



Georgia Department of Education

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

PHYSICAL EDUCATION

**Georgia Standards of Excellence
(GSE) Grade 5**

SAMPLE Instructional Framework

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Map Grade 5

The following curriculum map is part of a GaDOE collection of Unit Frameworks: 5th Grade

Unit #/Title	Unit 1: Procedures, Instant Activities, Throwing and Catching	Unit 2 Let's Get Moving and Limited Equipment
GSE for Physical Education	<p>PE. 5.1 (a, d, e, f, i, j) PE. 5.2 (a) PE. 5.3 (g, h) PE. 5.4 (a, b, d) PE. 5.5 (c)</p>	<p>PE. 5.1 (c, e, f, g) PE. 5.2 (b, c) PE. 5.3 (a, b, h) PE. 5.4 (a, c, d) PE. 5.5 (c)</p>
Key Concepts	<p>Locomotor and non-locomotor skills Qualities of movement (effort, direction, speed, time) Safety Body awareness Spatial awareness (personal and general space) Following Directions Catching and Throwing Describe benefits of physical activity</p>	<p>Identify and respect boundaries Move safely in personal and general space Demonstrate respect for self and others Respond to emergencies and drills Sharing and turn taking Respond to questions and engage in conversations with a partner about PE content Body awareness continued</p>
Unit #/Title	Unit 3: Ball Games and Jump Rope	Unit 4: Scooters, STEAM, and Field Day
GSE for Physical Education	<p>PE. 5.1 (b, d, h, o, p) PE. 5.2 (b, c) PE. 5.3 (b, f) PE. 5.4 (a, b, c, d) PE. 5.5 (a)</p>	<p>PE. 5.1 (f, k, l, m, n) PE. 5.2 (a, b, c) PE. 5.3 (c, d, e) PE. 5.4 (a, b, c, d) PE. 5.5 (b)</p>
Key Concepts	<p>Engage in class discussions about personal health Cardiovascular and other body systems Bones and muscles Fitness Gram Kicking Safety continued Physical education-based feedback to others</p>	<p>Engage in class discussions (active listening, contributing ideas) Creating and extending games Personal health continued Safety continued Hitting with implements Kicking, catching, throwing reviewed Connecting STEAM to PE</p>

Physical Education 5th Grade: Unit #1: Procedures, Instant Activities, Throwing/Catching

Unit #1: Procedures, Instant Activities, Throwing/Catching

Course: 5 th Grade Physical Education	UNIT #1: Procedures, Instant Activities, Throwing and Catching	PACING: 9 Weeks
UNIT FOCUS: Procedures, Safety, Throwing and Catching, Body Awareness, Spatial Awareness		
STANDARDS AND ELEMENTS		
MOTOR SKILLS 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns		
<ul style="list-style-type: none"> a. Demonstrates mature patterns of various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences. d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy. e. Throws accurately while both partners are in motion. f. Catches an object with both partners moving. i. Demonstrates mature form of kicking and punting in small-sided games. j. Passes accurately and receives with the feet using a mature form as both partners travel. 		
STRATEGIES 5.2 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 practice or game setting. 		
FITNESS 5.3 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"> g. Engages in teacher-led and independent physical education class activities. h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits. 		
RULES 5.4 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. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Participates with independent and cooperative responsibility. d. Applies safety principles with peers and equipment in physical activity settings. 		
VALUE AND JOY 5.5 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"> c. Describes the social benefits gained when engaged in a variety of physical activities. 		
EXAMPLE LESSON PLANS		
Partner Games + I am + Cross the Pond Hoop Flip + Bean Bags Quadrant Tag + Low Ball Flag Football		
EXAMPLE ASSESSMENTS		
DIAGNOSTIC Gauge where students are in their learning prior to beginning the lesson.	FORMATIVE Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	SUMMATIVE Gauge student mastery of standards.
Observations	<ul style="list-style-type: none"> • Checklists • Self-Assessments on a 3,2,1 scale • Peer to peer feedback 	<ul style="list-style-type: none"> • Formal skills checklist that align with the standards

Physical Education 5th Grade: Unit #1: Procedures, Instant Activities, Throwing/Catching

SUPPLEMENTAL RESOURCES

Fuel Up to Play 60 – for flag football

www.fueluptoplay60.com

Alliance for a Healthier Generation

<https://www.healthiergeneration.org/>

Athletes for Hope – workout on video from pro athletes

<https://www.youtube.com/channel/UCFrReOOFL5DOP9i8ioE6LXg>

SAMPLE

Physical Education 5th Grade Unit 1 Lesson Plan 1

Lesson Plan 1: Partner Game and Cross the Pond

Course: Physical Education 5 th Grade	Grade: 5th	Pacing: 1-week	Unit #: 1	Lesson Plan: First Week
LESSON TITLE: Partner Games and Cross the Pond				
ENDURING UNDERSTANDING: Getting to know your classmates, teamwork, and cooperation				
GSE TO ADDRESS IN UNIT				
<p>MOTOR SKILLS: PE 5.1 a. Demonstrates mature patterns of various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences. PE 5.1 b. Using correct/patterns with a partner or group.</p> <p>STRATEGIES: PE 5.2 a. Applies the concepts of open and closed spaces in a practice or game setting.</p> <p>FITNESS: PE 5.3 g. Engages in teacher-led and independent physical education class activities.</p> <p>RULES: PE 5.4 a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities. PE 5.4 b. Participates with independent and cooperative responsibility. PE 5.4 d. Applies safety principles with peers and equipment in physical activity settings.</p> <p>VALUE AND JOY: PE 5.5 c. Describes the social benefits gained 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"> Visually scan the gym as they perform the skills 	<ul style="list-style-type: none"> Have a class roster and checklist so that you can note students who are below skill level, on task, and those who are exceeding Have students self-assess on a scale of 1,2, or 3 in relation to their participation and effort at the end of class 	<ul style="list-style-type: none"> Due to it being the first week mastery is not expected at this time 		
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS: Teamwork, cooperation, balance, exercising, cardiovascular endurance</p> <p>VOCABULARY: Cooperation, lily pad, strategy, timing, habitat</p>				
DIFFERENTIATED LEARNING				
<p>SPACE: Personal space for the first activity, then in lines for the other two games</p> <p>TIME: Each of these games can be shortened or lengthened depending on the skill level and attention span of your group. The game of Cross the Pond could have 2 or 3 rounds to encourage strategy and timing development.</p> <p>EQUIPMENT: 40 Poly spots</p> <p>GROUPING: With a partner for the first game, by yourself in game 2, and in the final game a group of 3. If you have an odd number look for one cooperative group that has players that take turns. This is a great time to encourage the skill of cooperation.</p>				

Physical Education 5th Grade Unit 1 Lesson Plan 1

MATERIALS	
STUDENT EQUIPMENT: <ul style="list-style-type: none"> • Poly-spots 	TEACHER EQUIPMENT: <ul style="list-style-type: none"> • Stopwatch, cones for each group, laminated cards or cones with the numbers 1-10 on them, music, possibly books about fogs and dragonflies
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: What factors determine your decisions in class participation and behavior? What are some ways you could avoid injuries while participating in physical activities?
	HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins) Activity Name: Same or Opposite Set Up: With a partner in personal space. Be prepared to move to new spaces around the gym randomly. Activity Procedure: Same or Opposite Same or Opposite – This is a twist on Rock/Paper/Scissors. You use your feet. One person is considered the “same” person. The other person is the “opposite”. On the count of three, both players take 5 jumps then put one of their feet out. If they stick out the same foot, the “same” person gets a point. If they stick out their “opposite” foot, then the person designated as the opposite person gets a point. The first person to 5 points wins and raises their hand. The other person goes to a person who has their hand up. This a is warm up activity and should be played for about 5 minutes
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: I am I am- This game is designed to get to know your students. It also allows for them to see how they are the same or different in a non-threatening manner. Set up cones in an equally spaced line across the sideline (length) of the gym, numbered 1 – 10, in order. Have cone 1 start at the baseline closest to the wall. This is your starting point. Cone 10 should be on the other end of the gym, far away. The teacher can put it just past the other baseline, but not too close to the wall. Ask the group one of the starters “I am” questions. Example- “On a scale of one to ten, I am shy”. Participants move to their level of being “shy”, with 10 as the highest, and 1 the lowest level of “shyness”. Other examples include: I am outgoing I like my teachers

Physical Education 5th Grade Unit 1 Lesson Plan 1

I am shy
I think money is important
I am athletic
I like to dance
I am artistic
I am a musician
I am creative
I am a good listener
I am funny
I am eco-friendly
I love animals
I care what others say about me
I am respectful
I am competitive
I am a hard worker
I am organized
I spend too much time on technology
I am good at solving problems.
I am a good cook
I like Country Music
I am smart/intelligent
I am an adventurous eater
I am a leader.
I am honest/trustworthy
I am friendly
I am superstitious
I am thoughtful/considerate of others
I am trying to improve every day
I like my school
I am good at...Math, or English, or Science, or History, or a Foreign Language

This game can be altered to fit the needs of your school. The teacher avoid questions that make students feel embarrassed. On occasion, you will have to explain a word (such as superstitious).

The goal of this game besides getting to know each other is that they are moving. Students are traveling from level to level on every question. They can run, walk, jog, skip; you decide, and it can be changed!

Other considerations:

If students are staying at one level for each question because they do not want to run/move, have a predetermined exercise that they need to do if they are staying at the same level.

Sometimes it is important to get all the students to come to level 1 and start over.

When groups start to get tired slow it down!

This is a great game to use later in the year to practice going in a straight line for the Pacer Test.

Physical Education 5th Grade Unit 1 Lesson Plan 1

	<p>Activity Name: Cross the Pond</p> <p>Students are gathered in groups of 3. They are spread out evenly in relay type lines along the sideline. The groups should go all across one side of the gym. Use the court sideline. The teacher can use a cone to mark where each of them should start behind. Students are going to use teamwork, throwing, jumping, and timing to cross to the other side of the gym aka "Cross the Pond".</p> <p>This is a way to connect some STEM into your lesson. The teacher can call the jumper a frog – you get even get into the details of using a local frog species. Encourage a few frog facts from the students. The throwers are called dragonflies. Encourage several facts about dragonflies as well. They are throwing poly-spots, which the teacher can call lily pads. You can share the importance of lily pads. This will take a little research on your end beforehand, but the payoff is worth it! I'd consider the farthest a frog can jump, the biggest frog in the world, types of poisonous frogs, frog life cycle, the world's smallest frog, and threats to frog habitats. Do the same type of research for the dragonflies.</p> <p>One person is the jumper (frog). The other two are the throwers (dragonflies). On my start signal, one of the throwers will gently toss a poly spot out in front of the jumper. They jump to it. They must land on the spot. If they fall off the spot the group does a predetermined exercise. The dragonflies continue to take turns throwing the poly-spots out in front of the jumper until they reach the other side of the gym. For "Crossing the Pond" the group gets a point. Once they cross, the students switch roles, and they head back across the "pond".</p> <p>Other considerations: Set a time – 3 or 4 minutes. Have the students make predictions ahead of time of how many times they think their team will cross the pond. Again, this is a math/STEM connection. Compare it to their actual number. You can have the group write their number down on a dry erase board if needed. Once they have had one turn, ask them to take a minute to create a strategy based on their prior experience. Have them make a new prediction.</p>
CLOSING	<p>REVIEW:</p> <p>At the end of class, the teacher can take the time to review the muscles and body systems that we used during the lesson. The teacher can also give reminders about cooperation, teamwork, and having a positive mindset in Physical Education class.</p> <p>Ask:</p> <ul style="list-style-type: none">Who can describe 2 rules of "Same or Opposite"?How do you score a point in "Cross the Point"?Why is playing a game like "I am" important?Who can give me two facts about frogs/dragonflies? <p>Have students self-assess on a scale of 1,2, or 3 in relation to their participation and effort at the end of class</p>

Physical Education 5th Grade Unit 1 Lesson Plan 2

Lesson Plan 2: Hoop Flip and Bean Bags

Course: Physical Education	Grade: 5th Pacing: 1-45 min. class	Unit #: 1	Lesson Plan:2
LESSON TITLE: Hoop flip and Bean Bags			
ENDURING UNDERSTANDING:			
GSE TO ADDRESS IN UNIT			
<p>MOTOR SKILLS: PE 5.1 d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy.</p> <p>PE 5.1 e. Throws accurately while both partners are in motion.</p> <p>STRATEGIES: PE 5.2 a. Applies the concepts of open and closed spaces in a practice or game setting.</p> <p>FITNESS: PE 5.3 g. Engages in teacher-led and independent physical education class activities.</p> <p>PE 5.3 h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits.</p> <p>RULES: PE 5.4 a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.</p> <p>PE 5.4 b. Participates with independent and cooperative responsibility.</p> <p>PE 5.4 d. Applies safety principles with peers and equipment in physical activity settings.</p> <p>VALUE and JOY: PE 5.5 c. Describes the social benefits gained 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"> • Do a visual pretest by observing the students throwing underhand in the first part of the lesson. 	<ul style="list-style-type: none"> • Give students a checklist with diagrams of how it should look. After modeling what to look for, have them assess each other and give feedback throughout the lesson 	<ul style="list-style-type: none"> • If students are able to make the beanbag go into the hoop using a proper underhand throwing motion, then students are mastering the standard 	
MAJOR UNIT CONCEPTS AND VOCABULARY			
<p>CONCEPTS: Throwing, teamwork, cooperation, cardiovascular endurance, trajectory, timing</p> <p>VOCABULARY: Trajectory, elapsed time, cardiovascular endurance, stamina</p> <p>LINKS: Athletes for Hope – workout on video from pro athletes https://www.youtube.com/channel/UCFrReOQFL5DOP9i8ioE6LXg</p> <p>You can use this if you have a projector for an initial warm up, or if you have to wait for another class to arrive</p>			

Physical Education 5th Grade Unit 1 Lesson Plan 2

DIFFERENTIATED LEARNING	
<p>SPACE: The distance can be modified (closer or farther away) to make the skill of throwing the beanbag into the hoop easier or more difficult.</p> <p>TIME: Recommend that the game of Hoop Flip have at 2 rounds. It could be modified to 1 if you are running short on time or extended to 2-3 rounds.</p> <p>TASK: TO make this game different you could switch to use your opposite hand. You can also switch from throwing it underhand to throwing like a dart.</p> <p>GROUPING: If a group is too large it could potentially cause behavior problems. The teacher can keep it them as groups of 3 to 4 students.</p>	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • One beanbag, hula hoop 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> • Cones, whistle, music, stopwatch, beanbag
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>How can I include physical fitness in my life?</p> <p>How does sportsmanship carry over into everyday life?</p>
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins) Bean Bag</p> <p>Students will be spread out in personal space. To start, the students will watch and mimic the motions and activities. The teacher can do (throw-clap-catch, over the shoulder, around the waist, etc...). Then have the students break into partners or small groups of 3 or 4. The size of their groups would depend on the size of the class.</p> <p>Have one student in the group do a skill. The partner copies the leader, then students switch. Let them have the freedom to pick their skills as long as it follows the safety guidelines already established and part of the standards students are working on. As you walk around the gym, be sure to note who is using proper form in throwing and catching.</p> <p>This is a great warm up activity and should be played for about 5 minutes. If it goes too much longer students start to do skills that can be dangerous.</p> <p>Remind students that they are not trying to throw the beanbags at each other like a dodgeball. Encourage teamwork and cooperation.</p>

Physical Education 5th Grade Unit 1 Lesson Plan 2

FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Students will be in relay groups of 3 or 4 along one side of the gym, on the baseline. Students will be spread out with enough room to flip their hoop across the gym without being in the way of other groups A cone to mark where each group should start, and a cone directly across from their line to provide a target of where students are trying to get to. This game incorporates throwing, cooperation, teamwork, timing, trajectory, and speed. Before the game starts make a level 1, 2, 3, and 4 on both baselines of the gym. Level 1 is the easiest, 2 and 3 are in the middle, and level 4 is the most difficult. Depending on the skill of the group, level 4 is usually across the gym on the other baseline. One student in each line will take the hula hoop out to level one. They are the hoop flipper. The next person in line will underhand toss the beanbag to the hoop. If it lands in the hoop, the student flips the hoop one time closer to level 2. If the student misses the hoop, then the hoop is not flipped. The hoop flipper retrieves the beanbag and runs it back to the line. The student who threw the beanbag becomes the hoop flipper. They are trying to get to Level 4. If students reach level 4 they score a point and start back at Level 1. The cycle continues until time is called or a point value is reached (to be predetermined).
CLOSING	REVIEW: At the end of class, ask what major muscles were used during the games. Who can define or describe trajectory? Why is taking turns important? Who thought of a way to make this game easier/more challenging? In what ways are we using STEM in this lesson?

Physical Education 5th Grade Unit 1 Lesson Plan 3

Lesson Plan 3: Low Ball and Quadrant Tag

Course: Physical Education	Grade: 5th	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 3
LESSON TITLE: Low Ball and Quadrant Tag				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
<p>SKILLS: PE 5.1 a. Demonstrates mature patterns of various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.</p> <p>PE 5.1 d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy.</p> <p>CONCEPTS: PE 5.2 a. Applies the concepts of open and closed spaces in a practice or game setting.</p> <p>FITNESS: PE 5.3 g. Engages in teacher-led and independent physical education class activities.</p> <p>PE 5.3 h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits.</p> <p>BEHAVIOR, RULES, SAFETY, ETIQUETTE: PE 5.4 a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.</p> <p>PE 5.4 b. Participates with independent and cooperative responsibility.</p> <p>PE 5.4 d. Applies safety principles with peers and equipment in physical activity settings.</p> <p>PE 5.5 c. Describes the social benefits gained 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"> • Start with a KWL chart 		<ul style="list-style-type: none"> • Continually involving students through the use of questions • Peer review • Self-Assessment 		<ul style="list-style-type: none"> • An exit ticket with specific rules of the games
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS: Fleeing, dodging, personal space, and moving through space using locomotor skills</p> <p>VOCABULARY: Flee, dodge, perseverance, elude</p>				
DIFFERENTIATED LEARNING				
<p>SPACE: The playing area could be changed to be smaller or larger depending on the size of the group. If your class size is really large, the sections of the tag game could be moved from 4 squares to 6 squares.</p> <p>TIME: Each round can be lengthened or shortened depending on the stamina of the group. If there are behavior problems, the teacher can take a time out between rounds to discuss or reinforce a concept and to refocus the class.</p> <p>EQUIPMENT: More or less balls could be used in Low Ball. The more balls you have, the greater chance you have of getting out.</p> <p>GROUPING: Evenly divide the students when starting Quadrant Tag. To make it more challenging, have the students divide the court into six sections so that students have less space to move.</p>				

Physical Education 5th Grade Unit 1 Lesson Plan 3

MATERIALS	
STUDENT EQUIPMENT: <ul style="list-style-type: none"> • Coated foam balls, pool noodles, 4 jerseys 	TEACHER EQUIPMENT: <ul style="list-style-type: none"> • Music, whistle, cones to mark the area
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: <p>What are some ways you could avoid injuries while participating in physical activities?</p> <p>How do rules and strategies for each specific activity increase student success and appreciation for the game/activity?</p>
	HOOK/INTRODUCTION ACTIVITY: <p>Low Ball: This game is a cardiovascular workout, play two or three rounds of. There are no teams. To begin 10- 12 foam balls will be put out in the center circle. On a signal, students will roll the ball (underhand only) and strike the ball (on one bounce) towards each other. While the ball is rolling, if it touches you on the knee or below, you are out until you do a predetermined exercise. After you do the exercise, you can get back into the game.</p> <p>Considerations: Friends will often try to create a truce or alliance with each other. Make it clear, that if you observe that happening, they will sit out a round. Have the students make a prediction (math connection) before the game starts. After the first round do a quick check-in on how accurate their prediction was. Be aware that older students will often try to throw sidarm the ball so they can throw it harder. This is not allowed. Emphasize the fleeing, dodging, and accuracy components of this game.</p>
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: <p>Quadrant Tag: Start this game with a KWL chart on your board. Ask them the “K” and the “W” section. Spend a few minutes acknowledging what they (K)know about tag games. They may suggest ideas such as:</p> <ul style="list-style-type: none"> Running zig zag Changing their running direction or speed Focusing on the tagger in each quadrant They might share a math idea here <p>For the (W) what they want to know you may hear: How do I stay in the game longer? How many types of tag are there? How many ways can we change this version of the game? How do you get in or out of the game? Save the “L” section for the end of class to show what they have learned. The gym will be divided into 4 quadrants (connect math). Each of the quadrants will have one tagger in it.</p>

Physical Education 5th Grade Unit 1 Lesson Plan 3

	<p>The tagger will be wearing a jersey. The teacher can give them a pool noodle to tag with. Blow a whistle so the game begins.</p> <p>Students can travel from quadrant to quadrant; however, the tagger must stay in their assigned square.</p> <p>When you are tagged you go to the side and perform an exercise that has been discussed before the round starts.</p> <p>Each round will have a new exercise.</p> <p>After each round, we will pick new taggers. Make each round 3-4 minutes.</p> <p>In my older classes take suggestions about they can adapt the game. They may suggest only moving clockwise/ counterclockwise, adding two taggers per square, or having one tagger that wears a special jersey or color that can go into any square. It makes a huge difference in participation.</p>
CLOSING	REVIEW: <p>Fill in the “L” section of your KWL chart of what they have learned. Use an exit “ticket”. Have students describe a rule of the game.</p> <p>Have a student describe one strategy they used in the game.</p> <p>What is an idea to make these games harder/easier?</p> <p>Describe what muscles were used during the games.</p>

Physical Education 5th Grade Unit 1 Lesson Plan 4

Lesson Plan 4: Flag Tag and Flag Football

Course: Physical Education	Grade: 5th	Pacing: 3-45 min. classes	Unit #:1 Lesson Plan:4
LESSON TITLE: Flag Tag and Flag Football			
ENDURING UNDERSTANDING:			
GSE TO ADDRESS IN UNIT			
<p>MOTOR SKILLS: PE 5.1 e. Throws accurately while both partners are in motion. PE 5.1 f. Catches an object with both partners moving. PE 5.1 i. Demonstrate mature form of kicking and punting in small-sided games</p> <p>STRATEGIES: PE 5.2 a. Applies the concepts of open and closed spaces in a practice or game setting.</p> <p>FITNESS: PE 5.3 g. Engages in teacher-led and independent physical education class activities. PE 5.3 h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits.</p> <p>RULES: PE 5.4 a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities. PE 5.4 b. Participates with independent and cooperative responsibility. PE 5.4 d. Applies safety principles with peers and equipment in physical activity settings.</p> <p>VALUE AND JOY: PE 5.5 c. Describes the social benefits gained 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"> Work together to complete a Venn Diagram that compares and contrasts football to another sport (the teacher can use basketball or soccer) 	<ul style="list-style-type: none"> Use a self-assessment ranking system of 3,2,1. 3 -is the strongest understanding 2 -is an average understanding 1 -the student needs help 	<ul style="list-style-type: none"> Formal skills checklist that align with the standards Tickets out the door 	
MAJOR UNIT CONCEPTS AND VOCABULARY			
<p>CONCEPTS: Body awareness, Spatial awareness (personal and general space), Following Directions, Catching and Throwing</p> <p>VOCABULARY: punting, kicking, hiking, fumble, route, lateral</p> <p>LINKS: Fuel Up to Play 60 – for flag football www.fueluptoplay60.com Official rules for flag football can be found here: https://nflflag.com/</p>			

Physical Education 5th Grade Unit 1 Lesson Plan 4

DIFFERENTIATED LEARNING	
<p>SPACE: If you have space, take the kicking and punting portion of the game outside</p> <p>TIME: During the tag game, you can modify how many rounds you play, and for how long. The teacher can usually play 2 or 3 rounds for 4-5 minutes each</p> <p>EQUIPMENT: Soft footballs can be used for sensory concerns or students who are not used to competitive/regular football.</p> <p>GROUPING: Keep the groups in the relays as small as possible. The teacher can usually try for 3-4 people in a line.</p>	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • Footballs, flag football belts, flags 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> • Whistle, music, cones for each line. Footballs to model with.
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>How do rules and strategies for each specific activity increase student success and appreciation for the game/activity?</p> <p>Which component of health-related fitness is most important and why?</p>
	<p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <p>Activity Name: Flag Tag</p> <p>Set Up: In this version of flag tag, the teacher can separate the teams by my red flags and my blue flags. The students are wearing the standard flag football belt. Give each student 2 additional flags to put on their belt. On my whistle, the students are able to move freely. Everyone is it. They are trying to pull and collect the other students' flags. After they pull a flag, they put it in a designated bin. Closely monitor this game, because the flags can be quickly pulled, and some of the students will try to hold their flags. If they are caught breaking a rule, they sit out a round. There are several versions of how to play this game. Some favorite versions:</p> <p>Version 1: When your team out of flags, you stop the game. Use this as a collaborative game. For instance, if one person has all of their flags pulled, another teammate can give you one of theirs to get you back in.</p> <p>Version 2: Start with the two belts in your clip. Have a pile of "extra" belts on each end of the gym. Designate a red end and a blue end. When the game starts you can keep going back to the pile to refill your belt until there are no more. Stop the round before all of the flags are gone to keep 100 percent of the students moving. For a STEM connection, have them add and keep a cumulative total of how many flags they have collected. You could also have them make a graph and do a total for each round.</p> <p>Version 3: Have 3- 5 students (depending on your group size) be the taggers. Once a student has both of their flags pulled, they go to the side and do a predetermined exercise. This allows them to get two more flags from the pile and get back into the game. After 3-5 minutes, stop the game and pick new taggers.</p>

Physical Education 5th Grade Unit 1 Lesson Plan 4

FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: Flag Football and Skills Football skills, drills, and relays. We will have the students perform a variety of skills including throwing the ball for distance, throwing the ball to a partner, hiking the ball, catching, loco-motor skills, and agility. We will also look at how to properly hold the ball and punting/kicking. We will also cover some of the basic vocabularies such as: punting, kicking, hiking, fumble, route, lateral, and more. Some of the positions will also be covered such as wide receiver, quarterback, kicker, running back, and offensive/defensive lines. Activity Procedure: Put your students in equal-sized relay lines. The first relay is holding the ball correctly. Model cradling the ball with the palm of my hand over one end and the rest of the ball tucked firmly against my body. Discuss what it means to fumble the ball, and why ball security is an important element of the game. Work on running with the ball as well as properly completing a hand-off to the next person in line. Other skills: Long snapping: Have the center walk out 3 or 4 steps. The next person in the relay line gives a signal such as “hut” or “hike”. The center snaps the ball between their legs to the next person who is acting as the quarterback. The center then turns into a wide receiver and runs a route. The quarterback will throw the ball to the student who is running the route. Repeat this relay for several minutes so that they have multiple repetitions of this skill. Punting and kicking. Using proper form have one student punt or kick the ball while another student from the relay line fields the ball as the kick returner. The students can kick from a tee and punt from their hands. Other considerations: For each of the skills, model them first. Use pictures from the internet that show players in set offensive and defensive positions. If you have the technology to show videos, many short clips of how to play flag football are easily available through a simple search of “playing flag football in physical education”. You will want to do the skills to your own comfort level. Discuss the point system of football. 6 points for a touchdown 1 point for an extra point 2 points for a safety 3 points for a field goal 2 points for a two-point conversion
CLOSING	REVIEW: Students will answer the questions: What NFL team is from Georgia? Describe the role of the quarterback. List 3 different skill positions How many ways can you score points? Design and name a passing play.

Physical Education 5th Grade Unit 2 Lesson Plan 2

Unit 2: Let's Get Moving and Limited Equipment Games

Course: 5 th Grade Physical Education	UNIT #2: Let's Get Moving and Limited Equipment Games	Pacing: 9 Weeks
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UNIT FOCUS: Cardiovascular movements, games with limited equipment, procedures, and safety

STANDARDS AND ELEMENTS

MOTOR SKILLS 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns

- c. Combines balance and weight transfer in gymnastics and/or dance sequence with a partner.
- e. Throws accurately while both partners are in motion.
- f. Catches an object with both partners moving.
- g. Combines hand dribbling with other skills in small-sided games

STRATEGIES 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.
- c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).

FITNESS 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Summarizes the effects of physical activity on body systems.
- b. Designs a plan to address ways to use physical activity to enhance fitness.
- h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits.

RULES 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.
- c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).
- d. Applies safety principles with peers and equipment in physical activity settings.

VALUE AND JOY 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- c. Describes the social benefits gained when engaged in a variety of physical activities.

EXAMPLE LESSON PLANS

Roll-throw-hold
Hoop tag + Bracket
Parachute
Line tag + Inside Out

Physical Education 5th Grade Unit 2 Lesson Plan 2

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"> • Observations • KWL charts • Venn Diagram 	<ul style="list-style-type: none"> • Checklists • Self-Assessments on a 3,2,1 scale • Peer to peer feedback 	<ul style="list-style-type: none"> • Formal skills checklist that align with the standards • Oral presentations • Small group work • Tickets out the door

SUPPLEMENTAL RESOURCES
<p>Tons of free ideas and lesson plans https://openphysed.org/login</p> <p>SPARK – free resource blog and at home activities https://blog.sparkpe.org/blog/sparkhome/</p> <p>Action For Healthy Kids – health facts, game ideas, grants, and more https://www.actionforhealthykids.org/</p>

SAMPLE

Physical Education 5th Grade Unit 2 Lesson Plan 2

Lesson Plan 1: Spinner Tag and Roll-Throw-Hold

Course: Physical Education		Grade: 5th Pacing: 2-45 min. classes		Unit #: 2 Lesson Plan:1	
LESSON TITLE: Spinner Tag and Roll- Throw -Hold					
ENDURING UNDERSTANDING:					
GSE TO ADDRESS IN UNIT					
<p>SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> c. Combines balance and weight transfer in gymnastics and/or dance sequence with a partner. e. Throws accurately while both partners are in motion. f. Catches an object with both partners moving. <p>CONCEPTS: PE 5.2 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"> b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities. <p>FITNESS: PE 5.3 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"> a. Summarizes the effects of physical activity on body systems. b. Designs a plan to address ways to use physical activity to enhance fitness. <p>BEHAVIOR and RULES: PE 5.4 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. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities. c. Gives and accepts corrective feedback respectfully to and from others (peers and adults). d. Applies safety principles with peers and equipment in physical activity settings. <p>VALUE and JOY: PE 5.5 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"> c. Describes the social benefits gained 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"> • Have student set at least two physical goals for the day • Make predictions about possible outcomes. 		<ul style="list-style-type: none"> • Give students a checklist with diagrams of how it should look. After modeling what to look for, have them assess each other and give feedback throughout the lesson. • Have students create at least three new ideas that are not on the original sheet 		<ul style="list-style-type: none"> • Oral responses • Turn and talk – share your best/favorite thought 	

MAJOR UNIT CONCEPTS AND VOCABULARY	
<p>CONCEPTS: Throwing, catching, teamwork, physical endurance, cooperation, creativity, and innovation</p> <p>VOCABULARY: creativity, form, gross motor skills</p> <p>LINKS: Variations of tag https://openphased.org/curriculum_resources/instant-activities/elementary-k-5</p>	
DIFFERENTIATED LEARNING	
<p>SPACE: When playing Roll -Throw-Hold you can easily modify the length between each level and the overall length of the playing field. If the students are struggling to get to Level 4, make the levels closer together.</p> <p>TIME: Keep each round of Spinner Tag short – 2 to 3 minutes.</p> <p>TASK: For “Roll- Throw-Hold” the students can use the dry erase board to keep track of their points, but also to create their own version of the game. Encourage students to swap out at least 3 of the ideas each round.</p> <p>EQUIPMENT: For spinner tag, use a pool noodle that has been cut in half to reduce the force of a hard tag</p> <p>GROUPING: Groups can be modified based on overall class size. Aim to have 3 to 4 people in each line</p>	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • 1 Dry erase board and marker per line, a variety of balls; soccer, football, tennis balls, a bean bag, a bowling pin, a bucket, and a hula hoop. The group will also need a laminated instruction sheet 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> • A whistle, music, and 8 large cones, (preferably color coordinated)
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>Which component of health-related fitness is most important and why?</p> <p>How do rules and strategies for each specific activity increase student success and appreciation for the game/activity?</p>
<p>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</p> <p>Spinner Tag</p>	<p>To warm up with we will be playing spinner tag. Students will spin a bowling pin inside a hula hoop. Wait for the bowling pin to stop spinning. Whoever the tip of the pin lands on becomes the tagger. The students will be moving in free space around the gym. After a few minutes, have the students scramble and move to new groups.</p>
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Roll- Throw - Hold</p> <p>The groups will be in relay lines. Have all the lines start at one end of the gym, equally spaced out, on an end line. Place equipment for each line and their skill card inside a hula hoop. Along the sidelines at intervals of 8-10 feet mark with a cone, Level 1, then Level 2, Level 3, and Level 4. For reference, Level 3 is set at half court. My Level 4 is nearly all the way to the other end of the gym; it is meant to be difficult, but not impossible.</p>

Physical Education 5th Grade Unit 2 Lesson Plan 2

	<p>Following the order on the laminated card, the students will perform a series of ball rolls at bowling pins, and through shapes, they make with their bodies (plank, push up, downward dog, etc....). This will combine cardiovascular endurance with static muscle control.</p> <p>This game also intentionally provides a ton of freedom/choice for each student as they work their ways through the skills. When the card says “Catch a ball”, it can be a type of ball in the hula hoop. When it says kick a ball through_____ it once again gives choice to the type of ball being used and how they are going to kick it.</p> <p>After they complete each round the team leader will get a wrist band to keep track of how many rounds they have completed.</p> <p>If students cannot complete a skill at all four levels, they can do 10 jumping jacks as a team and move to the next skill.</p> <p>Below is an example of laminated cards for the first round:</p> <p>Catch a ball Kick a ball through_____</p> <p>2 push ups Knock a pin down Clap and catch a beanbag</p> <p>After the first or second round have the class take a time out. Have the students create their own line up of skills and activities on their dry erase board. Check struggling groups to share a few additional ideas if they are unable to create their own. Highlight student ideas that emphasize creativity or STEM components.</p> <p>Recommendation: take pictures of boards that have usable ideas for the future on them. By the time students come back for their second class of the week, they have created new cards with their ideas on them.</p>
<p>CLOSING</p>	<p>REVIEW:</p> <p>Have students share ways in which they changed or created new components to the game. Then after that initial discussion, have students turn and talk and give each other constructive feedback about their suggestions. Be sure to write down and display ideas that would benefit other classes, as well as highlight student thoughts.</p> <p>Have them share what major muscles and motor skills they used in class.</p>

Physical Education 5th Grade Unit 2 Lesson Plan 2

Lesson Plan 2: Hoop Tag and Bracket

Course: Physical Education	Grade: 5th	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 2
LESSON TITLE: Hoop Tag and Bracket				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
<p>SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> c. Combines balance and weight transfer in a gymnastics and/or dance sequence with a partner. e. Throws accurately while both partners are in motion. <p>CONCEPTS: PE 5.2 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"> b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities. c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field). <p>FITNESS: PE 5.3 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"> a. Summarizes the effects of physical activity on body systems. h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits. <p>BEHAVIOR, RULES, SAFETY: PE 5.4 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. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities. c. Gives and accepts corrective feedback respectfully to and from others (peers and adults). d. Applies safety principles with peers and equipment in physical activity settings. <p>VALUE AND JOY PE 5.5 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"> c. Describes the social benefits gained 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"> • Complete a KWL chart 		<ul style="list-style-type: none"> • Using note cards give a short three question quiz regarding the game rules and one question about body systems. 		<ul style="list-style-type: none"> • Have students summarize how their physical activity is impacting their overall health
MAJOR UNIT CONCEPTS AND VOCABULARY				
<p>CONCEPTS: Probability, cardiovascular endurance, participation, safety, goal setting.</p> <p>VOCABULARY: Pace, positive mindset, cardiovascular endurance, goals, predictions, probability, greater than/less than/equal to, sum</p>				

Physical Education 5th Grade Unit 2 Lesson Plan 2

DIFFERENTIATED LEARNING	
<p>SPACE: For Hoop tag you have the option to make the court larger or smaller. If you make the court smaller it will likely lead to more students getting out and having to do more exercises.</p> <p>TIME: If engaged and participating lengthen the amount of time each round of hoop tag lasts.</p> <p>TASK: There are several ways to include math – place value, multiplying, 2, 3, and 4-digit addition</p> <p>EQUIPMENT: You can add more than a pair of dice to change the complexity of the math skills</p> <p>GROUPING: This varies from class to class. Start each line of hoops with 3 or 4 people in each line.</p>	
MATERIALS	
STUDENT EQUIPMENT:	TEACHER EQUIPMENT:
<ul style="list-style-type: none"> Hula hoops and bean bags 	<ul style="list-style-type: none"> Hula hoops, dice for each hoop, wristbands/flags/counting sticks
OPENING Getting students ready to learn	<p>ESSENTIAL QUESTIONS:</p> <p>What is the relationship between sportsmanship and character?</p> <p>How does physical activity affect your ability to concentrate on academics?</p>
	<p>HOOK/INTRODUCTION ACTIVITY:</p> <p>Hoop Tag</p> <p>Every student has a hula hoop. Depending on the size of the group you would want 4-6 taggers. The taggers start with a bean bag or a low bounce ball. Everyone is shuffling their feet inside their hula hoop to move around the gym. The taggers are attempting to throw their bean bag into the other student’s hoops. If they make it land inside the hoop, the student does a predetermined exercise to get back into the game. Consider allowing students to play defense and swat away the bean bag. After 2-3 minutes stop the game and pick new taggers.</p>
FOCUS ACTIVITY	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Bracket:</p> <p>This game requires a series of hula hoops. The first row has 16 that is set up on one of the end lines of the gym. Then create the next level of 8, then on the other side of the half court line 4 hoops, then 2. Place the 2 hoops is on the other end line. This is called the Championship Level. The shape of the hoops across the floor should look like a pyramid or more appropriately a bracket.</p> <p>The students will go line up behind a hoop no more than 2 per hoop. Have the color of the hoop coordinated so that 2 red, 2 blue, 2 yellow, 2 orange, 2 pink, 2 purple, 2 black, and 2 green hoops Each hoop will already have 2 dice in them. Depending on the level of the students you can differentiate the skills that you do at each level. To start at level one the students roll on the count of three will add two dice together for the sum or multiply for the product. The students that have the highest sum or product move on to the next level. The student that loses goes back to the beginning, does 10 jumping jacks or 10 wall push-ups before getting back into the game. After a 5-8 minute round stop the game. Change the skills they need to do ranging from running/jogging/skipping a lap. Provide jerseys/wrist bands/counting sticks for the winners at the winner circle. Have them set a goal for how many times they think they could win.</p>

Physical Education 5th Grade Unit 2 Lesson Plan 2

	<p>Other considerations for this game: Depending on the math knowledge of the group, it can be modified to meet the needs of your group. Consider doing one dice in a hoop and doing $<$, $>$, or $=$ to. Add three dice to a hoop instead of two. Have them do 3-digit addition. Provide a dry erase board if needed. Have them roll three dice and create either the smallest or largest number they can. This really helps to promote number sense and place value. Provide an option to always taking a lap when a student rolls the smaller number. This will keep the students engaged positively. Start the class with a discussion of probability and chance. That way if they lose several times in a row, they don't take it personally. If students roll the same number, it is a do over. If a student bounces the dice out of the hoop they automatically lose the round.</p>
CLOSING	<p>REVIEW: Add items to the KWL chart Ask students for feedback. To address the standard, model how this would sound and look. What ways can they modify the game? How would adding additional dice change the game?</p>

SAMPLE

Physical Education 5th Grade Unit 2 Lesson Plan 3

Lesson Plan 3: Parachute

Course: Physical Education	Grade: 5th	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 3
LESSON TITLE: Parachute				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
<p>MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</p> <ul style="list-style-type: none"> b. Combines balance and weight transfer in a gymnastics and/or dance sequence with a partner. <p>STRATEGIES: PE 5.2 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"> b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities. <p>FITNESS: PE 5.3 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"> a. Summarizes the effects of physical activity on body systems. b. Designs a plan to address ways to use physical activity to enhance fitness. <p>RULES: PE 5.4 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. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities. c. Gives and accepts corrective feedback respectfully to and from others (peers and adults). d. Applies safety principles with peers and equipment in physical activity settings. <p>VALUE AND JOY: PE 5.5 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"> c. Describes the social benefits gained 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"> • Begin with a discussion of parachutes as outline in the “hook” portion of this lesson plan. • Brainstorm the ideas on chart paper 		<ul style="list-style-type: none"> • Periodically stop the motion of the parachute and ask engaging questions to check for academic connections to physical movement. 		<ul style="list-style-type: none"> Have students verbally share at least ideas in small groups. When one idea is shared try not to repeat it.
MAJOR UNIT CONCEPTS AND VOCABULARY				
CONCEPTS: Participation, teamwork, cross-curriculum connections				
VOCABULARY: Force, speed, tsunami, clockwise, counterclockwise, trajectory, impact				
LINKS: For the history of parachutes https://en.wikipedia.org/wiki/Parachute				

Physical Education 5th Grade Unit 2 Lesson Plan 3

DIFFERENTIATED LEARNING	
<p>SPACE: Be sure to clear any potential hazards as students and the parachute tends to migrate around the gym</p> <p>TIME: Students may need to take several short passages due to the intensity of the parachute games.</p> <p>EQUIPMENT: Allow for students to pick out what balls they launch to further increase engagement.</p> <p>GROUPING: Depending on the size of the group you may need two separate parachutes</p>	
MATERIALS	
STUDENT EQUIPMENT:	TEACHER EQUIPMENT:
<ul style="list-style-type: none"> • Parachute 	<ul style="list-style-type: none"> • Whistle, music, bean bags, assorted balls
OPENING Getting students ready to learn	<p>ESSENTIAL QUESTIONS:</p> <p>How can I include physical fitness in my life?</p> <p>HOOK/INTRODUCTION ACTIVITY:</p> <p>The first time our students use the parachute I do a history lesson on the creation, production, and origin of parachutes.</p> <p>Ask- When do you think parachutes were invented? Where were they first made? What were they made out of? The link is included.</p>
FOCUS ACTIVITY	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Parachute</p> <p>The teacher will explain to students not to walk on a parachute or stand in the middle where the mesh hole is. Students will not shake parachutes while the teacher is talking. Students will sit at a color. Students will hold the parachute on the edge, not the handles using an underhand grip. The teacher will always go back to a low level and ask students to take 3 steps back and to let go of the parachute at the same time.</p> <p>Low level – parachute is on the floor Medium level – parachute is at waist level High level – parachute is over the student’s head with arms fully extended up.</p> <p>Parachute activities with STEM connections</p> <p>Waves:</p> <p>Small- use the verbal cue small bends in your wrist. Creates just a small ripple of “waves” and movement in the parachute. Perform at a low level Medium – moving your arms in a gentle motion. Give the clue of what you would see at the lake on a gentle day. Perform at medium level. Tsunami – full extension of the arms using as much force as possible to go up and down. Create the biggest waves you can. For a short break after the intense workout has the students discuss the effects of a tsunami.</p> <p>The mushroom – go from medium to high level quickly, while stepping back and letting the air pressure fill it up and rise into a large domed mushroom shape. Discuss the benefits and scientific value of a mushroom.</p>

Physical Education 5th Grade Unit 2 Lesson Plan 3

	<p>Sun – start on our knees and raise the parachute overhead on a 1,2,3 signal. Carefully drop down to a low level, putting only your head inside the parachute. The student’s torso and legs are on the outside of the parachute making the rays/sunbeams. This is a great time to take a faceless picture of your students! Discuss 3-5 facts about the sun.</p> <p>Turtle- this is the direct opposite of the sun. Students wind up on their stomachs with their head on the outside of the parachute with the rest of their bodies under the parachute. The parachute becomes the turtle shell. If they can perform it fast enough, it creates a nice domed tortoise or painter turtle shell. Discuss 3-5 facts about turtles or tortoises.</p> <p>Igloo- have students transition quickly from a low-medium-high level, which will fill the parachute with air. As it reaches its peak, have the students step under the parachute and sit down. Be sure to include the cue to tuck it under their bottom to trap the air. Discuss where and why people live in an igloo.</p> <p>Merry go Round- moving in a fast-paced walking circle using the terms clockwise and counterclockwise. Have them switch between their left and right hand. Perform at a medium and then a high level.</p> <p>Popcorn – set out a pile of random balls, bean bags, and other objects. Let students predict which items they think will fly the farthest in the air. Have them justify their answers why. Place the items on the parachute and do a series of waves, eventually building to tsunami strength. Try several combinations of items and styles of shaking the parachute. Using the technique of “The Mushroom” also launches them quite high if they use teamwork to snap the parachute down at the same time.</p>
<p>CLOSING</p>	<p>REVIEW: Discuss how gravity, force, weight, and tension impacts how the equipment moves on the parachute.</p> <p>Why is a parachute made out of a certain fabric? What would happen if it was something else?</p> <p>Why is there a hole in a parachute?</p> <p>When/ Where/ Why were parachutes invented? Share the answers or have students do it as an extra credit assignment.</p> <p>Do they have a weight limit?</p> <p>How could they modify any of the activities? Write down and save any ideas that could be used for future lessons.</p>

Lesson Plan 4: Line Tag and Inside Out

Course: Physical Education	Grade: 5th	Pacing: 1-45 min. class	Unit #: 2	Lesson Plan: 4
LESSON TITLE: Line tag + Inside Out				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
<p>MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</p> <ul style="list-style-type: none"> c. Combines balance and weight transfer in gymnastics and/or dance sequence with a partner. e. Throws accurately while both partners are in motion. f. Catches an object with both partners moving. g. Combines hand dribbling with other skills in small-sided games 				
<p>STRATEGIES: PE 5.2 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"> b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities. c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field). 				
<p>FITNESS: PE 5.3 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"> a. Summarizes the effects of physical activity on body systems. b. Designs a plan to address ways to use physical activity to enhance fitness. h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits. 				
<p>RULES: PE 5.4 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. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities. c. Gives and accepts corrective feedback respectfully to and from others (peers and adults). d. Applies safety principles with peers and equipment in physical activity settings. 				
<p>VALUE AND JOY: PE 5.5 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"> c. Describes the social benefits gained 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"> • Venn Diagram that models this game of tag versus another standard version 		<ul style="list-style-type: none"> • If students are walking, while staying on the lines with their arms folded when they are performing the game correctly. • Stop game after the first round and have students call out the rules of the game before starting the second and third rounds. 		<ul style="list-style-type: none"> • Ticket out the door • Have students give specific rules of the game

MAJOR UNIT CONCEPTS AND VOCABULARY	
<p>CONCEPTS: Fleeing, endurance, pacing yourself, aerobic exercise</p> <p>VOCABULARY: angle, trajectory, acceleration</p>	
DIFFERENTIATED LEARNING	
<p>SPACE: Add more or fewer lines to the gym floor using tape.</p> <p>TIME: Each round of tag can be lengthened or shortened depending on the endurance of the group</p> <p>EQUIPMENT: Add variations of taggers wearing different colors of jerseys. Have the students create a new job for a student wearing a different colored jersey.</p>	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> • 5 bean bags and one ball per partner 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> • Whistle, music
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>How do your choices of physical activities and food affect your fitness levels and health goals?</p> <p>How can I include physical fitness in my life?</p>
	<p>HOOK/INTRODUCTION ACTIVITY: Inside Out</p> <p>Create a loop around the gym using cones. For this game, you have a partner. One person is on the inside of a made loop. The other partner stands on the outside of the loop, directly facing their partner. The person on the outside of the loop does a locomotor skill around the loop, while the person on the inside of the loop does a predetermined skill. When the first person returns from doing their lap, they switch places. Encourage the students to create their own combinations of skills. To meet necessary skills standard skills add throwing, catching, dancing, and other skills as time allow.</p>
<p>FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Line Tag</p> <p>The object of the game is to stay on any line in the gym and not get tagged by a tagger.</p> <p>Depending on the size of the group pick 5 or 6 taggers. Give them a jersey (or way that they can be identified) and send them to the corners of the court, before the countdown</p> <p>The students will be told to get to any line on the basketball court.</p> <p>Give them a 5 second count down. On freeze command, the students will freeze and fold their arms.</p> <p>The rules are if the students unfold their arms while on the line they are out.</p>

Physical Education 5th Grade Unit 2 Lesson Plan 4

	<p>If they skip from a line to another they are out. If they cut corners they are out. If they get tagged, they are out. However, students are allowed to go the side, do a predetermined exercise, then get back into the game. Students cannot pass each other on the line (they are out) they have to turn around and find another way. A few additional variations of the game include: Doing the game in an elimination format. This is a good one to perform at the end of class. This time when they are out to go to the side and cannot return into the game for that round. When half of the class is out the coach will cut the court in half by saying: "Half of the gym is closed". If the students pass the centerline they are out although the half court line is fair. They have to stay on the open half court. The game continues until all students are tagged out and only the students in jerseys remain. A good time saving strategy to start another round is to have the last 5 or 6 students who are yet to be tagged, become the next set of taggers. Another version: Adding another jersey color. Once students get used to the flow of this game, add this element. Blue jerseys are rescue heroes. They have a blue line (or inside a hula hoop) where they can stay and be safe. Their roles are to free students that have been tagged and are sitting out in a designated spot. They have a short pool noodle to tag students back into the game. If they are tagged by a tagger, they are out of the game.</p>
<p>CLOSING</p>	<p>REVIEW:</p> <p>Based on what you know about line tag, what would be an example of a strategy to keep you from being tagged? Estimate how many steps you will take during one round. Compare and contrast that number to another round. Can you explain the role and responsibilities of the people wearing jerseys? What is another way would you plan to not get tagged? (describe your strategies) Have the students create a new job with a new jersey color</p>

Physical Education 5th Grade Unit 3

Unit 3: Ball Games and Jump Rope

Course: 5 th Grade Physical Education	UNIT #3: Ball Games and Jump Rope	Pacing: 9 Weeks
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UNIT FOCUS: Cardiovascular movements, using balls of all shapes/sizes in a variety of ways, jump roping, safety, and giving/receiving feedback.

STANDARDS AND ELEMENTS

MOTOR SKILLS 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns

- b. Create a repeatable dance, gymnastics, jump rope, or exercise routine when combining locomotor movement patterns using correct rhythm/patterns with a partner or a group.
- d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy.
- h. Combines dribbling with feet and other skills in small-sided games.
- o. Combines traveling with manipulative skills to successfully hit a target (soccer goal, hockey goal, and basketball goal).
- p. Creates and/or performs a jump rope routine with a partner group.

STRATEGIES 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.
- c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).

FITNESS 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- b. Designs a plan to address ways to use physical activity to enhance fitness.
- f. Reassesses health-related fitness to determine improvement and/or non-improvement areas.

RULES 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- b. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.
- c. Participates with independent and cooperative responsibility.
- d. Gives and accepts corrective feedback respectfully to and from others (peers and adults).
- e. Applies safety principles with peers and equipment in physical activity settings.

Physical Education 5th Grade Unit 3

VALUE AND JOY 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Compares the health benefits of participating in physical activity.

EXAMPLE LESSON PLANS

Knock the Ball+ Spaceship Tag
 Jump rope and noodle lesson
 Pizza Game + Barnacle Tag
 Trash Ball + Relay Tag

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.
Observations	<ul style="list-style-type: none"> • Checklists • Self-Assessments on a 3,2,1 scale • Peer to peer feedback 	<ul style="list-style-type: none"> • Formal skills checklist that align with the standards

SUPPLEMENTAL RESOURCES

Tons of free ideas and lesson plans

<https://openphysed.org/login>

SPARK – free resource blog and at home activities

<https://blog.sparkpe.org/blog/sparkhome/>

Action For Healthy Kids – health facts, game ideas, grants, and more

<https://www.actionforhealthykids.org/>

Physical Education 5th Grade Unit 3 Lesson Plan 1

Lesson Plan 1: Knock the Ball and Spaceship Tag

Course: Physical Education	Grade: 5th	Pacing: 1-45 min. class	Unit #: 3	Lesson Plan: 1
LESSON TITLE: Knock the ball+ Spaceship Tag				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns				
d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy.				
o. Combines traveling with manipulative skills to successfully hit a target (soccer goal, hockey goal, and basketball goal).				
STRATEGIES: PE 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.				
c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).				
FITNESS: PE 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
b. Designs a plan to address ways to use physical activity to enhance fitness.				
f. Reassesses health-related fitness to determine improvement and/or non-improvement areas.				
RULES: PE 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.				
b. Participates with independent and cooperative responsibility.				
c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).				
d. Applies safety principles with peers and equipment in physical activity settings.				
VALUE AND JOY: PE 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
a. Compares the health benefits of participating in physical activity.				

Physical Education 5th Grade Unit 3 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"> Venn Diagram – Compare and contrast this game to another game that uses balls and throwing 	<ul style="list-style-type: none"> Self-rate on a scale of 1, 2, or 3 	<ul style="list-style-type: none"> Summarize the game to a partner
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS: Throwing, fleeing, dodging, defense, cardiovascular endurance, strategies</p> <p>VOCABULARY: Continuously, Dominant, Non-dominant, sequence, trajectory, migrating</p> <p>LINKS: https://www.dynamicpeasap.com/lesson-plan?throwing-skills</p>		
DIFFERENTIATED LEARNING		
<p>SPACE: To make the game more difficult space the cones farther away from each other.</p> <p>TIME: For spaceship tag 2-3 minutes per round</p> <p>TASK: For an added challenge do a round of knock the ball with your non-dominant hand</p> <p>GROUPING: For larger groups have 3 players per cone. If you have smaller groups 1 or 2 people at a cone.</p>		
MATERIALS		
STUDENT EQUIPMENT:		TEACHER EQUIPMENT:
<ul style="list-style-type: none"> 5-8 hula hoops, 5-8 bean bags, or low bounce foam balls 		<ul style="list-style-type: none"> A large amount of coated foam balls – 25-40 depending on your group size, 12-15 large orange cones, whistle, music, designated line, enough tennis balls so that each group has one
OPENING Getting students ready to learn	ESSENTIAL QUESTIONS: Can you identify a situation when you made a decision that positively impacted your health?	
	HOOK/INTRODUCTION ACTIVITY: 5-8 students will use the hula hoops. The students with the hula hoops have the spaceships and will be running around the gym in free space. The other students will try to throw their bean bag or ball through the hoop. Students can move the hoop up and down/ side to side but cannot play defense. If they make the bean bag go through the hoop, they switch places. No tag backs.	
FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: Knock the Ball Students will be in groups of three. Each group will be instructed to go to an orange cone numbered 1-17 and place their tennis ball on the top of the cone. The teacher will set up the orange cones so that each group will be spaced out strategically around the gym. Pick groups to go to the cones.	

Physical Education 5th Grade Unit 3 Lesson Plan 1

	<p>Ideally, you want just a few remaining teams left on the line. Remind them that the line moves quickly and to pay attention.</p> <p>On the teacher's signal, the students will aim and throw their foam balls at the tennis balls. When a tennis ball gets knocked off that group is out. They collect their tennis ball and return to the line.</p> <p>Players should have their foot on or touching their cone while throwing the ball.</p> <p>Other considerations include: If you knock your own ball off by accident you are still out. You are not able to “puppy guard” or hold onto your tennis ball.</p> <p>No sneak attacks – which means leaving your cone to walk to another player’s cone and knock it off.</p> <p>No truces between other teams.</p> <p>Do not throw the ball as hard as you can.</p> <p>No “wall ball” while waiting in line.</p> <p>No foam balls are to be held while waiting in line.</p> <p>Explain how the students are “migrating” to their cones.</p>
CLOSING	<p>REVIEW:</p> <p>Have students discuss how successful they were. What strategies were used to stay in the game longer?</p> <p>What components of science were used (trajectory, force, friction, balance, speed)</p>

Physical Education 5th Grade Unit 3 Lesson Plan 2

Lesson Plan 2: Jump Rope and Noodles

Course: Physical Education	Grade: 5th	Pacing: 2-45 min. classes	Unit #: 3	Lesson Plan: 2
LESSON TITLE: Jump ropes + Noodles				
ENDURING UNDERSTANDING:				
<p>GSE TO ADDRESS IN UNIT</p> <p>MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</p> <ul style="list-style-type: none"> b. Create a repeatable dance, gymnastics, jump rope, or exercise routine when combining locomotor movement patterns using correct rhythm/patterns with a partner or a group. d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy. p. Creates and/or performs a jump rope routine with a partner group. <p>STRATEGIES: PE 5.2 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"> b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities. <p>FITNESS: PE 5.3 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"> b. Designs a plan to address ways to use physical activity to enhance fitness. f. Reassesses health-related fitness to determine improvement and/or non-improvement areas. <p>RULES: PE 5.4 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. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities. b. Participates with independent and cooperative responsibility. c. Gives and accepts corrective feedback respectfully to and from others (peers and adults). d. Applies safety principles with peers and equipment in physical activity settings. <p>VALUE AND JOY: PE 5.5 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. Compares the health benefits of participating in physical activity. 				
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"> • Ask questions in relation to body systems and muscles used while jumping rope 	<ul style="list-style-type: none"> • Peer and teacher observation 	<ul style="list-style-type: none"> • Verbal feedback from the teacher 		

Physical Education 5th Grade Unit 3 Lesson Plan 2

MAJOR UNIT CONCEPTS AND VOCABULARY

CONCEPTS: Jump rope success depends on students' ability to understand and perform the basic jump. Students will benefit from a review of jump rope cues and content. There will most likely be students in every class who haven't mastered the basic jump and will require remediation. Take time to assess where students are starting and then identify the critical content needed for progression.

VOCABULARY: Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness

LINKS: <https://www.dynamicpeasap.com/lesson-plan?movement-skills-and-concepts---leaping,-jump-rope-targets,-and-levels/speed>

DIFFERENTIATED LEARNING

SPACE: Every student will need a good deal of personal space. If the group is too large have them, partner, up and rotate their turns in shifts.

TIME: Depending on the skill, take multiple breaks as students try to increase their endurance

EQUIPMENT: Allow students to use ropes in a variety of styles and lengths.

Jump an invisible rope to music with a slow and steady beat. Increase the tempo of the music selection to increase the intensity of the activity.

Provide ongoing verbal cues with individualized instruction and/or peer tutoring.

MATERIALS

STUDENT EQUIPMENT:

- One noodle and one jump rope for each student

TEACHER EQUIPMENT:

- Whistle, music, stopwatch

OPENING Getting students ready to learn

ESSENTIAL QUESTIONS:

How do you determine what is a reasonable goal to set for improving your total jump rope score?

HOOK/INTRODUCTION ACTIVITY: Pool Noodle

Many noodle and jump rope skills are similar. Starting with the noodle gives some students a much-needed boost of confidence.

Each student gets a noodle. Have them balance it in their hands while walking.

Twirl it overhead and in front of their bodies.

Put the noodle on the ground and jump over it front to back.

Repeat but instead, go side to side

Give the students a minute to figure out their own way of going over the noodle (zig zag, one-foot hopping, and much more)

With the noodle laying on the ground have students run laps around their noodle clockwise and counterclockwise.

Add other locomotor skills around the noodle.

Create a limbo line

Throw the noodle javelin style

Underhand toss the noodle in the air and catch. Add progressive clapping to each throw and see how high of a number you can get.

Physical Education 5th Grade Unit 3 Lesson Plan 2

FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: Jump Rope Review the progression for jumping rope. Depending on the group you may need to start at a basic level. Everyone must have a jump rope that is the proper length. When everyone has a jump rope, scatter groups in general space with enough room to turn ropes safely. Follow along and repeat the skills that the teacher demonstrates. Set a timer and see how many students can go for _____seconds. For safety, remember to stay within your own personal space. Have them work in groups of 3 (or 4) to complete musical jump rope routines that you can perform for the rest of the class. As the students create a routine, have them use skills and tricks that they have learned in class, learned at home, or tricks that they invent. The next time the class meets, give the students a few minutes to practice their routine and then have them perform it for their classmates. If at all possible, have students practice their routines before and after school, as well as at recess.
CLOSING	REVIEW: How does jumping rope enhance health-related fitness? Which components of fitness would be most impacted if you jumped rope every day? Why? Describe what happens with your balance and timing when you jump rope.

Physical Education 5th Grade Unit 3 Lesson Plan 3

Lesson Plan 3: The Pizza Game and Barnacle Tag

Course: Physical Education

Grade: 5th

Pacing: 2-45 min. class

Unit #: 3

Lesson Plan: 3

LESSON TITLE: The Pizza Game and Barnacle Tag

ENDURING UNDERSTANDING:

GSE TO ADDRESS IN UNIT

MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns

b. Create a repeatable dance, gymnastics, jump rope, or exercise routine when combining locomotor movement patterns using correct rhythm/patterns with a partner or a group.

d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy.

o. Combines traveling with manipulative skills to successfully hit a target (soccer goal, hockey goal, and basketball goal).

STRATEGIES: PE 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).

FITNESS: PE 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

b. Designs a plan to address ways to use physical activity to enhance fitness.

RULES: PE 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.

b. Participates with independent and cooperative responsibility.

c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).

d. Applies safety principles with peers and equipment in physical activity settings.

VALUE AND JOY: PE 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

a. Compares the health benefits of participating in physical activity.

Physical Education 5th Grade Unit 3 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"> Share basketball themed ideas on the board or chart paper 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Review and continue to add more basketball ideas after a game is played
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS: Shooting the ball using proper form, passing, court awareness, traveling in random patterns while running and jogging</p> <p>VOCABULARY: Barnacle, cluster, assist, range</p> <p>LINKS: Over 10 different types of tag found here https://openphysed.org/curriculum_resources/flagtag</p>		
DIFFERENTIATED LEARNING		
<p>SPACE: To make the game more challenging, put the spots farther back or off to the side. Students can also put a spot behind the backboard and throw it over the backboard for a challenging shot.</p> <p>TIME: Rounds can be switched from elimination rounds to timed rounds. This can be useful if you have a huge group.</p> <p>EQUIPMENT: For variety, you can change the type of ball you use</p> <p>GROUPING: 3-5 people in a line</p>		
MATERIALS		
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> Each student line will need one foam ball 		<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> Whistle, music, 40 poly spots (20 on each side), 24 foam balls. 16 cones and two large hula hoops.
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>How might dehydration affect physical or mental performance?</p>	
	<p>HOOK/INTRODUCTION ACTIVITY:</p> <p>Barnacle Tag: When students are tagged, they emit the barnacle glue that keeps them stuck to the ground (freeze in place). As other people pass by them, they can reach out and tag them. If they get touched, they become part of the barnacle "cluster". The last 5 or 6 students to be tagged become the next round of taggers.</p>	

Physical Education 5th Grade Unit 3 Lesson Plan 3

FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: The Pizza Game is a basketball-themed game. To set up the game, place 20-30 poly spots out on each side of the gym. Scatter them randomly. Put one large hula hoop on each side near half-court. Put 8 cones along the sidelines on each side (16 cones total). Depending on the size of your group you would have 3-4 students at each cone. The pizza game is where the students stand on a poly spot with a foam ball and shoot the ball into the basket. If they make it in the hoop, they take the poly spot and take it to the hula hoop at half court and make their pizza. Use the saying “if you make it, you take it”. When all poly spots are gone on one side, that side wins the round. The students are divided into two teams. One team is on one half of the court and will be called the (_____ pizza chain) and the other on the other half and will be (_____ another pizza chain). If the students miss the goal, they take back their ball back to their team and the next person in line takes his or her turn. Variations of the game: The students in the first game will shoot the ball like a regular basketball shot. In the second game, they will shoot the ball in an underhand fashion aka the granny shot. To finish the game, they will shoot the ball standing backward on the poly spot. For variation and differentiation, students will be asked to try and safely modify the game or create a new challenge.
CLOSING	REVIEW: Connect pizza to healthy food choices – can pizza be healthy? How? Create a list of at least 15 pizza toppings Discuss proper shooting technique. Have students describe the most difficult shot they took.

Physical Education 5th Grade Unit 3 Lesson Plan 4

Lesson Plan 4: Trash Ball and Relay Tag

Course: Physical Education	Grade: 5th	Pacing: 2-45 min. classes	Unit #: 3	Lesson Plan: 4
LESSON TITLE: Trash Ball+ Relay Tag				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy.				
h. Combines dribbling with feet and other skills in small-sided games.				
o. Combines traveling with manipulative skills to successfully hit a target (soccer goal, hockey goal, and basketball goal).				
STRATEGIES: PE 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.				
c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).				
FITNESS: PE 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
b. Designs a plan to address ways to use physical activity to enhance fitness.				
f. Reassesses health-related fitness to determine improvement and/or non-improvement areas.				
RULES: PE 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.				
b. Participates with independent and cooperative responsibility.				
c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).				
d. Applies safety principles with peers and equipment in physical activity settings.				
VALUE AND JOY: PE 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
a. Compares the health benefits of participating in physical activity.				

Physical Education 5th Grade Unit 3 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"> Venn diagram 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Class discussion
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS: Shooting, passing, cardiovascular endurance, aim</p> <p>VOCABULARY: Trajectory, angle, pass, bounce pass, arc, elements, dribbling</p> <p>LINKS: https://openphysed.org/curriculum_resources/basketball-skills</p>		
DIFFERENTIATED LEARNING		
<p>TIME: Lengthen or shorten the rounds of tag depending on fitness levels and engagement.</p> <p>TASK: If students are struggling to make baskets, move the cones closer</p> <p>EQUIPMENT: Use different styles of foam balls. Add the challenge of tennis balls and other items to bounce into the can.</p> <p>GROUPING: Make the relay lines at 3 people for both of these games.</p>		
MATERIALS		
STUDENT EQUIPMENT:	TEACHER EQUIPMENT:	
<ul style="list-style-type: none"> One foam ball per group, and options for other balls to bounce into the can 	<ul style="list-style-type: none"> Large clean trash can, whistle, music, extra foam balls, other balls that bounce to aim into the can. 	
OPENING Getting students ready to learn	<p>ESSENTIAL QUESTIONS: What are the differences between the health-related and skill-related components of fitness, and with which ones do I need to learn and play games?</p>	
	<p>HOOK/INTRODUCTION ACTIVITY: Relay Tag</p> <p>Students will be in lines of 3 or possibly 4. The students will be spread out around the perimeter of the gym. Send the first person of the relay line out into open space. The second person then leaves their relay line to go try and tag the first person who is in free space. Once the first person gets tagged by the second person, they go to the end of the line. Then the next person goes after the second person who is now on the court in free space. Once started, it is like a relay and has no stopping until the teacher signal is given.</p>	

Physical Education 5th Grade Unit 3 Lesson Plan 4

FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: Trash Ball The teacher will place cones of assorted sizes around the can target. The farther away you get from the can, the more points the shot is worth. Students will be organized in relay lines. Each team has a designated area for them to bring their cones to when they score. Each team will try to make shots into the "trash can" (or any large can). As they shoot from cones, if they make it, they take the cone back to their relay line. They use various shots from designated spots in the gym (set shot from @10 ft away, bounce shot from @20 ft away, granny shot from @20 ft away, and a 3 pt shot from @25 ft away). The students stay in constant rotation within their own team until all of the cones are gone. A set shot is worth 1 point, a bounce shot is worth 1 point, the granny shot is worth 2 points, 3 points are worth 3 pts, and can be attempted using any style of shot. Teams keep track of their own scores and at the end of each two-minute rotation, they record their score on a dry erase board. Other considerations: Large groups may need to add another can or two. Consider splitting the gym in half and adding cans on the sidelines. Stepping toward the target is one of the critical elements of passing a basketball. If you don't step in the direction that you want to pass, it's difficult to successfully hit the target. Dribbling is a dynamic skill because while someone dribbles, the ball continuously moves.
CLOSING	REVIEW: Compare and contrast. How is this game like "real basketball"? How is it different? What would happen if the rim was larger or smaller? What would happen if you added more cans to shoot into? Ask the students for ideas on how to modify the game. What would you include on a list about basketball dribbling? How does speed affect your dribbling performance? How can we change this activity to make it easier? More challenging?

Physical Education 5th Grade Unit 4

Unit 4: Scooters, STEAM, and Field Day

Course: 5 th Grade Physical Education	UNIT #4: Scooters, STEAM, and Field Day	Pacing: 9 Weeks
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UNIT FOCUS: Cardiovascular movements, using balls of all shapes to volley, using equipment to strike with, catching, and how to use STEAM in the gym.

STANDARDS AND ELEMENTS

MOTOR SKILLS 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns

- f. Catches an object with both partners moving.
- k. Volleys underhand using a mature form with accuracy in small-sided games.
- l. Volleys a ball with a two-hand overhand patterns, sending it upward accurately and demonstrating mature form.
- m. Consecutively strikes an object with a partner using a short-handled implement over a net, line, or against a wall in small-sided games.
- n. Strikes an object with a long-handled implement demonstrating mature form.

STRATEGIES 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Applies the concepts of open and closed spaces in a practice or game setting.
- b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.
- c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).

FITNESS 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- c. Participates in the Georgia Fitness Assessment Program with teacher supervision.
- d. Compares Georgia Fitness Assessments results to Health Fitness Zones.
- e. Identifies strategies to improve areas of need based on the Georgia Fitness Assessment results (with teacher assistance).

RULES 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- d. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.
- e. Participates with independent and cooperative responsibility.
- f. Gives and accepts corrective feedback respectfully to and from others (peers and adults).
- d. Applies safety principles with peers and equipment in physical activity settings.

Physical Education 5th Grade Unit 4

VALUE AND JOY 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- b. Analyzes the enjoyment and/or challenge of various physical activities for a positive or negative response.

EXAMPLE LESSON PLANS

Aliens versus Earthlings
Sink the Ship + Keep it Up
Field Day Stations
Hula Hut Throwdown

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.
Observations	<ul style="list-style-type: none"> • Checklists • Self-Assessments on a 3,2,1 scale • Peer to peer feedback 	<ul style="list-style-type: none"> • Formal skills checklist that align with the standards

SUPPLEMENTAL RESOURCES

To help with Fitness Gram

<https://fitnessgram.net/covid19-resources/>

Les Mills – free resource blog and at home activities. Great warm up ideas if you have a projector

<https://www.lesmills.com/workouts/youth-training/>

Open – complete Field Day modules

<https://openphysed.org/>

Physical Education 5th Grade Unit 4 Lesson Plan 1

Lesson Plan 1: Aliens Versus Earthlings and Start to practice FitnessGram

Course: Physical Education	Grade: 5th	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 1
LESSON TITLE: Aliens Versus Earthlings + Start to practice FitnessGram				
ENDURING UNDERSTANDING:				
<p>GSE TO ADDRESS IN UNIT</p> <p>MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.</p> <p style="margin-left: 20px;">f. Catches an object with both partners moving.</p> <p>STRATEGIES: PE 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p style="margin-left: 20px;">b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.</p> <p style="margin-left: 20px;">c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).</p> <p>FITNESS: PE 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p style="margin-left: 20px;">c. Participates in the Georgia Fitness Assessment Program with teacher supervision.</p> <p style="margin-left: 20px;">d. Compares Georgia Fitness Assessments results to Health Fitness Zones.</p> <p>RULES: PE 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p style="margin-left: 20px;">a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.</p> <p style="margin-left: 20px;">b. Participates with independent and cooperative responsibility.</p> <p style="margin-left: 20px;">c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).</p> <p style="margin-left: 20px;">d. Applies safety principles with peers and equipment in physical activity settings.</p> <p>VALUE AND JOY: PE 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p style="margin-left: 20px;">b. Analyzes the enjoyment and/or challenge of various physical activities for a positive or negative response.</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"> • Rules of the game on the board, plus a discussion about outer space 	<ul style="list-style-type: none"> • Check to make sure they are following all of the rules according to the standards. • Have students rate themselves on how they played the game 	<ul style="list-style-type: none"> • Review game rules • Ticket out the door 		

Physical Education 5th Grade Unit 4 Lesson Plan 1

MAJOR UNIT CONCEPTS AND VOCABULARY	
<p>CONCEPTS: Endurance, fleeing, chasing, strategizing</p> <p>VOCABULARY: maneuver, dodge, anticipate</p> <p>LINKS: https://www.nasa.gov/</p>	
DIFFERENTIATED LEARNING	
<p>SPACE: Add cones or other barriers for the students to have to maneuver around</p> <p>TIME: Make rounds longer or shorter depending on the endurance of the students</p> <p>EQUIPMENT: Ask students for suggestions on what they could add to make the game modified.</p> <p>GROUPING: If students are getting tagged too quickly, take away a tagger or two</p>	
MATERIALS	
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> A scooter for each student, pool noodles, and jerseys for the taggers 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> Space books whistle, music
<p style="text-align: center;">OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS: Why are there so many health problems in the United States caused by poor eating despite all the available information?</p>
	<p>HOOK/INTRODUCTION ACTIVITY: Go to the media center and bring in different books about space. Read a few passages and get the students interested while making a cross-curriculum connection. A suggestion would be to look for one that has facts. Practice the first steps of Fitness Gram. Sit and Reach and Curl Ups.</p>
<p style="text-align: center;">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Aliens Versus Earthlings This is a scooter game. The Aliens will wear the yellow jerseys and wait in the spaceship site (at one end of the gym in a designated area) before every game with their own pool noodle. The Earthlings be seated on their scooter until a signal is given to start the game. On the whistle, the Aliens will move around on their scooters and use their foam noodles and try to tag everyone else. When a student is out, they raise their hand. He or she can sit on their scooter and wait for another student to come by and tag their hand “high 5” to go back into the game. Another option is to pick up your scooter and go outside the basketball court line/boundaries and do 10 of:(push-ups/jumping jacks/wall sit/ wall push up/squats....) to get back into the game. After 5-8 minutes, give a whistle signal and pick new Alien taggers. A different option is to use oversized beach balls to throw and tag other students instead of the pool noodles. If a student catches the ball, they get to stay in the game without having to do the exercise.</p>

Physical Education 5th Grade Unit 4 Lesson Plan 1

CLOSING

REVIEW:

Connect real outer space and science ideas to this game. Create a list of science words, space words, and Physical Education words, and see where you know the most information. Later when they come back in the week give points (or your reward system) to anyone who brings in any additional research.

How could you modify this game?

Predict how many people the Aliens will get out.

What would happen if we had more/fewer people with noodles?

How is math or science being used in this game?

SAMPLE

Physical Education 5th Grade Unit 4 Lesson Plan 2

Lesson Plan 2: Sink the Ship and Keep it Up

Course: Physical Education	Grade: 5th	Pacing: 1-45 min. class	Unit #:4	Lesson Plan:2
LESSON TITLE: Sink the Ship + Keep it Up				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.				
k. Volleys underhand using a mature form with accuracy in small-sided games.				
l. Volleys a ball with a two-hand overhand patterns, sending it upward accurately and demonstrating mature form.				
m. Consecutively strikes an object with a partner using a short-handled implement over a net, line, or against a wall in small-sided games.				
STRATEGIES: PE 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Applies the concepts of open and closed spaces in a practice or game setting.				
b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.				
c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).				
FITNESS: PE 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
e. Identifies strategies to improve areas of need based on the Georgia Fitness Assessment results (with teacher assistance).				
RULES: PE 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.				
b. Participates with independent and cooperative responsibility.				
c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).				
d. Applies safety principles with peers and equipment in physical activity settings.				
VALUE AND JOY: PE 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
b. Analyzes the enjoyment and/or challenge of various physical activities for a positive or negative response.				

Physical Education 5th Grade Unit 4 Lesson Plan 2

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"> Verbal pre-test with general questions about volleyball 	<ul style="list-style-type: none"> Peer observation 	<ul style="list-style-type: none"> Teacher observation
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS: Teamwork, eye, and hand coordination, strategizing</p> <p>VOCABULARY: Accuracy, improve, bump, set, spike</p> <p>LINKS: https://openphased.org/curriculum_resources/ms-roundnet</p>		
DIFFERENTIATED LEARNING		
<p>SPACE: Circles that are an arm’s length away from their neighbor.</p> <p>TIME: If students are enjoying the challenge of Keep It Up, extend the playing time past the warm-up level</p> <p>EQUIPMENT: Use a balloon or lightweight ball. Complete one challenge at a time rather than giving all pentathlon challenges at the start of the activity. Some challenges can be easily modified to match students’ ability and comfort</p> <p>GROUPING: Make the Keep it Up groups to 4 or 5 so that everyone gets enough turns to improve skill level.</p>		
MATERIALS		
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> A scooter for each student 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> 6 inflatable beach balls. Poly spots for the students to stand on in a circle, bowling pins, 20-40 foam balls 	
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>How do you determine what is a reasonable goal to set for improving your volleyball skills?</p>	
	<p>HOOK/INTRODUCTION ACTIVITY: Keep It Up</p> <p>Students will learn and perform basic volleyball skills such as the bump and set. Students will be divided into small groups and rotate through their line taking turns and alternating between bumping and setting the ball. After everyone has been through the rotation three times, we will stop the class and get into small circles. They will then begin the game of keep it up. Students will keep the ball off the ground by striking the ball with extra emphasis placed on the bump and set. They will count as they go. If it hits the ground or a student hits it two times in a row, they start over at zero. Record the highest three totals for each group on the erase board.</p> <p>For warm-up: practice the push- up portion of Fitness Gram</p>	

Physical Education 5th Grade Unit 4 Lesson Plan 2

FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: Sink the Ship This game is modeled after the classic board game of a different name. The gym will be divided in half using the volleyball net and the large mats. Bring in curtains or fabric to create a barrier between the two sides. <i>The students will not be able to see how the side of the gym is set up.</i> Students will place bowling pins inside the lines on their side. Then they will sit down or take a knee to throw the foam balls. On a start signal, the students will throw the balls over the barrier and attempt to knock down the other teams' pins. They will also have 3 buckets on each side to try and score points into. If a ball goes into a basket then they score a point. The winning team will be the first to knock down all of the pins. If the game is taking too long, THE teacher will set a time limit for each round. A variation of this game is to bump and set the balls over the net, instead of throwing them. No defense is allowed.
CLOSING	REVIEW: How is volleyball the same as other sports? Can you describe at least two similarities? What makes it different? What equipment is needed to play the game? Where did it start? Opinion/fact: Is it harder or easier to play beach volleyball? Why or why not? Justify your answer.

Physical Education 5th Grade Unit 4 Lesson Plan 3

Lesson Plan 3: Field Day Stations

Course: Physical Education	Grade: 5 th	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 3
LESSON TITLE: Field Day Stations				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns				
f. Catches an object with both partners moving.				
k. Volleys underhand using a mature form with accuracy in small-sided games.				
l. Volleys a ball with a two-hand overhand patterns, sending it upward accurately and demonstrating mature form.				
m. Consecutively strikes an object with a partner using a short-handled implement over a net, line, or against a wall in small-sided games.				
n. Strikes an object with a long-handled implement demonstrating mature form.				
STRATEGIES: PE 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
a. Applies the concepts of open and closed spaces in a practice or game setting.				
b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.				
c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).				
FITNESS: PE 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
c. Participates in the Georgia Fitness Assessment Program with teacher supervision.				
d. Compares Georgia Fitness Assessments results to Health Fitness Zones.				
e. Identifies strategies to improve areas of need based on the Georgia Fitness Assessment results (with teacher assistance).				
RULES: PE 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.				
b. Participates with independent and cooperative responsibility.				
c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).				
d. Applies safety principles with peers and equipment in physical activity settings.				
VALUE AND JOY: PE 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
b. Analyzes the enjoyment and/or challenge of various physical activities for a positive or negative response.				

Physical Education 5th Grade Unit 4 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.
• N/A	• N/A	• N/A
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS: Teamwork, communication, cardiovascular endurance, agility, throwing, kicking</p> <p>VOCABULARY: Rotate, clockwise, determination, intensity, coordination</p> <p>LINKS: https://openphysed.org/curriculum_resources/fieldday</p>		
DIFFERENTIATED LEARNING		
<p>SPACE: Depending on how many stations you use, you may need to get creative in using several different spaces.</p> <p>TIME: Take the amount of time you have and divide it by the stations you have to figure out how much time to be spent at each station. Most are planned for 5-7 minutes.</p> <p>EQUIPMENT: Each station has a description of what equipment you will need.</p> <p>GROUPING: Divide the class into 4 equal groups</p>		
MATERIALS		
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> Water bottle, change of clothes, sunscreen 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> Each piece of equipment is listed in the individual stations below Music Signal for each round 	
<p style="text-align: center;">OPENING</p> <p style="text-align: center;">Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS:</p> <p>How might dehydration affect physical or mental performance?</p>	
<p style="text-align: center;">HOOK/INTRODUCTION ACTIVITY:</p> <p>Make sure each class has a specific starting spot</p> <p>Be sure that each class is divided fairly into 4 groups</p> <p>Each student has their water bottle</p> <p>Include a packet for each teacher. This will have all of the descriptions for each station.</p>		
<p style="text-align: center;">FOCUS ACTIVITY</p>	<p>STUDENT AND TEACHER PROCEDURES:</p> <p>Activity Name: Field Day</p> <p>Volleyball</p> <p>Equipment needed: Volleyball standards, net, many beach balls, note cards to record scores on</p> <p>Directions: The students will volley the beach balls over the nets. They are already in 3 color-coded teams of red, blue, and white.</p> <p>Have the red team go on one side, the blue team on the other, and divide the white team up into the other two. Have them volley back and forth for a while with several balls. Once they have warmed up, tell them they are going to have a class challenge against their grade level. Leave one ball out and have them see how many times they can volley the ball consecutively without</p>	

Physical Education 5th Grade Unit 4 Lesson Plan 3

a miss. Record their class high record on a bulletin board right by the court. That would give them more incentive to play as a team and not just hit the ball out of control.

Mini All-Stars Basketball

Equipment needed: Inflatable basketball goal and balls, girl/boy coded cones.

Directions: Have the boys line up at one line and girls at the other. Each student gets 5 shots and goes to the back of the line. Keep this going continuously. For 3rd – 5th graders, you could have them keep score. They get a point for every basket scored. They must keep a running total and yell the score after every basket.

Baseball Target

Equipment needed: 4 x 6 and 7 x 7 baseball toss (or homemade targets out of cardboard), small red nerf balls

Directions: Have at least 4 lines. Give the first person the balls. They may throw them all, go pick them up and return them to the next person. Have them go to the back of the line at the opposite target so they are taking turns and get several chances at each target.

Overflow Bucket Brigade

Equipment needed: 4 color coded cones, 4 cups with holes drilled in them, 4 five gallon pails, and 4 smaller pails

Directions: Students will line up behind color coded cones. The first student in each line will run to the 5-gallon pail and fill their cup up with water. Then they will run back to the smaller pail and dump any water from the cup into the pail. The object of the relay is to be the first team to have your bucket overflow.

Water Station # 2

Equipment needed: 3 color coded cones, 3 large cups, 3 five-gallon pails

Directions: Students will line up behind the color-coded cones. On signal, the student takes their empty cup down to the 5-gallon pail of water and fills it with water. The student then puts the cup on their head and balances it. They try to walk back to their line without spilling the water. If they make it back with water, they can toss it on the next person in line. Remind them that they cannot hold the cup of water on their head with their hands, they must put their hands down by their side. Also, remind them that this is NOT a race. They may move as slowly and carefully as they need.

Jumbo Cup Stacking Relay Race

Equipment needed: 4 color coded cones, 4 end markers, 4 sets of jumbo cup stacks

Directions: Students will line up behind the color-coded cone. Students will be instructed that they are racing to be the first team to stack a 3-3-3, then break it down, then a 3-6-3, then break it down, then a 1-10-1, and then break it down. Students are welcome to look at the diagrams of a 3-3-3, 3-6-3, and a 1-10-1 if they have forgotten the formation. On signal, the first student runs and puts the cup where it goes for a 3-3-3, then runs and tags the next student. The next student goes and so forth. Once this 3-3-3 stack is complete, the students take the cups down one by one and begin the 3-6-3. They do the same thing for its up stack and down stack and then do the 1-10-1.

5 minutes of Pacer Relay

Equipment needed: Pacer music and cones to mark off 20-meter area

Directions: In a 20-meter marked off area, have 4 cones on one side and another 4 cones 20-meters away. On the signal have students run to the other side. The next person goes when the Fitness Gram music gives the signal or “ding” to start each round. This is great practice for the pacer. This station should last as long as each station rotation.

Physical Education 5th Grade Unit 4 Lesson Plan 3

Potato Sack Relay Race

Equipment needed: 4 color coded cones, 4 end cones, potato sacks

Directions: Students line up behind their color-coded cone. On signal, the student must get into their potato sack and hop down and around their cone and back before tagging the next person to go. I'm not sure how many times you can do this in the seven minutes they are at this station. Volunteers, you may make this competition a couple of ways. You could have the teams race and see which team finishes one, two, or three rounds first or you could have students receive a point each time they complete a hop down and back. The team with the most points at the end of the time limit wins.

Corn Hole Challenge

Equipment needed: 4 color coded cones, 4 corn hole boards, 4 sets of 8 beanbags.

Directions: Students will line up behind the color-coded cone. Each team will be given 8 beanbags. Give the first person all 8 beanbags. Have them toss all 8 and then have them retrieve the ones that did not go through the corn hole. They will bring these beanbags to the next person in line and it will continue until all 8 have gone through the corn hole. Volunteers, if you think it is easier to give divide the bean bags up into 4's and give 4 to the first student and 4 to the next student.

Noodle throw

Equipment needed: 4 foam javelins or rigid pool noodles. Color coordinated cones to match the color of the foam javelins.

Throw like a javelin. Classmates help mark who threw the farthest. Have markers along the side to measure the distance. Keep a record board.

Spoon Relay

Equipment needed: 4 color-coded cones with matching wooden spoons and eggs.

Students will line up, in four lines behind the cones. The first student in line will place the egg in the spoon and place their extra hand behind their back. They will then walk down and around the cone and back and hand off the spoon and egg to the next person in line. If time have the students use their opposite hand on the second turn.

Soccer Relay

Equipment needed: 4 soccer balls and 8 color coded cones

Divide the class into 4 teams/lines. Each line will have a soccer ball. The first person from each team will dribble down around the cones and back and pass the ball carefully to the next person in line. The race continues until everyone has had a turn. The team that finishes first wins.

CLOSING

REVIEW:

Field day is a great day to review skills that are taught the entire year.

Physical Education 5th Grade Unit 4 Lesson Plan 3

Lesson Plan 4: Hula Hut Throwdown and Wood Blocks or Cup Stack Plus Curl Ups

Course: Physical Education	Grade: 5th	Pacing: 2-45 min. classes	Unit #: 4	Lesson Plan:4
LESSON TITLE: Hula Hut Throwdown+ Wood blocks or cup stack+ Curl Ups				
ENDURING UNDERSTANDING:				
GSE TO ADDRESS IN UNIT				
MOTOR SKILLS: PE 5.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns				
f. Catches an object with both partners moving.				
STRATEGIES: PE 5.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
b. Applies the concepts of open and closed spaces in a practice or game setting.				
b. Analyzes movements and applies movement concepts (force, direction, speed, pathways, shapes, and levels) in a variety of small-sided games, dance, and/or gymnastics activities.				
c. Applies basic offensive and defensive tactics and strategies in game settings (invasion, chasing/fleeing, net/wall, and field).				
FITNESS: PE 5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.				
c. Participates in the Georgia Fitness Assessment Program with teacher supervision.				
e. Identifies strategies to improve areas of need based on the Georgia Fitness Assessment results (with teacher assistance).				
RULES: PE 5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.				
b. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.				
c. Participates with independent and cooperative responsibility.				
d. Gives and accepts corrective feedback respectfully to and from others (peers and adults).				
d. Applies safety principles with peers and equipment in physical activity settings.				
VALUE AND JOY: PE 5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.				
b. Analyzes the enjoyment and/or challenge of various physical activities for a positive or negative response.				

Physical Education 5th Grade Unit 4 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"> Use a Venn Diagram to compare this game to another game 	<ul style="list-style-type: none"> Peer observations 	<ul style="list-style-type: none"> Teacher observations and asking questions
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p>CONCEPTS: Teamwork, building, STEM, creativity</p> <p>VOCABULARY: Accuracy, trajectory, structure, stability</p> <p>LINKS: This is a different version https://www.thepespecialist.com/hulahutthrowdown/</p>		
DIFFERENTIATED LEARNING		
<p>SPACE: Depending on the skill level move the huts closer or farther about.</p> <p>TIME: The rounds of the game can be extended or shortened depending on the skill level of the group.</p> <p>GROUPING: Divide the groups evenly so that 3-5 people are in each group</p>		
MATERIALS		
<p>STUDENT EQUIPMENT:</p> <ul style="list-style-type: none"> 6 hula hoops per group 5-6 foam balls per group 	<p>TEACHER EQUIPMENT:</p> <ul style="list-style-type: none"> 5-6 boxes of Jenga 60-80 plastic solo cups Whistle Music 	
<p>OPENING Getting students ready to learn</p>	<p>ESSENTIAL QUESTIONS: What are the differences between the health-related and skill-related components of fitness, and with which ones do I need to learn and play games?</p>	
	<p>HOOK/INTRODUCTION ACTIVITY: Begin the lesson with wood blocks or cup stacking. This will give the students design and building ideas. It will also demonstrate the importance of teamwork and communication.</p> <p>Practice the curl up portion to the FitnessGram</p>	

Physical Education 5th Grade Unit 4 Lesson Plan 3

FOCUS ACTIVITY	STUDENT AND TEACHER PROCEDURES: Activity Name: Hula Hut Throwdown The students will plan and use STEM ideas to create a plan. To build a hula hut, place 1 hoop on the ground to be the foundation. Place 2 hoops on the inside edge of the foundation, but opposite sides of each other, and lean them together at 45-degree angles. Place 2 more hoops on the inside edge of the foundation, but on opposite sides of the other 2 hoops. Again, lean them together at 45-degree angles over the first two hoops. The sixth hoop, which is the roof, is placed on top to hold the walls in place. To foster creativity, allow variations as long the hoops are standing up. The goal of the game is to knock down the opposite team domes. Each battle will last 2 minutes. The students will have enough time to build each dome. Give the group a 10-second countdown before the end of the battle. Students will be able to rebuild their dome during the 2 minutes. When time is up, the team that has the most domes up will win. All 6 hoops have to be the same size. A variation is to play elimination style. In that case, students are not allowed to rebuild their domes once they get knocked down. Other variations: Build a hula hut on the middle line and sit down with your team. Then build a hula hut, send 2 people through, and sit down. After that, build a hula hut, send 2 people through belly facing up and sing ring around the Rosie, then sit down. Have a person close their eyes. The rest of the group guides the one person, to build a hut. Then the group verbally directs them through the hut.
CLOSING	REVIEW: Based on what you know about engineering, how would you explain the domes? Rephrase the steps to building the domes. How many are there? What would happen if you built a different shape? What does the completed shape remind you of? Can you design a way to make it stronger? Make a fraction of how many domes are standing versus knocked down (i.e. 4/6)

SAMPLE