students with skill cue reminders.
- Assess student understanding, performance, and/or MVPA levels using one or more of the following means.
 - Observe students in the push-up, sit-up, and sit and reach stations. Provide individual feedback to students as they perform the targeted skills.
 - Complete the performance rubric while observing students in the push-up, sit-up, and/or sit and reach stations.
 - Stop occasionally and allow students to check their pulse, pedometers, or heart rate monitors.
 - Instruct students to complete the self-assessment worksheet as they rotate through the stations.

Physical Education (4th Grade) Unit 1 Lesson Plan 5

	<p>Activity Name: Fitness Stations</p> <p>Set-Up:</p> <ul style="list-style-type: none">• Determine the number of stations to use based on class size, available space, and time.• Select the fitness station cards you want to use and post the cards around the playing area. Put the push-up, curl-up, and sit and reach stations close to each other. The close proximity will allow you to easily observe and provide feedback on the targeted skills.• Determine the number of time students will spend at each station.• Establish a signal for rotation.• Set out any equipment that is needed for the stations. <p>Activity Procedure:</p> <ul style="list-style-type: none">• Students will rotate through the fitness stations. On the signal, students begin the activity posted at that station. On the second signal, students rotate to the next station. This process will continue until students have completed all the stations.• Students will perform MVPA checks periodically throughout the class period. (optional based on teacher preference)• Students will complete the self-assessment worksheet as they rotate through each station. (optional based on teacher preference)• Stress the importance of staying on task, using proper form, and exercising safely.
CLOSING	<p>REVIEW:</p> <ul style="list-style-type: none">• Review key concepts with students by asking the essential questions and discussing the answers.<ul style="list-style-type: none">○ What are the skill cues for push-ups?○ What are the skill cues for curl-ups?○ What are the skill cues for sit and reach?• Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)<ul style="list-style-type: none">○ How would you rate your ability to perform a push-up using proper form?○ How would you rate your ability to perform a curl-up using proper form?○ How would you rate your ability to perform sit and reach using proper form?○ How would you rate your physical activity level today?○ How would you rate your behavior during today's activity?

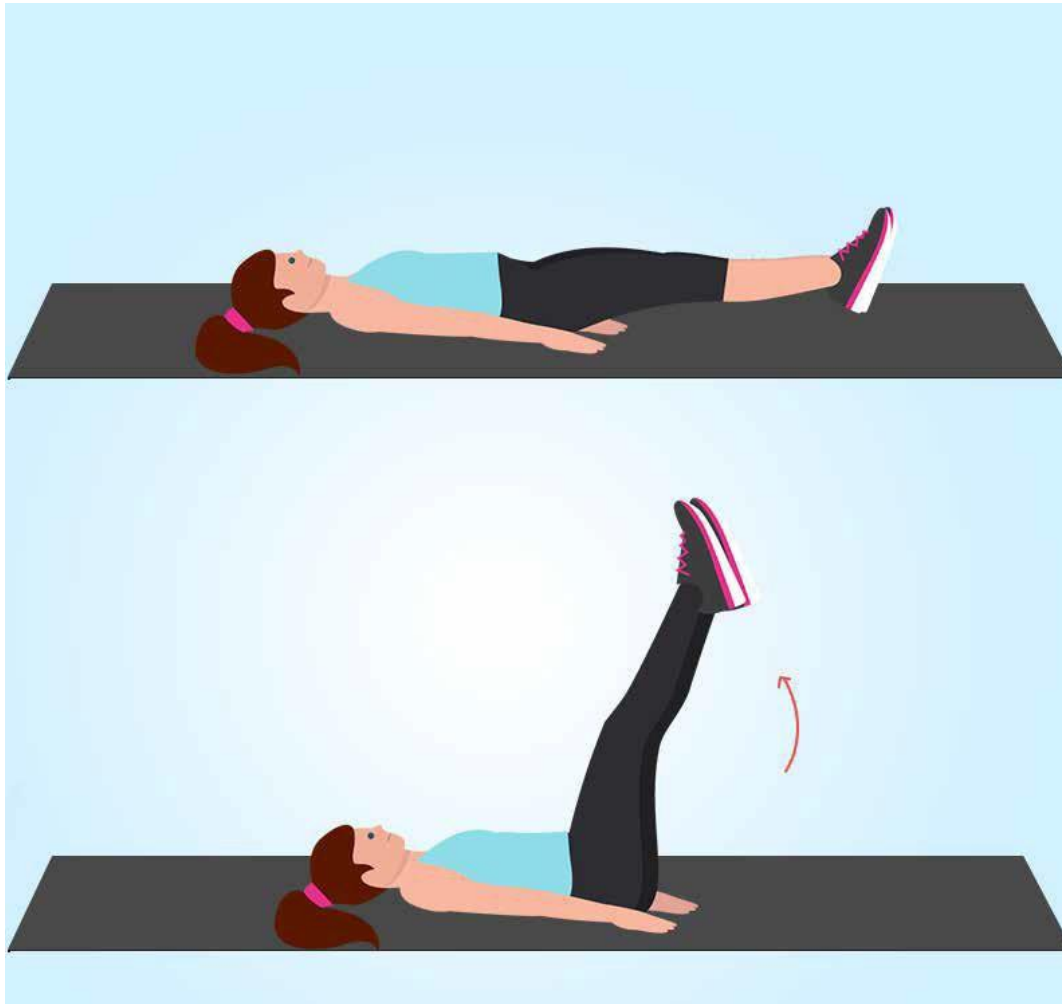
Scissor Jumps



Plank



Double Leg Lifts



Squats



Crab Kicks



Jumping Jacks



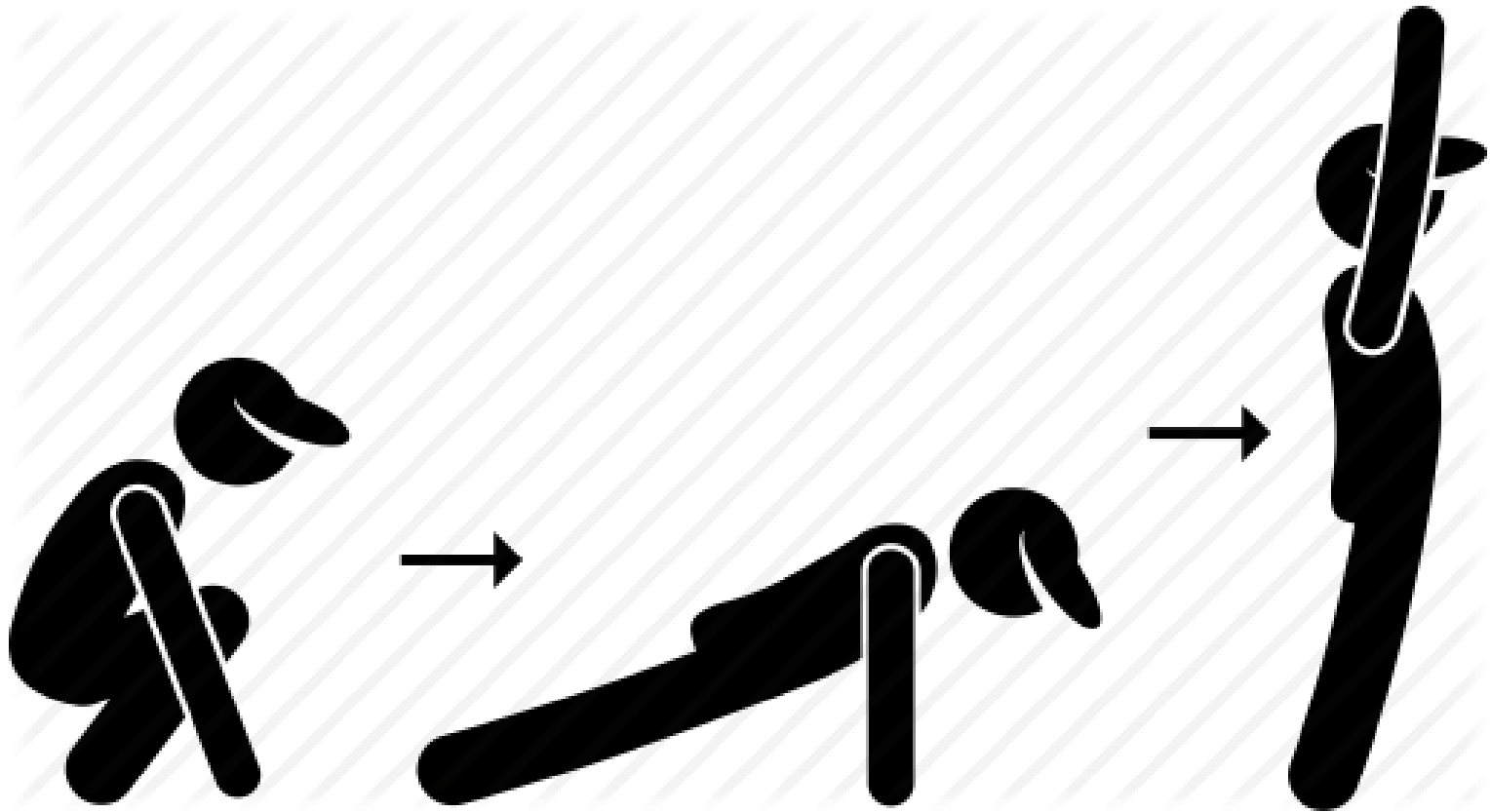
Curl-ups



Mountain Climbers



Burpees



Lunges



Sit and Reach



High Knees



Push-ups



Side to Side Jumps



Star Jumps



Wall Sit



Side Plank



Straddle Stretch



Tuck Jumps



Bicycle Crunches



Dumbbell Rows



Ab Twists



Figure 8's



Bicep Curls



Jump Rope



(4th Grade) Unit 1 Lesson Plan 6

Lesson Plan 6: FitnessGram Practice Pacer

Course: PE	Grade: 4^t	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 6
LESSON TITLE: FitnessGram Practice – PACER				
ENDURING UNDERSTANDING:				
<ul style="list-style-type: none"> • Increased physical activity leads to increased physical fitness. • Physical fitness is essential for overall health and well-being. • Rules are essential for keeping everyone safe in a PE/sports setting. 				
GSE TO ADDRESS IN UNIT				
CONCEPTS:				
PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
<ul style="list-style-type: none"> c. Applies the concepts of speed, endurance, and pacing in movement activities. 				
FITNESS:				
PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
<ul style="list-style-type: none"> a. Identifies the components of health-related fitness. b. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components. c. Identifies what the Healthy Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment. i. Independently engages in physical education class. 				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
<ul style="list-style-type: none"> a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings. 				
PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
<ul style="list-style-type: none"> a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Observation • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Review of PACER scoresheets 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS:				
<ul style="list-style-type: none"> • Fitness • Responsible behavior 				

Physical Education (4th Grade) Unit 1 Lesson Plan 6

VOCABULARY:

- Physical activity
- Fitness
- FitnessGram
- Health-related fitness
- Body composition
- Cardiovascular endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Aerobic capacity
- Static stretching
- Warm-up
- Cool-down
- Responsible behavior

LINKS:

- [FitnessGram – The Cooper Institute](#)
- [The PE Specialist – FitnessGram Resources](#)

DIFFERENTIATED LEARNING

TASK:

- Allow students with medical limitations to run a shorter distance.
- Allow struggling students/classes to jog with the teacher to ensure proper pacing.

MATERIALS

STUDENT EQUIPMENT:

- Scoresheets
- Pencils

TEACHER EQUIPMENT:

- Tape or cones to mark PACER lines
- PACER audio track
- Sound system
- Microphone

OPENING
Getting students
ready to learn

ESSENTIAL QUESTIONS:

- How will physical activity help me now and in the future?
- Which health-related fitness components does each FitnessGram test item measure?
- What are the skill cues for each FitnessGram test item?
- Why are rules important in a PE or sports setting?

HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

- Pose the following questions to students. Allow them to respond or brainstorm with a partner.

Physical Education (4th Grade) Unit 1 Lesson Plan 6

	<ul style="list-style-type: none"> ○ Which FitnessGram component measures upper body strength and muscular endurance? ○ What are the three things you must do for your push-ups to count on the test? ○ Which FitnessGram component measures abdominal strength and muscular endurance? ○ What are the four things you must do for your curl-ups to count on the test? ○ Which FitnessGram component measures flexibility? ○ What are the four things you must do for your stretches to count on the sit and reach test? ● Briefly introduce the PACER. <ul style="list-style-type: none"> ○ PACER is the running portion of the test. ○ It measures your cardiovascular endurance. ○ Raise your hand if you've ever started breathing heavily while you were exercising or playing? Or if you could feel your heart beating faster and harder? Ok, that means you were getting a cardiovascular workout. Your heart, lungs, and blood vessels were working hard to get oxygen to your muscles. ○ Running is a good example of a cardio exercise. Can you name some more examples of cardio exercises or activities? ○ What does the word endurance mean? Endurance is the ability to keep going even when you're tired. ○ So let's put it all together. Cardiovascular endurance is your ability to keep exercising even when you're tired. ○ Now that you know what cardiovascular endurance means, do you think PACER is a test to see how fast you can run or how long you can run? ● Review agenda for the class period. <ul style="list-style-type: none"> ○ PACER scoresheets ○ PACER directions ○ PACER ○ Push-ups and curl-ups with a partner
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> ● Instruct students to find a partner and sit back-to-back in personal space. ● Distribute scoresheets and pencils or have one partner from each group pick up the supplies from a designated area. ● Instruct students to fill in the top of the scoresheet – name, date, age, and homeroom. ● Tell the students to decide which partner is running first and which partner is keeping score first. ● Instruct scorekeepers to go sit in the scorekeeper's area with both scoresheets and pencils. Instruct runners to go sit near the starting line. ● Once students are seated and quiet in the correct areas, provide an explanation and demonstration of PACER. (see script below) ● Start the PACER audio track and allow the first group of students to run PACER. ● Use the microphone to provide skill cues and rule reminders to the students while they're running. ● When everyone in the first group has finished, provide feedback to the runners, and instruct the second group to line up on the starting line. ● Remind students to be smart and push themselves. Start the PACER audio track and allow the second group of students to run PACER. Use the microphone to provide skill cues and rule reminders to the students while they're running. ● When everyone in the second group has finished, provide feedback to the runners.

Physical Education (4th Grade) Unit 1 Lesson Plan 6

- Guide the students through the process of completing the back of their scoresheet – score, HFZ, and goal for next time.
- Collect the scoresheets and pencils or have one partner return the materials to a designated area.
- If time permits, review push-up and curl-up cues and allow partners to practice.
 - Partner #1 does five push-ups. Partner #2 watches closely and gives helpful feedback.
 - Partner #2 does five push-ups. Partner #1 watches closely and gives helpful feedback.
 - Repeat the same process with curl-ups.

Activity Name: PACER

Set-Up:

- Use tape or cones to mark the running lines. Lines can be 15m (49.2ft) or 20m (65.6ft) apart depending upon the size of your playing area.
- Set up sound system and microphone.
- Make sure you have the correct PACER soundtrack – 15m or 20m.
- Designate an area for the scorekeepers to sit.
- Set up the scoresheet/pencil pick-up area or have the scoresheets and pencils ready to pass out by hand.

Activity Script:

- PACER measures your cardiovascular endurance. Is that how fast you can run or how long you can run? Right, it's how long you can run.
- You will hear a series of beeps. Each time you hear a beep, you jog across to the other line.
- In the beginning, the beeps are spread really far apart so that means you can jog across the floor slowly. As the test goes on, the beeps get closer together each minute. This means you have to jog faster to keep up.
- Pacing yourself is one of the biggest things you can do to help your score. Pacing yourself means running at the right speed. As you move across the floor, try to jog at a speed that uses all the time they give you. Try to time it so that you touch the line right as you hear the beep.
- If you get to the line and have to wait on the beep, you're running too fast and wasting your energy. Instead of continuing to waste your energy, just slow down a little bit on the next beep. Once you've found the right pace, keep that pace until you hear the triple beep.
- The triple beep means that you're moving on to the next level, and the beeps are going to get a little closer together. It's your cue that you have to pick up the pace and jog a little faster. A lot of first time PACER runners make the mistake of sprinting across the floor when they hear that first triple beat. Don't make that mistake – be smarter than that.
- As the test goes on and you start to get tired, there's going to come to a point where you don't make it to the line in time. When you don't make it to the line time, that's called a miss. Your first miss is your warning, and it means you need to pick up the pace. Just turn right where you are, head the other direction, and try to jog faster.
- Your second miss means that your test is over. Stop running, go get some water, and sit down next to your scorekeeper. Do not continue to run after your second miss. It's unfair to the other students, and it can cause other students to get off the pace. Also, please don't cut across the floor when you get out. You might cause an accident or

Physical Education (4th Grade): Unit #2: Chasing/Fleeing/Dodging, Striking, and Volleying

	<p>cause someone to miss a beep. Walk down to one of the end lines and then continue around the outside to get water.</p> <ul style="list-style-type: none"> • In addition to running at the right pace, you can also save energy by running to the line – not past the line. If you’re running past the line each time and turning around, you’re wasting a lot of energy. Focus on touching the line with your front foot and then turning. • I’m counting on you to push yourself today. Keep running until you’ve missed two beeps. Don’t just stop because your friends stopped. Don’t just stop because you made it to a certain number. Push yourself to get your best score. • Scorekeepers – your job is to watch your partner and mark their score sheet correctly. You’ve got to pay attention to your partner and to the beep number on the music. • Each time your partner makes a beep, circle the beep number. Anytime your partner misses a beep put an X on the beep number. • When your partner has two X’s, their test is over. Record their score and put the pencil down. If your partner is confused and keeps running after two misses, it’s no big deal because you’ve already stopped keeping score. You don’t need to yell out or try to stop them. They’ll eventually get tired and sit down. Once they’re seated, you can explain their score to them. • If your partner stops without any misses, put X’s on the next two numbers. They miss those two when they sit down. • To calculate your partner’s score, find the second X and subtract one. For example, if my second X is on 25, my score is 24 (25-1=24). I know that might seem a little weird, but it’s the formula that FitnessGram uses. • Once everyone in the first group has finished, I’ll stop the music and ask group number two to line up. • Please remember to be considerate to your classmates today. If you’re not running, remember to watch quietly so the remaining kids can concentrate and hear the beeps.
CLOSING	<p>REVIEW:</p> <ul style="list-style-type: none"> • Review key concepts with students by asking the essential questions and discussing the answers. <ul style="list-style-type: none"> ○ What does PACER measure? ○ Why is it important to save your energy in the beginning? ○ Name two ways you can be smart and save energy? • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ Did you make it into the healthy fitness zone today? If not, were you close? ○ Did you do a good job of running at the right place and saving your energy? ○ Did you do a good job of pushing yourself when you got tired? ○ What could you do differently next time to improve your score?

Physical Education (4th Grade): Unit #2: Chasing/Fleeing/Dodging, Striking, and Volleying

Unit 2: Chasing/Fleeing/Dodging, Striking, and Volleying

Course: 4th Grade
Physical Education

UNIT #2: Chasing/Fleeing/Dodging,
Striking, and Volleying

PACING: 9 Weeks

UNIT FOCUS: Chasing/Fleeing/Dodging, Striking, and Volleying

STANDARDS AND ELEMENTS

MOTOR SKILLS – PE4.1

- a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.
- m. Volleys underhand using a mature form in small-sided games.
- n. Volleys a ball upward with a two-hand overhead pattern.
- o. Strikes an object with a short-handled implement (lollipop paddle or ping pong paddle) alternating hits with a partner over a low net, line, or against a wall demonstrating mature form.
- p. Strikes an object with a long-handled implement (hockey stick, golf club, bat, tennis, or badminton racket) while demonstrating three of the five critical elements of a mature form (grip, stance, body orientation, swing plane, and follow-through).
- q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.

CONCEPTS – PE4.2

- a. Applies the concepts of open and closed spaces in a movement setting.
- b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments.
- c. Applies the concepts of speed, endurance, and pacing in movement activities.
- d. Applies the concepts of direction and force when manipulating an object.
- e. Applies simple offensive and defensive tactics and strategies in a variety of activities.

FITNESS – PE4.3

- a. Identifies the components of health-related fitness.
- h. Compares opportunities for participating in physical activity outside of physical education class.
- i. Independently engages in a physical education class.

RULES – PE4.4

- a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.
- b. Exhibits independent and cooperative responsibility.
- c. Listens respectfully to corrective feedback from others (peers and adults).
- d. Works safely with peers and equipment in physical activity settings.

VALUE AND JOY – PE4.5

- a. Examines the health benefits of participating in physical activity.
- b. Ranks the enjoyment and/or challenge of various physical activities.
- c. Describes and compares the positive social interactions when engaged in a variety of physical activities.

EXAMPLE LESSON PLANS

- o Tag Games
- o Low Ball
- o Volleying Games
- o Four Square and Four Square with Paddles

Physical Education (4th Grade): Unit #2: Chasing/Fleeing/Dodging, Striking, and

EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> ○ Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) ○ Observation 	<ul style="list-style-type: none"> ○ Performance Rubric ○ Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> ○ Dual Performance Rubric ○ Academic Language Quiz
SUPPLEMENTAL RESOURCES		
<ul style="list-style-type: none"> ○ OPEN Online Physical Education Network ○ Mike Morris PE ○ Playworks ○ FourSquare.org 		

Physical Education (4th Grade) Unit 2 Lesson

Lesson Plan 1: Tag Games

Course: PE	Grade: 4 th	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 1
LESSON TITLE: Tag Games				
ENDURING UNDERSTANDING: <ul style="list-style-type: none">• Chasing, fleeing, and dodging skills are necessary to play many sports and physical activities.• Improved skills can lead to active participation and increased enjoyment of sports and physical activities.• Using strategies can change the outcome of an activity.• Rules are essential for keeping everyone safe in a PE/sports setting.• Teamwork enhances enjoyment and success.				
GSE TO ADDRESS IN UNIT				
SKILLS: <p>PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none">a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.				
CONCEPTS: <p>PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <ul style="list-style-type: none">a. Applies the concepts of open and closed spaces in a movement setting.b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments.c. Applies the concepts of speed, endurance, and pacing in movement activities.e. Applies simple offensive and defensive tactics and strategies in a variety of activities.				
FITNESS: <p>PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none">i. Independently engages in a physical education class.				
BEHAVIOR, RULES, SAFETY, ETIQUETTE: <p>PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ul style="list-style-type: none">a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.b. Exhibits independent and cooperative responsibility.c. Listens respectfully to corrective feedback from others (peers and adults).d. Works safely with peers and equipment in physical activity settings. <p>PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ul style="list-style-type: none">a. Examines the health benefits of participating in physical activity.b. Ranks the enjoyment and/or challenge of various physical activities.c. Describes and compares the positive social interactions when engaged in a variety of physical activities.				

Physical Education (4th Grade) Unit 2 Lesson

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> Observation and Feedback Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> Performance Rubric
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS:</p> <ul style="list-style-type: none"> Chasing Fleeing Dodging Strategy Responsible behavior <p>VOCABULARY:</p> <ul style="list-style-type: none"> Chasing Fleeing Dodging Open space Closed space. Teamwork Strategy Responsible behavior Safety 		
DIFFERENTIATED LEARNING		
<p>SPACE:</p> <ul style="list-style-type: none"> Decrease the playing area size to decrease the challenge of tagging. Increase the playing area size to increase the challenge of tagging. <p>TASK:</p> <ul style="list-style-type: none"> Modify the difficulty of the exercises or the number of repetitions the students must complete to get back in the game. <p>EQUIPMENT:</p> <ul style="list-style-type: none"> Provide longer noodles to slower taggers to decrease the difficulty. Provide shorter noodles (or no noodles) to faster taggers to increase difficulty. 		
MATERIALS		
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> bean bags (one for each student) foam balls (one for each student) juggling scarves (one for every two students) 5 – 10 half noodles fitness task cards 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> Tape or cones to mark boundary lines 	

Physical Education (4th Grade) Unit 2 Lesson

<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What is the difference between open space and closed space? • Why is body awareness important during chasing, fleeing, and dodging games? • What are strategies and why are they important in gameplay? • What are the benefits of teamwork? • Why are rules important in a PE or sports setting? <hr/> <p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> • Review agenda for the class period. • Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> ○ What is chasing? ○ What is fleeing? ○ What is dodging? ○ Name a sport in which players use chasing, fleeing, and dodging skills. (Getting free to receive a pass in football or soccer, getting around an opponent to score in basketball, etc.) • Discuss cues for chasing, fleeing, and dodging. <ul style="list-style-type: none"> ○ Chasing cues – move quickly, watch the waist of the person you’re chasing, and be ready to change directions quickly. ○ Fleeing cues – change speeds, change directions, change pathways, and use fakes. ○ Dodging cues – eyes on the opponent, knees bent and ready to change directions, shift body weight to evade tagger or dodge object. • Discuss the importance of being safe while chasing, fleeing, and dodging. <ul style="list-style-type: none"> ○ Be aware of personal space, open space, and closed space. ○ Watch for other students. ○ Stay on your feet – no falling, sliding, or diving. ○ Tag with light force from shoulders down • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How do you feel about your ability to chase, catch, and tag other students? ○ How do you feel about your ability to flee from other students? ○ How do you feel about your ability to dodge taggers and other objects? ○ How do you feel about your ability to chase, flee, and dodge safely? • Reference learning targets and essential questions.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> • Choose one or more of the tag games to play from the list below. • Provide an explanation and demonstration of the selected game(s). • Discuss safety rules and stress the importance of following them for everyone’s safety. <ul style="list-style-type: none"> ○ Taggers must tag below the shoulders with light force. ○ Students must speed walk or jog – no running allowed. ○ Students must maintain personal space while traveling. • Discuss the importance of playing fairly and being honest. • Allow students to play the game(s). • Stop occasionally to check for understanding and discuss strategies to improve success. • Assess students’ skill levels using the chasing, fleeing, and dodging rubric. <p>Activity Name: Double Partner Tag</p>

Physical Education (4th Grade) Unit 2 Lesson

- The students form pairs and join hands or elbows. Each pair stands with another pair so that there are two groups of two together. One pair is “it” and attempts to chase the other pair and tag them. Once tagged, that pair is “it” and must perform five jumping jacks before chasing the other pair. The pairs take turns chasing each other, trying to tag each other. You can play this as a walking only game or you can allow jogging.

Activity Name: Bean Bag Tag

- Each student starts the game with one bean bag. Everyone is “it” and anyone can tag anyone. If tagged, the student will place their bean bag on the floor in front of them and do five jumping jacks. Other players may take the student’s bean bag while he/she is doing jumping jacks. Students try to collect as many bean bags as possible before the game ends.

Activity Name: Crab Tag

- Everyone is “it” and anyone can tag anyone. Students will walk or speed walk. If tagged, the student must crab walk to the shoreline (designated area in the center of the playing area) to get back into the game. If the crab walking student can tag someone while making their way to the shoreline, he/she is automatically unfrozen right there.

Activity Name: Fitness Tag

- Select several “its” and give each one a fitness task card. When an “it” tags someone, he/she gives the task card to the tagged student. That student takes the card, completes the fitness task, and then becomes the new “it.”

Activity Name: Partner Tag

- Students pair up, and each pair receives a scarf. Each partner holds the scarf with one hand and uses their free hand to tag other players. If a player gets tagged, he/she lets go of the scarf and sits down on the floor. The remaining partner takes the scarf and rescues another sitting player to be their new partner. Partners must remain attached to have tagging power. If a partner accidentally lets go of the scarf, he/she is frozen and must sit down.

Activity Name: Stuck in the Mud Tag

- Select several “its” and give each one a half noodle. Each of the remaining students starts the game with a foam ball. The taggers will attempt to tag players using their half noodle. Any player who gets tagged is stuck in the mud (frozen) and must place their foam ball between their feet. A stuck player can be rescued by receiving a pass from another player. Once the player is unfrozen, he/she passes the ball back to their rescuer, picks up their own ball off the floor, and comes back into the game. Taggers cannot tag anyone who is in the process of throwing a ball to rescue someone.

Physical Education (4th Grade) Unit 2 Lesson

CLOSING

REVIEW:

- Review key concepts with students by asking the essential questions and discussing the answers.
 - What is the difference between open space and closed space?
 - Why is body awareness important during chasing, fleeing, and dodging games?
 - What are some strategies for chasing others while playing tag?
 - What are some strategies for fleeing and dodging others while playing tag?
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How would you rate your tagging skills during today's activity?
 - How would you rate your fleeing and dodging skills during today's activity?
 - How safely did you play during today's activity?

Physical Education (4th Grade) Unit 2 Lesson

Lesson Plan 2:Low Ball

Course: PE	Grade: 4th	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 2
LESSON TITLE: Low Ball				
ENDURING UNDERSTANDING: <ul style="list-style-type: none"> Chasing, fleeing, and dodging skills are necessary to play many sports and physical activities. Improved skills can lead to active participation and increased enjoyment of sports and physical activities. Using strategies can change the outcome of an activity. Rules are essential for keeping everyone safe in a PE/sports setting. Teamwork enhances enjoyment and success. 				
GSE TO ADDRESS IN UNIT SKILLS: PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences. q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games. CONCEPTS: PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. <ul style="list-style-type: none"> a. Applies the concepts of open and closed spaces in a movement setting. b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments. c. Applies the concepts of speed, endurance, and pacing in movement activities. e. Applies simple offensive and defensive tactics and strategies in a variety of activities. FITNESS: PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. <ul style="list-style-type: none"> i. Independently engages in a physical education class. BEHAVIOR, RULES, SAFETY, ETIQUETTE: PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. <ul style="list-style-type: none"> a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings. PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <ul style="list-style-type: none"> a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale)	<ul style="list-style-type: none"> Observation and feedback Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	Performance Rubric		

Physical Education (4th Grade) Unit 2 Lesson

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Chasing
- Fleeing
- Dodging
- Strategy
- Responsible behavior

VOCABULARY:

- Chasing
- Fleeing
- Dodging
- Open space
- Closed space.
- Teamwork
- Strategy
- Responsible behavior
- Safety

LINKS:

DIFFERENTIATED LEARNING

SPACE:

- Decrease the playing area size to make it easier to get others out.
- Increase the playing area size to make it harder to get others out.

TASK:

- Modify the difficulty of the exercises or the number of repetitions the students must complete to get back in the game.

MATERIALS

STUDENT EQUIPMENT:

- 15 – 20 foam balls

TEACHER EQUIPMENT:

- Tape or cones to mark boundary lines

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

- What is the difference between open space and closed space?
- Why is body awareness important during chasing, fleeing, and dodging games?
- What are strategies and why are they important in gameplay?
- What are the benefits of teamwork?
- Why are rules important in a PE or sports setting?

Physical Education (4th Grade) Unit 2 Lesson

HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

- Review agenda for the class period.
- Instruct students to find a partner and then provide instructions for the warm-up activities.
 - Knee Tag – (1 minute) Partners try to lightly tag the other partner’s knee with their hands while trying to avoid getting tagged. Partners must stay in a designated area – no fleeing allowed.
 - Foot Tag – (1 minute) Players will face each other and place their hands on each other’s shoulders. Players try to lightly tag their partner’s feet with their own feet while trying to avoid getting tagged.
- Review cues for chasing, fleeing, and dodging.
 - Chasing cues – move quickly, watch the waist of the person you are chasing, and be ready to change directions quickly.
 - Fleeing cues – change speeds, change directions, change pathways, and use fakes.
 - Dodging cues – eyes on the opponent, knees bent and ready to change directions, shift body weight to evade tagger or dodge object.
- Review the importance of being safe while chasing, fleeing, and dodging.
 - Be aware of personal space, open space, and closed space.
 - Watch for other students.
 - Stay on your feet – no falling, sliding, or diving

FOCUS ACTIVITY

STUDENT AND TEACHER PROCEDURES:

- Instruct students to sit in personal space within the playing area.
- Provide an explanation and demonstration of Low Ball.
- Discuss safety rules and stress the importance of following them for everyone’s safety.
 - Students must keep the ball low, so no one gets hit in the face or head.
 - Students must speed walk or jog – no running allowed.
 - Students must maintain personal space while traveling.
 - Students should not attempt to hit a ball that someone else is already hitting.
 - Students must stay off the floor – no sliding, diving, crawling, etc.
- Discuss the importance of playing fairly and being honest.
- Allow students to play Low Ball.
- Stop occasionally to check for understanding and discuss strategies to improve success.
- Assess students’ skill levels using the chasing, fleeing, and dodging rubric.

Activity Name: Low Ball

Set-Up:

- Establish boundary lines and mark with tape or cones.
- Scatter foam balls throughout the playing area.

Activity Procedure:

- The object of the game is to strike the foam balls with an open hand make them hit other players in the lower leg (knee down to the bottom of the foot). At the same time, players are trying to avoid getting hit by other players.
- Anyone who gets hit in the lower leg is out. He/she must stop immediately and complete a designated exercise (jumping jacks, scissor jumps, squats, etc.) to get back in the game.

Physical Education (4th Grade) Unit 2 Lesson

	<ul style="list-style-type: none"> • If a player is hit above the knee, he/she is not out and continues to play. • The ball must always stay on the floor. Students are not allowed to pick it up or carry it anywhere. • Players must hit the ball. They are not allowed to roll it, throw it, or kick it. • If a player gets hit while exercising, he/she is not out a second time. They simply complete their exercises and return to the game. • This game works best when played in rounds of 3 – 5 minutes. Between each round, provide feedback, discuss strategies, and/or give safety reminders while allowing students to catch their breath. • Variations: <ul style="list-style-type: none"> ○ When a player gets hit in the lower leg, he/she is eliminated and moves out of bounds to the sideline area. Eliminated players can attempt to get others out by hitting any ball that comes into the sideline area back into the game. ○ Allow students to earn a point for each person they get out. ○ Distribute pinnies and allow students to play as teams.
CLOSING	<p>REVIEW:</p> <ul style="list-style-type: none"> • Review key concepts with students by asking the essential questions and discussing the answers. <ul style="list-style-type: none"> ○ What is the difference between open space and closed space? ○ Why is body awareness important during chasing, fleeing, and dodging games? ○ What are some strategies for getting others out in Low Ball? ○ What are some strategies for avoiding getting out in Low Ball? • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How would you rate your ability to get players out during today’s activity? ○ How would you rate your fleeing and dodging skills during today’s activity? ○ How safely did you play during today’s activity?

Physical Education (4th Grade) Unit 2 Lesson

Lesson Plan 3: Volleying Games

Course: PE	Grade: 4 th	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 3
LESSON TITLE: Volleying Games				
ENDURING UNDERSTANDING:				
<ul style="list-style-type: none"> • Striking and volleying skills are necessary to play many sports and physical activities. • Improved skills can lead to active participation and increased enjoyment of sports and physical activities. • Using strategies can change the outcome of an activity. • Rules are essential for keeping everyone safe in a PE/sports setting. • Teamwork enhances enjoyment and success. 				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences. m. Volleys underhand using a mature form in small-sided games. n. Volleys a ball upward with a two-hand overhead pattern. q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games. 				
CONCEPTS:				
PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. <ul style="list-style-type: none"> d. Applies the concepts of direction and force when manipulating an object. e. Applies simple offensive and defensive tactics and strategies in a variety of activities. 				
FITNESS:				
PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. <ul style="list-style-type: none"> i. Independently engages in a physical education class. 				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. <ul style="list-style-type: none"> a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings. 				
PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <ul style="list-style-type: none"> a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale)	<ul style="list-style-type: none"> • Observation and Feedback • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	Performance Rubric		

Physical Education (4th Grade) Unit 2 Lesson

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Striking
- Volleying
- Strategy
- Responsible behavior

VOCABULARY:

- Striking
- Volleying
- Underhand
- Overhand
- Force
- Teamwork
- Strategy
- Responsible behavior
- Safety

LINKS:

- [OPEN Phys Ed](#)
- [Mike Morris PE](#)

DIFFERENTIATED LEARNING

TASK:

- Increase the difficulty by specifying how the students must strike the balloon/beach ball – one hand, two hands, right hand, left hand, bump, or set.
- Decrease the difficulty by allowing the students to hit the balloon/beach ball more than once on their side.
- Decrease the difficulty by allowing students to hit the balloon/beach ball on the first bounce.

EQUIPMENT:

- Use balloons to decrease the challenge.
- Use beach balls to increase the challenge.

MATERIALS

STUDENT EQUIPMENT:

- hula hoops (one for every two students)
- balloons (one for each student)
- beach balls (one for each student)
- jump ropes (one for every four students)

TEACHER EQUIPMENT:

- Tape or cones to mark boundary lines

OPENING

ESSENTIAL QUESTIONS:

- What are some sports that require striking and volleying skills?

Physical Education (4th Grade) Unit 2 Lesson

Getting students ready to learn	<ul style="list-style-type: none"> • What should your eyes focus on when striking or volleying? • What are the skill cues for striking a ball with your hands? • What are strategies and why are they important in gameplay? • What are the benefits of teamwork? • Why are rules important in a PE or sports setting? <p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> • Review agenda for the class period. • Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> ○ What does it mean to strike something? ○ Name some sports that involve striking? ○ In tennis and volleyball, what is it called when players hit the ball back and forth across the net? • Define volleying and provide additional examples of volleying in sports and physical activities. • Discuss and demonstrate the skill cues for striking and volleying with hands. <ul style="list-style-type: none"> ○ Eyes on the ball ○ Body in position ○ Low-level ball – swing underhand and strike with palms. ○ High-level ball – strike with finger pads and push up. ○ Follow through. • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How do you feel about your ability to strike a ball using proper form? ○ How do you feel about your ability to maintain a volley? ○ How do you feel about your ability to strike and volley safely? • Reference learning targets and essential questions.
FOCUS ACTIVITY	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> • Choose one or more of the volleying games to play from the list below. • Provide an explanation and demonstration of the selected game(s). • Discuss safety rules and stress the importance of following them for everyone’s safety. <ul style="list-style-type: none"> ○ Students must strike the ball in a safe manner using an appropriate amount of force for the situation. ○ Students must maintain personal space while traveling and striking the ball. ○ Students must stay off the floor – no sliding or diving to hit the ball. • Discuss the importance of playing fairly and being honest. • Allow students to play the game(s). • Stop occasionally to check for understanding and discuss strategies to improve success. • Assess students’ skill levels using the volleying and striking rubric from the OPEN Phys Ed Volleying and Striking module(K-2). <p>Activity Name: Mirror Volleyball (Mike Morris)</p> <ul style="list-style-type: none"> • Divide students into groups of three. Each group needs one hula hoop and one balloon or beach ball. Two students will hold the hoop shoulder high. The other student will see how many times he/she can be volleying the balloon/beach ball through the hoop. The student will strike the balloon/beach ball through the hoop, run around to the other side of the hoop, and then strike the balloon/beach ball back through the hoop. The student will continue until he/she misses the hoop or allows the

Physical Education (4th Grade) Unit 2 Lesson

balloon/beachball to hit the floor. He/she then rotates out and becomes a hoop holder. The student who has been holding the hoop the longest becomes the new striker.

Activity Name: [Balloon Battle](#) (Mike Morris)

- Students will pair up. Each group needs one hula hoop and two balloons or beach balls. Students will battle to see who can volley their balloon/beach ball the longest without stepping out of the hoop or letting the balloon/beach ball hit the floor. Each student must keep one foot in the hoop while volleying. The student who keeps their balloon/beach ball up the longest without stepping out of the hoop wins a point. Allow students to find a new partner every five minutes or so.

Activity Name: [Cooperative Balloon Bop](#) (Mike Morris)

- Students will pair up. Each pair needs one hula hoop and one balloon or beach ball. Students will work together to see how many times they can volley the balloon/beach ball through the hoop without letting the ball hit the floor. Each student must keep one hand on the hula hoop at all times. Students count the number of hits while volleying. When the balloon/beach ball hits the floor, the count starts over. Allow students to find a new partner every five minutes or so.

Activity Name: Cooperative One-on-One Volleyball

- Divide students into groups of four. Each group needs one jump rope and one beach ball. Two students hold the rope shoulder high. The other two students work together to see how many times they can volley the beach ball over the rope without hitting it twice on one side or allowing it to hit the floor. Students count the number of hits while volleying. If the ball is hit twice on one side or hits the floor, the count starts over, and the students switch jobs. Make the task more challenging by specifying a certain type of hit – right hand, left hand, two hands, bump, or set.

Activity Name: Competitive One-on-One Volleyball

- Divide students into groups of four. Each group needs one jump rope and one beach ball. Two students hold the rope shoulder high. The other two students compete to see who can volley the beach ball over the rope the longest without hitting it twice on his/her side or allowing it to hit the floor on his/her side. When a player hits the ball twice on his/her side or allows the ball to hit the floor, he/she rotates out and becomes a holder. The student that has been holding the rope the longest rotates in as the new player. Make the task more challenging by specifying a certain type of hit – right hand, left hand, two hands, bump, or set.

CLOSING

REVIEW:

- Review key concepts with students by asking the essential questions and discussing the answers.
 - What are the skill cues for striking a ball?
 - What is volleying?
 - Which activity was the most challenging to you? Why?
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How would you rate your striking and volleying skills during today's activity?
 - How would you rate your teamwork skills during today's activity?
 - How safely did you play during today's activity?

Physical Education (4th Grade) Unit 2 Lesson

Lesson Plan 4: Four Square and Four Square with Paddles

Course: PE	Grade: 4 th	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 4
LESSON TITLE: Four Square and Four Square with Paddles				
ENDURING UNDERSTANDING: <ul style="list-style-type: none"> Striking and volleying skills are necessary to play many sports and physical activities. Improved skills can lead to active participation and increased enjoyment of sports and physical activities. Using strategies can change the outcome of an activity. Rules are essential for keeping everyone safe in a PE/sports setting. Teamwork enhances enjoyment and success. 				
GSE TO ADDRESS IN UNIT SKILLS: PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. <ul style="list-style-type: none"> a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences. m. Volleys underhand using a mature form in small-sided games. n. Volleys a ball upward with a two-hand overhead pattern. o. Strikes an object with a short-handled implement (lollipop paddle or ping pong paddle) alternating hits with a partner over a low net, line, or against a wall demonstrating mature form. q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games. CONCEPTS: PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. <ul style="list-style-type: none"> d. Applies the concepts of direction and force when manipulating an object. e. Applies simple offensive and defensive tactics and strategies in a variety of activities. FITNESS: PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. <ul style="list-style-type: none"> i. Independently engages in a physical education class. BEHAVIOR, RULES, SAFETY, ETIQUETTE: PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. <ul style="list-style-type: none"> a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings. PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <ul style="list-style-type: none"> a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale)	<ul style="list-style-type: none"> Observation and Feedback Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	Performance Rubric		

Physical Education (4th Grade) Unit 2 Lesson

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Striking
- Volleying
- Strategy
- Responsible behavior

VOCABULARY:

- Striking
- Volleying
- Underhand
- Overhand
- Force
- Teamwork
- Strategy
- Responsible behavior
- Safety

LINKS:

- [Playworks](#)
- [FourSquare.org](#)
- [OPEN Phys Ed](#)

DIFFERENTIATED LEARNING

TASK:

- Decrease the difficulty by allowing the students to hit the ball on the second bounce.
- Decrease the difficulty by allowing students to catch the ball before hitting it.
- Decrease the difficulty by allowing two students to work as a team and cover one square.
- Increase the difficulty by allowing students to hit the ball overhand in a downward motion.
- Increase the difficulty by specifying how students must hit the ball – two hands, one hand, dominant hand only, or non-dominant hand only.

EQUIPMENT:

- Modify the type and/or size of the ball used to increase or decrease the difficulty.

MATERIALS

STUDENT EQUIPMENT:

- playground balls (one for every five students)
- paddles (one for each student)
- waffle balls or low/slow bounce tennis balls (one for every five students)

TEACHER EQUIPMENT:

- Tape or chalk to mark court lines

Physical Education (4th Grade) Unit 2 Lesson

<p>OPENING Getting students ready to learn</p>	<ul style="list-style-type: none"> ● ESSENTIAL QUESTIONS: ● What are the skill cues for striking a ball with your hands? ● What are the skill cues for striking a ball with a paddle? ● What are strategies and why are they important in gameplay? ● What are the benefits of teamwork? ● Why are rules important in a PE or sports setting? <hr/> <p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> ● Review agenda for the class period. ● Review and demonstrate the skill cues for striking and volleying with hands. <ul style="list-style-type: none"> ○ Eyes on the ball ○ Body in position ○ Low-level ball – swing underhand and strike with palms. ○ High-level ball – strike with finger pads and push up. ○ Follow through. ● If using paddles, discuss and demonstrate striking with a short-handled implement skill cue. <ul style="list-style-type: none"> ○ Hold the paddle with a handshake grip. ○ Keep wrist firm. ○ Paddle parallel to the floor. ○ Strike the ball upward using light force. ● Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How do you feel about your ability to strike a ball using proper form? ○ How do you feel about your ability to strike a ball using a paddle? ○ How do you feel about your ability to maintain a volley? ○ How do you feel about your ability to strike and volleysafely? ● Reference learning targets and essential questions.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> ● Divide students into groups of four or five and have students sit near their court. ● Provide an explanation and demonstration of Four Square or Four Square with Paddles. ● Discuss safety rules and stress the importance of following them for everyone’s safety. <ul style="list-style-type: none"> ○ Students must strike the ball in a safe manner using an appropriate amount of force for the situation. ○ Students must maintain personal space while traveling and striking the ball. ○ Students must stay off the floor – no sliding or diving to hit the ball. ○ Students must keep the paddles low and swing safely with light force. ● Discuss the importance of playing fairly and being honest. ● Allow students to play Four Square or Four Square with Paddles. ● Stop occasionally to check for understanding and discuss strategies to improve success. ● Assess students’ skill levels using the volleying and striking rubric from the OPEN Phys Ed Volleying and Striking module(K-2).

Physical Education (4th Grade) Unit 2 Lesson

Activity Name: **Four Square**

Set-Up:

- Use tape or chalk to create enough four-square courts for your class. Typical courts measure from 12' X 12' to 16' X 16'. Label the squares as shown in the diagram below.



- Place one playground ball in each court for regular Four Square. Place one whiffle/tennis ball and four paddles in each court if playing Four Square with Paddles.
- One player sits in each square. The remaining players form a line near the court. Activity Procedure:
 - Four Square is played with a playground ball, and students use their hands to hit the balls. Four Square with Paddles is played with a whiffle/tennis ball, and the students use a paddle to hit the ball. The same rules and procedures apply to both games.
 - The object of the game is to hit the ball into an opponent's square in such a way that the ball is not returned. Each player's goal is to eliminate players in higher squares so that he/she can advance to the highest square. The ball is hit between players in the squares until a player makes an error and is eliminated. The eliminated player leaves the court, and the remaining players advance to fill the empty squares. A new player from the line rotates in at the lowest-ranked square.
 - Players are only allowed to hit the ball in an underhand fashion. Players are not allowed to hit the ball in a downward manner (such as spiking).
 - The player in the #4 square is known as the king/queen and always gets to serve the ball.
 - Play begins when the server drops the ball once into his/her square then hits it into a different square.
 - When the ball is hit into a player's square, that player must successfully hit the ball into another player's square on the first bounce. Play continues until someone makes a mistake.
 - A player is eliminated if he/she:
 - fails to hit the ball into another player's square.
 - hits the ball before it bounces.
 - allows the ball to bounce more than once before hitting it.
 - hits the ball out of bounds.
 - catches or carries the ball.
 - hits the ball in a downward manner.
 - When a player is eliminated, he goes to the end of the line. The remaining players advance to fill the empty square. The first person in line rotates into square #1.

Physical Education (4th Grade) Unit 2 Lesson

CLOSING

REVIEW:

- Review key concepts with students by asking the essential questions and discussing the answers.
 - What are the skill cues for striking a ball with your hands?
 - What are the skill cues for striking a ball with a paddle?
 - What strategies did you use to be successful in the game?
 - Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How would you rate your striking skills during today's activity?
 - How would you rate your use of strategy during today's activity?
 - How safely did you play during today's activity?

GRADE: _____ CLASS: _____



TOOLS FOR LEARNING VOLLEYING & STRIKING SKILLS



HOLISTIC PERFORMANCE RUBRIC

Proficient 4	Consistently performs striking, volleying, and serving skills with both a hand and a paddle, with control, and using critical cues. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to strike and volley with acceptable accuracy and acceptable control. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Lacks accuracy and control. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
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GRADE: _____

CLASS: _____



TOOLS FOR LEARNING VOLLEYING & STRIKING SKILLS



HOLISTIC DUAL PERFORMANCE RUBRIC

PRIMARY (K-2)

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs striking, volleying, and serving skills with both a hand and a paddle, with control, and using critical cues.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to strike and volley with acceptable accuracy and acceptable control.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Lacks accuracy and control.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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Physical Education (4th Grade): Unit #3: Jump Rope, Dance, and Gymnastics

Unit 3: Unit Plan; Jump Rope, Dance, and Gymnastics

Course: 4th Grade Physical Education **UNIT #3:** Jump Rope, Dance, and Gymnastics **PACING:** 9 Weeks

UNIT FOCUS: Jump Rope, Dance, and Gymnastics

STANDARDS AND ELEMENTS

MOTOR SKILLS – PE4.1

- a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.
- b. Creates a repeatable dance, gymnastics, or exercise routine when combining locomotor movement patterns.
- c. Balances on different bases of support while transferring weight (walk and balance on a low beam, log roll, transfer weight while stretching and transferring weight from one foot to the other).
- d. Transfers weight in gymnastics and/or dance environments.
- r. Creates and/or performs a jump rope routine.

CONCEPTS – PE4.2

- a. Applies the concepts of open and closed spaces in a movement setting.
- b. Combines pathways, shapes and levels with skills in small-sided games, gymnastics and/or dance environments.
- c. Applies the concepts of speed, endurance, and pacing in movement activities.

FITNESS – PE4.3

- b. Demonstrates warm-up and cool-down activities as they relate to cardiorespiratory fitness assessment.
- h. Compares opportunities for participating in physical activity outside of physical education class.
- i. Independently engages in physical education class.
- j. Discusses the importance of hydration related to physical activity.

RULES – PE4.4

- a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.
- b. Exhibits independent and cooperative responsibility.
- c. Listens respectfully to corrective feedback from others (peers and adults).
- d. Works safely with peers and equipment in physical activity settings.

VALUE AND JOY – PE4.5

- a. Examines the health benefits of participating in physical activity.
- b. Ranks the enjoyment and/or challenge of various physical activities.
- c. Describes and compares the positive social interactions when engaged in a variety of physical activities.

EXAMPLE LESSON PLANS

- Short Jump Ropes
- Long Jump Ropes
- Chinese Jump Rope
- Dance Activities

Physical Education (4th Grade): Unit #3: Jump Rope, Dance, and Gymnastics

EXAMPLE ASSESSMENTS

DIAGNOSTIC Gauge where students are in their learning prior to beginning the lesson.	FORMATIVE	SUMMATIVE Gauge student mastery of standards.
	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	

<ul style="list-style-type: none"> ○ Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) ○ Observation 	<ul style="list-style-type: none"> ○ Performance Rubric ○ Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> ○ Dual Performance Rubric ○ Academic Language Quiz
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SUPPLEMENTAL RESOURCES

<ul style="list-style-type: none"> ○ OPEN Online Physical Education Network
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Physical Education (4th Grade) Unit 3 Lesson Plan 1

Lesson Plan 1: Short Jump Ropes

Course: PE	Grade: 4th	Pacing: 2-45 min. class	Unit #: 3	Lesson Plan: 1
LESSON TITLE: Short Jump Ropes				
ENDURING UNDERSTANDING:				
<ul style="list-style-type: none"> • Jumping rope can improve my physical fitness and cardiovascular health. • Improved skills can lead to active participation and increased enjoyment of sports and physical activities. • Using strategies can change the outcome of an activity. • Rules are essential for keeping everyone safe in a PE/sports setting. • Teamwork enhances enjoyment and success. 				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences. r. Creates and/or performs a jump rope routine. 				
CONCEPTS:				
PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
<ul style="list-style-type: none"> b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics and/or dance environments. c. Applies the concepts of speed, endurance, and pacing in movement activities. 				
FITNESS:				
PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
<ul style="list-style-type: none"> i. Independently engages in physical education class. 				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
<ul style="list-style-type: none"> a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings. 				
PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
<ul style="list-style-type: none"> a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Observation and Feedback • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Performance Rubric • Jump Rope Routine Task Card • Academic Language Quiz 		

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Rope jumping
- Rhythm
- Sequencing
- Responsible behavior

VOCABULARY:

- Jump
- Rhythm
- Skill
- Routine
- Sequencing
- Health-related fitness
- Cardiovascular endurance
- Skill-related fitness
- Agility
- Balance
- Coordination
- Reaction time
- Speed
- Pacing
- Consecutive
- Responsible behavior
- Safety

LINKS:

- [OPEN Phys Ed](#)
- [Basic Jump Rope Tricks with Lauren Matsumoto](#)

DIFFERENTIATED LEARNING

TASK:

- Decrease difficulty by allowing students to jump patterns/rhythms without a rope.
- Decrease difficulty by allowing students to jump patterns/rhythms with rope lying stationary on the floor.
- Decrease difficulty by allowing students to jump next to the rope while turning it with both handles in one hand.
- Allow students to choose their level of challenge by providing tasks of various skills levels.

EQUIPMENT:

- Provide ropes of varying lengths and weights.

Physical Education (4th Grade) Unit 3 Lesson Plan 1

MATERIALS	
STUDENT EQUIPMENT:	TEACHER EQUIPMENT:
<ul style="list-style-type: none"> • short jump ropes (one for each student) • Jump rope routine task cards • Pencils 	<ul style="list-style-type: none"> • Music • CD/MP3 Player • Sound system with microphone • Computer • Projector • Jump rope station cards • Jump Rope HotSpots • Mark Rothstein Instructional DVD • Mark Rothstein Kids Workout DVD
OPENING Getting students ready to learn	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does jumping rope improve my physical fitness? • What are the skill cues for jumping with a short rope? • What can I do to be physically active and why is this important? • Why are rules important in a PE or sports setting?
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> • Review agenda for class period. • Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> ○ How does jumping rope benefit your health? ○ How does jumping rope benefit your fitness? • Discuss how jumping rope benefits health-related fitness and skill-related fitness. <ul style="list-style-type: none"> ○ Health-related fitness – improves cardiovascular endurance, muscular endurance, muscular strength, and body composition ○ Skill-related fitness – coordination, agility, reaction time, and speed • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How do you feel about your ability to do basic jumps with a short rope? ○ How do you feel about your ability to do advanced jumps with a short rope? ○ How do you feel about your ability to jump safely? • Reference learning targets and essential questions.
FOCUS ACTIVITY	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> • Discuss cues for short rope jumping. <ul style="list-style-type: none"> ○ Feet together and elbows in ○ Turn rope forward ○ Jump ○ Land on the balls of your feet ○ Keep turning and jumping • Distribute ropes and have students sit in personal space. • Choose one or more of the jump rope activities from the list below. • Provide an explanation and demonstration of the selected activities. • Discuss the importance of being safe while jumping rope <ul style="list-style-type: none"> ○ Maintain personal space while jumping ○ Watch out for other students and their ropes ○ Turn your rope safely • Allow students to perform the selected activities.

- Stop occasionally to check for understanding and discuss strategies to improve success.
- Assess students' skill levels using the performance/dual performance rubric and/or academic language quiz from the [OPEN Phys Ed](#) jump rope module (3-5).

Activity Name: Non-jumping Skills

- Allow students to practice and explore various ways of spinning their ropes safely. Examples include side spins, helicopter spins, figure eights, arm wraps, and leg wraps. Demonstrate the various skills or allow students to follow along using the non-jumping skills section of the Mark Rothstein Instructional DVD. Non-jumping skills are great to introduce at the beginning of this lesson because struggling students can utilize these skills throughout the remainder of the activities.

Activity Name: Free Jumping

- Allow students to jump at their own pace/ability level and explore jumping skills on their own. Encourage students to show off any special tricks they might know and help others learn how to perform those tricks.

Activity Name: Short Rope Individual Challenges

- Select several challenges from the list below. Explain the challenge, give the students a few seconds to stand up / get ready, and then start the music. Students will complete the challenge as quickly as possible and then sit down to let you know they're done. Stop the music when most of the kids are finished – don't let the struggling jumpers struggle too long.
- Show me how quickly you can do:
 - 10 jumps
 - 25 jumps
 - 50 jumps
 - 15 consecutive jumps without missing
 - 10 backwards jumps
 - 10 jumps on one foot
 - 10 backwards jumps and 10 forward jumps
 - 10 jumps on your right foot and 10 jumps on your left foot
 - 10 jumps, and 10 shoulder touches (or other exercise), and 10 jumps
 - 10 jumps on your right foot, 3 push-ups (or other exercise), and 10 jumps on your left foot
- How many _____ jumps can you do in _____ seconds? Count your jumps silently to yourself. Poll students to see how high they were able to go.

Activity Name: Short Rope Partner Challenges

- Instruct students to find a partner and sit together with their ropes. Select several challenges from the list below. Explain the challenge, give the students a few seconds to stand up / get ready, and then start the music. Students will complete the challenge as quickly as possible and then sit down to let you know they're done. Stop the music when most of the kids are finished – don't let the struggling jumpers struggle too long.
 - Show me how quickly you and your partner can complete 100 jumps. Only one partner can jump at a time. Partner #1 does jumps 1-10 and stops. Partner #2 does jumps 11-20 and stops. Partner #1 does 21-30, etc. When you make it to 100, sit down to let me know you're done.

	<ul style="list-style-type: none"> ○ You and your partner are going to see how high you can climb on the jump rope ladder. Partner #1 does one jump and stops. Partner #2 does two jumps and stops. Partner #1 does three jumps and stops. You will continue to climb the ladder using this pattern and going up one jump at a time. Only one partner can jump at a time. You have to let your partner completely finish their jumps before you begin. If you make a mistake, just continue counting from where you were. When the music begins, you'll have three minutes to go as high as you can. ○ Face your partner as if you're looking at yourself in a mirror. Decide which partner is going to be the leader first. The leader is going to perform various jumping and/or non-jumping (rope turning) skills. You will mirror whatever they're doing. When the music pauses, switch leaders and then continue when the music begins again. ○ You and your partner have 3 minutes to figure out how many different ways both of you can jump together in one rope. <p>Activity Name: Last Student Standing Competition</p> <ul style="list-style-type: none"> ● Students will start jumping when the music begins. If someone misses a jump or gets too tired to continue, they are eliminated and sit down. The last person left still jumping is the winner. If there are several students left at the end, you can just declare all of them winners. <p>Activity Name: Advanced Jump Skills</p> <ul style="list-style-type: none"> ● Allow students to practice and explore various advanced skills. Examples include jogging step, side to side, toe to toe, heel to heel, bell, skier, criss cross, side straddle, straddle cross, twister, and double under. Setup stations around the gym using Jump Rope HotSpots, OPEN Phys Ed Creative Mode station cards (3-5 jump rope module), or teacher made station cards. Signal students to rotate every two to three minutes. If whole group activities are preferred, allow students to follow along with the basic tricks section of the Mark Rothstein Instructional DVD or Basic Jump Rope Tricks with Lauren Matsumoto on YouTube. <p>Activity Name: Jump Routines from OPEN Phys Ed</p> <ul style="list-style-type: none"> ● Students will work in groups of three to four to create, practice, and perform a short jump rope routine. Each group will use the Jump Routine Task Card as a guide to complete their routine. Allow students to perform their routine for the class or record a video of their performance to upload to Google Classroom, Padlet, or Flipgrid. Detailed directions and the task card can be found in the OPEN Phys Ed Jump Rope module (3-5).
<p>CLOSING</p>	<p>REVIEW:</p> <ul style="list-style-type: none"> ● Review key concepts with students by asking the essential questions and discussing the answers. <ul style="list-style-type: none"> ○ What are the skill cues for jumping with a short rope? ○ How does jumping rope improve your health and fitness? ○ What new jumping skills did you learn today? ● Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How would you rate your jumping skills during today's activity? ○ How would you rate the level of your cardio workout during today's activity? ○ How would you rate your group's ability to communicate and cooperate while creating a routine? ○ How safely did you play during today's activity?

ACADEMIC LANGUAGE QUIZ

1

When choosing the right size jump rope, where should the ends of the rope stop?

- a. Hips
- b. Armpits
- c. Neck
- d. Belly Button

2

When something is perpendicular to the level ground, it is _____?

- a. Horizontal
- b. Parallel
- c. Vertical
- d. Across

3

What is it called when a body or object rotates?

- a. Turn
- b. Forward
- c. Track
- d. Backwards

4

Which rope is used when someone wants to turn and jump a rope individually?

- a. Long rope
- b. Double Dutch
- c. Jump bands
- d. Short rope

5

Performing one after another without stopping is called _____?

- a. Pace
- b. Consecutive
- c. Routine
- d. Speed

6

A set sequence of combined steps is called _____?

- a. Pace
- b. Consecutive
- c. Routine
- d. Speed

7

The ability to do something well is called _____?

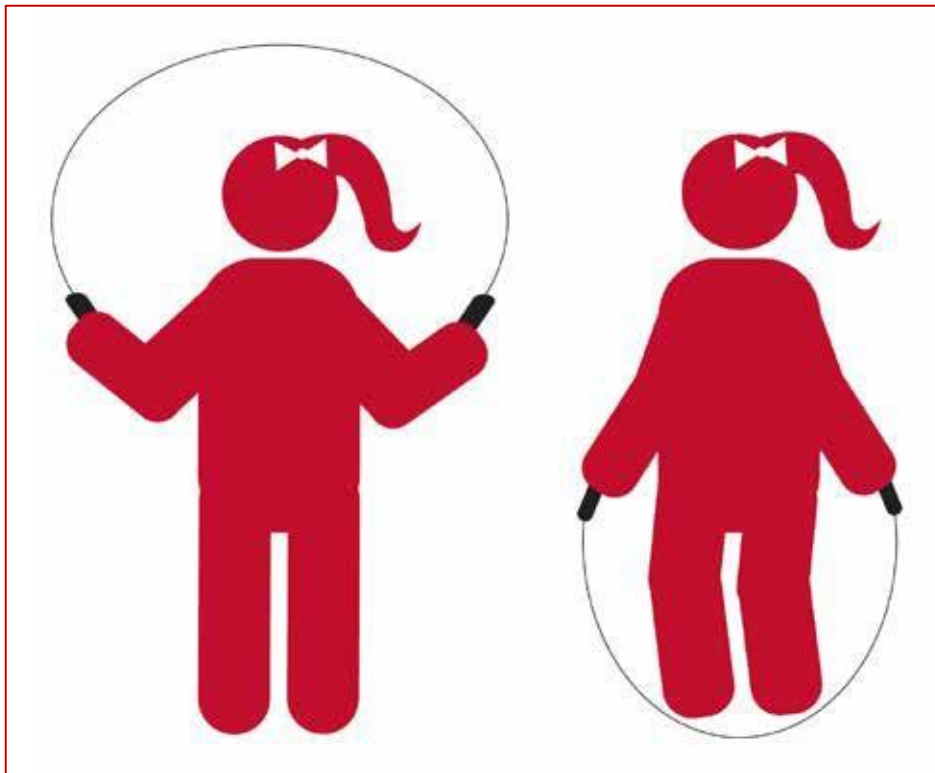
- a. Skill
- b. Trick
- c. Success
- d. Consecutive

8

What is a uniform pattern of sound or movement?

- a. Rhyme
- b. Recognize
- c. Rhythm
- d. Routine

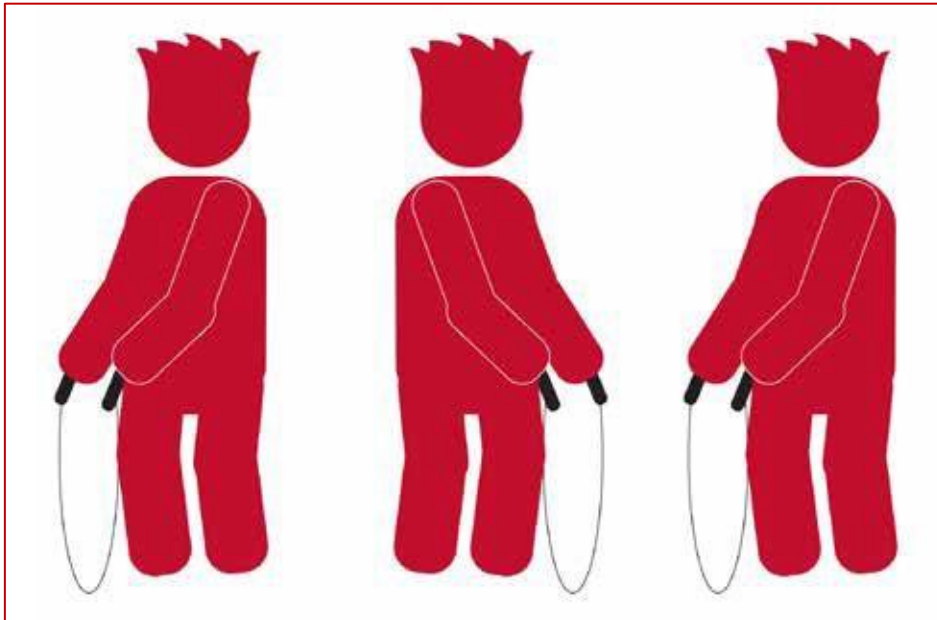
Jump Rope Creative Mode Stations



Basic Jump (2 Feet)

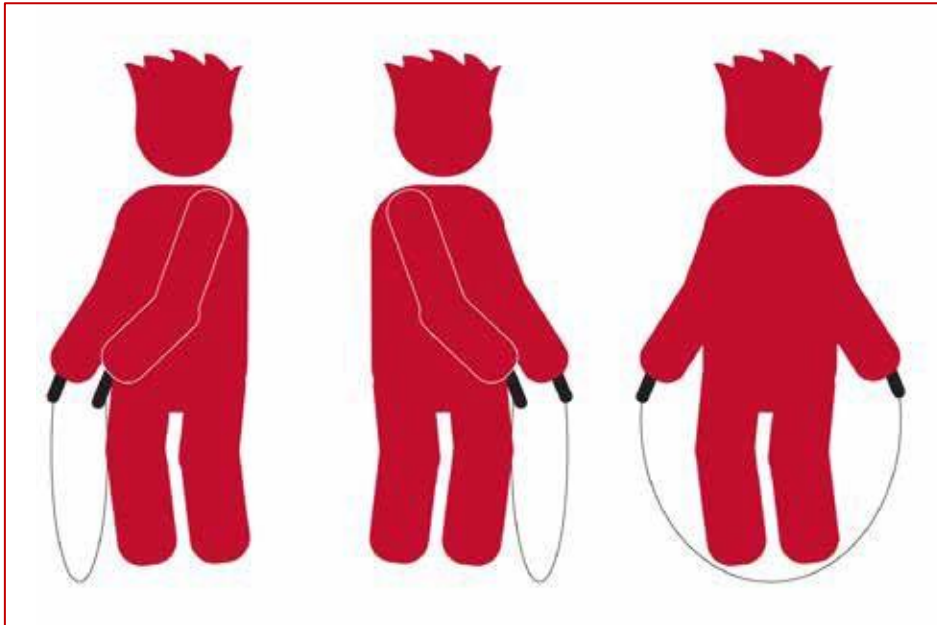
- Feet and knees together
- Two-foot take off and landing
- Stay on balls of feet
- ✓ JUMP, JUMP, JUMP

Side Turns

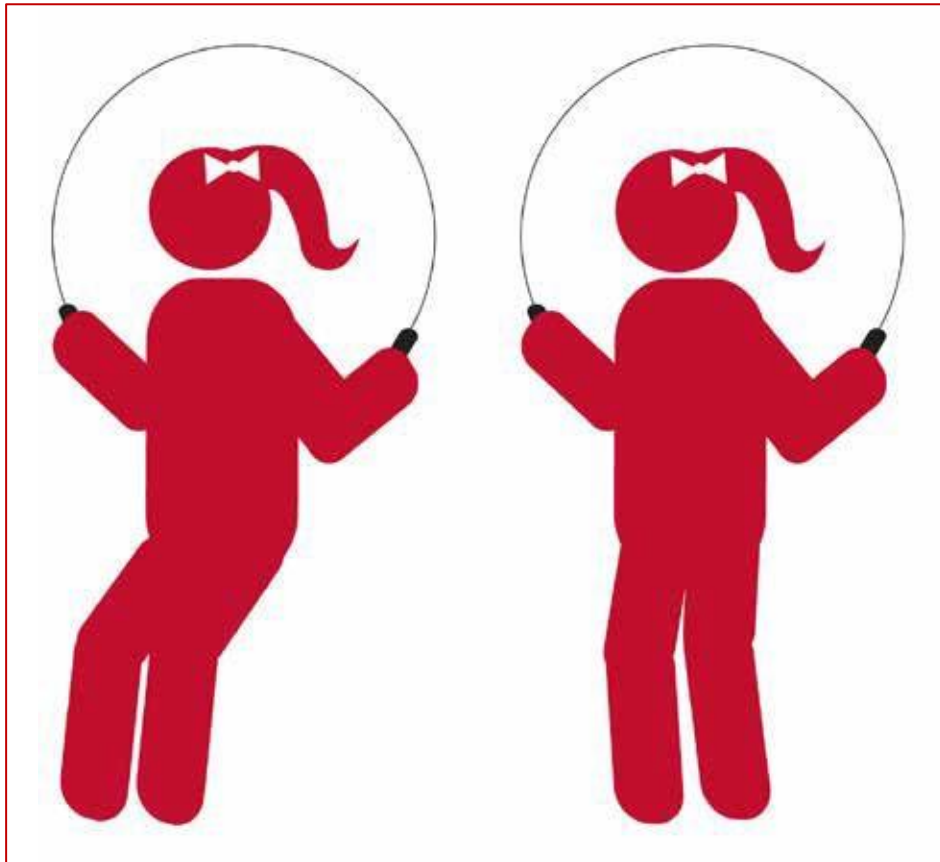


- Both handles swing right
- Both handles swing left
- Repeat side to side
- ✓ Right, Left, Right, Left

Side Turn Jump

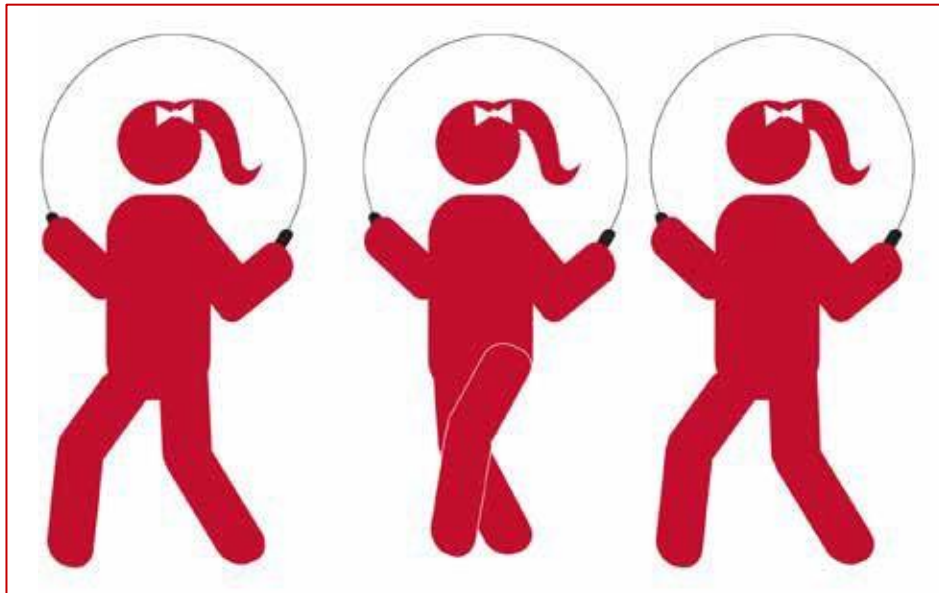


- Both handles swing right
- Both handles swing left
- Jump to center
- ✓ Right, Left, Jump



Bell Jump (Front and Back)

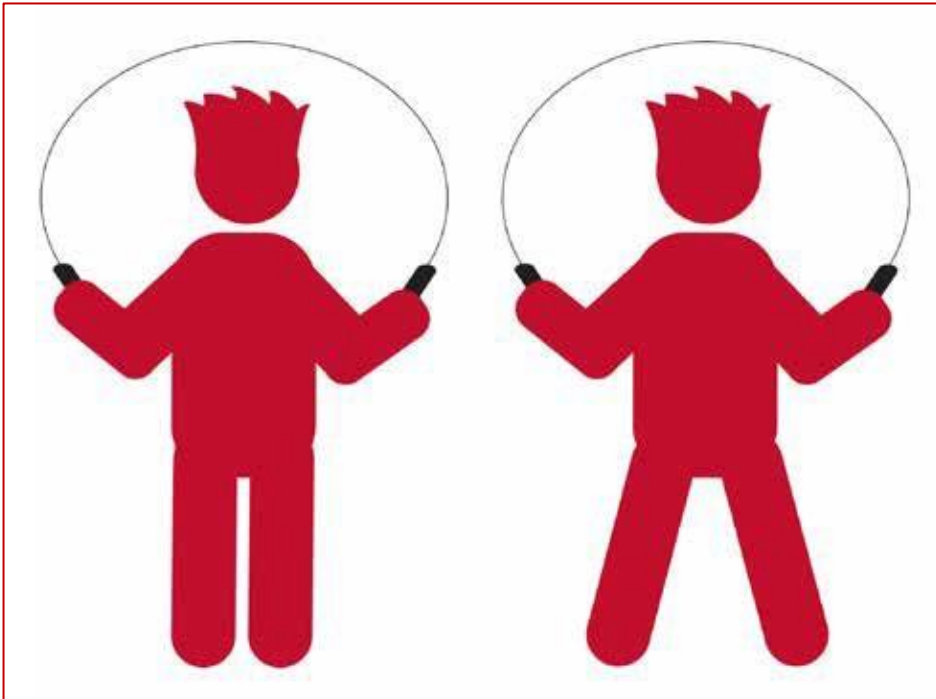
- Jump over forward
- Jump over backward
- ✓ Forward, Back, Forward, Back



Forward Straddle Jump

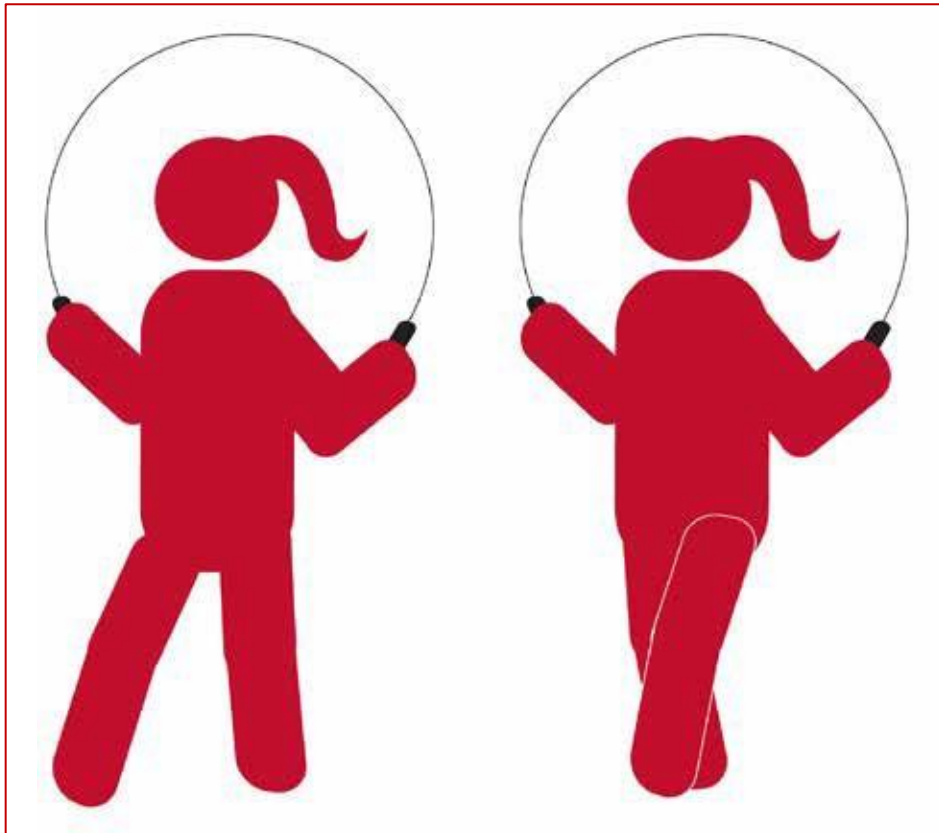
- Jump & straddle right to front
- Jump & straddle left to front
- ✓ Right, Left, Right, Left

Side Straddle



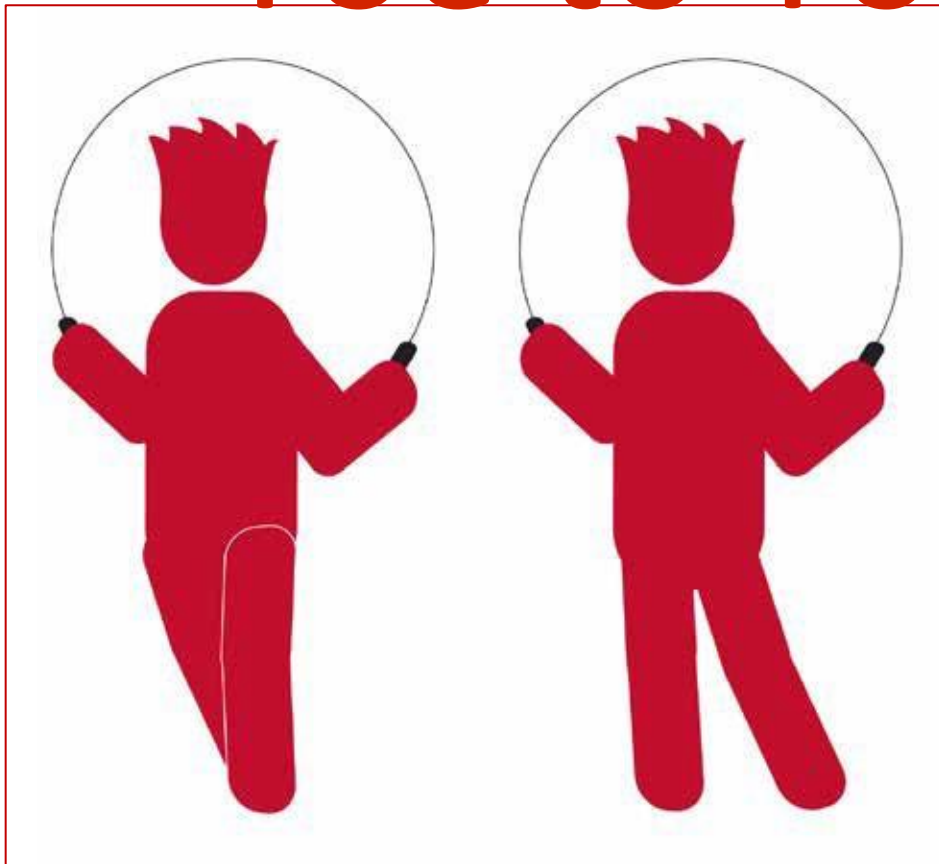
- Basic jump
- Jump to straddle
- ✓ Basic, Straddle, Basic, Straddle

Heel to Heel



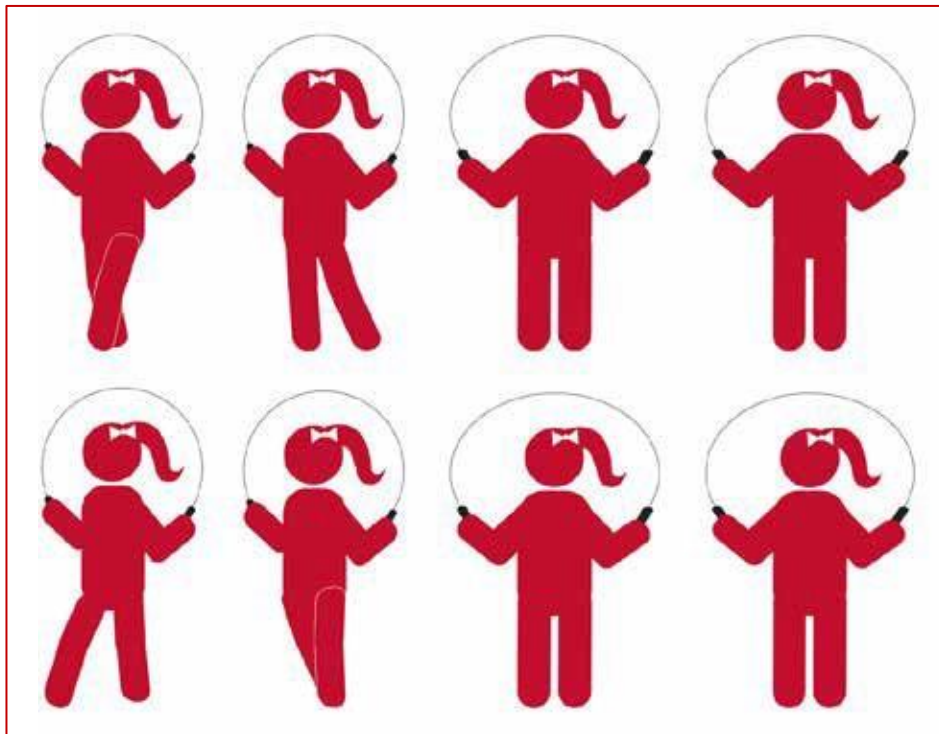
- Jump, right heel front
- Jump, left heel front
- ✓ Right, Left, Right, Left

Toe to Toe



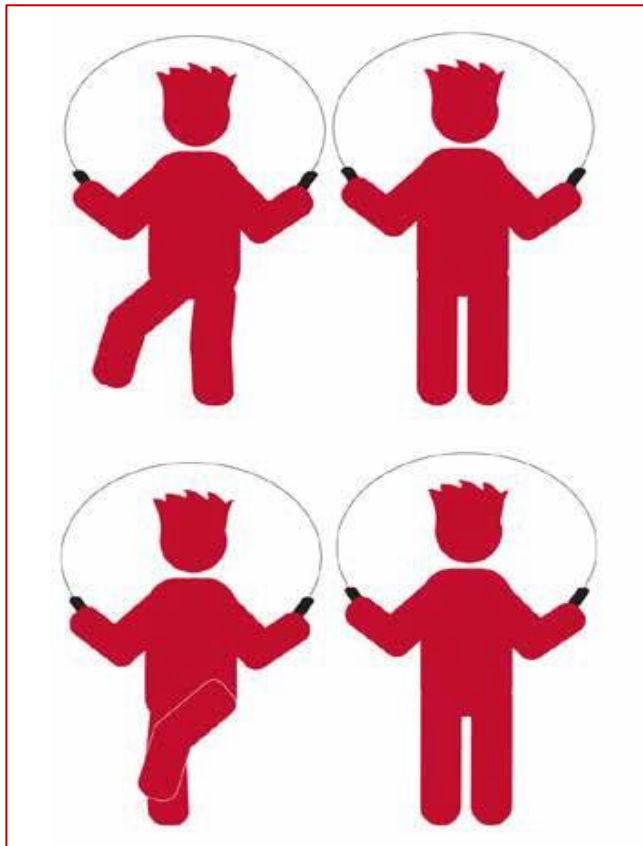
- Jump, right toe back
- Jump, left toe back
- ✓ Right, Left, Right, Left

Heel Toe Bounce



- Jump, heel front ● Jump, toe back ● Bounce
- Bounce
- ✓ Heel, Toe, Bounce, Bounce

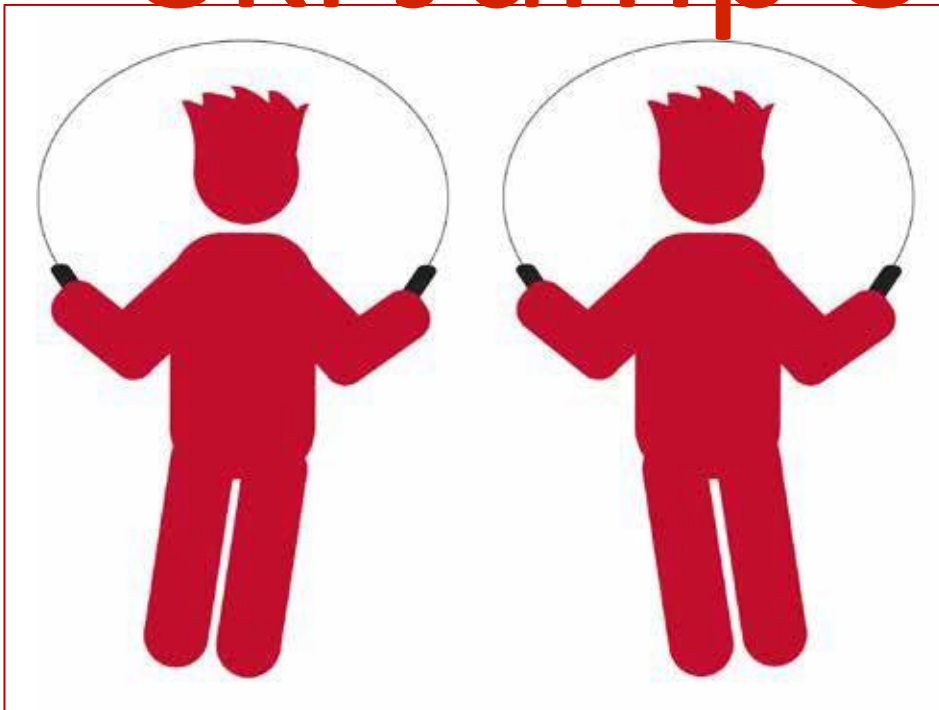
Kick Bounce



Jump, right kick

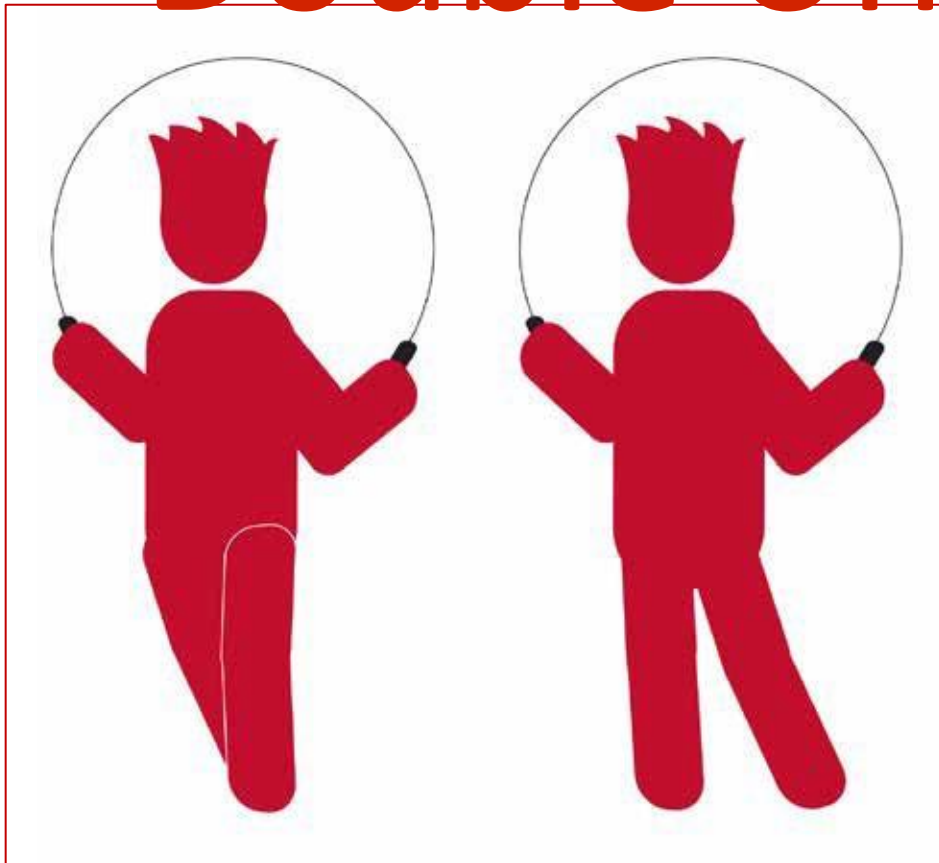
- **Basic jump**
- **Jump, left kick**
- **Basic jump**
- ✓ **Kick, Bounce, Kick, Bounce**

Ski Jump Side to Side



- Jump Left
- Jump Right
- ✓ Left, Right, Left, Right

Double Under



- **Jump for rhythm**
- **Jump high and double under**
- **Jump, Two, Three, Double**

GRADE: _____ **CLASS:** _____

Jump Rope Performance Rubric

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs jumping/landing skills with control, using critical cues. Performs a variety of intermediate jump rope tricks (short and long rope). Creates and performs a partner/group routine.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to competently perform basic jump rope skills. Demonstrates good effort when learning tricks and performing routines.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty performing basic jump rope skills. Cannot perform tricks. Cannot complete a routine.	Occasionally creates unsafe situations.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
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19.			
20.			
21.			
22.			
23.			
24.			



JUMP ROPE ROUTINE TASK CARD

Group Member Names

Group Routine Criteria

- ✔ The routine must include a minimum of 4 different jump rope tricks.
- ✔ The minimum length of the routine must be 16 total jumps.
- ✔ The routine must be performed by all group members, in unison.

Required Tricks

Trick 1 _____ (4 Jumps)

Trick 2 _____ (4 Jumps)

Trick 3 _____ (4 Jumps)

Trick 4 _____ (4 Jumps)

Bonus Tricks

Trick 4 _____ (4 Jumps)

Trick 4 _____ (4 Jumps)

Trick 4 _____ (4 Jumps)

Trick 4 _____ (4 Jumps)

Activity Bonus

Step Total Goal: _____ Step Total Final: _____

Or...

Heart Rate Goal: _____ Heart Rate Final: _____

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Jump Rope Performance Rubric 2

Proficient 4	Consistently performs jumping/landing skills with control, using critical cues. Performs a variety of intermediate jump rope tricks (short and long rope). Creates and performs a partner/group routine. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to competently perform basic jump rope skills. Demonstrates good effort when learning tricks and performing routines. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty performing basic jump rope skills. Cannot perform tricks. Cannot complete a routine. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
1.		
2.		
3.		
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Physical Education (4th Grade) Unit 3 Lesson Plan 2

Lesson Plan 2:Long Jump Ropes

Course: PE	Grade: 4^t	Pacing: 2-45 min. class	Unit #: 3	Lesson Plan: 2
LESSON TITLE: Long Jump Ropes				
ENDURING UNDERSTANDING:				
<ul style="list-style-type: none"> • Jumping rope can improve my physical fitness and cardiovascular health. • Improved skills can lead to active participation and increased enjoyment of sports and physical activities. • Using strategies can change the outcome of an activity. • Rules are essential for keeping everyone safe in a PE / sports setting. • Teamwork enhances enjoyment and success. 				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences. r. Creates and/or performs a jump rope routine. 				
CONCEPTS:				
PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
<ul style="list-style-type: none"> b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments. c. Applies the concepts of speed, endurance, and pacing in movement activities. 				
FITNESS:				
PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
<ul style="list-style-type: none"> i. Independently engages in physical education class. 				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
<ul style="list-style-type: none"> a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings. 				
PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
<ul style="list-style-type: none"> a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale)	<ul style="list-style-type: none"> • Observation and Feedback Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Performance Rubric • Jump Rope Routine Task Card Academic Language Quiz 		

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Rope jumping
- Rhythm
- Sequencing
- Responsible behavior

VOCABULARY:

- Jump
- Rhythm
- Skill
- Routine
- Sequencing
- Health-related fitness
- Cardiovascular endurance
- Skill-related fitness
- Agility
- Balance
- Coordination
- Reaction time
- Speed
- Pacing
- Consecutive
- Responsible behavior
- Safety

LINKS:

- [OPEN Phys Ed](#)
- [Long Rope Games](#)

DIFFERENTIATED LEARNING

TASK:

- Decrease difficulty by allowing students to jump patterns/rhythms without a rope.
- Decrease difficulty by allowing students to jump patterns/rhythms with rope lying stationary on the floor.
- Decrease difficulty by having students turn the rope tick-tock/pendulum style instead of over the head.
- Allow students to choose their level of challenge by providing tasks of various skills levels.

EQUIPMENT:

- Provide ropes of varying lengths, weights, and materials.

GROUPING:

- Group students of similar skill levels together.
- Place struggling students in a group with a peer tutor/mentor.

Physical Education (4th Grade) Unit 3 Lesson Plan 2

MATERIALS

STUDENT EQUIPMENT:

- long jump ropes (one for every 3 – 5 students)
- Jump rope routine task cards
- Jump rope rhyme cards
- Pencils

TEACHER EQUIPMENT:

- Music
- CD/MP3 Player
- Sound system with microphone
- Computer
- Projector

OPENING

Getting students ready to learn

ESSENTIAL QUESTIONS:

- How does jumping rope improve my physical fitness?
- What are the skill cues for jumping with a short rope?
- What can I do to be physically active and why is this important?
- Why are rules important in a PE or sports setting?

HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

- Review agenda for the class period.
- Pose the following questions to students. Allow them to respond or brainstorm with a partner.
 - How does jumping rope benefit your health?
 - How does jumping rope benefit your fitness?
- Discuss and demonstrate cues for long rope jumping.
 - Face the turner
 - Watch the rope
 - Small jumps on the balls of your feet
 - Keep the rhythm
- Discuss and demonstrate cues for long rope turning. Also, discuss the importance of helping the jumper be successful.
 - Turn with your whole arm
 - Make the rope hit the floor each time
 - Watch the jumper’s feet and adjust
 - Keep the rhythm
- Discuss and demonstrate cues for running in with the rope spinning.
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How do you feel about your ability to do basic jumps with a long rope?
 - How do you feel about your ability to turn the rope in a way that helps the jumper be successful?
 - How do you feel about your ability to jump in with the rope spinning?
 - How do you feel about your ability to jump safely?
- Reference learning targets and essential questions.

FOCUS ACTIVITY

STUDENT AND TEACHER PROCEDURES:

- Discuss and demonstrate cues for long rope jumping.
 - Face the turner
 - Watch the rope
 - Small jumps on the balls of your feet
 - Keep the rhythm
- Discuss and demonstrate cues for long rope turning. Also, discuss the importance of helping the jumper be successful.
 - Turn with your whole arm
 - Make the rope hit the floor each time
 - Watch the jumper’s feet and adjust
 - Keep the rhythm

- Discuss and demonstrate cues for running in with the rope spinning.
- Divide students into groups of three to five. Distribute a rope to each group.
- Choose one or more of the jump rope activities from the list below.
- Provide an explanation and demonstration of the selected activities.
- Discuss the importance of being safe while jumping rope
 - Maintain personal space while jumping
 - Watch out for other groups and their ropes
 - Turn the rope safely
- Allow students to perform the selected activities.
- Stop occasionally to check for understanding and discuss strategies to improve success.
- Assess students' skill levels using the performance/dual performance rubrics and/or academic language quiz from the OPEN Phys Ed rope module (3-5).

Activity Name: Free Jumping

- Allow groups to jump at their ability levels, explore long skills jumping skills on their own, and play games they may already know. Distribute the Long Rope Progression Card from the OPEN Phys Ed jump rope module (3-5) for students to reference if needed. Encourage students to be good turners and help group members who are struggling.

Activity Name: Jump Rope Rhymes

- Give each group a teacher made long rope rhymes card or the Jump Rope Rhyme Card from the OPEN Phys Ed jump rope module (3-5). If jump rope rhyme cards are unavailable, show the [Long Rope Games](#) video from YouTube. Allow groups to play the games of their choice from the card or video.

Activity Name: Long Rope Group Challenges

- Select several challenges from the list below. Explain the challenge, give the students a few seconds to stand up / get ready, and then start the music. Groups will complete the challenge as quickly as possible and then sit down to let you know they're done. Stop the music when most of the groups are finished – don't let the struggling jumpers struggle too long.
- Show me how quickly everyone in your group can complete:
 - 10 jumps
 - 20 jumps
 - 10 tick-tock/pendulum style jumps
 - 10 over the head style jumps
 - 10 jumps on one foot
 - 10 consecutive jumps
- Each person in your group gets thirty seconds to complete as many jumps as possible. When the music pauses, switch jumpers and then continue. Keep a running total of how many jumps your group completes.
- Number off within your group. When the music starts, Player #1 will jump as long as possible without mistake. When #1 misses a jump or becomes too tired to continue, your group is eliminated and sits down immediately. The competition continues until we have a winner from the #1's. Once we have a winner, all the groups are back in and

	<p>Player #2 becomes the new jumper. We will continue until everyone has a chance to be the jumper. Do a good job of turning and help your jumper be successful.</p> <p>Activity Name: Jump Routines from OPEN Phys Ed</p> <ul style="list-style-type: none"> • Group members will work together to create, practice, and perform a long jump rope routine. Each group will use the Jump Routine Task Card as a guide to complete their routine. Allow students to perform their routine for the class or record a video of their performance to upload to Google Classroom, Padlet, or Flipgrid. Detailed directions and the task card can be found in the OPEN Phys Ed-Jump Rope module (3-5). <p>Activity Name: Turnstile Challenges</p> <ul style="list-style-type: none"> • Turnstile challenges work best with larger groups. Instead of regrouping students, just have two groups join together to form a larger group. Select one or more challenges from the list below. Explain the challenge and then give the students two to three minutes to work on the challenge. Remind students to change turners occasionally so that everyone gets to participate in the challenge. <ul style="list-style-type: none"> ○ Each group member must run through the spinning rope one person at a time without getting caught by the rope. ○ All group members must run through the spinning rope in duos/trios/quads without getting caught by the rope. ○ The entire group must run through together without getting caught by the rope. ○ The entire group must run through together without getting caught by the rope. The turners immediately start spinning the rope in the opposite direction, and the whole group must successfully cross back over to their original starting place. ○ How few turns are needed to get your entire group across to the other side? ○ Each group member must run in, complete one/two/three jump(s) and run out without getting caught by the rope.
<p>CLOSING</p>	<p>REVIEW:</p> <ul style="list-style-type: none"> • Review key concepts with students by asking the essential questions and discussing the answers. <ul style="list-style-type: none"> ○ What are the skill cues for jumping in a long rope? ○ What do good turners do? ○ How does jumping rope improve your health and fitness? ○ What new jumping skills did you learn today? • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How would you rate your jumping skills during today’s activity? ○ How would you rate the level of your cardio workout during today’s activity? ○ How would you rate your group’s ability to communicate and cooperate while creating a routine? ○ How safely did you play during today’s activity?

JUMP ROPE RHYME CARD

Jump Rope Rhyme Card

Endurance Rhymes	
I can Jump. I can Hop.	Up, and Up. Down, and Down.
How many Jumps before I stop? 1, 2, 3, 4...	Jump and make the world go 'round! 1, 2, 3, 4...
Pick a fruit. Pick a veggie. How many picked before I'm ready? 1, 2, 3, 4...	A, B, C's and vegetable goop. What letters land in the vegetable soup? A, B, C,

Pick a Trick Rhymes	
I love carrots. I love Peas.	One for the show, two to be funny,
Grab your rope and follow me. Side turns, 2, 3, 4 Bell Jump, 2, 3, 4 Heels, 2, 3, 4 Toes, 2, 3, 4 Add more tricks...	Three for the wish, we jumped for money! Kick Bounce, 2, 3, 4 Ski Jumps, 2, 3, 4 Straddle, 2, 3, 4 Double Under, 2, 3, 4 Add more tricks...

Long Rope Enter/Exit Rhymes

Jump in start. Bounce begin. I jump out and you	Work all day, sleep all night.
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Create Your Own Rhyme Write Your Name Here: _____

Write your rhyme on the lines below.

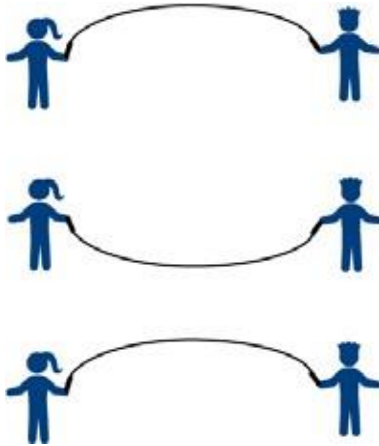
Circle the type of rhyme you wrote.

Endurance Pick a Trick Enter/

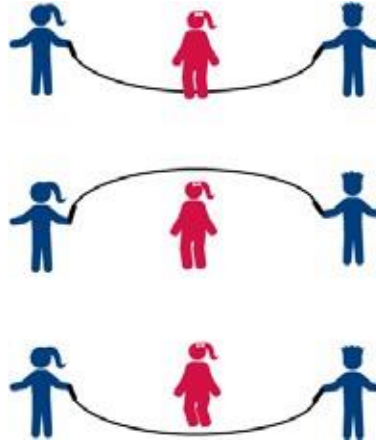
LONG ROPE PROGRESSION CARD

Long Rope Progression

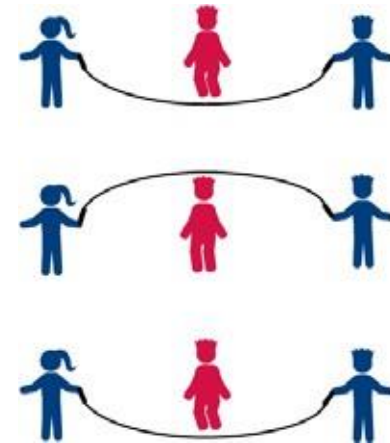
Level 1 – Cooperative Turning
1, 2, 3 and Over



Level 2 – Center Jump
Stand in Center, Face 1 Turner,
Turn and Jump



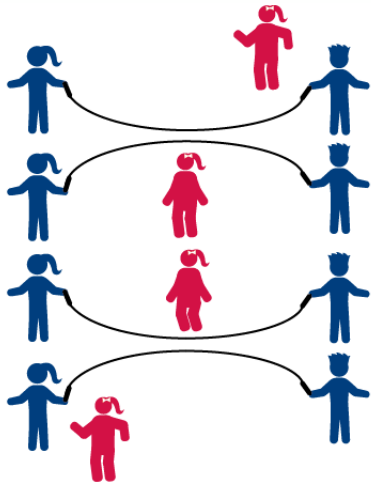
Level 3 – Continuous Jumping
Face 1 Turner, Turn, Jump, Turn, Jump



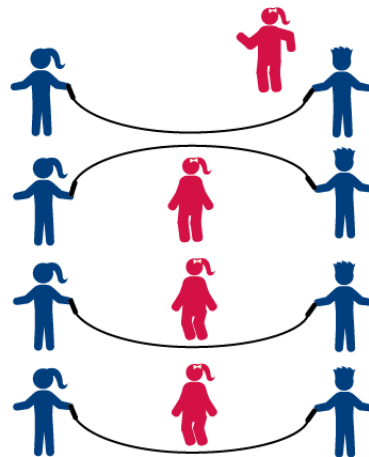


LONG ROPE PROGRESSION CARD

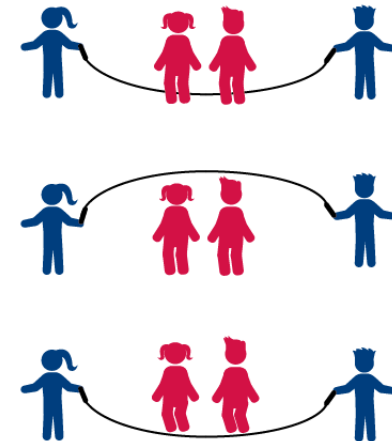
Level 4 – Enter and Exit
Enter Quick, Jump 1 Time, Exit Quick



Level 5 – Enter and Stay
Enter Quick, Jump, Turn, Jump



Level 6 – Add a Jumper Stand in Center, Face 1 Turner, Turn and Jump



Mabel

Mabel, Mabel, set the table. Bring the plates if you are able.
Don't forget the salt and red hot pepper! (Start spinning the rope faster.)

Hippity Hop

Hippity hop to the barbershop. How many times before I stop? One, two, three, four...

I'm Sick

Mama, Mama, I'm sick!
Get the doctor quick, quick, quick! Mama,
Mama, turn around.
Mama, Mama, touch the ground. Mama, Mama,
are you through? Mama, Mama, spell your name.

Tic Tock

Tick tock, tick tock,

What time is it by the clock?
It's one, two, three, four...

Teddy Bear

Teddy bear, teddy bear, turn around. Teddy bear, teddy bear, touch the ground. Teddy bear, teddy bear, show your shoe.
Teddy bear, teddy bear, you better skidoo. Teddy bear, teddy bear, say your prayers. Teddy bear, teddy bear, go upstairs. Teddy bear, teddy bear, turn out the light. Teddy bear, teddy bear, say goodnight.

School

Kindergarten – run through the rope 1st
Grade – run in and jump 1 time 2nd Grade –
run in and jump 2 times 3rd Grade – run in
and jump 3 times 4th Grade - run in and
jump 4 times

Physical Education (4th Grade) Unit 3 Lesson Plan 3

Lesson Plan 3:Chinese Jump Rope

Course: PE	Grade: 4^t	Pacing: 2-45 min. class	Unit #: 3	Lesson Plan: 3
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LESSON TITLE: Chinese Jump Rope

ENDURING UNDERSTANDING:

- Jumping rope can improve my physical fitness and cardiovascular health.
- Improved skills can lead to active participation and increased enjoyment of sports and physical activities.
- Using strategies can change the outcome of an activity.
- Rules are essential for keeping everyone safe in a PE / sports setting.
- Teamwork enhances enjoyment and success.

GSE TO ADDRESS IN UNIT

SKILLS:

- PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.
- a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.
 - r. Creates and/or performs a jump rope routine.

CONCEPTS:

- PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- b. Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments.
 - c. Applies the concepts of speed, endurance, and pacing in movement activities.

FITNESS:

- PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.
- i. Independently engages in physical education class.

BEHAVIOR, RULES, SAFETY, ETIQUETTE:

- PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.
 - b. Exhibits independent and cooperative responsibility.
 - c. Listens respectfully to corrective feedback from others (peers and adults).
 - d. Works safely with peers and equipment in physical activity settings.
- PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- a. Examines the health benefits of participating in physical activity.
 - b. Ranks the enjoyment and/or challenge of various physical activities.
 - c. Describes and compares the positive social interactions when engaged in a variety of physical activities.

ASSESSMENTS:

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Observation and Feedback • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Performance Rubric

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Rope jumping
- Rhythm
- Sequencing
- Responsible behavior

VOCABULARY:

- Jump
- Rhythm
- Skill
- Routine
- Sequencing
- Health-related fitness
- Cardiovascular endurance
- Skill-related fitness
- Agility
- Balance
- Coordination
- Reaction time
- Speed
- Pacing
- Consecutive
- Responsible behavior
- Safety

LINKS:

DIFFERENTIATED LEARNING

TASK:

- Decrease difficulty by allowing students to jump patterns/rhythms without a rope.
- Decrease difficulty by allowing students to jump patterns/rhythms with rope lying stationary on the floor.
- Provide students with pattern cards or visual cues for each game.

GROUPING:

- Group students of similar skill levels together.
- Place struggling students in a group with a peer tutor/mentor.

MATERIALS

STUDENT EQUIPMENT:

- Chinese jump ropes (one for every 3 students)

TEACHER EQUIPMENT:

- [MelAimee Chinese Jump Rope Instructional DVD](#)
- DVD Player/Computer
- Projector
- Sound System

<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does jumping rope improve my physical fitness? • What can I do to be physically active and why is this important? • Why are rules important in a PE or sports setting?
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> • Review agenda for the class period. • Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> ○ What is Chinese jump rope? ○ How is it different from regular jump rope? • Describe Chinese jump rope and its history or play the introduction of the instructional video. • Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How do you feel about your ability to perform Chinese jump rope patterns? ○ How do you feel about your ability to be a good rope holder? ○ How do you feel about your ability to jump safely? • Reference learning targets and essential questions.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> • Divide students into groups of three. Distribute a rope to each group. • Discuss the basics of Chinese jump ropes. <ul style="list-style-type: none"> ○ Each game has a specific pattern. You must complete the pattern correctly to advance in the game. ○ Each game has three levels – ankle, calf, and knee. Jumpers always begin on ankle level and attempt to complete all three levels without making a mistake. ○ If the jumper successfully completes a level, the holders move the rope up to the next level. If the jumper completes all three levels without making a mistake, his/her turn is over. ○ If the jumper misses a jump or makes a mistake on the pattern, his/her turn is over. ○ When a jumper’s turn is over, he/she becomes a holder. ○ Holders stand inside the rope with their feet spread shoulder-width apart. The holders stand far enough apart to stretch the rope but not so far apart that the rope becomes tight. Good holders do not move the ropes or play around while someone is jumping. • Discuss the importance of being safe while playing Chinese jump rope. <ul style="list-style-type: none"> ○ Maintain personal space while jumping. ○ Take your time and jump in a controlled manner. ○ No one is allowed to have the rope above their knees. • Choose one or more of the games from the list below. • Provide an explanation and demonstration of each game selected or play the instructional video for that game. Repeat the pattern out loud several times and have the students recite it back to you. Allow students to play each game for five to ten minutes before moving to the next game.

Physical Education (4th Grade) Unit 3 Lesson Plan 3

- Stop occasionally to check for understanding and discuss strategies to improve success.
- Assess students' skill levels using the performance rubric.

Game: Americans

- Starting position – one foot in the rope and one foot outside the rope
- Pattern – four side to side jumps – in – out – in – on
 - four side to side jumps (each time the opposite foot lands in the center)
 - both feet in the rope
 - out like a jumping jack (feet stay inside rope)
 - both feet back together
 - jump up and land with one foot on each rope

Game: Chinese

- Starting position – one foot in the rope and one foot outside the rope
- Pattern – four side to side jumps – in – over and out – criss-cross – in – on
 - four side to side jumps (each time the opposite foot lands in the center)
 - both feet in the rope
 - jump over and out of the rope with one foot landing on each side of the rope
 - slide feet in a criss-cross motion (do not jump over rope)
 - jump back into the rope with both feet
 - jump up and land with one foot on each rope

Game: Cliffs

- Each holder places one side of the rope under his/her foot and keeps the other rope in the normal position. The rope on the floor is the bottom of the cliff, and the other rope is the top of the cliff.
- Starting position – one foot in the rope and one foot outside the rope
- Pattern – four side to side jumps – in – out – in – on (exactly the same as Americans)
 - four side to side jumps (each time the opposite foot lands in the center)
 - both feet in the rope
 - out like a jumping jack (feet stay inside rope)
 - both feet back together
 - jump up and land with one foot on each rope

Game: Diamonds

- The rope is placed around only one leg of the holders.
- Starting position – The jumper catches the first rope with one foot, moves it over the second rope, and then steps into the rope to form the diamond shape. Jumper begins the pattern with feet shoulder-width apart.
- Pattern – jump and spin while spelling diamonds or first name – in – out – in – on
 - jump up and spin 180 degrees while spelling diamonds or first name (one jump for each letter and feet stay inside rope)
 - slide both feet in
 - jump back out like a jumping jack (feet inside rope)
 - both feet back together
 - jump up and land sideways with both feet on the rope
- If students are having difficulty jumping out of the rope, have the holders stand with two feet together with the rope around both legs. This makes the opening a little bigger and easier to jump out of successfully.

Game: Snapback

Physical Education (4th Grade) Unit 3 Lesson Plan 3

- The rope is placed around only one leg of the holders.
- Starting position – The jumper faces the rope and stands with their toes under the closest rope.
- Pattern – jump in – back up – jump out
 - jump and carry the first rope over the second rope using your toes
 - take a giant step back
 - jump over and out of the rope
 - land without the rope catching your feet
- If students are having difficulty jumping out of the rope, have the holders stand with two feet together with the rope around both legs. This makes the opening a little bigger and easier to jump out of successfully.

Game: Create a Routine

- Group members will work together to create a Chinese jump rope game.
- The pattern should be ten jumps or less. The longer the pattern, the harder it is to remember.
- The jumps should be skills that everyone can do. Difficult/impossible games are not fun.
- The game should be safe. No dangerous jumping skills. Ropes cannot be higher than knee level.
- Allow group members to present their game to the class or record a video to upload to Google Classroom, Padlet, or Flipgrid.

CLOSING

REVIEW:

- Review key concepts with students by asking the essential questions and discussing the answers.
 - What are the patterns for each game?
 - Why is it important to take your time and jump in a controlled manner?
 - How does jumping rope improve your health and fitness?
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How would you rate your jumping skills during today's activity?
 - How would you rate the level of your cardio workout during today's activity?
 - How would you rate your group's ability to communicate and cooperate while creating a routine?
 - How safely did you play during today's activity?

Physical Education (4th Grade) Unit 3 Lesson Plan 4

Course: PE	Grade: 4 ^t	Pacing: 2-45 min. class	Unit #: 3	Lesson Plan: 4
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LESSON TITLE: Dance Activities

- ENDURING UNDERSTANDING:**
- Dance can help express ideas and emotions.
 - Dancing can improve my physical fitness and cardiovascular health.
 - Improved skills can lead to active participation and increased enjoyment of sports and physical activities.
 - Using strategies can change the outcome of an activity.
 - Rules are essential for keeping everyone safe in a PE / sports setting.

GSE TO ADDRESS IN UNIT

- SKILLS:**
- PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.
- Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.
 - Creates a repeatable dance, gymnastics, or exercise routine when combining locomotor movement patterns.
 - Transfers weight in gymnastics and/or dance environments.

- CONCEPTS:**
- PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Combines pathways, shapes, and levels with skills in small-sided games, gymnastics, and/or dance environments.

- FITNESS:**
- PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.
- Compares opportunities for participating in physical activity outside of physical education class.
 - Independently engages in physical education class.

- BEHAVIOR, RULES, SAFETY, ETIQUETTE:**
- PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.
 - Exhibits independent and cooperative responsibility.
 - Listens respectfully to corrective feedback from others (peers and adults).
 - Works safely with peers and equipment in physical activity settings.

- PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- Examines the health benefits of participating in physical activity.
 - Ranks the enjoyment and/or challenge of various physical activities.
 - Describes and compares the positive social interactions when engaged in a variety of physical activities.

ASSESSMENTS:

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Observation and Feedback • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Performance Rubric • Dual Performance Rubric • Academic Language Card

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Dance
- Expression through movement
- Responsible behavior

VOCABULARY:

- Dance
- Movement
- Sequence
- Choreography
- Rhythm
- Beat
- Tempo
- Count
- 8-Count
- Line Dance
- Quarter-Turn
- Clockwise
- Counter-Clockwise
- Grapevine
- Health-related fitness
- Cardiovascular endurance
- Body Composition
- Skill-related fitness
- Agility
- Balance
- Coordination
- Responsible behavior
- Safety

LINKS:

- [OPEN Phys Ed](#)

DIFFERENTIATED LEARNING

SPACE:

- Decrease difficulty by placing directional arrows or spot marker footprints on the floor.

TASK:

- Increase/decrease difficulty by allowing students to move in their own space and at their own speed.
- Increase/decrease difficulty by allowing students to improvise and create their own dance moves at any time.
- Increase/decrease difficulty by allowing students to choose their level of challenge by providing tasks of various skill levels.
- Decrease difficulty by providing ongoing verbal cues.
- Decrease difficulty by using videos, graphics, and pictures as visual examples.

MATERIALS	
STUDENT EQUIPMENT:	TEACHER EQUIPMENT:
<ul style="list-style-type: none"> Juggling scarves 	<ul style="list-style-type: none"> Music CD/MP3 Player Sound system with microphone Computer Projector Dance visuals
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> How does dancing improve my physical fitness? What are the social and emotional benefits of dancing? What can I do to be physically active and why is this important? Why are rules important in a PE or sports setting?
	HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins) <ul style="list-style-type: none"> Review agenda for the class period. Pose the following questions to students. Allow them to respond or brainstorm with a partner. <ul style="list-style-type: none"> How does dancing benefit your health and fitness? How does dancing make you feel? Discuss how dancing benefits health-related fitness and skill-related fitness. <ul style="list-style-type: none"> Skill-related fitness – coordination, agility, and balance Health-related fitness – improves cardiovascular endurance, muscular endurance, muscular strength, and body composition Social/Emotional well-being – improves mood, relieves stress, allows you to socialize with others, and helps you express ideas and emotions Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> How do you feel about your ability to perform basic dances? How do you feel about your ability to dance safely? Reference learning targets and essential questions.
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: <ul style="list-style-type: none"> Choose one or more of the dance activities from the list below. Provide an explanation and demonstration of the selected activities. Integrate vocabulary into explanations. Discuss the importance of being safe while dancing. <ul style="list-style-type: none"> Maintain personal space while dancing. Dance in a safe and controlled manner. Allow students to perform the selected activities. Stop occasionally to check for understanding and discuss strategies to improve success. Assess students’ skill levels using the performance/dual performance rubric and/or academic language quiz from the OPEN Phys Ed dance module(3-5). This plan is designed to be a fun, engaging lesson that keeps everyone active, even very reluctant dancers. It is not intended to be an in-depth lesson with advanced dance skills by any means. The lesson flows best when you alternate between follow along

Physical Education (4th Grade) Unit 3 Lesson Plan 4

videos and non-video/teacher-led activities. A ratio of three videos to one non-video activity tends to work well.

Activity Name: Cha Cha Slide (DJ Casper)

- Provide a brief explanation of four-wall dances and quarter turns.
- Discuss the call outs and provide a demonstration of each if needed.
 - to the left/right, take it back, stomp, hop, cha-cha, criss-cross, reverse, Charlie Brown, hands on your knees, and how low can you go
 - quarter-turn counterclockwise on let's go to work and turn it out now

Follow Along with Video Combo #1

- [Funky Robot – Just Dance Kids](#)
- [Fortnite Dances – Mr. Staup's PE](#)
- [Thunder – DANCEPL3Y](#)

Activity Name: Cupid Shuffle (Cupid)

- Demonstrate the steps and quarter turn
 - four steps to the right
 - four steps to the left
 - four kicks
 - walk it out to the next wall
- Lead students in a walk-through of the steps
- Provide visual and verbal cues during the song if needed

Follow Along with Video Combo #2

- [Jump Up – Just Dance Kids](#)
- [Can't Stop the Feeling – GoNoodle](#)
- [YMCA – Scott Williams \(The danSIRS\)](#)

Activity Name: Chicken Dance

- 4 count dance – everything is done in 4's
 - 4 finger claps (beaks)
 - 4 wing flaps
 - 4 wiggles down
 - 4 claps up
 - repeat this pattern 4 times
- When the music changes, hook elbows with a partner and skip in a circle for 32 counts (changing elbows and directions every 8 counts)
- Back to the top and begin the pattern again

Follow Along with Video Combo #3

- [Big Jubilee Dance – 5-a-Day Fitness](#)
- [That Power – Just Dance](#)
- [Boom – The danSIRS](#)

Activity Name: Dance Circle

- Instruct students to get into groups of five or six. Each group forms a large circle with one student in the center.
- The student in the center will be the leader. When the music starts, the leader performs a safe and appropriate dance move (or exercise) of their choice. The other group

Physical Education (4th Grade) Unit 3 Lesson Plan 4

members follow along doing the same dance move (or exercise). When the music pauses, the old leader quickly picks a new leader and takes their spot in the circle. When the music begins again, the new leader begins dancing.

- Pick an upbeat song that the students enjoy. Pause the music every 20 – 30 seconds to switch leaders.
- Encourage students to have several ideas in their heads in case they're selected as the next leader.

Follow Along with Video Combo #4

- [Into the Unknown – Brandon Herwick](#) (each student needs two juggling scarves)
- [Wavin' Flag – Scott Williams \(The danSIRS\)](#)
- [PACER Dance Vol. 1 – Derek Blyzwick](#)

Activity Name: Party Train

- Instruct students to get into groups of five or six. Each group forms a single file line. The first person in line will be the leader.
- When the music starts, the leader will lead the line throughout the room while performing a safe and appropriate dance move (or exercise) of their choice. The other group members follow behind doing the same dance move (or exercise). When the music pauses, the old leader quickly moves to the end of the line. The new first-person becomes the new leader.
- Pick an upbeat song that the students enjoy. Pause the music every 20 – 30 seconds to switch leaders.
- Remind trains to travel safely.
 - Trains must travel at a walking pace – no jogging or running.
 - Trains must stay away from other trains.
 - No one should perform a dance move or exercise that involves being on the floor.

Follow Along with Video Combo #5

- [Western Just Dance Remix – Coach Meger Fitness Games](#)
- [Avocado Dance – Runk PE](#)
- [Bounce Generation – DANCEPL3Y](#)

CLOSING

REVIEW:

- Review key concepts with students by asking the essential questions and discussing the answers.
 - How does dancing improve your physical fitness?
 - How does dancing improve your social and emotional well-being?
 - What new dance skills did you learn today?
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How would you rate your dancing skills during today's activity?
 - How would you rate the level of your cardio workout during today's activity?
 - How would you rate your level of enjoyment during today's activity?
 - How safely did you play during today's activity?

ACADEMIC LANGUAGE QUIZ

Dance Skills Academic Language Quiz

1

Most songs are made up of many _____ strung together.

- a. loops
- b. 3-counts
- c. 5-counts
- d. 8-counts

2

A specific instruction to be performed immediately within a dance.

- a. instruction
- b. call
- c. shout
- d. move

3

The set and sequence of movements that make up a dance.

- a. line dance
- b. pattern
- c. choreography
- d. song

4

The number/numbers associated with beats in a measure of music.

- a. count
- b. beats
- c. rhythm
- d. flow

5

A word, phrase, or signal that tells someone to do something specific.

- e. sign
- f. whistle
- g. noise
- h. cue

6

The person who responds to guidance signals from a leader.

- a. follower
- b. hustler
- c. leader
- d. second lead

7

A person who dances or plays on the same team as one other person.

- a. buddy
- b. partner
- c. friend
- d. opponent

8

The speed at which a passage of music is played.

- a. speed
- b. beat
- c. rhythm
- d. tempo



TOOLS FOR LEARNING
DANCE SKILLS



INTERMEDIATE (3-5)

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ **CLASS:** _____
Performance Rubric

Proficient 4	Consistently performs movements in 8-count patterns and on beat. Consistently combines locomotor skills and can change levels and directions in response to teacher cues. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs movements with occasional timing and rhythm errors. Has demonstrated locomotor combinations and changes in directions and levels with acceptable control and balance. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills and movements with frequent errors. Has difficulty following cues with acceptable timing, control, and/or balance. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
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Physical Education (4th Grade): Unit #4: Teamwork, Fitness Assessment, and Special Events

Unit 4: Teamwork, Fitness, Assessment and Special Events

Course: 4th Grade
Physical Education

UNIT #4: Teamwork, Fitness
Assessment, and Special Events

PACING: 9 Weeks

UNIT FOCUS: Teamwork, Fitness Assessment, and Special Events

STANDARDS AND ELEMENTS

MOTOR SKILLS – PE4.1

- a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.
- q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.

CONCEPTS – PE4.2

- a. Applies the concepts of open and closed spaces in a movement setting.
- b. Combines pathways, shapes and levels with skills in small-sided games, gymnastics and/or dance environments.
- c. Applies the concepts of speed, endurance, and pacing in movement activities.
- d. Applies the concepts of direction and force when manipulating an object.
- e. Applies simple offensive and defensive tactics and strategies in a variety of activities.

FITNESS – PE4.3

- d. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components.
- e. Identifies what the Healthy Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment.
- f. Participates in the Georgia Fitness Assessment Program with teacher supervision and determines if he/she is within the healthy fitness zone.
- g. Identifies areas to improve based on Georgia Fitness Assessment results.
- i. Independently engages in physical education class.

RULES – PE4.4

- a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.
- b. Exhibits independent and cooperative responsibility.
- c. Listens respectfully to corrective feedback from others (peers and adults).
- d. Works safely with peers and equipment in physical activity settings.

VALUE AND JOY – PE4.5

- a. Examines the health benefits of participating in physical activity.
- b. Ranks the enjoyment and/or challenge of various physical activities.
- c. Describes and compares the positive social interactions when engaged in a variety of physical activities.

EXAMPLE LESSON PLANS

- STEM Teamwork Activities
- Hula Hoop Baseball
- FitnessGram Testing for Large Groups
- Field Day

Physical Education (4th Grade): Unit #4: Teamwork, Fitness Assessment, and Special Events

EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> ○ Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) ○ Observation 	<ul style="list-style-type: none"> ○ Performance Rubric ○ Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> ○ Dual Performance Rubric ○ Academic Language Quiz
SUPPLEMENTAL RESOURCES		
<ul style="list-style-type: none"> ○ OPEN Online Physical Education Network ○ FitnessGram – The Cooper Institute ○ The PE Specialist – FitnessGram Resources 		

Physical Education (4th Grade) Unit 4 Lesson Plan 1

Lesson Plan 1: Teamwork Activities

Course: PE	Grade: 4th	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 1
LESSON TITLE: STEM Teamwork Activities				
ENDURING UNDERSTANDING: <ul style="list-style-type: none"> Teamwork enhances enjoyment and success. Being physically active promotes physical, mental, and emotional well-being. Using strategies can change the outcome of an activity. Rules are essential for keeping everyone safe in a PE / sports setting. 				
GSE TO ADDRESS IN UNIT SKILLS: PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. <ol style="list-style-type: none"> Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences. 				
CONCEPTS: PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. <ol style="list-style-type: none"> Combines pathways, shapes and levels with skills in small-sided games, gymnastics and/or dance environments. Applies the concepts of speed, endurance, and pacing in movement activities. 				
FITNESS: PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. <ol style="list-style-type: none"> Independently engages in physical education class. 				
BEHAVIOR, RULES, SAFETY, ETIQUETTE: PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. <ol style="list-style-type: none"> Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. Exhibits independent and cooperative responsibility. Listens respectfully to corrective feedback from others (peers and adults). Works safely with peers and equipment in physical activity settings. 				
PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <ol style="list-style-type: none"> Examines the health benefits of participating in physical activity. Ranks the enjoyment and/or challenge of various physical activities. Describes and compares the positive social interactions when engaged in a variety of physical activities. 				
ASSESSMENTS:				
DIAGNOSTIC		FORMATIVE		SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.		Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.		Gauge student mastery of standards.
<ul style="list-style-type: none"> Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 		<ul style="list-style-type: none"> Observation and Feedback Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 		<ul style="list-style-type: none"> Performance Rubric

Physical Education (4th Grade) Unit 4 Lesson Plan 1

MAJOR UNIT CONCEPTS AND VOCABULARY	
<p>CONCEPTS:</p> <ul style="list-style-type: none"> • Teamwork • Fitness • Strategy • Responsible behavior <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Teamwork • Cooperation • Communication • Fitness • Strategy • Responsible behavior • Safety 	
DIFFERENTIATED LEARNING	
<p>TASK:</p> <ul style="list-style-type: none"> • Modify the difficulty of the exercises or the number of repetitions the students must complete. • Provide exercise choices with varying levels of difficulty. (example – 3 push-ups, 5 modified push-ups, or 10 shoulder touches) • Provide advanced groups with more challenging Math Mania task cards or tangram puzzles. <p>EQUIPMENT:</p> <ul style="list-style-type: none"> • Provide larger building blocks for students who struggle with fine motor skills. <p>GROUPING:</p> <ul style="list-style-type: none"> • Place struggling math students in a group with peer tutors/helpers. 	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • Math Mania Cards • Number beads or paper numbers • Tangram or pattern block puzzles (printed on cardstock and laminated for durability) • Pattern blocks or paper pattern blocks • Legos or building blocks • Popsicle sticks or tokens (for points) • Exercise cards • Dice 	<p>TEACHER EQUIPMENT:</p>
<p style="text-align: center;">OPENING Getting students ready to learn</p>	<ul style="list-style-type: none"> • ESSENTIAL QUESTIONS: • Why is teamwork important? • What are the characteristics of a good teammate? • What are strategies and why are they important in game play? • Why are rules important in a PE or sports setting?

Physical Education (4th Grade) Unit 4 Lesson Plan 1

	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none">• Review agenda for class period.• Pose the following questions to students. Allow them to respond or brainstorm with a partner.<ul style="list-style-type: none">○ Name some sports or physical activities that require teamwork?○ Name some examples of teamwork in your classroom.○ Name some examples of teamwork at your home.• Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)<ul style="list-style-type: none">○ How do you feel about your ability to be a good teammate?○ How do you feel about your ability to play today’s activity safely?• Reference learning targets and essential questions.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none">• Divide students into groups of four or five and spread the groups out within the playing area.• Pose the following questions to the students.<ul style="list-style-type: none">○ Why is teamwork important?○ What are the qualities of a good teammate?• Discuss the importance of teamwork, the characteristics of a good teammate, and the characteristics of a difficult teammate.• Select one of the STEM activities below. Provide an explanation and demonstration of the activity.• Discuss safety rules and stress the importance of following them for everyone’s safety.<ul style="list-style-type: none">○ Everyone must travel at a safe speed and watch out for other students.○ Students must perform exercises in a safe and controlled manner.• Discuss the importance of playing fairly and being honest.• Allow students to play the selected activity.• Circulate and check task cards for completion.• Stop occasionally to check for understanding and discuss strategies to improve success.• Assess students’ teamwork skills using the performance rubric. <p>Activity Name: Math Mania</p> <p>Set Up:</p> <ul style="list-style-type: none">• Scatter the number beads in the floor near the center of the playing area. Distribute a Math Mania task card to each team. Place the popsicle sticks and remaining task cards in an area away from the beads. <p>Activity Procedure:</p> <ul style="list-style-type: none">• The object of the game is for teams to work together and complete as many task cards as possible. Teams earn one point for each card they complete successfully.• Students must complete exercises to earn each number bead needed to complete their task card. The exercise can be designated by the teacher or determined by rolling a dice and referring to the exercise card. For example, each student in the group completes ten jumping jacks, and then each student speed walks out to retrieve one number bead from the center.• Students continue the pattern of exercising and retrieving beads until they’ve completed the task card. Then the group raises their hands and waits for the teacher to check their answers for accuracy.

Physical Education (4th Grade) Unit 4 Lesson Plan 1

- Upon the teacher's approval, the group will send one student to return the numbers to the center, collect a popsicle stick (point), and trade the old task card for a new task card. Students will complete as many task cards as possible.
- At the end of class, recognize the groups according to the number of points they earned.
- Stress the importance of good teamwork. Students must cooperate and communicate to solve the math problems and retrieve the necessary beads.

Activity Name: Shape Up

Set Up:

- Scatter the pattern blocks in the floor near the center of the playing area. Distribute one tangram/pattern block puzzle to each team. Place the popsicle sticks and remaining puzzles in an area away from the blocks.

Activity Procedure:

- The object of the game is for teams to work together and complete as many task cards as possible. Teams earn one point for each card that they complete.
- Students must complete exercises to earn each pattern block needed to complete their puzzle. The exercise can be designated by the teacher or determined by rolling a dice and referring to the exercise card. For example, each student in the group completes ten jumping jacks, and then each student speed walks out to retrieve one pattern block from the center.
- Students continue the pattern of exercising and retrieving blocks until they've completed the puzzle. Then the group raises their hands and waits for the teacher to check their puzzle.
- Upon the teacher's approval, the group will send one student to return the blocks to the center, collect a popsicle stick (point), and trade the old puzzle for a new puzzle. Students will complete as many puzzles as possible.
- At the end of class, recognize the groups according to the number of points they earned.
- Stress the importance of good teamwork. Students must cooperate and communicate to determine the puzzle solution and retrieve the necessary blocks.

Activity Name: Lego Engineering

Set Up:

- Scatter the Legos/building blocks in the floor near the center of the playing area. Distribute one Lego Engineering idea card to each team.

Activity Procedure:

- The object of the game is for teams to work together to build a structure/design using the blocks.
- Students must complete exercises to earn the blocks needed to complete their structure/design. The exercise can be designated by the teacher or determined by rolling a dice and referring to the exercise card. Each time a student completes an exercise, he/she can collect three blocks from the center. For example, each student in the group completes ten jumping jacks, and then each student speed walks out to retrieve three blocks from the center.
- Utilize designated exercising times and building times to ensure that students spend a considerable portion of the class exercising. Otherwise, students tend to spend most of their time discussing the design or building. For example, give the students ten minutes to earn blocks. No one is allowed to build during this time. After ten minutes,

Physical Education (4th Grade) Unit 4 Lesson Plan 1

	<p>give them five to seven minutes to design and build. Once the building time has expired, have them go back to exercising and earning blocks. Towards the end of class give them an extending building time to finish up their structure/design.</p> <ul style="list-style-type: none">• Remind students there will not be enough time to build a large, detailed structure/design. Encourage students to build a simple structure/design or to build several small structures/designs using the same theme.• Stress the importance of good teamwork. Students must cooperate and communicate to complete their structure/design and have fun.• Move throughout the room to give feedback on exercises and structures/designs. Students love to have their picture taken with their design.• Time permitting, give students a few minutes at the end of class to walk around and look at the other groups' structures/designs.• Instruct the students to completely disassemble their designs and return the blocks to the center at the end of class.
CLOSING	REVIEW: <ul style="list-style-type: none">• Review key concepts with students by asking the essential questions and discussing the answers.<ul style="list-style-type: none">○ Why is teamwork important?○ What are the characteristics of a good teammate?• Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)<ul style="list-style-type: none">○ How would you rate your team's ability to cooperate during today's activity?○ How would you rate your team's communication skills during today's activity?○ How would you rate your team's structure/design?○ How safely did you play during today's activity?

Exercise Card

Roll the dice to determine which exercise to complete. All exercises should be performed together as a team.

- 1 – Speedwalk 1 Lap
- 2 – 20 Shoulder Touches
- 3 – 15 Mountain Climbers
- 4 – 20 Side to Side Jumps
- 5 – 15 Squats
- 6 – 15 Jumping Jacks

Exercise Card

Roll the dice to determine which exercise to complete. All exercises should be performed together as a team.

- 1 – Speedwalk 1 Lap
- 2 – 20 Shoulder Touches
- 3 – 15 Mountain Climbers
- 4 – 20 Side to Side Jumps
- 5 – 15 Squats
- 6 – 15 Jumping Jacks

Cold Hard Cash

Roll the dice to determine which exercise to complete. All exercises should be performed together as a team.

1 – Skip or Gallop 1 Lap

2 – 20 Crab Kicks

3 – 5 Burpees

4 – 12 Lunges

5 – 6 Curl Ups

6 – 20 Scissor Jumps

Roll the dice to determine which exercise to complete. All exercises should be performed together as a team.

1 – Skip or Gallop 1 Lap

2 – 20 Crab Kicks

3 – 5 Burpees

4 – 12 Lunges

5 – 6 Curl Ups

6 – 20 Scissor Jumps



Spider

Lego Building Instructions



Use only standard bricks!

Brachiosaurus

Lego Building Instruction

Use only standard bricks!



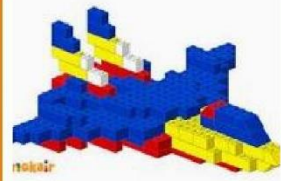
bricksir

www.bricksir.com

Jet Aircraft

Lego Building Instruction

Use only standard bricks!



bricksir

www.bricksir.com

Iron Man

Lego Building Instruction

Use only standard bricks!



bricksir

www.bricksir.com

Tiny Robot

Lego Building Instruction

Use only standard bricks!



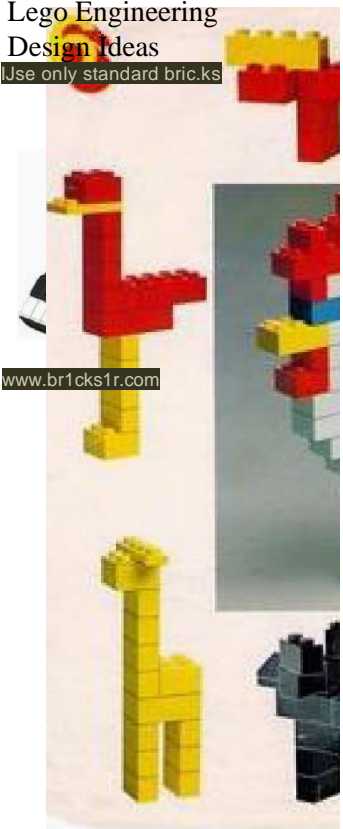
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Space Shuttle

Lego Building Instruction

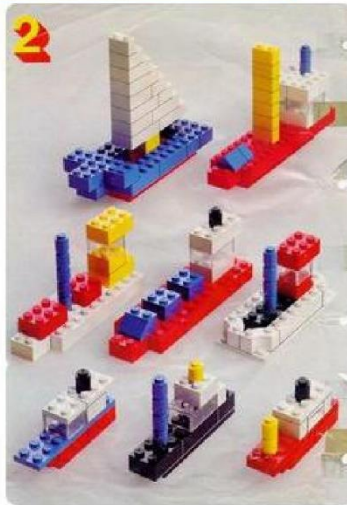
Lego Engineering Design Ideas

Use only standard bricks!



www.bricksir.com

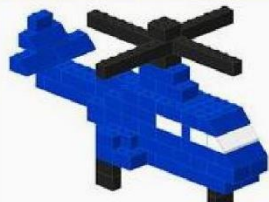
www.bricksir.com



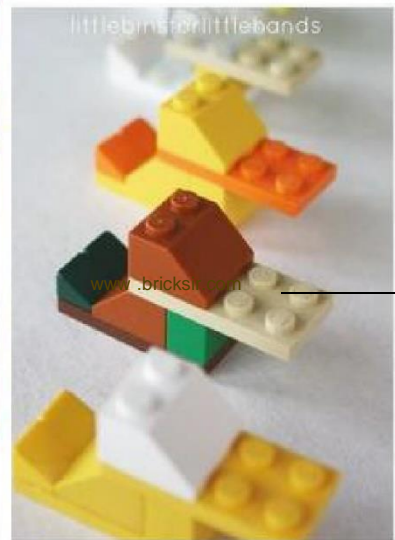
Helicopter

Lego Building Instruction

Use only standard bricks!



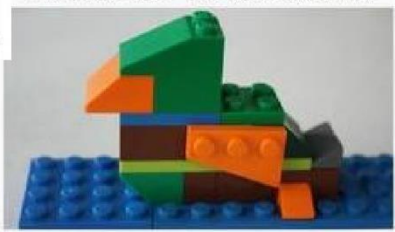
bricksir



littlebinsforlittlebands

www.bricksir.com

LEGO DUCKS



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = 35$$

Math Mania Cards

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = 24$$

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$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = 16$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = 100$$

$$\underline{\quad} \times \underline{\quad} = 12$$

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$$\underline{\quad} \times \underline{\quad} = 44$$

$$\underline{\quad} \times \underline{\quad} = 25$$

$$\underline{\quad} \times \underline{\quad} = 72$$

$$\underline{\quad} \times \underline{\quad} = 28$$

$$\underline{\quad} \times \underline{\quad} = 10$$

$$\underline{\quad} \times \underline{\quad} = 56$$

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$$\underline{\quad} \times \underline{\quad} = 5$$

$$\underline{\quad} \times \underline{\quad} = 26$$

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$$\underline{\quad} \times \underline{\quad} = 16$$

#

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$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = 24$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = 12$$

$$7 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$12 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$30 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$8 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$11 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$5 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$20 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$6 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$24 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$10 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$14 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$8 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$72 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$64 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$32 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$9 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$20 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$48 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$70 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$56 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$7 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$63 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$33 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$96 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$27 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$4 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div 12 \qquad \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div 4 \qquad \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div 20 \qquad \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \div 7 \qquad \underline{\hspace{2cm}}$$

$$\underline{\quad} \div 11 = \underline{\quad}$$

$$\underline{\quad} \div 25 = \underline{\quad}$$

$$\underline{\quad} \div 3 = \underline{\quad}$$

$$\div 4$$

Course: PE	Grade: 4 th	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 2
LESSON TITLE: Hula Hoop Baseball				
<p>ENDURING UNDERSTANDING:</p> <ul style="list-style-type: none"> • Teamwork enhances enjoyment and success. • Using strategies can change the outcome of an activity. • Being physically active promotes physical, mental, and emotional well-being. • Rules are essential for keeping everyone safe in a PE / sports setting. 				
<p>GSE TO ADDRESS IN UNIT</p> <p>SKILLS: PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns. a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.</p> <p>CONCEPTS: PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance. b. Combines pathways, shapes and levels with skills in small-sided games, gymnastics and/or dance environments. c. Applies the concepts of speed, endurance, and pacing in movement activities.</p> <p>FITNESS: PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness. i. Independently engages in physical education class.</p> <p>BEHAVIOR, RULES, SAFETY, ETIQUETTE: PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Exhibits independent and cooperative responsibility. c. Listens respectfully to corrective feedback from others (peers and adults). d. Works safely with peers and equipment in physical activity settings.</p> <p>PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. a. Examines the health benefits of participating in physical activity. b. Ranks the enjoyment and/or challenge of various physical activities. c. Describes and compares the positive social interactions when engaged in a variety of physical activities.</p>				
ASSESSMENTS:				
<p align="center">DIAGNOSTIC</p> <p>Gauge where students are in their learning prior to beginning the lesson.</p>	<p align="center">FORMATIVE</p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p>	<p align="center">SUMMATIVE</p> <p>Gauge student mastery of standards.</p>		
<ul style="list-style-type: none"> • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Observation and Feedback • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 	<ul style="list-style-type: none"> • Performance Rubric 		

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Teamwork
- Fitness
- Strategy
- Responsible behavior

VOCABULARY:

- Teamwork
- Cooperation
- Communication
- Fitness
- Strategy
- Responsible behavior
- Safety

DIFFERENTIATED LEARNING

SPACE:

- Increase/decrease the difficulty by modifying the distance between cones.

TASK:

- Increase/decrease the difficulty by modifying the task required to get someone out.
- Provide ongoing verbal cues.

MATERIALS

STUDENT EQUIPMENT:

- 5 hula hoops (one of each color)
- 10 cones
- 10 mesh scrimmage vests

TEACHER EQUIPMENT:

- Tape to mark defensive line

• **OPENING** **Getting students** **ready to learn**

- **ESSENTIAL QUESTIONS:**
- Why is teamwork important?
- What are the characteristics of a good teammate?
- What are strategies and why are they important in game play?
- Why are rules important in a PE or sports setting?

HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

- Review agenda for class period.
- Pose the following questions to students. Allow them to respond or brainstorm with a partner.
 - Why is teamwork important?
 - What are the qualities of a good teammate?
 - What are strategies?
 - Why are strategies important?
- Define strategy and discuss how strategies can change the outcome of an activity.
- Student self-assessment (Thumbs Up/Down or 3,2,1 Scale)
 - How do you feel about your ability to be a good teammate?
- How do you feel about your ability to use strategies in today's activity?
- How do you feel about your ability to play safely today?
 - Reference learning targets and essential questions.

FOCUS ACTIVITY

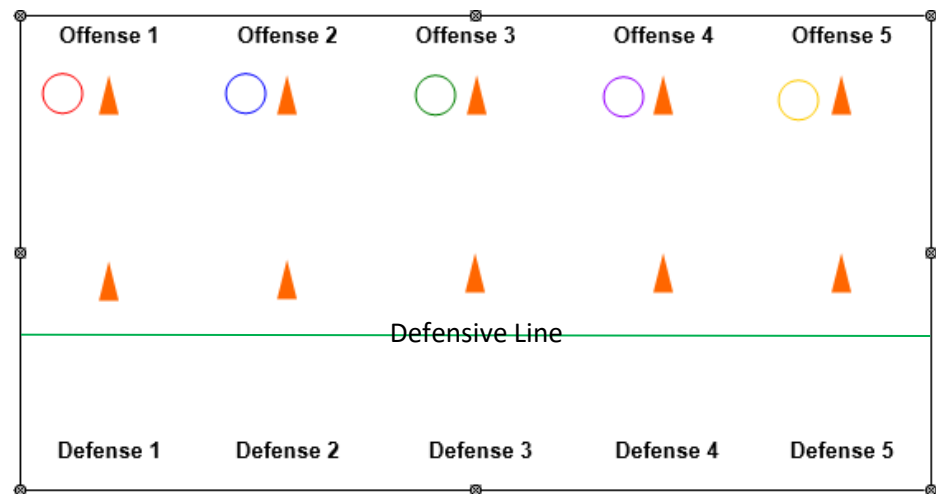
STUDENT AND TEACHER PROCEDURES:

- Divide the students into ten equal groups and send each group to a cone. For classes with less than forty students, divide students in six groups and use three playing areas instead of five.
- Provide an explanation and demonstration of Hula Hoop Baseball (see directions below).
- Discuss possible strategies for the game.
- Discuss safety rules and stress the importance of following them for everyone’s safety.
 - Students must travel at a safe speed.
 - Students must maintain personal space while traveling and watch out for other students.
 - Defensive teams must use caution when approaching or entering the base paths.
 - Students must stay off the floor – no sliding or diving.
- Discuss the importance of playing fairly and being honest.
- Allow students to play Hula Hoop Baseball.
- Stop occasionally to check for understanding and discuss strategy.
- Assess students’ teamwork skills using the performance rubric.

Activity Name: Hula Hoop Baseball

Set Up:

- Setup playing area as shown below in the diagram.



Activity Procedure:

- The five games will run simultaneously. The teams must “bat” and run the bases in their designated areas. Otherwise, teams can roll the hoop into any of the playing areas and follow the hoop into any of the playing areas.
- Offensive procedures:
 - The first “batter” will stand near the offensive cone and roll the hula hoop anywhere in the gym (except behind himself/herself).

	<ul style="list-style-type: none"> ○ All of the offensive players will pair up and run the bases one pair at a time. Each pair will hold hands or hold a mesh scrimmage jersey between them. The pair has to run around the defensive cone and then back to the offensive cone in order to score a run. ○ The next pair cannot leave the offensive cone until the pair in front of them returns. ○ The runners will continue taking turns and scoring runs until the defensive players yell out their team’s hula hoop color. ○ Students will add the runs to their team total, and then the next batter will get ready to roll. ○ Offensive players will continue taking turns until everyone has been the batter. The offense and defense will then switch sides. ● Defensive procedures: <ul style="list-style-type: none"> ○ Defensive players can spread out across all of the playing areas, but they must stay behind the defensive line until the hoop is rolled. This helps keep the basepaths clear for the runners. ○ The defensive players will follow the rolling hoop until it stops moving. ○ Once stopped, each defensive player must step through the hoop (including the hoop holder). ○ As soon as the last team member steps through the hoop, the defensive players will yell out their hula hoop color. ○ One player will walk the hoop back to the next batter. ○ If the defense touches the hoop before it stops, the teacher can award five runs to the offense. ○ Once all the offensive players have rolled, the teams switch sides. ● Variation – Kickball can be played in this same fashion. The defensive team must field the ball and pass it to each player one time. Then the pitcher touches the defensive cone with the ball, and the whole team yells out the color. Use a foam ball for safety purposes.
<p>CLOSING</p>	<p>REVIEW:</p> <ul style="list-style-type: none"> ● Review key concepts with students by asking the essential questions and discussing the answers. <ul style="list-style-type: none"> ○ What are strategies? ○ Why are strategies important? ● Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How would you rate your team’s ability to cooperate during today’s activity? ○ How would you rate your team’s communication skills during today’s activity? ○ How would you rate your team’s ability to use strategies today? ○ How safely did you play during today’s activity?

Lesson Plan 3: LESSON TITLE: FitnessGram Testing for Large Groups

Course: PE	Grade: 4th	Pacing: 2-45 min. class	Unit #: 4	Lesson Plan: 3
LESSON TITLE: FitnessGram Testing for Large Groups				
ENDURING UNDERSTANDING:				
<ul style="list-style-type: none"> Increased physical activity leads to increased physical fitness. Physical fitness is essential for overall health and well-being. Rules are essential for keeping everyone safe in a PE / sports setting. 				
GSE TO ADDRESS IN UNIT CONCEPTS:				
<p>PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>c. Applies the concepts of speed, endurance, and pacing in movement activities.</p>				
FITNESS:				
<p>PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>c. Identifies the components of health-related fitness.</p> <p>d. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components.</p> <p>e. Identifies what the Healthy Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment.</p> <p>f. Participates in the Georgia Fitness Assessment Program with teacher supervision and determines if he/she is within the healthy fitness zone.</p>				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
<p>PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.</p> <p>b. Exhibits independent and cooperative responsibility.</p> <p>c. Listens respectfully to corrective feedback from others (peers and adults).</p> <p>d. Works safely with peers and equipment in physical activity settings.</p>				
<p>PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>a. Examines the health benefits of participating in physical activity.</p> <p>b. Ranks the enjoyment and/or challenge of various physical activities.</p> <p>c. Describes and compares the positive social interactions when engaged in a variety of physical activities.</p>				
ASSESSMENTS:				
DIAGNOSTIC	FORMATIVE	SUMMATIVE		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
		<ul style="list-style-type: none"> FitnessGram Assessment 		

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Fitness
- Responsible behavior

VOCABULARY:

- Physical activity
- Fitness
- FitnessGram
- Health-related fitness
- Body composition
- Cardiovascular endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Aerobic capacity
- Static stretching
- Warm-up
- Cool-down
- Responsible behavior

LINKS:

- [FitnessGram – The Cooper Institute](#)
- [The PE Specialist – FitnessGram Resources](#)

DIFFERENTIATED LEARNING

TASK:

- All tasks must be performed according to testing protocol.

MATERIALS

STUDENT EQUIPMENT:

- 5 - 8 sit and reach boxes
- 10 -16 curl-up strips
- gymnastics mats
- colored and/or numbered mesh scrimmage vests

TEACHER EQUIPMENT:

- FitnessGram score sheets
- Clipboards
- pencils
- 2 – 4 Digital scales
- 2 – 4 Height charts
- Testing protocol cards or visuals
- PACER music
- mp3 player
- Sound system with microphone
- Tape to mark PACER lines

TESTING PREPARATIONS

- **The success of this plan depends heavily upon securing volunteers and being prepared.**
- Parent volunteers are great, but coordinated groups of volunteers are a game changer. Consider partnering with your local high school CTAE program (Education or Health

	<p>Science pathways), military units, or local service organizations (Kiwanis, Rotary, Lions Club, etc.).</p> <ul style="list-style-type: none"> • Send testing protocols, form breaks, and/or instructional videos to volunteers prior to the testing week. Review all testing protocols with volunteers once onsite. Prepared volunteers are more efficient and increase test reliability. • Score sheets should be printed, sorted by class, and organized by day and schedule. • Studentnames should be on the score sheet prior to student arrival. The easiest way to do this is using mail merge on Word. Request a whole school roster spreadsheet (Excel) from your data clerk. Make sure the spreadsheet is sorted by homeroom or section. Open the score sheet document and use the Mail Merge Wizard to pull the data from the roster spreadsheet. • It's also a good idea to number the score sheets prior to distributing them. This makes it very easy to put them back in alphabetical order at the end of each class. • Instruct the homeroom teachers to bring the students in alphabetical order. Distribute the scoresheets quickly as students enter the gym. • Keep some blank score sheets on hand in case a student's score sheet is missing from their homeroom stack. Just write in the student's name to prevent wasting class time looking for the missing score sheet. • Prepare your students for the process before the testing week. Describe the procedures for their testing days and check for understanding. Informed and well-prepared students move quickly and perform better on the test. • Minimize behavior issues by having students bring a book to read or device to use while they're waiting for their turn.
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • Why is fitness testing important? <p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> • Briefly discuss the importance of fitness testing. <ul style="list-style-type: none"> ○ FitnessGram measures health-related fitness, not athletic ability. ○ Participating in FitnessGram testing allows you to track changes in your fitness levels from year to year. ○ You can use your FitnessGram results to evaluate your current fitness levels and set goals for improvement. • Quickly discuss the agenda with the students and remind them to do their best on each test. <ul style="list-style-type: none"> ○ Stress the importance of being on task and transitioning quickly. ○ Remind students not to discuss each other's scores or weight.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>DAY ONE FOR EACH CLASS</p> <ul style="list-style-type: none"> • Components tested: Push-ups, curl-ups, and Sit and Reach • Volunteers needed: 15 • Set Up: Divide the room into three sections – push-ups/curl-ups, sit and reach, and waiting area. • Distribute score sheets to each student. • Divide students into equal groups based on the number of volunteer scorekeepers. For example, there are 10 volunteers, divide the students into ten groups. Assign each group to a volunteer.

Push-up Test

- Briefly review the skill cues, form breaks, and test guidelines for push-ups.
 - Skill Cues
 - Keep your body in a straight line
 - Bend your elbows 90 degrees
 - Keep your stomach, hips, and legs off the floor
 - Form Breaks
 - Bottom in the air or hips sagging
 - Elbows not bent 90 degrees
 - Stomach, hips, or legs touching the floor
 - Test guidelines
 - Cadence
 - Test is over after two form breaks
- Each volunteer will have his/her own mat or designated push-up area. Students will be in the waiting area closest to the mat. Volunteer will number the students off and remind them to move quickly when their number is called.
- The teacher will call the first group of numbers out to the testing area. The number of students called will depend on class size and confidence in your scorekeepers' ability to monitor multiple students simultaneously.
 - Script: Numbers one through three take your score sheet to your volunteer and get ready to begin the test.
- Give the students and volunteers time to get ready. Provide instructions about what students should do when they finish. Begin the cadence.
 - Script: When I start the audio, quickly get in the up position and wait for the cadence to begin. Do your best push-ups. Your scorekeeper will tap you on the shoulder when you've made two form breaks. Sit silently on the mat and wait for the other students to finish.
- Volunteers will watch their students, tap them on the shoulder after two form breaks, and quickly mark the score sheets. The teacher will monitor the whole group and give encouragement to students.
- When all students in round one have finished, stop the cadence. Remind the scorekeepers to keep the score sheets. Tell the students to return to the waiting area. Call the next set of numbers out to the mat.
 - Script – Nice job, group one! Your scorekeeper is going to keep your score sheet. Return to the waiting area and sit quietly. Numbers four through six make your way out to your volunteer. Hand them your score sheet and get ready.
- Keep repeating this process until all students have completed the push-up test.

Curl-up Test

- Briefly review the skill cues, form breaks, and test guidelines for curl-ups.
 - Skill Cues
 - Knees bent and feet flat on the floor
 - Elbows locked
 - Slide your fingertips to the end of the strip as you curl up
 - Return to the starting position – head must touch the floor each time
 - Form Breaks
 - Straightening knees
 - Picking up your feet
 - Bending your elbows – no pushing with elbows or grabbing your legs

- Not curling up far enough
 - Not putting your head back on the floor each time
 - Test guidelines
 - Cadence
 - Test is over after two form breaks
- Call the first group of students back out to their volunteer.
 - Script: Numbers one through three walk back out to your volunteer and get ready to begin the test.
- Give the students and volunteers time to get ready. Provide instructions about what students should do when they finish. Begin the cadence.
 - Script: When I start the audio, quickly get in the down position and wait for the cadence to begin. Do your best curl-ups. Your scorekeeper will tap you on the shoulder when you've made two form breaks. Sit silently on the mat and wait for the other students to finish.
- Volunteers will watch their students, tap them on the foot after two form breaks, and quickly mark the score sheets. The teacher will monitor the whole group and give encouragement to students.
- When all students in round one have finished, stop the cadence. Remind the scorekeepers to keep the score sheets. Tell the students to return to the waiting area. Call the next set of numbers out to the mat.
 - Script – Nice job, group one! Your scorekeeper is going to keep your score sheet. Return to the waiting area and sit quietly. Numbers four through six make your way out to your volunteer. Hand them your score sheet and get ready.
- Keep repeating this process until all students have completed the curl-up test.

Sit and Reach Test

- Briefly review the skill cues, form breaks, and test guidelines for sit and reach.
 - Starting position
 - Remove shoes
 - Sit in front of the box (hips squared)
 - Bend one leg and place the foot flat on the floor
 - Other leg is straight with foot flat against the box
 - Skill Cues
 - Fingertips even
 - Knee down
 - Push the slide slowly
 - Hold the stretch
 - Form Breaks
 - Uneven fingertips
 - Picking up your knee
 - Hitting the slide instead of pushing it slowly and holding the stretch
 - Test guidelines
 - Four stretches on each leg
 - Maximum score is 12
- Instruct students to remove their shoes and leave them in the playing area.
- Volunteers will lead their group over to the sit and reach area and form a seated line in front of one of the boxes.
- Give the students directions about the testing procedure and then let the volunteers begin calling students up.

- Script: Your volunteer will call your group up one at a time to take the test. Sit in line silently and patiently while you're waiting. When it's your turn, quickly move up to the box and get in the ready position. You' will get four stretches on each leg. Stay focused and don't waste time between stretches. If you reach the maximum score of 12 before your fourth stretch, your volunteer will have you switch legs to prevent injuries and save time. When you've finished your test, return to the waiting area, put your shoes on, and sit quietly.
- Monitor students and give reminders as needed.
- Instruct volunteers to put the class set of score sheets back in alphabetical order.

DAY TWO FOR EACH CLASS

- Components tested: PACER, height and weight
- Volunteers needed: 10 -15
- Set Up: Divide room into three sections – PACER, height/weight, and waiting area.
- Distribute score sheets to each student.
- Designate several volunteers to cover the height and weight area.
- Divide students into equal groups based on the number of remaining volunteer scorekeepers. For example, there are 10 volunteers, divide the students into ten groups. Assign each group to a volunteer.
- The volunteer will number the students off and remind them to move quickly when their number is called.
- Provide each volunteer with colored and/or number scrimmaged vest to help identify their students during PACER.
- Use class size and playing area size to determine how many rounds of PACER will be needed.

PACER and height/weight Tests

- Briefly review the skill cues, form breaks, and testing guidelines for PACER.
 - Skill Cues
 - Jog across to the other line on the beep.
 - Start slowly and pace yourself.
 - The triple beep will let you know that the pace is increasing.
 - Touch the line with your front foot.
 - Be smart and push yourself.
 - Form Breaks
 - Failing to touch the line before the beep
 - Leaving the line before the beep
 - Testing Guidelines
 - Face forward and run in straight lines.
 - Your test is over when you've missed two beeps or you're too tired to continue.
- Briefly review testing guidelines and procedure for height and weight.
 - Testing Guidelines
 - Remove your shoes and wait quietly.
 - Give your score sheet to the volunteer when it's your turn.
 - Height – stand up straight with your back against the wall
 - Weight – stand still on the scale
 - Get your score sheet back from the volunteer.
 - Put your shoes back on and move to the waiting area.

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Keep your score sheet face down and don't share your height and weight info with others. • Call the first group of students out to their volunteer. Instruct the remaining students to move to height/weight area and sit quietly. <ul style="list-style-type: none"> ○ Script: Numbers one through three – walk to your volunteer and give them your score sheet. They will give you a scrimmage vest to help identify you during the test. Put your vest on and quietly line up on the starting line. Stand next to the other students from your group to make it easier for your scorekeeper to keep up with all of you. Numbers four through six will walk to the height/weight area and sit quietly. • Begin the PACER audio track. <ul style="list-style-type: none"> ○ Script: PACER students - when I start the audio, you'll begin your test. When you've missed two beeps or become too tired to continue, get some water and sit quietly in the waiting area. Once everyone in this group has finished running, I'll call you over to return your vests and get your score sheets. Height and weight students – sit quietly until the volunteers call you over. Once the volunteers have recorded your height and weight, put your shoes back on and sit quietly with your score sheet. • Volunteers will watch their students and mark their score sheets according. Teacher will monitor the whole group and give encouragement to students. • When all students in round one have finished, stop the audio track. Call the PACER students back over to return their vests and pick up their score sheets. <ul style="list-style-type: none"> ○ Script – Nice job, group one! Please return your vest to your scorekeeper, get your score sheet, and sit quietly in the waiting area. • Once all the students are back in the waiting area, call the next group of numbers out for PACER and send the first group of runners over to the height/weight station. <ul style="list-style-type: none"> ○ Script: Numbers four through six – walk to your volunteer and give them your score sheet. They will give you a scrimmage vest to help identify you during the test. Put your vest on and quietly line up on the starting line. Stand next to the other students from your group to make it easier for your scorekeeper to keep up with all of you. Numbers one through three will walk to the height/weight area and sit quietly. • Repeat the same processes and directions used for the first round until all students have completed both tests. • Time permitting, do make up tests for any students who missed the push-up, curl-up, and/or sit and reach portions of test. • Collect the score sheets and have the volunteers put them back in alphabetical order.
<p>CLOSING</p>	<p>REVIEW:</p> <ul style="list-style-type: none"> • Review key concepts with students by asking the essential questions and discussing the answers. <ul style="list-style-type: none"> ○ Why is fitness testing important? • Student self-assessment (Thumbs Up/Down) <ul style="list-style-type: none"> ○ Have your push-ups improved since the beginning of the year? ○ Have your curl-ups improved since the beginning of the year? ○ Have your sit and reach scores improved since the beginning of the year? ○ Has your PACER score improved since the beginning of the year?

FitnessGram Score Sheet

Student: _____

Homeroom: _____

DOB: _____

PACER

Score: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Curl-Ups

Score: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

Push-Ups

Score: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86														

Height: _____

Sit & Reach - Left: _____

Weight: _____

Sit & Reach - Right: _____

Lesson Plan 4: Field Day

Course: PE	Grade: 4th	Pacing: 1 Day	Unit #: 4	Lesson Plan: 4
LESSON TITLE: Field Day				
ENDURING UNDERSTANDING:				
<ul style="list-style-type: none"> • Teamwork enhances enjoyment and success. • Using strategies can change the outcome of an activity. • Being physically active promotes physical, mental, and emotional well-being. • Rules are essential for keeping everyone safe in a PE / sports setting. 				
GSE TO ADDRESS IN UNIT				
SKILLS:				
PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.				
CONCEPTS:				
PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
b. Combines pathways, shapes and levels with skills in small-sided games, gymnastics and/or dance environments.				
c. Applies the concepts of speed, endurance, and pacing in movement activities.				
FITNESS:				
PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
i. Independently engages in physical education class.				
BEHAVIOR, RULES, SAFETY, ETIQUETTE:				
PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.				
b. Exhibits independent and cooperative responsibility.				
c. Listens respectfully to corrective feedback from others (peers and adults).				
d. Works safely with peers and equipment in physical activity settings.				
PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
a. Examines the health benefits of participating in physical activity.				
b. Ranks the enjoyment and/or challenge of various physical activities.				
c. Describes and compares the positive social interactions when engaged in a variety of physical activities.				
ASSESSMENTS:				
DIAGNOSTIC		FORMATIVE		SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.		Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.		Gauge student mastery of standards.
<ul style="list-style-type: none"> • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 		<ul style="list-style-type: none"> • Observation and Feedback • Student Self-Assessment (Thumbs Up/Down or 3,2,1 Scale) 		<ul style="list-style-type: none"> • Observation

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS:

- Teamwork
- Fitness
- Strategy
- Responsible behavior

VOCABULARY:

- Teamwork
- Cooperation
- Communication
- Fitness
- Strategy
- Responsible behavior
- Safety

DIFFERENTIATED LEARNING

SPACE:

- Increase/decrease the difficulty by modifying the distance students must travel.

TASK:

- Increase/decrease the difficulty by modifying the task required.
- Provide ongoing verbal cues.

EQUIPMENT:

- Increase/decrease the difficulty by modifying the equipment used.

GROUPING:

- Pair struggling students with a peer helper.

MATERIALS

STUDENT EQUIPMENT:

- 6 egg and spoon sets hula hoops (one of each color)
- 24 bean bags
- 6 cones
- 6 hula hoops
- 6 batons
- 6 scooters
- 6 playground balls
- 6 milk crates
- 6 five gallon buckets
- 60 tennis balls
- 6 sets of stacking cups
- 6 loop-handled hop balls
- 12 - 24 scrimmage vests (same color)
- 1 tug of war rope
- 20 pairs of gloves
- 8 hula hoops

TEACHER EQUIPMENT:

- Sound system for inside events
- sound system for outside events
- Schedule
- Heat Sheets
- Conehole score sheets
- 1st, 2nd, and 3rd place team certificates for each event
- Tape, chalk. or paint to mark lanes

<p>TESTING PREPARATIONS</p>	<ul style="list-style-type: none"> • The success of this plan depends heavily upon securing volunteers and being prepared. • Parent volunteers are great, but coordinated groups of volunteers are a game changer. Consider partnering with your local high school CTAE program (Education or Health Science pathways), military units, or local service organizations (Kiwanis, Rotary, Lions Club, etc.). • Secure a second teacher to lead events in the second playing area. Review field procedure and event rules with this person. Provide a script if needed. • Four weeks prior to field day, begin practicing the events. It will take at least three class days to practice the events adequately. • Once all classes have practiced the events, send out sign up instructions. Allow teachers to sign their students up using Google Sheets. See attached examples. • At least two weeks prior to field day, make the heat sheets and event schedule. Also make a tentative rain plan and schedule. • At least one week prior to field day, send out parent letters via email and paper copy. See attached example. • During the week of field day, review field day procedures and expectations with teachers (faculty meeting or video via email). Send out heat sheets and reminders a day or two prior to field day.
<p>OPENING Getting students ready to learn</p>	<ul style="list-style-type: none"> • ESSENTIAL QUESTIONS: • Why is teamwork important? • What are the characteristics of a good teammate? • What are strategies and why are they important in game play? • Why are rules important in a PE or sports setting? <p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <ul style="list-style-type: none"> • Review agenda for the day. <ul style="list-style-type: none"> ○ Reference schedule and remind teachers to be punctual. ○ Discuss the importance of being prepared for upcoming events and transitioning quickly. ○ Remind teachers to gather their teams prior to each event and sit in the designated waiting area. • Discuss student expectations. <ul style="list-style-type: none"> ○ Students will play safely and fairly. ○ Students will display good sportsmanship and encourage other students. ○ Students will stay seated in the designated spectator area unless they're in the event or in the concession stand line. ○ Students will avoid making a mess with concession items and throw trash away when finished. • Reference learning targets and essential questions.
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <ul style="list-style-type: none"> • Set Up: Mark off the lanes, team waiting areas, and spectator areas for the inside and outside playing areas. The size of the playing area and the number of classes participating will determine how many lanes are needed. • Place necessary equipment in playing areas. • Meet volunteers to discuss how they can help throughout the day.

Event Descriptions:

All of the events in this field day plan are team competitions. Each homeroom has a team of ten students for each event. Older elementary students love this format. It allows them to choose their favorite events, practice teamwork skills, and learn spectator etiquette. It's also a fairly easy field day to setup and manage. The events run fairly quickly, so the schedule can accommodate two preliminary heats and a finals heat. If you have a small number of homerooms, each class could have multiple teams.

- Egg & Spoon Relay
 - Equipment: egg and spoon set for each lane
 - Team Setup: five students on each end of their lane
 - Task: The student will balance the egg on the spoon and move across playing area as quickly as possible.
 - Rules:
 - The student will hold the spoon with one hand. The other hand must remain by their side or behind their back.
 - If the egg falls off the spoon, stop and put the egg back on the spoon before continuing. This race will take forever if you have the students return to the starting line each time the egg falls.
 - Consider putting a line on the spoon that students must keep their fingers behind. Otherwise, some students will hold the egg with their fingers.
- Running Relay
 - Equipment: baton for each lane
 - Team Setup: five students on each end of their lane
 - Task: The student will run across the playing area as quickly as possible and pass the baton to the next person.
 - Rules:
 - The student must be patient and stay behind the line to receive the baton.
 - If the baton is dropped on the hand off, the student should just pick it up and continue.
 - Conehole Equipment: cone, hula hoop, and four bean bags for each lane.
 - Team Setup: ten students in a line facing the conehole equipment
 - Task: The student will toss the bean bag and try to make it land inside the cone.
 - Rules:
 - Each student will get four tosses.
 - Students must throw from behind the line.
 - Bean bag in cone = 3 points
 - Bean bag touching cone = 2 points
 - Bean bag in the hula hoop = 1 point
 - Scorekeeper will record each student's point total

- Scooter Relay
 - Equipment: scooter for each lane
 - Team Setup: five students on each end of their lane
 - Task: The student will scoot across the playing area as quickly as possible and give the scooter to the next person.
 - Rules:
 - The student must scoot across the line completely before getting off the scooter. They cannot roll off early and slide the scooter across the line.
 - Consider designating whether the student has to ride on their stomach or on their bottom.
- Bowling Relay
 - Equipment: playground ball for each lane
 - Team Setup: ten students on one end of their lane
 - Task: The student will run across playing area as quickly as possible and roll the ball back across the floor to the next person.
 - Rules:
 - The student must roll the ball – no throwing or kicking allowed.
 - The next student must wait behind the line to receive the ball. They are not allowed to cross in front of the line to receive the ball faster.
 - If the ball gets stuck in the middle, the roller must retrieve it and roll it again.
- Bucketball Relay
 - Equipment: milk crate with ten tennis balls and empty bucket for each lane
 - Team Setup: ten students in a line facing the bucketball equipment
 - Task: The student will attempt to bounce the ball into the bucket. If the ball goes in, the bouncer quickly moves to the end of the line. The next student grabs a ball out of the milk crate and takes their turn. If the ball misses the bucket, the bouncer retrieves the ball and hands it to the next student. Students continue taking turns until all the balls are in the bucket. The first team to finish and sit down is the winner.
 - Rules:
 - The ball must bounce. If the ball goes into the bucket without bouncing, the event judge will remove it.
 - The student must keep their feet behind the line when bouncing the ball. If the student crosses the line and the ball goes into the bucket, the event judge will remove it.
 - The bouncer must hand the ball to the next person – no throwing allowed.
- Cup Stack Relay
 - Equipment: ten stacking cups for each lane
 - Team Setup: five students on each end of their lane
 - Task: The student will run to the center, up stack the cups (ten stack formation), and then continue across the floor to tag the next person. The next person runs to the center, down stacks the cups, and then continues across to tag the next person.
 - Rules:
 - The cups must be in the correct ten stack formation.
 - The next student must wait behind the line to get tagged. They are not allowed to cross in front of the line to get tagged faster.

- **Hippity Hop Relay**
 - Equipment: loop-handled hop ball for each lane
 - Team Setup: five students on each end of their lane
 - Task: The student will hop across the playing area as quickly as possible and give the hop ball to the next person.
 - Rules:
 - The student must be in the seated position on the ball as they hop. The student is not allowed to hop and drag the ball behind them.
 - The student must hop across the line completely before getting off the ball. They cannot get off the ball early and hand it across the line.
- **Tug of War**
 - Equipment: tug of war rope and gloves
 - Team Setup: five boys and five girls on one end of the rope
 - Task: Each team will attempt to pull the other team across the center line.
 - Rules:
 - Students must wear gloves to prevent blisters.
 - Students will start in a crouched position. They will hold the rope and keep their knuckles on the ground until the whistle blows to start the match.
 - Everyone must drop the rope as soon as they hear the whistle to end the match. If they continue to pull, it could cause students to fall or get dragged.
 - Students will return gloves to the waiting area for the next teams.
- **Musical Hula Hoop**
 - Equipment: one hula hoop for each class
 - Team Setup: ten students holding hands in a circle
 - Task: One student puts their arm into the hoop and then students join hands to form a circle. When the music begins, students move the hula hoop around the circle without breaking hands. When the music stops, the student who is inside the hoop is eliminated. The music begins again and the eliminations continue until there's one winner from each class. All of the class winners form a new circle and the game continues. The last player remaining is the winner.
 - Rules:
 - The students must keep their hands joined while moving the hoop around the circle. If two students break hands, both students are eliminated.
 - The hoop is between two players when the music stops, the last player who went through the hoop is eliminated.
 - Students must let the player in front of them get completely out of the hoop before they try to get in. Getting into the hoop too early could cause an accident.
 - Students should be safe when trying to get the hoop over their head. They should avoid jerking or twisting their teammate's arm.

Field Day Procedures:

- Before each set of events, remind the teachers how they can help you during the events.
 - Line up their team in the waiting area
 - Help students get lined up in the lanes correctly
 - Assist with actual event – judge, make sure students wait behind line, redirect confused students, etc.

- Monitor student behavior in spectator area and concession stand line
- Announce the first event and call teams out to be waiting area.
 - Each team will sit in a line and wait to be called out for their heat.
 - Teachers should count to make sure that their team has exactly ten students. If anyone is missing, teachers will need to pick a sub.
 - While teams are getting ready, use the time to set up the equipment in the lanes/playing area.
- Quickly review the rules for the event. The students have already practiced all of the events during class, but the rule reminders help the event run smoothly and eliminate most disputes.
- Call the first heat teams out to the lanes/playing area.
 - Make sure students are in the correct setup. Refer to the event descriptions above for setup info.
 - If the event is a relay race, have the last student on each team wear a brightly colored scrimmage vest. This makes it easy to see when the race is about to end. Once the scrimmage vest students start moving, the judges can watch closely for the winners.
 - 10 students on one end event – last student in line wears the vest
 - 5 students on each end event– last student in line on the non-starting end wears the vest
- Once all the teams are ready, remind the students that everyone gets one turn. When their turn is over, they should go to the end of the line and sit down. This helps keep the students out of the way and makes it easy to see when the race is about to end.
- Start the event.
 - On your mark, get set, go!
- Monitor event progress. Give rule reminders and encouragement over the sound system. Watch for winners with the help of the line judges.
 - First and second place teams advance to the finals.
- Announce the heat winners and collect the scrimmage vests.
 - Highlight or circle the winners on your heat sheets.
 - Keep the winning teams together and have them go back to the waiting area.
- Repeat the same process for the second heat.
- Call the heat winners back out for the finals.
- Start the race.
- Monitor event progress. Give rule reminders and encouragement over the sound system. Watch for winners with the help of the line judges.
 - Designate a different line judge for each place. For example, Judge A watches for first place only. As soon as the first place team finishes, Judge A goes and stands next to their team until the winners are recorded. This process helps eliminate confusion in close races.
- Announce the heat winners and collect the scrimmage vests.
- Repeat the procedures above for each event.
- Conehole Event
 - Assign a scorekeeper to each group to record scores and tally team total.
 - The three highest scoring teams are first, second, and third place.
 - If there's a tie, you can award two winners for that place or have a teacher face-off to determine the winner.
- Musical Hula Hoop Event
 - Assign a teacher or parent volunteer to monitor each group and determine who is eliminated.

	<ul style="list-style-type: none"> ○ One winner from each homeroom advances to the finals. ○ Final three students remaining win first, second, and third place for their team. ● Tug of War <ul style="list-style-type: none"> ○ Use a single elimination tournament format. ○ Create a bracket and call teams out as listed on the bracket. ○ The winning team advances, and the losing team is eliminated. ○ Keep winning teams together and have them go back to the waiting area until their next match. ○ Complete all matches on the bracket to determine first, second, and third place. ● Distribute winner certificates after each event or during an awards ceremony. ● Ask each teacher to submit 2 – 4 students’ names for a good sportsmanship award. Recognize winners with certificates or photos on a slideshow presentation. ● Create a Google form or paper survey to gather field day feedback from teachers. ● Use feedback data to make improvements for next year’s event.
CLOSING	<p>REVIEW:</p> <ul style="list-style-type: none"> ● Review key concepts with students by asking essential questions and discussing the answers. <ul style="list-style-type: none"> ○ Why is teamwork important? ○ How can you show your teammates that you appreciate their efforts? ● Student self-assessment (Thumbs Up/Down or 3,2,1 Scale) <ul style="list-style-type: none"> ○ How would you rate your team’s performance during field day? ○ How would you rate your team’s cooperation and communication skills during field day? ○ How would you rate your team’s ability to use strategies during field day events? ○ How safely did you play during field day?

Conehole

Teacher: _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

#10 _____

Total _____

Conehole

Teacher: _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

#10 _____

Total _____

Field Day Schedule Sample

Field Day Schedule

8:30 – 8:45	4th 5th	Rules & Directions (Outside) Rules & Directions (Gym)
8:45 – 9:30	4th (Outside) 5th (Gym)	Egg & Spoon, Running Relay, & Conehole Scooter, Bowling Relay, & Bucketball
9:45 – 10:30	4th 5th	Scooter, Bowling Relay, & Bucketball (Gym) Egg & Spoon, Running Relay, & Conehole
(Outside) 10:45 – 1:00		4th & 5th LUNCH BREAK
1:00 – 1:45	4th 5th	Cup Stack & Hippity Hop (Gym) Tug of War & Musical Hula Hoops (Outside)
2:00 – 2:45	4th (Outside) 5th	Tug of War & Musical Hula Hoops Cup Stack & Hippity Hop (Gym)

4th Grade Heat Sheet

Egg & Spoon Relay

Heat 1 – Anderson, Andrews, Caldwell, & Freeman

Heat 2 – Hatala, Holmes, Powe, & Smith

Running Relay

Heat 1 – Andrews, Caldwell, Freeman, & Hatala

Heat 2 – Holmes, Powe, Smith, & Anderson

Conehole

Heat 1 – Caldwell, Freeman, Hatala, & Holmes

Heat 2 – Powe, Smith, Anderson, & Andrews

Scooter Relay

Heat 1 – Freeman, Hatala, Holmes & Powe

Heat 2 – Smith, Anderson, Andrews, & Caldwell

Bowling Relay

Heat 1 – Hatala, Holmes, Powe, & Smith

Heat 2 – Anderson, Andrews, Caldwell, & Freeman

Bucketball Relay

Heat 1 – Holmes, Powe, Smith, & Anderson

Heat 2 – Andrews, Caldwell, Freeman, & Hatala

Cup Stack Relay

Heat 1 – Powe, Smith, Anderson, & Andrews

Heat 2 – Caldwell, Freeman, Hatala, & Holmes

Scooter Relay

Heat 1 – Smith, Anderson, Andrews, & Caldwell

Heat 2 – Freeman, Hatala, Holmes & Powe

Field Day Information

Parents,

_____ Elementary School will hold its Olympic Days on Friday, May 15th. Students will participate in various team competitions throughout the day. Parents are invited to attend and join in the fun. Please see the attached schedule for more event information.

Please remind your child to dress appropriately for physical activity. Shorts and athletic shoes are highly recommended. It is also recommended that your child wear a hat or sunscreen because several events will be held outside.

A concession stand will be available for students to purchase refreshments. The following is a list of concession stand items and prices:

Bottled Water	\$1.00
Gatorade	\$.50
Assorted Fresh Fruit	\$.75
Chips	\$.75
Pickles	\$.50
Slim Jims	\$.25
Sour Punch Straws	\$1.00
Pixy Stix	\$1.00
Airheads	\$.25
Laffy Taffy	\$.10

If you are interested in volunteering for this event, please contact _____ at _____.

Thank You,

PE Teacher

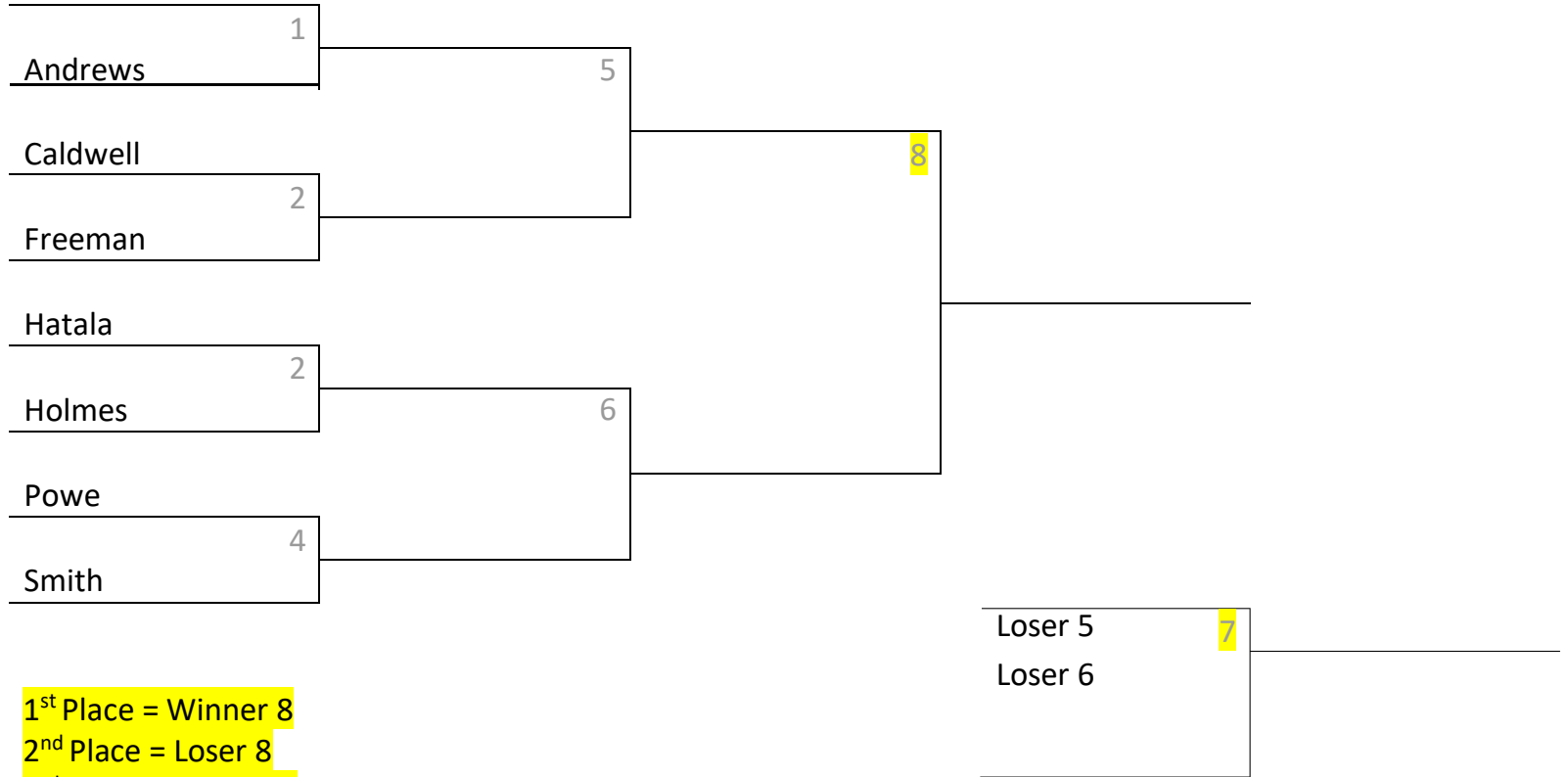
Field Day Schedule Sample

8:30 – 8:45	4th	Rules & Directions (Outside)
	5th	Rules & Directions (Gym)
8:45 – 9:30	4th	Egg & Spoon, Running Relay, & Conehole
	(Outside) 5th	Scooter, Bowling Relay, & Bucketball
	(Gym)	
9:45 – 10:30	4th	Scooter, Bowling Relay, & Bucketball (Gym)
	5th	Egg & Spoon, Running Relay, & Conehole
(Outside) 10:45 – 1:00	4th & 5th	LUNCH BREAK
1:00 – 1:45	4th	Cup Stack & Hippity Hop (Gym)
	5th	Tug of War & Musical Hula Hoops (Outside)
2:00 – 2:45	4th	Tug of War & Musical Hula Hoops
	(Outside) 5th	Cup Stack & Hippity Hop (Gym)

Tug of War

Tug of War Draw Sample

Anderson



1st Place = Winner 8
2nd Place = Loser 8
3rd Place = Winner 7

Musical Hula Hoop

Anderson

Andrews

Caldwell

Freeman

Hatala

Holmes

Powe

Smith

Field Day Sign-Up Instructions

- You must list 10 students for each event. **Do not leave any spaces blank.** Do not list more than 10 students for an event.
- Tug of War requires 5 boys and 5 girls. The number of boys and girls is not important on the other events.
- Allow each student to choose 4 events. **If there are any blank spaces remaining, please assign students to fill all of those spots. This means that some students may have more than four events.**
- Feel free to use first names only. This sheet is just to help you and your students remember who's in each event.
- Please print a copy of your completed sign-up sheet or save it to your phone for easy access on Friday.

Field Day Reminders

- Field Day will be held on Friday. See reverse for schedule.
- Heat Sheets are attached.
- Remind students to dress appropriately for physical activity and the weather.
- Events will be held both outside and in the gym. Outside events will be held on the driveway next to the gym. Tug of War and Musical Hula Hoops will be held on the playground.
- Prior to each event, gather your team and have them sit together in the designated area until they are needed.
- Substitute for absent or injured students.
- Remind students that we are on a schedule. Everyone's cooperation is needed to maintain this schedule.
- Teachers and parent volunteers will be needed to assist and/or judge certain events.
- We're going to have two concession stands if there are enough volunteers to handle it. One concession stand will be located on the sidewalk near the outside events. The other will be located on the sidewalk between the gym and the 5th grade wing.
- Please help monitor student behavior in the concession stand areas.
- See PE teacher(s) with any questions, concerns, or problems.
- Reminder for students and teachers - - - Play fair, be safe, and have fun!

SAMPLE